

THE EFFECTIVENESS OF STUDENT GOVERNMENT ASSOCIATIONS
AT SELECTED FOUR-YEAR INSTITUTIONS OF HIGHER
EDUCATION AS PERCEIVED BY CHIEF ACADEMIC
OFFICERS, FACULTY SENATE CHAIRPERSONS,
CHIEF STUDENT AFFAIRS OFFICERS, AND
STUDENT GOVERNMENT PRESIDENTS

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PREFACE

This study is concerned with the perceived effectiveness of student government associations as reported by 422 chief academic officers, faculty senate chairpersons, chief student affairs officers, and student government presidents at 155 doctorate-granting institutions, comprehensive colleges and universities, and liberal arts colleges. Primary objectives were to determine perceptions of the four institutional officers regarding the influence of the student government association in institutional governance and policy making and which issues and concerns they considered most important to the student government association at their institution.

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

Various phrases have been used to describe the current generation of college students: "apathetic," "disinterested," "the me generation." This concern for self over others has led various authors to contrast this generation with that of the 1960s, one in which many students were becoming involved with critical social issues both on and off college and university campuses (Altbach, 1981; Ellsworth & Burns, 1969).

Levine (1980, 1983) has noted that this generation of college students is self-concerned, disenchanted with politics, and overly interested in material success. This attitude of "meism" may therefore be reflected in the extent to which students become involved in and support that organization on a campus which purports to speak for and represent the entire student body, the student government association.

Disagreement has existed for several decades among researchers as to whether student government is a viable avenue and measure of student involvement in the governance of an institution; some have even called for the disbandment of student government or a reorganization of the method of student representation (Lunn, 1957; McGrath, 1970; Sturmer, 1971).

On various campuses, scandals involving student government officers have occurred, with officers accused of mishandling student government funds and rigging student government elections (National On-Campus

Report, 1982).

On many college campuses, only a small portion of students vote in student government elections (Deegan, Drexel, Collins, & Kearney, 1970), adding substance to the view of some researchers that a student government association does not actually represent the interests of the majority of its constituents (Alexander, 1969; Levine, 1980; Shaffer, 1970).

The advisability of student representation on university-wide committees has been frequently recommended (Carr, 1959; Groves & Groves, 1978; Penn & Cornthwaite, 1976; Wren, 1975). However, others such as Carlson (1982) stated that such representatives are often poorly prepared to assume full committee membership. Earlier, Hawes and Trux (1974) noted that the presence of students on committees does not guarantee meaningful participation in institutional governance and may inhibit, rather than encourage, free student expression.

Activities of student government associations are not limited to on-campus representation and involvement. Some student governments become members of a state association of students (Downey, Sweeney, & Thomas, 1981; Hook, 1982; Millett, 1980), or may become involved in the activities of a national organization of student government associations (Winkler, 1982). The involvement of student governments in Public Interest Research Groups is a phenomena of the last fifteen years and reflects students' concerns regarding consumer-oriented issues (Altbach, 1981; Levine, 1980; Nader, 1972).

The attitudes regarding the extent and effectiveness of student participation in institutional governance are complex, ambiguous, and even contradictory. Certainly the various publics of an institution have differing perceptions of the extent and areas in which students should be

involved in institutional governance (Brubacher, 1981; Kerrins, 1959; Mayhew, 1970; Penn & Cornthwaite, 1976; Schoen, 1965).

Some student governments may be perceived by the student body as effectively and responsibly functioning as their voice and representative in institutional governance. On the other hand, Henderson (1967) asserted that some student governments are perceived as functioning in a paternalistic manner toward their constituents, and Shaffer (1970) noted that students pay attention to the student government only when they observe it influencing issues of personal importance. On some campuses, student government may be perceived by students as a viable method by which student representation is secured; on other campuses, student indifference to student government is demonstrated by low voter turnout in campus elections (Alexander, 1969; Altbach, 1981; Shaffer, 1970).

Some researchers suggested that faculty councils and university committees should solicit and value student input to their groups (McConnell, 1967; Penn & Cornthwaite, 1976; Sanford, 1970), while others recognized that these groups may only tacitly acknowledge the role of students in academic policy making (Alexander, 1969; Wilson & Gaff, 1970) or be reluctant to accept such "democratization" of higher education (Brubacher, 1981).

The effectiveness of student government may be perceived differently by the various publics of an institution. The perceptions may range from one of actual power, that is, the ability to affect change, to one of no power, where students are given the authority to deal with areas which threaten neither the institution nor its members (Johnstone, 1969; Shaffer, 1970; Wren, 1975).

Statement of the Problem

The literature overwhelmingly supported the need for and the desirability of some form of student participation and representation on college and university campuses, but the literature related specifically to the effectiveness of student government was inconclusive. A method for measuring the perceived effectiveness of student government, as reported by (a) the chief academic officer (vice president for academic affairs, provost, or dean of the faculty); (b) the faculty senate chairperson; (c) the chief student affairs officer (vice president for student affairs or dean of students); and (d) the student government president was considered to be of value in determining the current ability of student government associations to affect change in institutional policy making.

This study assessed the perceived effectiveness of student governments, that is, the degree of influence held by the student government association in institutional policy making, as reported by chief academic officers, faculty senate chairpersons, chief student affairs officers, and student government presidents at selected four-year institutions of higher education.

For this research, the four institutional officers were selected because they are the representatives of different institutional publics; they represent the primary areas of concern to the student government association; and they are the critical, institutional officers to affect change. The chief academic officer serves as the appointed institutional official vested with the authority for and the responsibility of the institution's academic programs. The chairperson of the faculty senate serves as the elected or selected chief institutional spokesperson for the faculty. The chief student affairs officer serves as the appointed

institutional official vested with the authority for and the responsibility of student services, programs, and activities. The student government president serves as the elected representative of the student body.

Purpose of the Study

The purpose of the study was to determine the perceived effectiveness of the student government association at selected four-year institutions of higher education as reported by chief academic officers, faculty senate chairpersons, chief student affairs officers, and student government presidents. Here and after in this study, the chief academic officer is referred to as CAO; the faculty senate chairperson is referred to as FSC; the chief student affairs officer is referred to as CSAO; and the student government president is referred to as SGP.

The participants for this study were CAOs, FSCs, CSAOs, and SGPs at 156 doctorate-granting institutions, comprehensive universities and colleges, and liberal arts colleges in the United States as selected from the Carnegie Council's A Classification of Institutions of Higher Education (Carnegie Commission on Higher Education, 1976). Here and after in this study, doctorate-granting institutions are referred to as Group I; comprehensive colleges and universities are referred to as Group II; and liberal arts colleges are referred to as Group III.

The perceived effectiveness of student governments was measured by a comparison of the responses of CAOs, FSCs, CSAOs, and SGPs at institutions which are either Group I, Group II, or Group III on two sets of questions. The first set of questions measured the extent to which the respondent agreed with statements related to (a) the involvement of the student government association at their institution with political issues,

(b) the involvement of the student government association with activities and issues which directly affect students, (c) the provision of student representation on various committees, (d) the influence of the student government association in institutional governance, and (e) the influence of the student government association in institutional policy making. In the second section, respondents were asked to (a) list the top five issues and concerns which they considered most important to the student government association at their institution, (b) rank these issues in terms of the amount of time spent on them, and (c) indicate the result of the student government's involvement with these issues.

Basic Assumptions

The investigator made the following assumptions:

1. Student government is the official avenue for student involvement in the governance of an institution.
2. The effectiveness of student government may be indirectly measured by the perceptions of informed institutional publics, among them the administration, the faculty, and the student body.

Delimitations of the Study

The investigator did not attempt to survey CAOs, FSCs, CSAOs, and SGPs at all four-year institutions of higher education, but instead only surveyed CAOs, FSCs, CSAOs, and SGPs at 156 institutions of higher education randomly selected from all four-year institutions of higher education in the United States included in the Carnegie Council's classification of institutions of higher education.

Definition of Terms

For the purpose of this study, the following definitions were used:

Student government (used synonymously with student government association) - "a regularly established policy-determining and/or administering body, composed entirely of students, though possibly with a faculty and/or administrative adviser, and with broadly inclusive responsibilities and powers" (Carr, 1959, p. 20).

Chief academic officer - that person appointed by an institution's president as the vice president for academic affairs, provost, or dean of the faculty.

Faculty senate chairperson - that person elected or selected according to an institution's constitution or bylaws to be the chief spokesperson of the faculty.

Chief student affairs officer - that person appointed by an institution's president as the vice president for student affairs or dean of students.

Student government president - that person chosen through an election by either the student body or student body representatives to serve as president of the student government association.

Effectiveness - the extent to which the student government association is able to represent the student body in terms of its ability to influence institutional policy making.

Research Questions

The investigator sought to find an answer to the following research questions:

1. What is the relationship between institutional officer and group

of respondent on the involvement of the student government association with political issues?

2. What is the relationship between institutional officer and group of respondent on the involvement of the student government association with activities and issues which directly affect students?

3. What is the relationship between institutional officer and group of respondent on the student government association's provision of students for various committees?

4. What is the relationship between institutional officer and group of respondent on the perceptions of various institutional publics regarding the influence of the student government association in institutional governance?

5. What is the relationship between institutional officer and group of respondent on the influence of the student government association in institutional policy making?

6. How much agreement exists between institutional officer and group of respondent and (a) the choice of the top five issues and concerns to the student government association, (b) the ranking of these issues in terms of the amount of effort put into them by the student government, and (c) the result of the student government's involvement with these issues?

Format of the Dissertation

Chapter I contained a background of the study, the statement of the problem, the purpose of the study, basic assumptions, delimitations of the study, definition of terms, research questions, and the format of the remainder of the dissertation.

Chapter II contains a review of the literature related to the study.

The review of the literature is organized into three sections: (a) an historical overview of student participation in institutional governance, (b) the emergence within the twentieth century of student representation and student government as viable aspects of institutional governance, and (c) the delineation of proposed alternatives to traditional forms of student government.

Chapter III contains a description of the population, the sample, the design of the study, the research questions, the research hypotheses, the procedures, and the treatment of the data.

Chapter IV presents and analyzes the data.

Chapter V presents the findings, conclusions, and a discussion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of the literature related to the effectiveness of student government will be organized into three sections:

1. An historical overview of student participation in institutional governance.
2. The emergence within the twentieth century of student representation and student government as viable aspects of institutional governance. Particular attention will be given to specific studies conducted to determine the role of student participation in institutional governance. An analysis of the functions and effectiveness of contemporary student government will also be given.
3. Proposed alternatives for the traditional forms of student government will be delineated.

An Historical Perspective

Although each generation of college students may believe that it is "re-inventing the wheel" with regard to its role in the governance of an institution, a review of the literature related to the historical role of student participation and representation indicates that students have been involved in some form of self governance for several hundred years. As Cardozier (1968) indicated, students' desire to gain representation on

institutional governing bodies and to acquire complete self-determination of non-academic life has precedents in universities of the Middle Ages. In addition, although strict parallels cannot be drawn between student participation in the medieval universities and current modes of student government, some similarities may be found (Klopf, 1960).

The university at Bologna during the thirteenth and fourteenth centuries is considered the prototype of student control at early European universities. Because students attending the university were primarily from foreign countries (as opposed to the teachers, most of whom were local residents), they formed "nations," groups based on national affiliation for the purpose of self-protection. According to Falvey (1952), these nations were chartered and were the basis of student control of the universities. Each nation elected a councilor; the councilors then elected the rector, a university student. Medieval students were, as Cardozier (1968) stressed, very powerful within the university, as they established rules and regulations applying not only to themselves but also to their professors and landlords. These students, organized into nations, practiced extensive self-government, controlled the universities, and exemplified "the democratic principles upon which the early universities were organized" (Falvey, 1952, p. 35).

Other medieval European universities with significant student influence were at Montpellier, Toulouse, Prague, and Salamanca (Cardozier, 1968).

In contrast to student-controlled universities, particularly the University of Bologna, was the master-controlled University of Paris. (Crane in Vaccaro & Covert, 1969). Because the masters here were also outsiders, they too organized a cooperative group. Since many of the

teachers were students in either law, medicine, or theology while also serving as a master in the arts university, their guilds became the governing body of the university.

Additional precursors of later attitudes regarding student control and participation were the universities at Oxford and Cambridge. According to Cardozier (1968), during the fifteenth century, masters, instead of students, served as principals of the residence halls, with various rules and regulations being instituted which changed the control from students to faculty. Because Oxford and Cambridge served as models for early American colleges, several hundred years would pass before students would again seek the power, control, and influence they had once enjoyed in the medieval universities.

The slow development of student government in the United States has been attributed to "the grip of the German scholastic and research tradition on American educational thinking" (Klopf, 1960, p. 39). Many eighteenth and nineteenth century American educators had received much of their educational training in German institutions which contained no form of self-government under the tutelage of German professors who were more concerned with the teaching of facts than with aiding their students toward an acceptance of their social responsibilities.

This objective, detached attitude of German professors, with their distrust of students' governing responsibilities, aided the passing of control to the faculty and found fruition in the development of colonial colleges in America.

Klopf (1960) listed two additional factors which excluded students' participation in the administration of colonial colleges: the lay board of control and the immaturity of students.

During the post-Revolutionary era and the early nineteenth century, attempts at student government were made at several institutions, among them William and Mary, Trinity, Oberlin, Yale, and Union (Carr, 1960; McGuire, 1960). Student government at these institutions was similar to, if not modeled on, Thomas Jefferson's plans at the University of Virginia which included student self-government and individual freedom (Ellsworth and Burns, 1969). As Falvey (1952) indicated, Jefferson believed that students' participation in student government would provide the necessary experience for becoming future good citizens.

Jefferson's model of student self-government, however widely it was emulated, was considered no more than an experiment which failed (McKown, 1944). Rudolph (1962) has noted that it was not until after the Civil War that conditions on college campuses allowed for the growth of student governments.

The rise of student governments in the late 1800s can partly be attributed to a parallel increase in what was labeled the extracurricular (Rudolph, 1962). Because these outside-of-class activities - literary societies, fraternities, athletics - were often under attack, Rudolph has suggested that the student government helped students organize activities on campus that did not fall under the direct supervision of the faculty.

By the end of the nineteenth century, student participation in institutional governance had become more than an experiment and was, as Falvey (1952) indicated, widespread, with examples of various student governing bodies on many campuses.

During the twentieth century, various studies have been conducted to determine the extent of student participation in institutional governance (Bowden & Clark, 1930; Carr, 1960; Lunn, 1957; McKown, 1944). Detailed

attention will be given in the second part of this review of the literature to specific studies related to student governments within the last several decades.

Although the extent and forms of student participation in institutional governance have undergone various stages within the last seven centuries, the concept of student participation has remained secure. The roots of student participation may be found in the student-controlled University of Bologna and traced through the post-Revolutionary era and the early nineteenth century. As Rudolph (1962) has indicated, when students began initiating activities outside of the classroom and assuming responsibility for them, the concept of students having a greater role in institutional governance acquired more credibility than it had had when faculty and administrators had tried to give them this role.

Student Government in the Twentieth Century

During the twentieth century, student participation in institutional governance has broadened and increased from its foundation established in the late nineteenth century (Runkle, 1973).

This increased role for students was the result of the combined efforts of students, faculty, and administrators. Crane (in Vaccaro & Covert, 1969) noted that responsibilities assumed by students in various organizations, for example, clubs, literary societies, and athletics, in the late nineteenth century had led to institutions delegating to students some direct responsibilities for the governance of their own affairs.

Somers (1966) observed that student governments began spreading during the first decade of the twentieth century as faculty members became increasingly aware that college-age students were more mature than

previous generations of college students had been and faculty members themselves became less involved with such fringe areas as discipline.

The beginning of the twentieth century is therefore used as the base for this section of the review of the literature. The following time frames have been chosen to illustrate the growth of student representation in institutional governance:

1. 1904-1944 - the decades up to World War II. Somers (1969) asserted that student governments spread during the first decade of the twentieth century with the Progressive Movement influencing student participation in later decades.

2. 1945-1964 - post-World War II up to the Free Speech Movement at the University of California at Berkeley. Crane (in Vaccaro & Covert, 1969) noted that after World War II, students began assuming more responsibility for their activities out of class. Carr (1959) also observed the additional involvement of students in institutional governance after World War II.

3. 1965-1983 - the Free Speech Movement at the University of California at Berkeley to the present. Duster (in Kruytbosch & Messinger, 1970) asserted that the Free Speech Movement crystallized two views regarding the role of students at American universities: the rights of students are to learn and to participate in institutional governance. Corson (1971) also indicated that although student governments had previously assumed a limited and innocuous role, during the mid60s, students demanded a broader involvement in governance than they had previously had.

Among the early organizations which promoted student involvement was the National Self-Government Committee, Inc., which advocated student self-government on college campuses as a means of encouraging responsible

democratic citizenship (Somers, 1966). Falvey (1952) attributed this group with begin the most prominent organization concerned with education for citizenship and student participation. Members of this organization, which was active for approximately four decades, spoke before student groups and educators at a wide range of educational organizations and institutions: public schools, junior cities, teacher training colleges, and four-year institutions (Bowden & Clarke, 1930).

Several studies were conducted during this era (1904-1944) which indicated the widespread existence of student governments.

Bowden and Clarke (1930) conducted a survey in 1910 of 113 colleges for women to determine how many of them had self-government. The results of the survey indicated that 13 of the 16 first class institutions (as reported by the Department of Education) had some form of self-government.

Bowden and Clarke (1930) conducted another study in 1923 of 723 institutions, including teacher training institutes. Of the 508 replying institutions, 346 had some form of student government.

Edwards, Altman, and Fisher (Falvey, 1952) conducted a study in 1923 of undergraduate morale at 23 colleges and universities. Although student government existed at all institutions, the researchers found a diverse variation in its forms and methods.

McKown concluded a historical review of student participation with three areas of responsibility which were then found in nearly all colleges and universities. One area of responsibility was " ... (3) the student body, through its representatives responsible for the organization, promotion, and handling of the many so-called 'extracurricular' activities" (McKown, 1944, p. 13).

Carr (1959) noted that a change in student participation in

institutional governance occurred after World War II. He listed developments which at that time influenced established institutional procedures: (a) influx of veterans following the war, (b) the student personnel point of view, (c) growing concern with democracy, (d) greater interest by authorities, and (e) increased student interest in participation.

The influence of the returning veterans on college campuses was shown by the establishment in 1947 of the National Student Association (NSA) by young war veterans (Cloyd, 1980). As McGuire (1960) indicated, the founding of the NSA gave student government a needed stimulus. He credited NSA with developing student interest in local, campus, national, and international affairs and stimulating student leaders to seek a voice in the formulation of policies that directly affected them.

Frequently cited in the literature are the objectives of student participation as formulated by Falvey (1952). Although the major part of her material was assembled in 1947-48, her objectives are often used in support of contemporary student participation: (a) training for citizenship, (b) education for responsibility, (c) experience in policy-making, (c) provision for student expression, (d) development of leaders and followers, and (e) leadership training and democracy. Although Falvey was a fervent advocate of student participation, she believed that the trend at that time (late 40s and early 50s) was toward community government rather than student government, with students participating actively in a variety of administrative concerns.

A study concerned with the student's role in college policy making was conducted by Lunn (1957) under the auspices of the Commission on Student Personnel of the American Council on Education (ACE). Although

Lunn believed that student participation in governance which consisted of only students and was concerned primarily with student activities was at that time (1957) the most widespread on college campuses, he also believed that the most far-reaching examples of participation were found where community government had replaced the concept of student government. He believed that an independent student government, while offering students participation in training for democratic leadership, did not guarantee student participation unless other channels of communication were also available. Lunn believed students could participate in various areas in the general governance of an institution, including (a) the evaluation, selection, and promotion of faculty members and administrative officers; (b) institutional grounds and facilities; (c) finance; (d) the college calendar; (e) cultural programs; and (f) long-range institutional policy making.

Under the sponsorship of the American Association of Colleges for Teacher Education (AACTE), Carr (1959) conducted a study of 183 state teachers colleges, all members of AACTE, to determine the channels of student participation. Data was sought in connection with the following four channels: (a) the student council, (b) joint councils, (c) student committees, and (d) joint committees.

Although the book does not present the results of a study related to student government, College Student Government (Klopf, 1960), is one of the classic books of this era (1945-1964) related to student representation in educational governance. Klopf, sponsored by the United States National Student Association (USNSA), urged that the college student "be given the opportunity to accept as much responsibility as he is able to in terms of his experience and the climate of the particular campus" (Klopf, 1960, p. 1). This philosophy of student involvement in

institutional governance had been a basic principle of the USNSA since its founding in 1947 (Tremper, 1948) and continues as an important aspect of today's United States Student Association, formed in 1978 as the result of a merger of the USNSA with the National Student Lobby (Cloyd, 1980).

A discussion of another book, Role and Structure of Student Government (Meehan, 1966), which was also directly connected to the USNSA (the author served as Director of the Student Government Information Service of the USNSA from 1961-63), is more appropriate here than it would be in the following era, 1964-1982.

Role and Structure of Student Government reflects the trend for the rejection of student government as merely a laboratory of learning or a training group for citizenship. Although Meehan questioned whether student governments should be involved with off-campus political issues, she acknowledged that "action on education issues seems to be the most logical and important role of student government" (Meehan, 1966, p. 2). Students at that time, she noted, desired for student governments to be concerned with the improvement of education and basic conditions of student life.

A landmark study in the history of student representation in institutional governance was conducted by Williamson and Cowan (1966) to determine the amount of academic freedom college students had at that time. The results of the study, conducted in the spring of 1961 under the auspices of that National Association of Student Personnel Administrators (NASPA) portrayed student governments as having relatively non-controversial functions. These results indicated that the three most frequently perceived functions of student government were to (a) supervise campus elections, (b) conduct freshman orientation, and (c) organize social

events. The 17 listed functions of student government were organized into the following five functions: (a) social, (b) social-regulatory, (c) political-regulatory, (d) participative, and (e) expressive.

For the purposes of this review of the literature, 1965-1982 has been chosen to illustrate the third time frame. The amount of literature related to student participation in institutional governance during this era is extensive. The investigator discovered, however, that articles written during the late 1960s and early 1970s appeared to more "accurately" portray what was happening on college campuses with regard to requests for a greater involvement in institutional governance than that which was written ten years later.

The underlying philosophy of the American Association of University Professors' "Draft Statement on Student Participation in College and University Governance" illustrated the organization's belief that because of students' distinctive role, they were qualified "to share in the exercise of responsible authority on campus; the exercise of that authority is part of their education" (AAUP, 1970, p. 33). According to the Statement, students should share in the formulation of policies relating to academic affairs including admissions; academic programs, courses, and staff; academic evaluation; and academic environment. Students should also participate in other institutional affairs, including extracurricular activities, student regulations, student discipline, and other institutional concerns. The Statement indicated that such student involvement in the governance of an institution might also include membership at various levels, for example, departmental committees, college councils and committees, and the university senate and its committees.

Ikenberry (1970), while not denying the validity of student

participation in institutional governance, believed this would not be accomplished by an improved, more central forum in which students and faculty could express their interests, but that forums at lower levels of administration, for example, at the departmental level, would allow students a greater voice in various campus concerns. ✓

The literature revealed conflicting opinions as to whether students had the necessary maturity and experience to be involved in institutional governance.

Kerlinger (1968) noted that although students' zeal was commendable, it should not be allowed to go too far, for example, into the area of educational policy, which he considered a responsibility of the faculty. Any areas of decision making in which students were allowed to participate should be guided by the principles of legitimacy, competency, and responsibility. According to Kerlinger, students couldn't legitimately participate in the educational decision making of an institution because of their lack of the necessary competence and sense of responsibility. Kerlinger's position of excluding students from this crucial part of decision making was based on his belief that the university is not a political institution, and to make it such would only deflect it from its basic goals and values. ✓

Sanford (1970) believed, in contrast to Kerlinger, that those who were in charge of educational institutions had little knowledge or understanding of students. Sanford's position that "There is no reason in educational theory why students should not have a voice in the deliberation of all university committees and boards, including those that choose presidents, hire and promote faculty, and design curricula" (Sanford, 1970, p. 114) presents a contrast to Kerlinger's desire to exclude students from decisions involving educational policy. ✓

Keyes (1968) noted that students should be involved in institutional governance for moral-democratic reasons, that is, those belonging to a community should be consulted or have recourse to appeal decisions which affect them. Although Keyes realized that a student-faculty-administration partnership could not be decreed, the relationship should be looked at, defined, and redefined. An institution should not be divided into three separate camps, but should aim for a cooperative partnership of students, faculty, and administrators.

Powell, president of the United States National Student Association, 1968-1969, noted that in matters relating to all university policies, students should be given a measure of power equal to that then shared by faculty and trustees. His philosophy on student power is typical of that often found in the literature during this era, "Student power is a movement for democracy in the university, not a movement for more liberal decisions on the part of the administrators" (Powell, 1969, p. 30).

Sexton (1968) surveyed 15 institutions (5 community colleges, 5 liberal arts colleges, 5 state institutions) to determine (a) prevailing practices of student participation in governance in higher education relative to the legal framework, (b) the channels for student involvement, and (c) areas in which students have been or should be involved. Interviews were held with chief academic officers, chief student affairs officers, and chief student government officers. These interviews revealed that the basis for student participation in higher education governance was the development of skills and attitudes of democratic citizenship and training in the art of government.

During this era of increased student requests for involvement in institutional governance, the campus student government association was

often viewed as the vehicle for achieving this goal.

Stroup (1964) anticipated this increased role of student governments when he called for a recasting of the structure of student government. He noted the self-contradiction implied in the traditional meaning of "self-government" by indicating that students had never been given control of the significant areas of the institution's concern, and that the basic objective of student government should be to establish faculty-student alliances related to the fulfillment of the fundamental aims of the institution.

Bowles (1968) also indicated the importance of establishing faculty-student alliances. Only by an alliance would students share academic power within the institution. Because, as Bowles noted, so little of student government was concerned with learning, he believed the inclusion of student government leaders into the apparatus of governance would be beneficial to all involved groups.

Robinson (in Eddy, 1978) noted the limited role of student governments in the 1960s to traditional activities, for example, management of social activities and occasional representation on some faculty committees. He indicated the changing nature of student government associations toward one of increased involvement in institutional policy making.

Williamson (1967), a recognized and respected pioneer leader in the field of student personnel work, noted that the goal of getting students involved in matters of leadership and participation in campus activities would not be achieved by allowing them mere sandbox participation. He believed student government could play a very important role in policy making and must be accepted by the administration as a vital and legitimate part of the institution's governance structure.

Martin (1967) indicated that students had not been granted participation due to inadequacies, but because the faculty and administration didn't want arrangements that worked to their convenience and advantage disrupted. Students were encouraged to become involved where it mattered least, for example, participate in sandbox government and serve on advisory committees in an advisory or ceremonial position.

The literature related to the role of student government during the 1970s indicated an increased concern for student involvement in institutional policy making.

McGrath (1970) noted that the role of student governments had changed from one of not having responsibility for matters of any material significance to one of demanding a larger control over their own education.

Views suggested by Mayhew (1970) regarding student participation in institutional policy making appeared to be in the minority. Mayhew suggested that such participation should be viewed as an educational experience, and students weren't appropriate repositories of governing power when such issues as representation, complexity, and long-range planning were examined.

Corson's acknowledgment (1971) that until the mid60s students had been passive participants in the functioning of institutions of higher education and that students were at that time demanding that their voice be heard on a range of governance issues was more often reflected in the literature than were Mayhew's limited views of student participation. Corson suggested that decisions must be made through a process in which those who are affected by the decision are consulted, given an opportunity to voice their opinions, and exercise influence proportionate to their competence.

Millett (1980), another recognized authority of the issue of governance, in reflecting on the 70s, noted that increased student involvement in institutional governance had taken two forms: student representation on a university council or other similar body and increased delegation of authority to the student government. He did acknowledge, however, that as the 70s had proceeded, student concern with student government seemed to be receding and noted the growth of state-wide associations of student governments as a method of representing student interests and concerns before state legislatures.

Areas in which student governments have been involved in the 70s and 80s present a definite contrast to earlier concerns. According to Altbach (1981), during recent years, student governments have moved into areas of control over activity fee monies. Although only a small minority of student governments are primarily concerned with political issues, an enhanced political consciousness and awareness is viewed as a legacy from the 60s with some student governments involved in lobbying efforts related to student interests at both the state and national levels (Downey, Sweeney, & Thomas, 1981; Wren, 1975).

As noted by Pettit and Dunham (1983), student governments have moved from holding what little power a paternalistic administration gave them to pressing for a greater role in such areas as faculty evaluation and curriculum and budget decisions. The relationship between student governments and governing boards has also been re-examined as students have lobbied for a representative on boards of trustees, an action which the Carnegie Commission (Wren, 1975) did not favor, believing that the authority of student governments did not extend past authority over their activities, disciplinary matters, and voting representation on certain committees.

Student participation in campus elections has continued to be low and may reflect the attitude of the student body not taking student government very seriously (Alexander, 1969; Creamer, 1975; Altbach, 1981).

This section on the role of student government in the twentieth century has focused on an increased involvement in institutional policy making. The literature reflected a change in involvement from areas related to the extracurricular to those areas more directly concerned with educational policy making. The current trend appears to be an involvement with financial issues, for example, activity fees and financial aid.

Proposed Alternatives

Various authors have called for a reorganization of the traditional forms of student government.

Hallberg (1969) believed that an all-college form of government would more adequately serve the interests of students than would a student government association. He proposed an all-college policy body which would contain representatives from the administration, faculty, and student body. Each department and school would have its own congress.

Eberle (1969) proposed a tricameral board composed of representatives of the general public, students, and faculty. While this model wouldn't obviate the need for student governments, he believed the tricameral model would provide more responsible participation in institutional governance.

McGrath (1970) called for the abolition of the term "student government," noting that the term assumed that students' activities in non-instructional areas have no educational significance. Antioch, with its form of community government, illustrated what McGrath considered to be a model in which everyone in the educational community is represented.

Because McGrath (1971) believed the term "student government" to be a misnomer, he noted that students would be more fairly represented by membership in a senate composed of trustees, administrators, faculty, and students.

Lewy and Rothman (1970) acknowledged the model of a college or university senate composed of students, faculty, and administrators as equal participants, but questioned whether an institution represents a community that can or should be governed democratically.

Creamer (1975), arguing that traditional student governments do not meet the needs of most students, noted alternatives: (a) representative assembly model, (b) communitarian model, (c) urban community model, (d) ad hoc model, and (e) student syndicalist model.

Literature related to alternative forms of student participation in institutional governance is heavily represented in the late 1960s and early 1970s (Creamer, 1975; Eberle, 1969; Hallberg, 1969; Lewy & Rothman, 1970, McGrath, 1970; McGrath, 1971). What little literature the investigator found relating to student participation in institutional governance during the late 1970s did not reflect a concern with alternative structures but focused on new roles and functions for student governments (Boyd, 1981; Brubacher, 1981; Levine, 1980; Millett, 1980; Pettit & Dunham, 1983).

Summary

This review of the literature has been organized into three sections: (a) an historical overview of student participation in institutional governance, (b) a presentation of studies conducted during the twentieth century to determine the role of student participation, and (c) proposed alternatives to traditional forms of student government.

The historical overview of student participation traced the development of student representation from its origins in the European universities through a slow development in American institutions until such representation was accepted as part of the extracurricular, an activity and experience which could add depth and substance to a student's inclass activities. Student representation in institutional governance became more solidified during the twentieth century as students were given more responsibility for supervising their own activities. The review of literature related to student participation during the twentieth century was presented according to three time frames: (a) 1904-1944, (b) 1945-1964, and (c) 1965-1983.

Various studies conducted during the twentieth century focused on the extent of students' role in college policy making, a role which has elicited conflicting opinions as to what this role should be.

Several alternatives have been proposed for the traditional form of student government, for example, an all-college policy body, a tricameral board, and a university senate.

Contemporary student governments are involved with a wide range of issues and concerns, many of which are a function of the institution's size and method of support. These issues and concerns reflect evolving functions of student governments.

The investigator believes that although certain eras are heavily represented in the literature, for example, the 1960s, the current dearth of literature relative to student representation in institutional governance is not a reflection of a lack of concern about such representation but rather an acknowledgment and acceptance of the role of student government in institutional governance and policy making.

CHAPTER III

METHOD OF INVESTIGATION

Introduction

The purpose of this study was to determine the perceived effectiveness of the student government association at 156 institutions of higher education in the United States. Effectiveness was measured by a comparison of the responses of CAOs, FSCs, CSAOs, and SGPs on two sets of questions which were concerned with the degree of influence held by the student government association in institutional governance and policy making and the top five issues and concerns of the student government association as perceived by the respondents.

The data for this study were collected via a mail survey. The questionnaire was mailed to 624 selected CAOs, FSCs, CSAOs, and SGPs at 156 doctorate-granting institutions (Group I), comprehensive universities and colleges (Group II), and liberal arts colleges (Group III).

The remainder of this chapter describes the population, the sample, the design of the survey instrument, the research questions, the research hypotheses, the administration of the survey instrument, and the treatment of the data after it was collected.

The Population

The population for this study was composed of CAOs, FSCs, CSAOs, and SGPs at all four-year institutions of higher education in the United

States as categorized in the Carnegie Council's A Classification of Institutions of Higher Education. The total number for the population was 1251. The following Carnegie Council classifications were used:

Doctorate-Granting Institutions (Group I) - includes Research Universities I and II and Doctorate-Granting Institutions I and II

Comprehensive Universities and Colleges (Group II) - includes Comprehensive Universities and Colleges I and II

Liberal Arts Colleges (Group III) - includes Liberal Arts Colleges I and II

The Sample

A simple random sample of 156 institutions was obtained. Random sampling provided for each institution in the population to have an equal and independent chance of being chosen for the sample (Gay, 1981). The sample consisted of 52 institutions in each of the three groups, I, II, and III, for a total of 156 institutions. The size of the sample was derived from consulting a table by Cohen (1969) where α is .05; the degrees of freedom is 6; and the power is .80. Appendix A contains a list of the institutions used in the sample.

The Design

The survey instrument was developed by the investigator with the assistance of her doctoral committee, students and staff at Oklahoma State University who are currently involved in student government, and a Panel of Experts.

The survey instrument was composed of three components. The first component, completed by SGPs only, requested demographic information.

The second component, labeled Section I, used a series of Likert type items to measure the extent to which the respondent agreed with statements related to (a) the involvement of the student government association with political issues, (b) the involvement of the student government association with activities and issues which directly affect students, (c) the provision of student representation on various committees, (d) the influence of the student government association in institutional governance, and (e) the influence of the student government association in institutional policy making. In the second component, labeled Section II, respondents were asked to (a) list the top five issues and concerns which they considered most important to the student government association at their institution, (b) rank these issues in terms of the amount of time spent on them, and (c) indicate the result of the student government's involvement with them. Space was provided for "Other" responses. Appendix B contains a copy of the questionnaire.

Content validity for the study was established through the literature and a Panel of Experts. The Panel of Experts consisted of four previous presidents of the National Association of Student Personnel Administrators who were requested to critique a draft of the questionnaire in terms of how accurately they believed the items reflected topics currently of interest to student governments.

Reliability for Section I of the questionnaire was determined by the Cronbach coefficient alpha (Cronbach, 1951). Cronbach's alpha, a measure of internal consistency and reliability, was .79, .71, .61, .80, and .68 for the five sections of Section I and .86 for the entire section. Although a Cronbach alpha of .80 is considered adequate for research purposes, a minimum of .90 is needed in applied settings (Nunnally, 1967).

Research Questions

The investigator sought to find an answer to the following research questions:

1. What is the relationship between institutional officer and group of respondent on the involvement of the student government association with political issues?
2. What is the relationship between institutional officer and group of respondent on the involvement of the student government association with activities and issues which directly affect students?
3. What is the relationship between institutional officer and group of respondent on the student government association's provision of students for various committees?
4. What is the relationship between institutional officer and group of respondent on the perceptions of various institutional publics regarding the influence of the student government association in institutional governance?
5. What is the relationship between institutional officer and group of respondent on the influence of the student government association in institutional policy making?
6. How much agreement exists between institutional officer and group of respondent and (a) the choice of the top five issues and concerns to the student government association, (b) the ranking of these issues in terms of the amount of effort put into them by the student government, and (c) the result of the student government's involvement in these issues?

Research Hypotheses

The investigator sought to test the following research hypotheses:

1. There is no significant difference in the mean scores for institutional officer and group of respondent on the involvement of the student government association in political issues.

2. There is no significant difference in the mean scores for institutional officer and group of respondent on the involvement of the student government association with activities and issues which directly affect students.

3. There is no significant difference in the mean scores for institutional officer and group of respondent on the student government association's provision of students for various committees.

4. There is no significant difference in the mean scores for institutional officer and group of respondent on the perceptions of various institutional publics regarding the influence of the student government association in institutional governance.

5. There is no significant difference in the mean scores for institutional officer and group of respondent on the amount of influence the student government association has in institutional policy making.

The sixth research question will be reported descriptively instead of inferentially.

Procedure

After a random sample of 156 institutions was obtained, the names and addresses of the CAOs and the CSAOs were obtained from the Higher Education Directory, 1983. During the week of April 11-15, a packet of materials was sent to 312 CAOs and CSAOs with a cover letter which contained a request to (a) complete and return the questionnaire in the enclosed stamped envelope; (b) list on the postcard his/her name and address

and that of the FSC and SGP respectively, and return the card; and
 (c) forward to the FSC and SGP, respectively, the additional cover letter, questionnaire, and envelope. A request was made to the CAO and CSAO to forward the materials to the appropriate officer if he/she had been mistakenly identified.

The investigator believed that requesting the CAO and the CSAO to supply the name and address of the FSC and the SGP, respectively, was the only method by which such names and addresses could be secured for purposes of followup. Bender (1976) used the same method to obtain from the chief student affairs officer the names of the student government president and student government adviser. Appendix C contains a copy of the cover letter sent to CAOs, FSCs, CSAOs, and SGPs.

After the postcards were received by the researcher, the names and addresses were noted on each institution's master sheet. After the questionnaires were received, they were also logged in on each institution's master sheet and filed in each institution's folder. Each questionnaire was checked three times by the investigator: cursorily, when it was received; in depth, when it was logged in and filed; and again when information was coded for statistical analysis.

By the week of May 9-13, responses had been received from 59% of the possible 624 respondents. Because a total of 17 officers were not in place at a total of ten institutions, the number of possible respondents in the sample was reduced from 624 to 605. The following groups reported the absence of a particular officer(s):

Doctorate-Granting Institutions (Group I): one institution without
 a traditional form of student government

Comprehensive Universities and Colleges (Group II): one institution

without a FSC

Liberal Arts Colleges (Group III): Two institutions without a traditional form of student government, one institution without a CAO, four institutions without a FSC, and one institution without a CSAO

By May 10, a second letter had been mailed to each of the 249 officers who had not responded to the survey. Appendix D contains a copy of these letters. On June 10, tabulation of the data began, with a final return rate of 422 questionnaires or 70% of the sample.

Treatment of the Data

The survey instrument was arranged in a manner so that the information received could be coded, keypunched onto computer cards, and verified. Responses which elicited an "Other" response were hand tabulated. Processing of the data was done by the Oklahoma State University Computer Center, using the Statistical Program for the Social Sciences for demographic information reported by SGPs and the Biomedical Program for Sections I and II of the questionnaire. Frequencies were determined for the demographic information; a two-way analysis of variance was used for Section I; and frequencies of issue chosen was used for Section II.

Summary

Data for this study were accumulated via a mail survey. A simple random sample of 156 institutions was obtained from all of the four-year institutions of higher education in the United States as listed in the Carnegie Council's A Classification of Institutions of Higher Education. The survey instrument was developed by the investigator with the assistance

of her doctoral committee, students and staff at Oklahoma State University who are involved in student government, and a Panel of Experts.

Three hundred and twelve CAOs and CSAOs received a packet of materials which contained a cover letter, a postcard, a questionnaire, and a return envelope, and a request to forward an additional cover letter, envelope, and questionnaire to the FSC and SGP, respectively.

Before the second letter was mailed to nonrespondents, the sample had been reduced to 605 because of the absence of a traditional form of student government at three institutions and the additional absence of seven officers at seven other institutions. Of the 605 officers in the final sample, 422 had responded by the time analyses of responses began. Processing of the data was done by the Oklahoma State University Computer Center using the Statistical Program for the Social Sciences and the Biomedical Program.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the perceived effectiveness of student government associations at 156 four-year institutions of higher education. Perceived effectiveness of student governments was measured by a comparison of the responses of CAOs, FSCs, CSAOs, and SGPs at institutions which were categorized as Group I, II, or III on two sets of questions which were concerned with the degree of influence held by the student government association in institutional governance and policy making.

One or more responses were received from 155 of 156 institutions. Because a total of 17 officers were not in place at a total of ten institutions, the number of possible respondents in the sample was reduced from 624 to 605. The following groups reported the absence of a particular officer:

Doctorate-Granting Institutions (Group I): one institution without a traditional form of student government

Comprehensive Universities and Colleges (Group II): one institution without a FSC

Liberal Arts Colleges (Group III): two institutions without a traditional form of student government, one institution without a CAO, four institutions without a FSC, and one institution without a CSAO

A total of 422 questionnaires was received for a response rate of 70%.

The distribution of responses is shown in Table I.

TABLE I
DISTRIBUTION OF RESPONSES ACCORDING TO GROUP OF RESPONDENT
AND INSTITUTIONAL OFFICER BY PERCENT AND TOTAL

Group	N	CAO	N	FSC	N	CSAO	N	SGP	N	Total
I	34	67%	34	67%	33	65%	39	76%	140	69%
II	42	81%	40	78%	40	77%	35	67%	157	76%
III	<u>35</u>	<u>71%</u>	<u>26</u>	<u>57%</u>	<u>35</u>	<u>71%</u>	<u>29</u>	<u>58%</u>	<u>125</u>	<u>64%</u>
Total	111	73%	100	68%	108	71%	103	67%	422	70%

The study was organized around the following research questions:

1. What is the relationship between institutional officer and group of respondent on the involvement of the student government association with political issues?
2. What is the relationship between institutional officer and group of respondent on the involvement of the student government association with activities and issues which directly affect students?
3. What is the relationship between institutional officer and group of respondent on the student government association's provision of students for various committees?

4. What is the relationship between institutional officer and group of respondent on the perceptions of various institutional publics regarding the influence of the student government association in institutional governance?

5. What is the relationship between institutional officer and group of respondent on the influence of the student government association in institutional policy making?

6. How much agreement exists between institutional officer and group of respondent and (a) the choice of the top five issues and concerns to the student government association, (b) the ranking of these issues in terms of the amount of effort put into them by the student government, and (c) the result of the student government's involvement in these issues?

The remainder of this chapter contains a discussion of the structure of the survey instrument, a discussion of selected demographic variables, an analysis of the research questions, a discussion of the top five issues as chosen by the respondents, and a summary.

The Survey Instrument

The survey instrument consisted of three components. The first component, completed by SGPs only, consisted of a series of questions which requested information regarding the SGP and functions of the student government association at the respondent's institution. A discussion of these responses is presented later in this chapter.

The second component of the survey instrument, completed by all respondents, consisted of 21 statements about student government associations. Respondents were to indicate which of the choices given on a 5 point Likert scale (1=Strongly Agree; 5=Strongly Disagree) best described

their perceptions of the student government association at their institution. For purposes of analysis, the statements were grouped into five sections: involvement with political issues, involvement with activities and issues which directly affect students, provision of students for various committees, influence in institutional governance, and influence in institutional policy making. An analysis of these responses according to institutional officer and group of respondent is reported later in this chapter.

The third component of the survey instrument, completed by all respondents, consisted of a list of 41 issues and concerns which are among the many currently considered by student government associations. Respondents were to select the top 5 issues and concerns which they, in their position of leadership at their institution, considered the most important to the student government association. These top 5 issues and concerns were then to be ranked in terms of how much effort had been spent on them by the student government association within the past 12 months. Finally, respondents were to indicate the result of the student government association's involvement in these top 5 issues. Five choices, ranging from a change in institutional policies to no change in institutional policies, were given. Responses to this section of the survey will be reported descriptively later in this chapter.

Responses of Student Government Presidents

To Demographic and Trend Information

This section presents information regarding selected demographic variables which were considered particularly relevant to this study.

Because three institutions (one in Group I; two in Group III)

reported the absence of a traditional form of student government, the N for SGPs was reduced from 156 to 153. Responses were received from 103 SGPs for a response rate of 67%. Responses were received from 39 SGPs in Group I (76%), 35 SGPs in Group II (67%), and 29 SGPs in Group III (58%).

The majority of the respondents (75%) indicated that the student government association at their institution is a separate unit which represents the interests and concerns of students and also has official representation on other university units of governance.

Election of the student government president by the student body is the most prevalent method by which the SGP is elected (88%) with election of the president by student government association representatives indicated by 12% of the respondents.

A majority of the respondents (61%) indicated that less than 25% of the student body at their institution voted in the most recent all-campus student government association election. However, 69% of the Group III SGPs reported that above 25% of the student body at their institution had voted in the last all-campus student government association election.

Fifty-eight percent of the respondents reported that the student government association at their institution is a member of a national association of student governments. Thirty percent of the institutions hold membership in more than one national association of student governments.

A majority of the respondents (77%) indicated that the student government association at their institution employs or has access to legal counsel, but 72% of Group III SGPs reported that their student government association did not employ or have access to legal counsel.

At those institutions where legal counsel is available to the student

government association (77%), two-thirds of the respondents (66%) indicated it is provided informally through the institution's legal counsel.

Sixty percent of the respondents indicated that legal counsel is not available to members of the student body. The majority of Group I SGPs (56%), however, indicated the availability of legal counsel to students. At the 40% of those institutions where legal counsel is available to the student body, 83% of the respondents indicated that professional legal counseling services are provided free to students. Typically, professional legal counseling services are provided with regard to civil actions, criminal actions, and consumer advocacy.

Respondents were asked to indicate how often they formally discuss issues of importance to the student government association with the president of the institution, the chief academic officer, and the chief student affairs officers. A majority was not indicated for any of the five choices given (Always, Sometimes, Occasionally, Rarely, Never), although Occasionally was the most frequently listed choice.

Analysis of the Research Questions

The purpose of this section is to present the results of the statistical analysis of research questions 1-5 (the results to research question 6 will be reported separately).

A two factor fixed effects analysis of variance was used to analyze the data. The two-way ANOVA is the appropriate procedure to use when investigating the effects of two variables simultaneously and the following assumptions are met: (a) interval or ratio data, (b) randomization of subject assignment, (c) normal populations, and (d) homogeneity of variance (Bartz, 1981).

The independent variables for this study were institutional officer with four levels (CAO, FSC, CSAO, and SGP) and group of respondent with three levels (Groups I, II, and III). The dependent variable was the summed Likert-type responses to a series of statements related to the involvement of the student government association in institutional governance and policy making. Each research hypothesis was tested for main effects and interaction. Due to missing and/or incomplete data for 22 respondents, the sample was reduced from 422 to 400.

Hypothesis 1: There is no significant difference in the mean scores for institutional officer and group of respondent on involvement of the student government association in political issues.

The test for interaction was not significant ($F=1.40$; $p>.05$). The tests for main effects were significant for both officer ($F=6.20$; $p<.05$) and group ($F=27.33$; $p<.05$). Table II presents the summary for the two-way analysis of variance. Table III presents the means and standard deviations.

TABLE II
SUMMARY TABLE FOR THE TWO-WAY ANALYSIS OF VARIANCE
FOR GROUP OF RESPONDENT AND INSTITUTIONAL OFFICER
ON INVOLVEMENT IN POLITICAL ISSUES

Source	SS	df	MS	F
Group	637.81	2	318.90	27.33*
Officer	216.98	3	72.33	6.20*
Group x Officer	97.88	6	16.28	1.40
Residual	4526.76	388	11.67	
Total	5479.43	399		

* $p<.05$

TABLE III
MEANS AND STANDARD DEVIATIONS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON INVOLVEMENT
IN POLITICAL ISSUES

	Institutional Officer				
	CAO	FSC	CSAO	SGP	Total \bar{X}
Group I					
Mean	10.56	11.84	10.48	9.38	10.50
SD	2.79 (n=32)	3.76 (n=32)	3.01 (n=33)	3.05 (n=39)	(N=136)
Group II					
Mean	13.05	11.83	11.82	9.69	11.62
SD	4.11 (n=38)	3.16 (n=36)	3.36 (n=38)	3.30 (n=36)	(N=148)
Group III					
Mean	14.40	13.75	13.58	13.22	13.75
SD	3.21 (n=32)	3.30 (n=24)	3.81 (n=33)	3.91 (n=27)	(N=116)
Total \bar{X}	12.69 (N=102)	12.32 (N=92)	11.95 (N=104)	10.50 (N=102)	

Post hoc contrasts using the Scheffe test were computed for the two significant variables, institutional officer and group of respondent. The Scheffe test, a multiple comparison test for unequal sample sizes, is used when the F ratio is significant "to determine which means are significantly different from other means" (Gay, 1981, p. 322).

The means of CAOs, FSCs, and CSAOs were significantly higher than for SGPs, indicating that SGPs perceived the student government association at

their institution to be more involved with political issues than did CAOs, FSCs, and CSAOs (high means=perceived low involvement; low means=perceived high involvement). The means of Groups II and III were significantly higher than for Group I, indicating that respondents at doctorate-granting institutions (Group I) perceived the student government association at their institution to be more involved with political issues than did respondents at comprehensive colleges and universities (Group II) and liberal arts colleges (Group III). Table IV presents the summary of the Scheffé tests.

TABLE IV
SCHEFFÉ TESTS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON INVOLVEMENT
IN POLITICAL ISSUES

Dependent Variable	Contrast	Scheffé Statistic**
Involvement in political issues	CAO/SGP	4.58*
	FSC/SGP	3.73*
	CSAO/SGP	3.02*
	I/III	7.53*
	II/III	5.05*

*p<.05

**Scheffé Statistic

$$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The strength of association test, η^2 , was computed for the significant main effects, institutional officer and group of respondent. η^2 "represents the proportion of variance in the dependent variable that may be accounted for by the independent variable(s)" (Linton and Gallo, 1975, p. 335). The computed η^2 of .04 indicated that 4% of the variability in involvement in political issues was accounted for by institutional officer. The computed η^2 of .12 indicated that 12% of the variability in involvement in political issues was accounted for by group of respondent. Although Linton and Gallo (1975) cautioned that a relationship in which less than 5% of the variance in the dependent variable can be accounted for by the independent variable is quite weak, they did note that a relationship of 10% surpasses that found in most studies.

Hypothesis 2: There is no significant difference in the mean scores for institutional officer and group of respondent on the involvement of the student government association with activities and issues which directly affect students.

The test for interaction was not significant ($F=.69$; $p>.05$). The test for main effects was significant for officer ($F=7.47$; $p<.05$) but was not significant for group ($F=.76$; $p>.05$). Table V presents the summary for two-way analysis of variance. Table VI presents the means and standard deviations.

Post hoc contrasts using the Scheffé test were computed for the significant variable, institutional officer. The means for SGP were significantly lower than those for CAO and FSC, indicating that SGPS perceived the student government association at their institution to be more involved with activities and issues which directly affect students than did CAOs and FSCs. Table VII presents a summary of the Scheffé tests.

The strength of association, η^2 , was computed for the significant main effect, institutional officer. The computed η^2 of .05 indicated that 5% of the variability in activities and issues which directly affect students is due to institutional officer.

TABLE V
SUMMARY TABLE FOR THE TWO-WAY ANALYSIS OF VARIANCE
FOR GROUP OF RESPONDENT AND INSTITUTIONAL OFFICER
ON INVOLVEMENT WITH ACTIVITIES AND ISSUES
WHICH DIRECTLY AFFECT STUDENTS

Source	SS	df	MS	F
Group	9.83	2	4.92	.76
Officer	144.74	3	48.25	7.47*
Group x Officer	26.75	6	4.46	.69
Residual	2504.76	388	6.46	
Total	2686.08	399		

* $p < .05$

Hypothesis 3: There is no significant difference in the mean scores for institutional officer and group of respondent on involvement of the student government association with activities and issues which directly affect students.

The test for interaction was not significant ($F = .69$; $p > .05$). The test for main effects was significant for officer ($F = 7.47$; $p < .05$) but was not significant for group ($F = .76$; $p < .05$). Table VIII presents the summary for the two-way analysis of variance. Table IX presents the means and

standard deviations.

Post hoc contrasts using the Scheffé test indicated that although the overall F was significant for institutional officer, no significant differences were found in a comparison of the means of the four officers.

Table X presents a summary of the Scheffé tests.

TABLE VI
MEANS AND STANDARD DEVIATIONS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON INVOLVEMENT
WITH ACTIVITIES AND ISSUES WHICH
DIRECTLY AFFECT STUDENTS

	Institutional Officer				Total \bar{X}
	CAO	FSC	CSAO	SGP	
Group I					
Mean	8.16	8.53	7.33	6.31	7.52
SD	2.93	2.96	2.26	1.85	
	(n=32)	(n=32)	(n=33)	(n=39)	(N=136)
Group II					
Mean	7.45	7.78	6.79	7.00	7.25
SD	2.63	2.99	1.97	1.93	
	(n=38)	(n=36)	(n=38)	(n=36)	(N=148)
Group III					
Mean	8.12	8.29	7.18	6.70	7.56
SD	2.64	2.77	3.09	2.27	
	(n=32)	(n=24)	(n=33)	(n=27)	(N=116)
Total \bar{X}					
	7.88	8.17	7.09	6.65	
	(N=102)	(N=92)	(N=104)	(N=102)	

TABLE VII
SCHEFFÉ TESTS FOR INSTITUTIONAL OFFICER
ON INVOLVEMENT WITH ACTIVITIES
AND ISSUES WHICH DIRECTLY
AFFECT STUDENTS

Dependent Variable	Contrast	Scheffé Statistic**
Involvement with activities and issues which directly students	CAO/SGP	3.44*
	FSC/SGP	4.15*
	CSAO/SGP	1.21

* $p < .05$

**Scheffé Statistic

$$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

TABLE VIII
SUMMARY TABLE FOR THE TWO-WAY ANALYSIS OF VARIANCE
FOR GROUP OF RESPONDENT AND INSTITUTIONAL
OFFICER ON PROVISION OF STUDENTS
FOR VARIOUS COMMITTEES

Source	SS	df	MS	F
Group	25.96	2	12.98	1.68
Officer	70.00	3	23.33	3.02*
Group x Officer	3.25	6	.54	.07
Residual	2996.35	388	7.72	
Total	3095.56	399		

* $p < .05$

TABLE IX
MEANS AND STANDARD DEVIATIONS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON PROVISION OF
STUDENTS FOR VARIOUS COMMITTEES

	Institutional Officer				
	CAO	FSC	CSAO	SGP	Total \bar{X}
Group I					
Mean	7.31	7.31	6.91	6.13	6.87
SD	2.39	2.55	2.23	2.58	
	(n=32)	(n=32)	(n=33)	(n=39)	(N=136)
Group II					
Mean	7.45	7.66	7.53	6.56	7.31
SD	2.95	2.80	2.96	2.77	
	(n=38)	(n=36)	(n=38)	(n=36)	(N=148)
Group III					
Mean	7.66	7.88	7.76	6.93	7.56
SD	2.91	2.63	3.61	2.64	
	(n=32)	(n=24)	(n=33)	(n=27)	(N=116)
Total \bar{X}					
	7.47	7.60	7.41	6.49	
	(N=102)	(N=92)	(N=104)	(N=102)	

A computed η^2 of .02 indicated that 2% of the variability in provision of students for various committees was due to institutional officer. An η^2 of only 2% indicates that the questions which were concerned with provision of students for various committees may not have been properly worded and they should therefore not be used as a basis for future research.

TABLE X
SCHEFFÉ TESTS FOR INSTITUTIONAL OFFICER
ON PROVISION OF STUDENTS FOR
VARIOUS COMMITTEES

Dependent Variable	Contrast	Scheffé Statistic*
Provision of students for various committees	CAO/SGP	2.52
	FSC/SGP	2.77
	CSAO/SGP	2.36
$p < .05$ $* \text{Scheffé Statistic} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$		

Hypothesis 4: There is no significant difference in the mean scores for institutional officer and group of respondent on perceptions of various institutional publics regarding the influence of the student government association in institutional governance.

The test for interaction was not significant ($F=.17$; $p>.05$). The tests for main effects were significant for officer ($F=4.99$; $p<.05$) but not for group ($F=1.41$; $p>.05$). Table XI presents the summary for the two-way analysis of variance. Table XII presents the means and standard deviations.

Post hoc contrasts using the Scheffe test were computed for the significant main effect, institutional officer. Means for FSCs were significantly higher than for SGPs, indicating that SGPs perceived the student government association at their institution to have more influence in institutional governance than did FSCs. Table XIII presents a summary of the Scheffe tests.

TABLE XI
SUMMARY TABLE FOR THE TWO-WAY ANALYSIS OF VARIANCE
FOR GROUP OF RESPONDENT AND INSTITUTIONAL OFFICER
OFFICER ON INFLUENCE IN INSTITUTIONAL GOVERNANCE

Source	SS	df	MS	F
Group	13.61	2	6.81	1.41
Officer	72.20	3	24.07	4.99*
Group x Officer	4.93	6	.82	.17
Residual	1872.01	388	4.82	
Total	1962.75	399		

* $p < .05$

Strength of association test, η^2 , was computed for the significant main effect, institutional officer. The computed η^2 of .10 indicated that 10% of the variability in influence in institutional governance was due to institutional officer.

Hypothesis 5: There is no significant difference in the mean scores for institutional officer and group of respondent on the amount of influence the student government association has in institutional policy making.

The test for interaction was not significant ($F=1.28$; $p>.05$). The tests for main effects were significant for officer ($F=15.03$; $p<.05$) but not for group ($F=.02$; $p>.05$). Table XIV presents the summary for the two-way analysis of variance. Table XV presents the means and standard deviations.

TABLE XII
MEANS AND STANDARD DEVIATIONS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON INFLUENCE
IN INSTITUTIONAL GOVERNANCE

	Institutional Officer				
	CAO	FSC	CSAO	SGP	Total \bar{X}
Group I					
Mean	7.53	8.16	7.45	6.77	7.44
SD	1.97 (n=32)	2.05 (n=32)	2.00 (n=33)	1.78 (n=39)	1.78 (N=136)
Group II					
Mean	6.76	7.67	7.13	6.64	7.05
SD	2.69 (n=38)	2.39 (n=36)	2.23 (n=38)	2.09 (n=36)	2.09 (N=148)
Group III					
Mean	6.87	7.92	7.15	6.70	7.13
SD	1.83 (n=32)	2.36 (n=24)	2.75 (n=33)	1.92 (n=27)	1.92 (N=116)
Total \bar{X}					
	7.04 (N=102)	7.91 (N=92)	7.24 (N=104)	6.71 (N=102)	

Post hoc contrasts using the Scheffé test were computed for the significant main effect, institutional officer. The means for CAOs and FSCs were significantly higher than those for SGPs, indicating that SGPs perceived the student government association at their institution to have more influence in institutional policy making than did CAOs and FSCs.

Table XVI presents a summary of the Scheffé tests.

TABLE XIII
SCHEFFÉ TESTS FOR INSTITUTIONAL OFFICER ON
INFLUENCE IN INSTITUTIONAL GOVERNANCE

Dependent Variable	Contrast	Scheffé Statistic**
Influence in institutional governance	CAO/SGP	1.08
	FSC/SGP	3.79*
	CSAO/SGP	1.75
*p<.05	$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{MS_W (\frac{1}{n_1} + \frac{1}{n_2})}}$	
**Scheffé Statistic		

TABLE XIV
SUMMARY TABLE FOR THE TWO-WAY ANALYSIS OF VARIANCE
FOR GROUP OF RESPONDENT AND INSTITUTIONAL OFFICER
ON INFLUENCE IN INSTITUTIONAL POLICY MAKING

Source	SS	df	MS	F
Group	.42	2	.21	.02
Officer	469.37	3	156.46	15.03*
Group x Officer	79.83	6	13.30	1.28
Residual	4039.75	388	10.41	
Total	4589.37	399		

*p<.05

TABLE XV
MEANS AND STANDARD DEVIATIONS FOR INSTITUTIONAL OFFICER
AND GROUP OF RESPONDENT ON INFLUENCE IN
INSTITUTIONAL POLICY MAKING

	Institutional Officer				
	CAO	FSC	CSAO	SGP	Total \bar{X}
Group I					
Mean	15.06	15.34	13.45	11.59	13.74
SD	3.44	2.36	3.08	2.91	
	(n=32)	(n=32)	(n=33)	(n=39)	(N=136)
Group II					
Mean	14.00	15.00	13.63	12.53	13.79
SD	3.10	3.28	3.23	3.34	
	(n=38)	(n=36)	(n=38)	(n=36)	(N=148)
Group III					
Mean	14.03	15.54	12.67	12.96	13.71
SD	3.05	3.86	3.30	3.86	
	(n=32)	(n=24)	(n=33)	(n=27)	(N=116)
Total \bar{X}					
	14.34	15.26	13.27	12.28	
	(N=102)	(N=92)	(N=104)	(N=102)	

Strength of association, η^2 , was computed for the significant main effect, institutional officer. The computed η^2 of .10 indicated that 10% of the variability in influence in institutional policy making was accounted for by institutional officer.

TABLE XVI
SCHEFFÉ TESTS FOR INSTITUTIONAL OFFICER
ON INFLUENCE IN INSTITUTIONAL
POLICY MAKING

Dependent Variable	Contrast	Scheffé Statistic**
Influence in institutional policy making	CAO/SGP	4.56*
	FSC/SGP	6.42*
	CSAO/SGP	2.20

*p<.05

**Scheffé Statistic

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{MS_w \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

This section has presented an analysis of the data relative to the five research questions. Table XVII presents a summary of the research questions, the significance or nonsignificance of the interaction and the main effects, and the eta² values. As presented in the table, significance was not found for the effects of interaction on any of the five dependent variables. Significance was found for the main effect of officer on all five dependent variables and for the main effect of group of respondent on one of the dependent variables. Eta² values ranged from a low of 2% for provision of students for various committees (significant for institutional officer) to a high of 12% for involvement in political issues (significant for group of respondent).

TABLE XVII
SUMMARY OF DEPENDENT VARIABLES,
SIGNIFICANCE, AND η^2 VALUES

<u>Dependent Variable</u>	<u>Significance</u>	<u>Eta² Values</u>
1. Involvement in political issues	Interaction - No Officer - Yes Group - Yes	4% 12%
2. Involvement with activities and issues which directly affect students	Interaction - No Officer - Yes Group - No	5%
3. Provision of students for various committees	Interaction - No Officer - Yes Group - No	2%
4. Influence in institutional governance	Interaction - No Officer - Yes Group - No	10%
5. Influence in institutional policy making	Interaction - No Officer - Yes Group - No	10%

The Top Five Issues

This section will present the results of Section II of the questionnaire. Respondents were to choose, from a list of 41, the top 5 issues and concerns which they, in their position of leadership at their institution, considered the most important to their institution's student government association. These top five issues were then to be ranked in terms

of how much effort had been spent on them by the student government association within the past 12 months. Finally, respondents were to indicate the result of the student government association's involvement with these issues. Five choices were given: (a) a change in institutional policies, (b) a change in attitudes but not policies, (c) issue articulated, but "too early to tell," (d) no change in attitudes, and (e) no change in institutional policies.

The presentation of the top five issues is divided into three sections: (a) the entire sample which is composed of 422 CAOs, FSCs, CSAOs, and SGPs at 155 institutions which were either Group I, II, or III; (b) the subsample of respondents according to institutional officer (CAO, FSC, CSAO, SGP); and (c) the subsample of respondents according to group (I, II, or III). Refer to Appendix B for a complete listing of the 42 issues and concerns which were listed in Section II of the questionnaire.

Table XVIII presents the top five issues and concerns as selected by the total sample of respondents to the study. The top five issues in terms of importance to an institution's student government association as selected by the four officers were (a) allocation of student activity fee monies, (b) communication with the student body, (c) interaction with administrators, (d) student activities, and (e) internal matters. Although these top five issues ranked according to importance to a student government association were also listed as the top five issues in terms of the amount of effort spent on them by the student government the past 12 months and the top five issues which had led to a change in institutional policies, this may have been due to respondents' being forced to complete these two components using only the issues they had listed in the first component.

TABLE XVIII
TOP FIVE ISSUES AND CONCERNS AS SELECTED
BY TOTAL SAMPLE IN STUDY

Rank	Importance	Effort	Result of Involvement*
1	28 - student activity fee monies	28	28
2	23 - communication with student body	23	23
3	22 - interaction with administrators	31	22
4	31 - student activities	22	31
5	25 - internal matters	25	25

*Answers to this section were reverse scored (i.e., choice 1, a change in institutional policies, was scored as a 5). An issue which received a high score is interpreted as resulting in a change in institutional policy making.

Table XIX presents the top five issues as chosen by institutional officer. As indicated in the table, a high degree of congruence is shown in the top five issues which CAOs, FSCs, CSAOs, and SGPs considered to be the most important to the student government association at their institution. The issues which were listed as the top issues by all officers were (a) allocation of student activity fee monies, (b) communication with the student body, (c) student activities, (d) interaction with administrators, (e) faculty evaluation, (f) internal matters, (g) and student financial assistance. Two issues which were considered among the top issues in importance were not considered among the top issues in terms of effort and a change in institutional policies as reported by the respective group of officers: faculty evaluation, the number 5 issue as reported by FSCs and student financial assistance, the number 5 issue as reported by

SGPs. FSCs indicated that the number 5 issue in terms of effort and a change in institutional policies was campus elections, an issue which was not listed as one of the top five issues by any of the other officers.

Table XX presents the top five issues as chosen by group of respondent. The issues which were listed as the top issues when analyzed according to group of respondent were (a) allocation of student activity fee monies, (b) communication with the student body, (c) state legislation affecting students, (d) interaction with administrators, (e) faculty evaluation, (f) student activities, and (g) internal matters. Faculty evaluation, the number 5 issue in terms of importance to Group I respondents, was not listed as one of the top issues in terms of effort and a change in institutional policies by other groups. Group I respondents listed as the number 5 issue in terms of a change in institutional policies, crime/safety on campus, an issue which was not listed as a top issue elsewhere. In addition, relationship/involvement with the community, the number 5 issue which led to a change in institutional policies as reported by Group III respondents, was not listed as a top issue by other respondents.

This section has presented the top five issues to student government associations. These issues have been presented according to (a) all respondents in the sample; (b) CAOs, FSCs, CSAOs, and SGPs; and (c) Groups I, II, and III.

Summary

This chapter has contained a discussion of the structure of the survey instrument, a discussion of selected demographic variables, an analysis of the research questions, and a discussion of the top five issues as chosen by the respondents to the survey instrument.

TABLE XIX
TOP FIVE ISSUES AND CONCERNS AS SELECTED
BY CAOs, FSCs, CSAOs, and SGPs

Officer	Importance	Effort	Result of Involvement
<u>CAO</u>			
1	28 - student activity fee monies	28	28
2	23 - communication with student body	23	23
3	31 - student activities	31	31
4	22 - interaction with administrators	22	22
5	34 - faculty evaluation	34	34
<u>FSC</u>			
1	28 - student activity fee monies	28	28
2	31 - student activities	31	22
3	23 - communication with student body	23	31
4	22 - interaction with administrators	22	23
5	34 - faculty evaluation	6	6
<u>CSAO</u>			
1	28 - student activity fee monies	28	28
2	23 - communication with student body	23	23
3	25 - internal matters	25	22
4	22 - interaction with administrators	22	25
5	31 - student activities	31	31
<u>SGP</u>			
1	23 - communication with student body	28	28
2	31 - student activities	23	23
3	22 - interaction with administrators	25	22
4	25 - internal matters	22	25
5	10 - student financial assistance	31	31

TABLE XX
TOP FIVE ISSUES AND CONCERNS AS SELECTED
BY GROUPS I, II, and III

Group	Importance	Effort	Result of Involvement
<u>I</u>			
1	28 - student activity fee monies	28	28
2	23 - communication with student body	23	23
3	40 - state legis. affecting students	22	22
4	22 - interaction with administrators	40	40
5	34 - faculty evaluation	25	20
<u>II</u>			
1	28 - student activity fee monies	28	28
2	23 - communication with student body	23	23
3	22 - interaction with administrators	31	22
4	31 - student activities	25	25
5	25 - internal matters	22	31
<u>III</u>			
1	23 - communication with student body	31	31
2	31 - student activities	28	23
3	28 - student activity fee monies	23	22
4	22 - interaction with administrators	22	28
5	25 - internal matters	25	26

CHAPTER V

FINDINGS, CONCLUSIONS, AND DISCUSSION

Introduction

The purpose of this study was to determine the effectiveness of student government associations at 156 four-year institutions of higher education in the United States. The perceived effectiveness was measured by a comparison of the responses of 422 CAOs, FSCs, CSAOs, and SGPs on two sets of questions which were concerned with the degree of influence held by the student government association in institutional governance and policy making.

The remainder of this chapter contains the findings of the study relative to selected demographic variables and the six research questions, conclusions, and recommendations.

Findings of the Study

The findings of the study will be presented in two sections: (a) selected demographic variables and (b) the six research questions.

Responses were received from 103 SGPs from the following 3 groups:

Doctorate-Granting Institutions (Group I) - 39

Comprehensive Universities and Colleges (Group II) - 35

Liberal Arts Colleges (Group III) - 29

Responses to selected demographic and trend variables will be summarized in an attempt to obtain a perspective of the similarities and differences

among student government associations.

Student body support for the student government association was not perceived as strong at doctorate-granting institutions (Group I) as only 34% of the respondents indicated that more than 25% of the student body had voted in the most recent, all campus student government association election. Strong support was demonstrated for national associations of student governments, as 84% of the student government presidents reported that their student government association was a member of such an association. The availability of legal counsel to the student government and/or the student body was reported as prevalent at Group I institutions. Eighty-five percent of the respondents reported that the student government association at their institution employs or has access to legal counsel, with 56% of these student governments making the services of legal counsel available to members of the student body. A summed frequency of access to chief institutional officers to discuss issues of importance to the student government association was obtained for responses indicated as always, sometimes, or occasionally with the following percentages reported: president, 85%; chief academic officer, 74%; and chief student affairs officer, 79%. No respondents indicated that they Never had access to any of these institutional officers.

Student body support for the student government association at comprehensive universities and colleges (Group II) was not perceived as strong, as only 23% of the respondents reported that more than 25% of the student body had voted in the most recent, all campus student government association election. Only 51% of the Group II student government associations are a member of a national association of student government associations, as opposed to 84% of the Group I student governments.

Seventy-seven percent of the respondents indicated that legal counsel is employed or made available to the student government association, with 37% of these institutions also making legal counsel available to members of the student body. Access to chief institutional officers always, sometimes, or occasionally was reported for the following officers: president, 77%; chief academic officer, 80%; and chief student affairs officer, 71%. Whereas Group I student government presidents indicated a greater access to the president of the institution to discuss issues of importance to the student government association, Group II student government presidents indicated a greater access to chief academic officers. Two Group II respondents reported never discussing student government issues with 2 institutional officers (1, chief academic officer; 1, chief student affairs officer).

Student bodies at the smaller, liberal arts colleges (Group III) do apparently perceive student government elections to be more important than do the other two groups of institutions as demonstrated by the higher percentage of students who vote in student government elections. Sixty-nine percent of Group III student government presidents reported that more than 25% of the student body had voted in the most recent, all campus student government association election. Only 38% of the respondents reported that their student government association is a member of a national association of student governments. The availability of legal counsel to Group III institutions was not reported as widespread. Twenty-eight percent of the respondents indicated that the student government association employs or has access to legal counsel, and only 25% of these respondents reported that such legal counsel is also available to the student body. Frequency of access to chief institutional officers

to discuss issues of importance to the student government reported as either always, sometimes, or occasionally was indicated for the following officers: president, 55%; chief academic officer, 72%; and chief student affairs officer, 79%. Nine Group III respondents reported never discussing issues of importance with these officers (4, chief academic officer; 5, chief student affairs officer).

While the data would appear to indicate that student bodies at the small, liberal arts colleges (Group III) perceive the student government association to be more important as demonstrated by a larger percentage of students voting in the most recent student government association election, this may be more a function of the size of the institution than a student body's affirmation of the student government's importance. Doctorate-granting institutions (Group I) are perceived as more committed to a national perspective of student governments, as 84% of the Group I institutions reported membership in at least one national association of student governments (8 institutions reported membership in more than one national association). Group I institutions also reported a larger percentage of institutions providing legal counsel to both the student government association and the student body. Communication with chief institutional officers was also reported to occur more frequently by Group I institutions than by the other two groups. Differences were indicated, however, in the frequency of access to specific officers, with Group I student government presidents reporting greater access to presidents; Group II student government presidents reporting greater access to chief academic officers; and Group III student government presidents reporting greater access to chief student affairs officers.

Three statistical tests were performed for each research hypothesis:

1. Each research hypothesis was tested for interaction and main effects (institutional officer and group of respondent) using the two-way analysis of variance.

2. Post hoc contrasts using the Scheffe tests were computed for variables which were statistically significant in order to determine within which set of means for officers or groups significant differences existed.

3. The strength of association test, η^2 , was computed for significant variables in order to determine what percentage of the variability in the dependent variable was accounted for by the independent variable.

The findings for each research question will be discussed separately.

1. A significant relationship was found between institutional officer and group of respondent on involvement of the student government association in political issues. Post hoc contrasts revealed a significant difference between the means of SGPs and the other three officers, indicating that SGPs perceived the student government association to be more involved with political issues than did CAOs, FSCs, and CSAOs. A significant difference was also found between the means of Group I and the means of Groups II and III, indicating that Group I respondents perceived the student government association to be more involved with political issues than did respondents in Groups II and III. The strength of association, η^2 , was .04 for the significant main effect, institutional officer, and .12 for the significant main effect, group of respondent.

2. A significant relationship was found between institutional officer and involvement of the student government association with activities and issues which directly affect students. Post hoc contrasts revealed a significant difference between the means of SGPs and those for CAOs and FSCs, indicating that SGPs perceived the student government association

to be more involved with activities and issues which directly affect students than did CAOs and FSC. Post hoc contrasts did not indicate that the means for CSAOs were significantly different from those of other officers. The strength of association, η^2 , was .05 for the significant main effect, institutional officer.

3. A significant relationship was found between institutional officer and the student government association's provision of students for various committees. Post hoc contrasts of the means of the officers, however, did not indicate significant between any of the means. This basically indicated an agreement among the officers as to the student government association's provision of students for various committees. The strength of association, η^2 , was very low - only .02 - which further indicated that strong inferences could not be made about the results of this set of questions.

4. A significant relationship was found between institutional officer and the influence of the student government association in institutional governance. Post hoc contrasts revealed a significant difference between the means of SGPs and FSCs, indicating that SGPs perceived the student government association to have more influence in institutional governance than did FSCs. Post hoc contrasts did not indicate that the means for CSAOs were significantly different from those of other officers. The strength of association, η^2 , was .10.

5. A significant relationship was found between institutional officer and the influence of the student government association in institutional policy making. Post hoc contrasts revealed a significant difference between the means of SGPs, CAOs, and FSCs, indicating that SGPs perceived the student government association to have more influence in institutional

governance than did CAOs and FSCs. Post hoc contrasts did not indicate that the means for CSAOs were significantly different than those for other officers. The strength of association, η^2 , was .10.

6. An analysis of the top five issues to student government associations as selected by institutional officers and group of respondent indicated a strong congruence among the issues chosen. Allocation of activity fee monies was the number one issue chosen by both institutional officer and group of respondent. Communication with the student body was the number two issue chosen by both institutional officer and group of respondent. Issues chosen as numbers three, four, and five, while not the same for both institutional officer and group of respondent, were, with two exceptions (state legislation affecting students and student financial assistance), repeated in the top five issues of both subsamples.

Conclusions

The following conclusions are made from the results of the study:

1. Student government associations are perceived as most effective by SGPs and as least effective by FSCs. While the investigator recognizes that this perception may be more a function of the bias of SGPs toward the organization than an objective appraisal of its effectiveness, the data does support these differences in perception. CAOs also did not consider student government associations as important. Because CAOs serve as the appointed institutional official vested with the authority for and the responsibility of the institution's academic programs, and FSCs serve as the elected or selected chief institutional spokesperson for the faculty, their perceptions of student government as not important may lead to much of the frustration experienced by student governments as they seek to

communicate the effectiveness of student government to the academic community. The results of the study therefore appear to indicate that SGPs perceived the student government association as an effective participant in institutional governance and policy making while CAOs and FSCs did not concur with this perception of effectiveness. The investigator believes that it is the responsibility of the CSAO to communicate to student government leaders this perception of CAOs and FSCs and to also communicate more effectively to CAOs and FSCs the value of student comment relative to issues that affect the student body.

3. Allocation of activity fee monies was the number one issue to student government associations as reported by all respondents in the survey and also when analyzed according to institutional officer and group of respondent. According to Altbach, (1981), during recent years, student government associations have moved into areas of control over activity fee monies, listed as the number one issue to student government associations. Of secondary importance to the study were those issues which were not indicated as being important to student government associations, for example, social issues and consumer interests, both of which were considered important to student governments in previous decades (Ellsworth & Burns, 1969; Levine, 1980; Nader, 1972).

Discussion

Several studies have been conducted during the past four decades which have researched the role of students and student governments in institutional policy making (Bender, 1977; Carr, 1959; Lunn, 1957; Sexton, 1968; Williamson & Cowan, 1966). Although this study was not a replication of any earlier studies, the investigator likewise sought to research

the effectiveness of student governments in institutional governance and policy making. The investigator believed that this effectiveness could be determined from the perceptions of the four institutional officers (CAOs, FSCs, CSAOs, and SGPs) who represent the primary areas of concern to student government associations and who are the critical, institutional officers to affect change. An additional purpose of the study was to determine what issues are currently considered important to student government associations and to compare these issues with those which have been important to previous student governments. Based on the investigator's assumption and belief that student governments are concerned with those issues which are of concern to students, support was found in the study for the collegiate subsociety (Sanford in Sanford, 1964) as a predominant student subculture in all 3 groups of institutions studies. The top five issues (allocation of activity fee monies, communication with the student body, interaction with administrators, student activities, and internal matters) also reflect an involvement by student governments with issues and activities which are not related to academic areas of the institution (e.g., academic advising, academic standards, library policies and procedures, and enrollment procedures).

Recommendations


1. A discrepancy exists between how SGPs perceive their role and influence in institutional governance and policy making and how it is perceived by other institutional officers, specifically CAOs and FSCs. Because CSAOs are the institutional officers most directly involved with student life and leadership, specifically student government, they should be concerned that CAOs and FSCs do not pay much attention to the role of

the student government association in institutional governance and policy making. If CSAOs are concerned about this discrepancy and consider student government more than an exercise, then they, in their role as a member of the president's cabinet, must work harder to convey more effectively the worth of student government to other institutional officers.

2. The investigator believes that although this study yielded important data regarding the top issues and concerns to student governments as perceived by 422 chief academic officers, faculty senate chairpersons, chief student affairs officers, and student government presidents at 156 doctorate-granting institutions, comprehensive colleges and universities, and liberal arts colleges, a subsequent study using a different format for Section II of the survey instrument would also be of value.

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APPENDIX A

INSTITUTIONS INCLUDED IN THE STUDY

GROUP I - RESEARCH AND DOCTORATE-GRANTING INSTITUTIONS

1. University of California/Berkeley
2. University of Colorado/Boulder
3. Michigan State University
4. Oregon State University
5. University of Washington
6. California Institute of Technology
7. Boston University
8. Massachusetts Institute of Technology
9. Yeshiva University
10. Duke University
11. University of Pennsylvania
12. University of California/Irvine
13. Indiana University/Bloomington
14. University of Nebraska/Lincoln
15. Rutgers
16. Oklahoma State University
17. University of Oklahoma
18. Utah State University
19. University of Virginia
20. Washington State University
21. Catholic University of America
22. George Washington University
23. Howard University
24. Tulane University of Louisiana
25. Brandeis
26. Arizona State University
27. University of California/Riverside
28. University of Northern Colorado
29. University of Delaware
30. Northern Illinois University
31. Southern Illinois/Carbondale
32. Ball State University
33. University of Louisville
34. University of Maine/Orono
35. University of Missouri/Kansas City
36. State University of New York/Albany
37. University of North Dakota
38. Kent State University
39. Ohio University
40. University of South Carolina
41. Texas Tech
42. Virginia Commonwealth University
43. University of Denver
44. University of Notre Dame
45. Fordham University

Group I Institutions Cont.

46. Lehigh University
47. Rice University
48. Southern Methodist University
49. Brigham Young University
50. University of Alaska/Fairbanks
51. University of South Florida
52. Idaho State University

GROUP II - COMPREHENSIVE UNIVERSITIES AND COLLEGES

1. Golden Gate University
2. Shepherd College
3. De Paul University
4. University of Wisconsin/La Crosse
5. Duquesne University
6. California State University/Fresno
7. State University of New York College/Genesco
8. University of Baltimore
9. King's College
10. Carthage College
11. Black Hills State College
12. Arkansas State University
13. University of Wisconsin/Parkside
14. John Carroll University
15. Winthrop College
16. Sangamon State University
17. California State University/Fullerton
18. Widener College
19. Western State College
20. Lamar University
21. Quinnipiac College
22. Samford University
23. Edinboro State College
24. New Mexico Highlands University
25. Wake Forest University
26. State University of New York College/Oswego
27. Rhode Island College
28. University of Albuquerque
29. Missouri Southern State College
30. Sacred Heart University
31. Indiana Central University
32. Livingston University
33. California State University/Long Beach
34. Stephens College
35. University of North Carolina/Wilmington
36. Northwest Missouri State University
37. Calumet College
38. LaSalle College
39. Clarion State College
40. California State College/Stanslaus
41. University of Evansville
42. Lewis University
43. University of Alabama/Huntsville
44. Loyola College
45. Guilford College

Group II Institutions Cont.

46. California State University/Los Angeles
47. Jackson State University
48. College at Saint Benedict
49. State University of New York College/Purchase
50. Wilkes College
51. City University of New York/Queens College
52. Southwest Texas State University

GROUP III - LIBERAL ARTS COLLEGES

1. Shaw University
2. Centenary College of Louisiana
3. Brigham Young University/Hawaii Campus
4. Nathaniel Hawthorne College
5. Bates College
6. Hiram College
7. Bennington College
8. Pacific University
9. Gardner Webb College
10. Illinois College
11. School of the Ozarks
12. Green Mountain College
13. Southwestern at Memphis
14. Albertus Magnus College
15. Cedar Crest College
16. Dillard University
17. Eureka College
18. Wesleyan University
19. McKendree College
20. College of the Southwest
21. Central University of Iowa
22. Lane College
23. Eastern College
24. Siena Heights College
25. Belhaven College
26. Asbury College
27. George Williams College
28. Mercyhurst College
29. Cedarville College
30. New College of California
31. Buena Vista College
32. Coe College
33. Livingston College
34. Howard Payne University
35. Manhattan Christian College
36. Mount Saint Mary's College
37. Westbrook College
38. Agnes Scott College
39. Simon's Rock of Bard College
40. Grace College
41. Texas Lutheran College
42. Paine College
43. Geneva College
44. Oklahoma City University
45. Otterbein

Group III Institutions Cont.

- 46. Mesa College
- 47. Hendrix College
- 48. Silver Lake College
- 49. School for International Training
- 50. Wellesley College
- 51. Covenant College
- 52. American Technological University

APPENDIX B

SURVEY INSTRUMENT

QUESTIONNAIRE SENT TO STUDENT GOVERNMENT PRESIDENTS

TO BE COMPLETED BY STUDENT GOVERNMENT PRESIDENTS ONLY

Directions: Please select the number (1-11) that best answers each question and write it in the space to the left of the question number.

- _____ 1. A formal student government association exists at this institution.

1. Yes 2. No

If your response is No, briefly tell how students are represented in institutional governance.

If your response is No, do not proceed; simply return the questionnaire. If your response is Yes, please proceed with the questionnaire.

- _____ 2. The student government association at this institution is a separate unit which represents the interests and concerns of students:

1. But has no official relationship to any other college/university unit of governance
2. And has official representation on other college/university units of governance

- _____ 3. Length of time in office as president:

1. 0- 6 months 3. exceeds one year
2. 7-12 months

- _____ 4. Class year:

1. Freshman 4. Senior
2. Sophomore 5. Graduate Student
3. Junior

- _____ 5. Major field of study:

- | | |
|-------------------|--------------------------|
| 1. Agriculture | Arts and Sciences: |
| 2. Business | 7. Arts and Humanities |
| 3. Education | 8. Life Sciences |
| 4. Engineering | 9. Physical Sciences |
| 5. Home Economics | 10. Social Sciences |
| 6. Other | 11. Other Specify: _____ |

____ 6. Method of choosing president:

1. Election by student body
2. Election by student government association representatives
3. Other Specify: _____

____ 7. Percentage of student body voting in the most recent, all campus student government association election:

- | | |
|-----------|--------------|
| 1. 1- 5% | 4. 16-20% |
| 2. 6-10% | 5. 21-25% |
| 3. 11-15% | 6. above 25% |

____ 8. All students are considered members of the student government association.

1. Yes
2. No

____ 9. The student government association is a member of a national association of student governments.

1. Yes
2. No

____ 9a. If yes, which national association of student governments?

1. American Association of University Students
2. American Students Association
3. National Coalition of Independent College/University Students
4. United States Student Association
5. Other Specify: _____

____ 10. Does the student government association employ or have access to legal counsel?

1. Yes
2. No

____ 10a. If yes, legal counsel is:

1. Employed by the student government association
2. Provided informally through institutional legal counsel
3. A volunteer

____ 10b. If yes, legal counsel is:

1. Available to the student government association only, e.g., with regard to constitutional issues
2. Used with regard to complaints and allegations lodged against the student government association

____ 11. Are the services of legal counsel available to members of the student body?

1. Yes
2. No

___ 11a. If yes, professional legal counseling services are provided:

1. Free to students
2. Charge to students

___ 11b. If yes, professional legal counseling services are provided:

1. With regard to civil actions
2. With regard to criminal actions
3. With regard to consumer advocacy
4. With regard to civil actions, criminal actions, and consumer advocacy

___ 12. After the student government association passes a bill or a resolution, by what process is it formally presented to the administration?

1. Letter of transmission to the president
2. Letter of transmission to the vice-president for student affairs
3. Letter of transmission, but the recipient depends upon the nature of the bill
4. Other Specify: _____

For each of the college/university officials listed below, how often do you formally discuss issues of importance to the student government association:

- ___ 13. President
- ___ 14. Chief Academic Officer
- ___ 15. Chief Student Affairs Officer

1. Always
2. Sometimes
3. Occasionally
4. Rarely
5. Never

QUESTIONNAIRE SENT TO ALL OFFICERS IN THE SAMPLE

General Instructions: Please respond to each section based on your own perceptions of the student government association at your institution. Please do not compare responses with the other 3 officers at your institution who have also received the survey instrument or seek assistance in completing the instrument. The instrument is designed to require no more than 10-15 minutes of your time. Thank you for your assistance.

Kathryn E. Jones - 103 Gundersen - OSU - Stillwater, OK 74078

Section I

Directions: Each item is a statement about student government associations with which you may or may not agree. Please read each statement carefully and circle the number which best describes your perceptions of the student government association at your institution.

Strongly Agree	SA	Circle 1
Agree	A	Circle 2
Uncertain	U	Circle 3
Disagree	D	Circle 4
Strongly Disagree	SD	Circle 5

The student government association at this institution:	SA	A	U	D	SD
1. is involved with political issues within the institution	1	2	3	4	5
2. is involved with political issues at the local level	1	2	3	4	5
3. is involved with political issues at the state level	1	2	3	4	5
4. is involved with political issues at the national level	1	2	3	4	5
5. is directly involved in the allocation of funds which are used for student organizations and activities	1	2	3	4	5
6. spends its allocated monies on activities which benefit a large number of students	1	2	3	4	5
7. spends the majority of its time on issues which benefit a large number of students	1	2	3	4	5
8. spends the majority of its time on issues which benefit a small number of students	1	2	3	4	5

The student government association at this institution:					
	SA	A	U	D	SD
9. provides student representation on academic committees concerned with such matters as academic programs, academic courses, and academic evaluation	1	2	3	4	5
10. provides student representation on committees which establish conditions for student life	1	2	3	4	5
11. provides student representation on committees which consider judicial matters involving individual students in the area of academic dishonesty	1	2	3	4	5
12. provides student representation on committees which consider judicial matters involving individual students in the area of infringement of student living code	1	2	3	4	5
13. is considered by <u>students</u> as a positive influence in institutional governance	1	2	3	4	5
14. is considered by <u>faculty</u> as a positive influence in institutional governance	1	2	3	4	5
15. is considered by <u>administration</u> as a positive influence in institutional governance	1	2	3	4	5
16. is influential in affecting institutional academic policies and procedures	1	2	3	4	5
17. is influential in affecting policies and procedures in matters of student life	1	2	3	4	5
18. is more influential in affecting matters of student life than academic policies	1	2	3	4	5
19. is more influential than it was 5 years ago	1	2	3	4	5
20. is less influential than it was 5 years ago	1	2	3	4	5
21. will assume a greater role in institutional policy making within the next 5 years than it currently holds	1	2	3	4	5

Section II

Directions: The following 42 issues and concerns are among the many which are currently considered by student government associations.

1. Please select the top 5 issues and concerns which you, in your position of leadership at your institution, consider to be the most important to your institution's student government association.
2. Then rank those 5 issues and concerns in terms of how much effort is being (has been) spent on them by your institution's student government association within the past 12 months.
3. Indicate whether the student government association's involvement in these top 5 issues has led to:

1. a change in institutional policies
2. a change in attitudes but no policies
3. issue articulated, but "too early to tell"
4. no change in attitudes
5. no change in institutional policies

1. Student discipline
2. Social issues
3. Cultural programs
4. Intercollegiate athletics
5. Intramural athletics
6. Campus elections
7. Speakers' policy
8. Leadership development workshops
9. Chartering of student organizations
10. Student financial assistance
11. Minority concerns
12. Curriculum planning
13. Academic dishonesty
14. Admissions policies and procedures
15. Library policies and procedures
16. Academic advising
17. Governing board policies
18. Consumer interests
19. Regulatory agencies (telephone rates, other utilities)
20. Crime/Safety on campus
21. Change in calendar (Finals Week, vacation, semester breaks, etc.)
22. Interaction with administrators
23. Communication with the student body
24. Communication with other campus councils
25. Internal matters (budget, constitution)
26. Relationship/involvement with community
27. Services to students (lawyer, etc.)
28. Allocation of student activity fee monies

29. Student services (housing)
30. Student services (health center)
31. Student activities (homecoming, dances)
32. Institutional finance
33. Fundraising activities for st. govt. asst.
34. Faculty evaluation
35. Academic standards (e.g., grading policies)
36. Enrollment procedures
37. Student newspaper
38. International students
39. Alcohol policies
40. State legislation affecting students
41. Parking (permit fees, equality of spaces)
42. Other specify: _____

	<u>ISSUE</u>	<u>IMPORTANCE RANK</u>	<u>EFFORT RANK</u>	<u>RESULT OF INVOLVEMENT</u>
Example:	7	1	2	5
		1*		
		2		
		3		
		4		
		5		

*1=most important

☐ Summary Requested

APPENDIX C

INITIAL LETTER

INITIAL LETTER SENT TO CHIEF ACADEMIC OFFICERS

April 13, 1983

Dear

My research associate and I are conducting a study on the effectiveness of student government associations as perceived by chief academic officers, chief student affairs officers, faculty senate chairpersons, and student government presidents at selected four-year institutions of higher education. We are interested in the degree of influence the student government association has in affecting institutional policy, i.e., to what extent is the student government association successful in representing the needs, concerns, opinions, etc. of the student body to the institution's administration.

In addition to completing your survey instrument and returning it to me in the enclosed envelope, could you also assist me by doing the following:

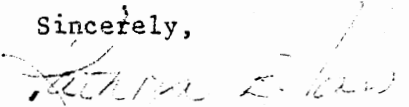
1. Forward the appropriate questionnaire and envelope to the faculty senate chairperson or that person at your institution who serves as chairperson of the governance unit which represents faculty.
2. Complete the enclosed information card and return it to me. Please supply your name and campus address and that of the faculty senate chairperson. This information will be used in case a follow-up mailing is needed.

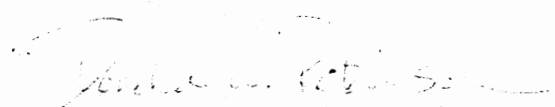
Your response to this study is crucial since only a small number of institutions randomly drawn were selected for participation in this study. No responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

If I have mistakenly identified the chief academic officer at this institution, please forward this to the appropriate person.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
Oklahoma State University


Donald W. Robinson, Dean
College of Education
Oklahoma State University

INITIAL LETTER SENT TO FACULTY SENATE CHAIRPERSONS

April 13, 1983

Dear Faculty Senate Chairperson:

The chief academic officer at your institution has been requested to forward this set of materials to you.

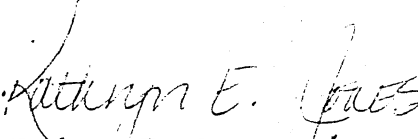
We are conducting a study on the effectiveness of student government associations as perceived by chief academic officers, chief student affairs officers, faculty senate chairpersons, and student government presidents at selected four-year institutions of higher education. We are interested in the degree of influence the student government association has in affecting institutional policy, i.e., to what extent is the student government association successful in representing the needs, concerns, opinions, etc. of the student body to the administration.

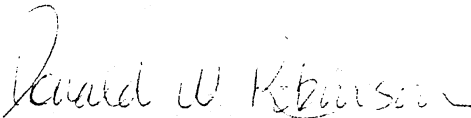
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If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

INITIAL LETTER SENT TO CHIEF STUDENT AFFAIRS OFFICERS

April 13, 1983

Dear

My research associate and I are conducting a study of the effectiveness of student government associations as perceived by chief academic officers, chief student affairs officers, faculty senate chairpersons, and student government presidents at selected four-year institutions of higher education. We are interested in the degree of influence the student government association has in affecting institutional policy, i.e., to what extent is the student government association successful in representing the needs, concerns, opinions, etc. of the student body to the institution's administration.

In addition to completing your survey instrument and returning it to me in the enclosed envelope, could you also assist me by doing the following:

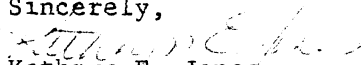
1. Forward the appropriate questionnaire and envelope to the student government president or that student at your institution who serves as president of the governance unit which represents students.
2. Complete the enclosed information card and return it to me. Please supply your name and campus address and that of the student government president. This information will be used in case a follow-up mailing is needed.

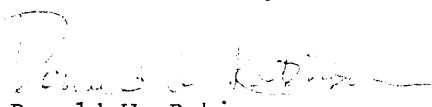
Your response to this study is crucial since only a small number of institutions randomly drawn were selected for participation in this study. No responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

If I have mistakenly identified the chief academic officer at this institution, please forward this to the proper person.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

INITIAL LETTER SENT TO STUDENT GOVERNMENT PRESIDENTS

April 13, 1983

Dear Student Government President:

The chief student affairs officer at your institution has been requested to forward this set of materials to you.

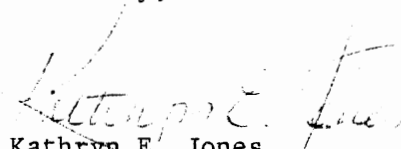
We are conducting a study on the effectiveness of student government associations as perceived by chief academic officers, chief student affairs officers, faculty senate chairpersons, and student government presidents at selected four-year institutions of higher education. We are interested in the degree of influence the student government association has in affecting institutional policy, i.e., to what extent is the student government association successful in representing the needs, opinions, concerns, etc. of the student body to the institution's administration.

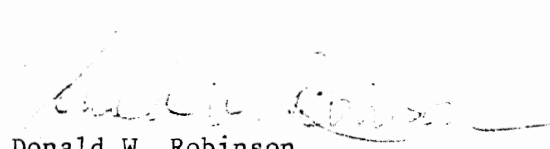
Your response to this study is crucial since only a small number of institutions randomly drawn were selected for participation in this study. No responses will be reported individually, but will be reported in grouped data.

If you would like to receive a copy of the results of this study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

APPENDIX D

FOLLOW-UP LETTER

FOLLOW-UP LETTER SENT TO CHIEF ACADEMIC OFFICERS

May 6, 1983

Dear Chief Academic Officer:

A few weeks ago, we sent you a survey instrument designed to assess your perception of the degree of influence the student government association at your institution has in affecting institutional policy. We are specifically interested in how successful the student government association is in representing the needs, concerns, opinions, etc. of the student body to the institution's administration. Unless your completed copy of the instrument has crossed this letter in the mail, we have not heard from you.

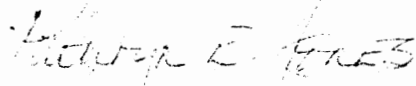
The survey is moving along at a very satisfactory rate. Although fifty-eight percent of the chief academic officers in the sample have responded to the questionnaire, your participation is important.

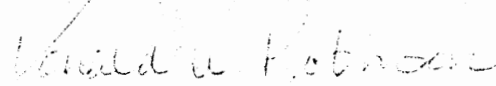
Enclosed with this letter is a duplicate copy of the questionnaire and an addressed stamped envelope. We are sending it to you because you may not have received the original questionnaire, or it may have been misplaced.

Again, let us assure you that no responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

FOLLOW-UP LETTER SENT TO FACULTY SENATE CHAIRPERSONS

May 6, 1983

Dear Faculty Senate Chairperson:

A few weeks ago, a request was made to the chief academic officer at your institution to forward to you a survey instrument designed to assess your perception of the degree of influence the student government association at your institution has in affecting institutional policy. We are specifically interested in how successful the student government association is in representing the needs, concerns, opinions, etc. of the student body to the institution's administration. Unless your completed copy of the instrument has crossed this letter in the mail, we have not heard from you.


The survey is moving along at a very satisfactory rate. Although forty-four percent of the faculty senate chairs in the sample have responded to the questionnaire, your participation is important.


Enclosed with this letter is a duplicate copy of the questionnaire and an addressed stamped envelope. We are sending it to you because you may not have received the original questionnaire, or it may have been misplaced.

Again, let us assure you that no responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

FOLLOW-UP LETTER SENT TO CHIEF STUDENT AFFAIRS OFFICERS

May 10, 1983

Dear Chief Student Affairs Officer:

A few weeks ago, we sent you a survey instrument designed to assess your perception of the degree of influence the student government association at your institution has in affecting institutional policy. We are specifically interested in how successful the student government association is in representing the needs, concerns, opinions, etc. of the student body to the institution's administration. Unless your completed copy of the instrument has crossed this letter in the mail, we have not heard from you.

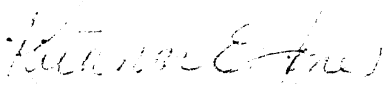
The survey is moving along at a very satisfactory rate. Although fifty percent of the chief student affairs officers in the sample have responded to the questionnaire, your participation is important.

Enclosed with this letter is a duplicate copy of the questionnaire and an addressed stamped envelope. We are sending it to you because you may not have received the original questionnaire, or it may have been misplaced.

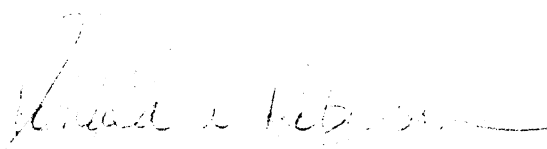
Again, let us assure you that no responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,



Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University



Donald W. Robinson
Dean
College of Education
Oklahoma State University

FOLLOW-UP LETTER SENT TO STUDENT GOVERNMENT PRESIDENTS

May 5, 1983

Dear Student Government President:

A few weeks ago, a request was made to the chief student affairs officer at your institution to forward to you a survey instrument designed to gauge your perception of the degree of influence the student government association has in representing the needs, concerns, opinions, etc. of the student body to the institution's administration. Unless your completed copy of the instrument has crossed this letter in the mail, we have not heard from you.

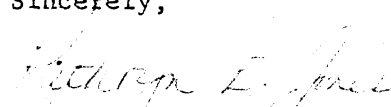
The survey is moving along at a very satisfactory rate. Although forty-two percent of the student government presidents in the sample have responded to the questionnaire, your participation is important.

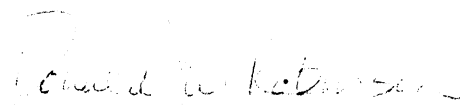
Enclosed with this letter is a duplicate copy of the questionnaire and an addressed stamped envelope. We are sending it to you because you may not have received the original questionnaire, or it may have been misplaced.

Again, let us assure you that no responses will be reported individually, but will be reported in grouped data. If you would like to receive a copy of the results of the study, please check the Summary Requested box at the end of Section II.

Thank you for your assistance in completing this study.

Sincerely,


Kathryn E. Jones
Graduate Research Associate
College of Education
Oklahoma State University


Donald W. Robinson
Dean
College of Education
Oklahoma State University

VITA ²

Kathryn Estelle Jones

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECTIVENESS OF STUDENT GOVERNMENT ASSOCIATIONS AT SELECTED FOUR-YEAR INSTITUTIONS OF HIGHER EDUCATION AS PERCEIVED BY CHIEF ACADEMIC OFFICERS, FACULTY SENATE CHAIRPERSONS, CHIEF STUDENT AFFAIRS OFFICERS, AND STUDENT GOVERNMENT PRESIDENTS

Major Field: Higher Education

Biographical:

Personal Data: Born in Dumas, Arkansas, November 16, 1946, the daughter of Mr. and Mrs. Joseph G. Jones.

Education: Graduated from Bentonville High School, Bentonville, Arkansas in May, 1964; received Bachelor of Arts degree from the University of Arkansas in January, 1968; received Master of Education degree from the University of Arkansas in July, 1970; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1983.

Professional Experience: Teacher of English at Central Junior High School, Bartlesville, Oklahoma, 1968-81; graduate research associate to the Dean of the College of Education, Oklahoma State University, 1981-82; assistant to the Dean of the College of Education, Oklahoma State University, 1982-83.

Professional Organizations: American Association for Higher Education; American College Personnel Association; American Personnel and Guidance Association; Association for the Study of Higher Education; National Association for Women Deans, Administrators, and Counselors; National Association of Student Personnel Administrators; Phi Delta Kappa.