

THE IMPACT OF STUDENT PERSONNEL SERVICES
ON FRESHMEN RETENTION

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
MAY, 1979

Thesis
1979D
N6292
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ACKNOWLEDGMENTS

The author wishes to express his appreciation and thanks to the many people who helped him conduct this study. Special thanks are extended to Dr. Frank McFarland who served as chairman of his advisory committee and was available for guidance and encouragement whenever needed. Appreciation and thanks are also extended to the other committee members, Dr. Thomas Karman, Dr. Patrick Murphy, and Dr. Paul Warden for their help and encouragement.

The author would also like to thank the Deans of Students, Vice Presidents of Student Affairs, and Registrars who donated their time to filling out the instruments and questionnaires of this study.

Special gratitude is expressed to Dr. Stephen Hensley and Dr. Thomas Ikard for their technical assistance and encouragement during the conduct of this study. Special thanks is also extended to members of the student personnel staff at Northwestern Oklahoma State University who assisted in the collection of data and typing.

To the author's wife, Ellen, and children, Catherine and Michael, a very special thanks and appreciation for their patience, devotion and encouragement during the past three years.

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CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

As an educational institution charts its course for the future, questions such as sustained enrollment and survival are more in vogue than are those of growth and expansion. For a number of reasons which will be addressed specifically in Chapter II, the future of higher education belongs to the innovators. In 1976, Shulman (39) expressed the idea that reducing attrition of students may be a useful approach to maintaining satisfactory enrollment levels.

National ACT literature (2) points out three significant factors that emerge in the literature pertaining to the retention or loss of students. These factors are: isolation, boredom, and dissonance of incapability. If an educational institution hopes to contend with these problems, the logical area of concentration would be in student personnel services.

Student personnel programs however, do not have a long, rich and well defined history. Services vary considerably from institution to institution and the impact of each program is difficult to identify and measure.

The inability to determine the value of a student personnel program to its particular educational milieu presents a serious road block to future program development. Educators are increasingly concerned with accountability. Therefore, methods of measuring productivity must be developed and used to study the overall effectiveness of student services programs.

Statement of the Problem

Current educational literature consistently speaks to a declining student pool. One source suggested that in 1992, the number of 18 year olds in the United States will be nearly 25% fewer than in 1976 (11). Regardless of the specific source or the specific percentage drop, it seems apparent that the age group from 18 to 24, the traditional college age population, will simply not be as plentiful in the future. In addition to the declining age group population, the Carnegie Commission on Higher Education (1) indicates that a smaller percentage of those college age students are interested in higher education.

A reduced number of potential students is only one of the problems facing higher education. The Halsted Higher Education price index (11) indicates the cost of goods and services for higher education has risen twenty-five percent faster for higher education from 1964 til 1974 than it had for the consumer. For example, a 2.5 million dollar

education budget in 1964 is equal to a 4.8 million dollar budget for the same goods and services in 1975.

These major population and economic trends affecting higher education have been cause for national concern. As each institution determines how best to tighten its belt, the decisions concerning which programs are dropped or reduced and which programs are continued and supported will have a definite effect on the future of that particular institution.

As mentioned in the introduction, there are some tendencies to cut back in the area of student services. However, the literature concerning attrition speaks to the needs of the individual student more strongly than ever before. The Carnegie Commission (1) states that although most areas of the institution must be subject to budget cuts, the guidance and counseling function in particular should probably be enlarged and enhanced because of the individual needs of today's students. Other areas of the literature which will be identified in Chapter II suggest increased assistance for the student. Positive acclamation to the institution, developing a good social fit and supporting student development in the area of interpersonal relations are among the services mentioned. For example, the Austin study of dropouts (24) found that one of the most important areas affecting attrition is resident and campus environment.

National ACT statistics (2) indicate that the average attrition for a four year institution is slightly under fifty percent. Approximately 22 to 26 percent of that attrition

occurs during or at the end of the first year. Many institutions within the State of Oklahoma suffer from freshman attrition rates as high as 40 to 45 percent (25). An institution that is faced with an unusually high attrition rate has an excellent opportunity to increase its overall student population, if the causes of attrition can be identified and remedied.

Generally stated, the problem is that decreasing numbers of students generate decreasing revenue on which the institution is increasingly dependent. This situation has presented serious problems for many institutions and caused the closing of others.

Purpose of the Research

The purpose of this research is to determine whether or not student personnel services are significantly related to freshman retention at three different types of institutions supervised by the Oklahoma State Regents for Higher Education.

If student services can be proven to be positively related to the retention of students, then one might be able to argue convincingly that those services should be increased. If, on the other hand, student services do not have a positive relationship to retention, then budgets should be cut and staff reduced in an effort to enhance the economic posture of the institution. In either case, this study will serve to document on the basis of the data collected,

decisions regarding student personnel services which many institutions face today.

Definitions ✓

1. Full-time student personnel staff: a staff member, with at least a master's degree in student personnel services, counseling and guidance, or a related field, who spends 30 hours or more per week in student personnel services.

2. Part-time student personnel staff: a staff member with at least a master's degree in student personnel services, counseling and guidance, or a related field, who spends between 15 and 30 hours per week in student personnel services.

3. Student FTE: (full-time equivalent) the total number of credit hours generated by on-campus students for each semester, divided by 15.

4. Staff FTE: the number of full-time equivalent staff, based on the following ratio: full time staff = 1; part time staff = $\frac{1}{2}$.

5. Ratio: the numerical relationship between staff FTE and student FTE.

6. Institutional fit: a term taken from the literature which refers to the degree of compatibility between the needs of a particular student and the services or environmental characteristics of a particular institution.

7. Student Personnel Program: the sum total of services offered by the student personnel staff at a particular institution.

8. Student Personnel Function: a specific institutional responsibility within the student personnel program. (i.e., student government, student activities, housing, food service, counseling, orientation, financial aids, etc.)

9. Quality score: a numerical value calculated for each student personnel program. (The score is based on ratio; number of functions and some program consideration.) See page 26 for complete description.

10. Attrition: the number of students who leave an institution. For the purpose of this study, attrition will be calculated for freshman classes on an annual basis. (i.e., the difference between the number of entering freshmen in the fall and the number of those same students who return for the following fall.)

Assumptions

The following assumptions were made during the course of the study: 1) that responses to student personnel services surveys were accurate and complete, 2) that certain attrition factors (i.e., marriage, family crises, change of vocational goals, etc.) will remain constant on a percentage basis for all institutions, 3) that the duties related to student personnel staff functions and levels of staff competencies are reasonably consistent.

Statement of Hypothesis

H₁ A direct linear relationship does not exist between the quality of student personnel services, as measured by Student Personnel administrators at 24 selected institutions, and the freshman retention rate.

H_{1a} A direct linear relationship does not exist at the level of the public junior college.

H_{1b} A direct linear relationship does not exist at the level of the private college or university.

H_{1c} A direct linear relationship does not exist at the level of the public college or university.

CHAPTER II

LITERATURE REVIEW

Preconceptions and Expectations

Acceptable social environment and good "institutional fit" are two terms which are frequently used in the literature about retention. What is acceptable, or a "good fit," is colored by how well it matches the student's expectations of the new institution. Therefore, the expectations of the new student are of importance to this study.

Perhaps it is a quirk of human nature that the expected is often greater than the actual. In any event, the expectations of new college students and transfer students seem to be greater than the realities they find on campus.

Stegman and Wilburn (41) point out that preconceived ideas of college are usually vague and inflated. The college freshman needs to adjust rapidly to first-term realities. Many freshmen have expectations that cannot be fulfilled while others are not able to adjust to college reality.

Zultowski and Carton (45) found that freshmen and transfer students are alike in that they have high expectations of their new institution. Students expect a good general air of acceptance on the campus, assistance in resolving everyday problems and good attitudes from faculty and administrators.

During the first year and especially the first semester, it is critical that these expectations be met or some assistance be given in adjustment to the less than perfect environment. If the institution does not measure up to the student's early expectations or offer assistance in resolving the differences, the student becomes disenchanted and a likely transfer prospect.

Standing and Parker (42) found that preconceptions of the college by entering freshmen and their subsequent poor adaption to the environmental characteristics of their institution may lead to a high freshman attrition rate. There was evidence to support the position that the perception of the institution changed after the first semester significantly more in drop-outs than in persistors. There appears to be little difference in the preconception of the two groups.

National ACT Data (2) indicates that retention starts with the first inquiry to the admissions office. It is often overlooked that the information sent to the student and the effort which is made to recruit the student can have a significant effect upon retention. The data seems to indicate that admissions material, personal contact, and resulting expectations play a major role in the adjustment of the student to the college or university.

The implication is clear that the image presented to the prospective student will have some impact on the ability of the institution to retain that student. The presentation of a realistic image, including both advantages and

limitations of the institution would seem to benefit both the institution and the individual student.

Reasons for Dropping Out

Many studies have been conducted to determine the characteristics of drop-outs, the difference between drop-outs and persistors, and some of the primary causes for withdrawing from college.

The majority of studies seem to agree on two general points. First, that there are no simple answers, and secondly, that the reasons for withdrawal fall into two general categories, personal and institutionally related.

A number of sources, including the Carnegie Commission Reports (1) identified later in this chapter (p. 15, Programs that Can Increase Freshman Retention), call for student services programming to be more involved with individual student growth and development. This includes aid and support in the resolution of a myriad of personal problems and new types of programming which offer the student an opportunity for self-actualization and aesthetic growth.

Many of the factors which cause students to leave school are not institutional factors in the true sense of the word. However, if the institution uses its trained student personnel staff to assist students as they adjust to problems in their non-academic world, it seems probable that the institution will be better for it.

Preller (29), Scott (37), and Kesilman (18) all identified reasons for dropping out that relate to personal development and maturity. Their reasons include lack of direction, purpose, self-awareness and motivation; uncertain goals, personal and psychological problems; and conflict with parents.

Canady (16), Heathe, Lee and McDonald (14), and Jose (17) identified specific criticisms of the institution as causes for high attrition rates. Their findings included poor attitude on the part of college instructors and staff, abrupt and discourteous treatment, unwillingness of faculty and administrators to take the time to discuss problems, making a student feel as though he is an extra bother, and dehumanizing rules, regulations and procedures.

The problem of a cold bureaucratic system has been identified in other studies. Kuznik (20) found that many students transfer from four year institutions to two year institutions. One of the primary reasons cited was more attention given to the individual student in a two year college. Carrington and Sedlacek (21) studied no shows at a major university. Eighteen percent of their sample said they would be interested in a major university if there were less bureaucracy and more individualization, while forty-nine percent responded to an answer that was considered noncommittal.

The institutionally related factors affecting attrition appear to be those that deal with an acceptable campus environment, a good institutional fit, and the existence of that person or persons who can be considered a "particular other."

Research conducted by the National ACT Office (2) identifies three significant factors that are prevalent in most retention literature. They are isolation, boredom, and dissonance or incapability. Bradley and Lehman (3) found that the primary college oriented reason students gave for withdrawal was poor student-mentor relationships. Pappas (28), Chickry and Hana (9), Rowell (42), and Meining, Bradley, and Cochoran (22) all identified poor campus student interaction of one form or another. This included lack of positive contact with faculty, counselors, other students, and staff. Generally stated it could be said that there was a failure to integrate the student into the university environment. Chickry and Hana (9) found that as the student approaches the important decision of withdrawal, his contact with counselors and college student personnel staff is very limited, or in some cases non-existent. Other authors have spoken to this point. The literature seems to clearly indicate the need for special freshman programs that create and enhance frequent communication.

Tinto (42) has considered the question of attrition as it compares to Durkheim's Theory of Suicide. According to Durkheim, 1961, suicide is more likely to occur when individuals are insufficiently integrated into the fabric of society. Tinto compares withdrawal in a college setting to suicide in the larger social setting.

Voluntary withdrawals are most frequently found to be both social isolates and/or deviates regarding the

intellectual norms of the institution. Rootman (22) argued that voluntary withdrawal can be viewed as an individual's response to the strain produced by the lack of "person role" fit between himself and the normative climate of the institution. Voluntary withdrawal then becomes a means of coping with the lack of congruency between the individual and his environment.

A number of studies found that it is individual perception of social integration that is most directly associated with persistence. Specifically, college drop-outs perceive themselves having less integration than college persistors. Provin (31) and Roben (32) state that it is the individual perception of social fit that is important to the decision of dropping out.

Husband (16), in an article entitled "Significant Others," points out that students will have a propensity to drop out of school if they have no significant other at the college. On the other hand, students will have a propensity to remain if they have at least one significant other affiliated with the college. In his study of drop-outs at one institution, he determined that seventy-five percent of those who dropped out during one academic year had no significant other at the college.

Tinto (42) found that of the various forms of social interaction that occur within the social system of the college, peer group associations appear to be most directly related to individual social integration, whereas extra-

curricular activities and faculty interaction appear to be of approximately equal secondary importance in developing commitment to the institution.

Students Who Drop-out

Should college drop-outs be considered a problem, or are they the less than desirable, less than capable element? Womack and McCloskey (44) found no significant difference in academic ability between returning and non-returning students. They did find, however, significant differences in regard to career decisions. Roosman and Kurt (33) found voluntary withdrawal students, both men and women, had higher verbal ability and were more intellectually oriented than the persisting students. These studies contradict the notion that drop-outs from college are necessarily poor students. In fact, Klindienst (19) found that educationally disadvantaged students tended to persist and be successful in the right environment. That environment included close student-instructor interaction, the development of positive self-concept, and assistance in the development of good learning skills.

Although drop-outs may differ from persistors in some respects, no evidence is available to indicate that they are inferior or less desirable students. The literature seems to indicate that the needs of persistors are being met by their institutions while certain needs of drop-outs are not being provided for.

Programs That Can Increase Freshman Retention

Based on the following cases and studies, it can be concluded that retention increases might be related to the creation of a stronger, more flexible and student-oriented campus environment.

In an article entitled "What to Do About Drop-outs," Russell made the following comment about student personnel services: "Do try to keep attrition within normal ranges, do so, especially by improving your services to students (35, p. 29)."

A similar point is made in the article entitled, "Channeling Students for Greater Retention." "It is certainly time to more realistically approach the needs of people and create schools that meet these diverse needs in an efficient and economical fashion (8, p. 19)."

Schmidt (36) and Scheffield and Meskill (38) concluded that colleges can no longer select students that fit the institution, but must design the institution and special programs within it to fit the student. Noel (26) stated that the first six weeks of the semester are critical in terms of creating institutional fit. He pointed out that today's students are service oriented and seek humanization, personalization, and individualization. Quality academic advising and comprehensive counseling are critical to these students.

Painter (27), Brown (5), and Sondalle (40) have studied successful programs that deal with increased group contact and guidance. Whether it is clustering in academic programs

or special group counseling, their findings indicated that as peer group and staff contact is increased, attrition is reduced. Brooks (4) found that sororities and fraternities appear to exert strong holding power on a student. This of course is another example of increased peer group contact.

Montes and Ortega (23) found very similar results in a study on nontraditional students involved in peer group paraprofessional counseling programs.

A Drake University study (10) identified exit prone students and arranged more advisor time from a member of the ranking faculty. The rate of attrition of the exit prone group was significantly lower than the withdrawal rate of the cohort group during the academic year. The overall effect of concentrated advisement and guidance for exit students appears to be two-fold. It prolongs the enrollment of students who might normally be expected to withdraw during the freshman year. It also improves the return rate at the beginning of the sophomore year for the class as a whole.

Stegman and Wilburn (41) studied potential drop-outs. The objectives were to identify the potential drop-outs and provide them with an empathetic graduate assistant. The graduate assistant would provide or refer the student to a variety of group and personal counseling and guidance activities designed to help him remain a persistent college student.

The study identified several student needs and worked to offer services in support of those needs. The needs were

personal development and maturity, college image and adjustment to it, academic adjustment, adjustment to student freedom and generally stated, support in basic peer communications.

The results of the study indicated that personal attention and help given to the experimental study group may have been instrumental in accounting for a significant rise in persistence for the experimental students as compared with their control counterparts--21.9 percent difference for males and 15 percent difference for females.

The Carnegie Commission on Higher Education (1) sought to determine the needs of higher education and offered recommendations concerning those needs. The Commission recommended that institutions of higher education seek to increase their retention rates through improved counseling programs.

New types of students are bringing with them new problems. As noted earlier, students are asking for more attention to their emotional growth, more personal contact with faculty members, and more advice and guidance from faculty and staff.

Advising falls into several major categories: academic, financial, vocational, and personal. In the Commission's opinion, advising is not now a well performed service of higher education in any of these categories. To improve it the Commission suggested:

1. Raising advising to a higher order of importance.
2. Making advising a more recognized assignment for faculty members.

3. Relying on well-trained and carefully selected professional personnel for financial, vocational and psychological advising.

In general, the group recommended that enhanced emphasis should be placed on advising as an increasingly important aspect of higher education (1).

All of the suggested programs or recommendations in this section have as their goal the improvement of retention. Each program or recommendation would be implemented by improving student services. The implication is clear, student Services are the key to better retention.

Financial Implications of Student Retention

It has been previously noted that schools are faced with fewer potential students. The question raised here is whether or not an institution should invest its limited dollars to improve its student services.

The answer to this question must be determined by the cost effectiveness of any particular program. Each program has its own related costs and benefits as well as its own point of diminishing returns. However, it would be wise to consider the following general thoughts.

Vest and Spino (43) stated that loss of students means loss of revenue (tuition and state appropriations) and maintain that with proper planning colleges could retain an additional ten percent of freshman students who drop out. Any program responsible for an improved retention percentage would be cost effective if it could be run for less than the

additional revenue generated by the increased number of tuition dollars.

Vest and Spino (43) pointed out the long term financial implications of attrition, a lost freshman also represents one less sophomore, junior and senior. They concluded that for every student an institution loses, more than one might have to be recruited to balance out financially over the long run.

Harvey (13) stated that as fiscal stability of higher education begins to rest more fully on FTE or tuition income, colleges and universities are becoming more attuned to the individual needs of students. Student centeredness is no longer a philosophical imperative but a fiscal one.

Students are the key element of a healthy campus. Retaining those students is an important function of student services. Therefore, good student services programs are a wise investment.

Summary

In Chapter I, it was pointed out that retention is becoming increasingly important as institutional costs increase and the number of potential new students declines. It was also pointed out that Oklahoma institutions may suffer from freshman retention rates which are lower than the national average.

In this chapter, a number of potential reasons for attrition have been identified as well as programs that may

successfully combat the problem of high attrition. In addition, the financial implications have been reasserted.


The next step will be to assess the strength of student personnel programs in the state of Oklahoma and measure those results against freshman retention rates for each institution. If the information presented in this chapter holds true, those institutions with the stronger student personnel programs will tend to have higher rates of freshman retention.

CHAPTER III

METHOD OF RESEARCH

Introduction

Knowledge of the effectiveness of its programs is increasingly essential to an institution, with respect to retention of students and subsequently total budget. Without accurate information administrators can only guess at the best course of action.

The basic thesis of this study is that a student personnel program with adequate staff to properly perform its various functions will have a positive impact on student retention. 

Hedlund and Jones (15), reporting on research conducted by Hedlund, Bail, and Nelson, (1968), reported that they investigated the relationship between the availability of counseling and other student personnel services and completion rate (the percentage of students completing a two year program of study).

All of the participating colleges with a staff-student ratio of 1:150 or less reported graduating more than half of their students in two years of study time. In comparison, only 20% of the colleges with a ratio of more than 1:150 reported that half of their students completed a program of study in two years (15, p. 197).

This would seem to support the contention that a favorable student to staff ratio is related to more favorable rates of student retention.

This chapter will explain the procedure for gathering and evaluating the information necessary to measure the quality of student personnel services. It will also identify the institutions to be studied and the period of time the study will cover.

After gathering the necessary data, a quality score will be calculated for each student personnel program. Using this quality score as an independent variable and retention as a dependent variable, it will be possible to determine what impact student personnel service programs have on freshman retention.

Population

For this study, twenty-four institutions of higher education have been chosen and divided into three groups of eight each. Two of the institutions in each group are listed as alternates, to be used in the event that one or two of the other schools in that group do not respond to the survey.

A complete list of the institutions surveyed is presented in Table I and is also presented in Appendix A. The sub-group classifications are: public junior college, private college or university, and public college or university. All of the institutions surveyed are supervised by the
institutions

TABLE I
INSTITUTIONS SURVEYED

School	'77 Ratio	'77 Functions
<u>Public Junior College</u>		
Oklahoma State University Tech	1/127	9
El Reno Junior College	1/140	12
Seminole Junior College	1/176	9
South Oklahoma City Junior College	1/181	12
Carl Albert Junior College	1/315	8
Tulsa Junior College	1/467	8
Alternates: Northeastern Oklahoma A & M College Northern Oklahoma College		
<u>Private College or University</u>		
Phillips University	1/179	15
Oklahoma Baptist University	1/200	9
Oklahoma Christian College	1/462	8
Bartlesville Wesleyan College	1/479	12
Oklahoma City University	1/1150	9
University of Tulsa	--	--
Alternates: Bethany Nazarene College Oral Roberts University		
<u>Public College or University</u>		
East Central Oklahoma State University	1/416	10
Southeastern Oklahoma State University	1/495	10
Cameron University	1/562	13
Central State University	1/578	13
Northeastern Oklahoma State University	1/678	12
Northwestern Oklahoma State University	1/1090	17
Alternates: Southwestern Oklahoma State University Panhandle State University		

Oklahoma State Regents for Higher Education. Each institution is therefore required to report enrollment data in a common format.

The selection of institutions to be surveyed in this study was based on a pilot study done in the spring of 1977, (Appendix E). That pilot study was sent to every institution in the state with the exception of Oklahoma State University and Oklahoma University.

The pilot survey was intended to measure the size and responsibility of the student personnel staff on each campus. In addition, the chief student personnel officer was asked whether or not his staff was adequate and if improvements in student personnel services would have an impact on freshman retention, in his or her opinion. Twenty-one institutions responded to the pilot survey. The results indicated that there was a wide variance in both the size of student personnel staff and the number of functions supervised by each staff.

The variance of student to staff ratio and number of functions supervised became the primary rationale for selection of the institutions to be studied in the current survey. This variance, determined by Nichter in the pilot study during the spring of 1977 (25), was needed to insure a spread of possible quality scores.

Instrumentation

A survey form is used in the collection of campus data and is presented as Appendix A.

The Student Personnel Services Survey is a new form developed for this study. Its purpose is to measure the size and administrative responsibility of each student personnel program for the institutions mentioned in this study. The data from this form will be used in the determination of a quality score for each program.

The survey will be sent to the chief student personnel administrator on each campus. This individual who will tend to be a Vice President or Dean will be asked to indicate the areas for which his staff is totally responsible as well as the areas for which his staff shares responsibility with another department on the campus. The survey also asks for the number of full time professional staff as well as their educational background and areas of responsibility.

An assumption is made in the study that the training and ability of each student personnel staff member is consistent from institution to institution. Therefore, non-professional staff members are not included in the survey.

Finally, the survey instrument asks for any subjective input concerning unique aspects of the campus environment that might affect the study (i.e., retention services offered; unique geographic or social conditions).

Follow up contact will be made with each institution at the end of two weeks. The purpose of the follow up will be

to remind those institutions which have not returned the survey or to clarify results from those which have. Schools not responding to the survey within two weeks of the follow up contact will be dropped from the study and replaced by an alternate within the sub-group.

Analysis

This study concerns itself with student services in an aggregate form. This approach is mandated by two primary factors: 1. extreme variance of staff size; and 2. supervision that varies from good (one staff member supervising one or two functions) to token (one staff member supervising ten or more functions). Therefore, an effort to measure services in other than aggregate form would require the selection of a new survey population and the development of a new instrument.

Much can be learned from this study and its use of total program information. The control factor built into the analysis formula allows the formula to be weighted in favor of those institutions that have retention oriented programs.

A quality score (Q) will be calculated for each student personnel program as follows:

$$Q = R \times F + 1000 \pm C$$

Q - quality score

R - ratio (student FTE divided by staff FTE)

F - function (an area of institutional responsibility)

C - control

Control is a quality factor of not more than plus one (+1) or minus two (-2) which will be used to adjust the score. It will be based on specific programs and calculated as follows:

a) for every special program aimed at freshmen, (e.g., career counseling) subtract (.5); if no such program exists, add (.5).

b) for every 40 hours per week of personal counseling available per one thousand students, subtract (.5); if less than 40 hours but more than 20 hours are available, no adjustment. If less than 20 hours are available per one thousand students, add (.5).

The purpose of the control factor is to allow an adjustment for those programs that are more strongly oriented toward specific freshmen services.

Calculated in this way, the quality score reflects work load for each staff member as well as the number of students to be served. The quality control allows for weighting toward retention programs.

Treatment of the Data

A product moment correlation coefficient will be calculated for each group and for the three groups combined. If the value of r is less than .811 at the .05 level of significance, for any of the sub-groups, the hypothesis for that sub-group will be accepted. If the value of r is less than

.468 at the .05 level of significance, for the combined groups, the hypothesis for that group will be accepted.

The retention information used will be provided by the office of the State Regents for Higher Education. The regents data will serve as a base line figure, subject to certain adjustment, (information concerning part-time students and sophomore in-transfers will be provided by each institution). Information concerning specific institutional enrollment data was obtained through telephone interviews with the registrar or admissions director at each institution shortly after the student personnel services survey was received. Both the regents rate of retention and the adjusted rate of retention for all institutions will be presented in Appendix D.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The Student Personnel Services Survey was completed by the key Student Personnel officer at 22 of the possible 24 institutions in the sample population, including alternates. Each administrator was also contacted by phone, before and after the data collection. The purpose of these calls, especially the follow-up call, was to eliminate any misinterpretation of reported data.

Enrollment data was taken from the fall-1976 and fall-1977 State Regents semester reports (Appendix C). Because the Regents' figures did not reflect such variables as in-transfers, part-time students, third year sophomores, etc., more information was needed. Therefore, the Regents' data was used as a base figure, adjusted by information gained through a telephone interview with either the registrar or admissions director at each institution. The Regents' figures, the adjusted rate of retention and the rationale for adjustment are presented in Appendix D.

Table II, results from the Student Personnel Services Survey, is presented on the following page.

TABLE II
RESULTS FROM THE STUDENT PERSONNEL
SERVICES SURVEY

Sub-groups	FTE Student	FTE Staff	Ratio	No. of Functions	Con- trol	Q Score
Oklahoma State Tech	1215	10.0	1:121	11.0	- .5	.83
El Reno J. C.	572	4.5	1:127	14.0	-	1.71
Seminole J. C.	1144	5.0	1:228	16.0	-1.0	2.64
S. O. C. J. C.	2244	12.0	1:187	16.5	+ .5	3.58
Carl Albert J. C.	648	8.5	1:760	15.0	- .5	.64
Tulsa J. C.	3838	10.0	1:383	13.5	-1.0	4.17
Northeastern A & M*	2260	11.0	1:205	20.0	-	4.10
Northern Okla. College*	1216	6.0	1:202	13.0	-1.5	1.13
Phillips University	1066	5.5	1:194	13.5	-1.0	1.61
Oral Roberts University	3424	7.0	1:489	8.0	-1.0	2.91
Okla. Christian College	1357	3.5	1:388	10.5	+1.0	5.70
Bartlesville Wesleyan	430	2.0	1:215	14.0	-	3.01
Oklahoma City Univ.	2013	3.0	1:671	7.5	+ .5	5.53
University of Tulsa	5114	16.0	1:320	15.0	- .5	4.30
East Central State U.	2786	8.0	1:348	12.0	-	4.17
Southeastern State U.	3239	8.5	1:381	11.0	-	4.19
Cameron University	3398	8.0	1:425	13.0	-2.0	3.52
Central State U.	8943	19.0	1:470	15.5	- .5	6.78
Northeastern State U.	4805	7.0	1:686	12.0	- .5	7.73
Northwestern State U.	1690	2.5	1:676	17.5	+1.0	12.83
Southwestern State U. *	4481	4.5	1:995	15.5	+1.0	16.42
Panhandle State U.*	960	1.5	1:640	7.5	+ .5	5.30

*Alternates

Testing the Hypotheses

Each null hypothesis was tested using a Product-Moment Correlation Coefficient. In addition, a confidence interval, slope and intercept were calculated for all groups.

In two of the subcategories, junior colleges and state universities, all eight of the surveyed institutions responded to the questionnaire. Therefore, in these two subgroups, the information from all eight institutions was calculated and plotted. However, only six institutions are used in the determination of acceptance or rejection of the null hypothesis. In the two remaining groups, private colleges and universities and the group of all institutions combined, the alternates were not considered at all.

At the .05 level of significance, the null hypothesis should be rejected if r is equal to or greater than .811 when $n = 6$. The results are as follows:

H_1 A direct linear relationship does not exist between the quality of student personnel services and the freshman retention rate.

As can be seen from the data displayed in Table III, the correlation coefficient was not significant at the .05 level. Therefore the hypothesis cannot be rejected.

H_{1a} A direct linear relationship does not exist between the quality of student personnel services and the freshman retention rate, at the level of the public junior college.

As can be seen from the data displayed in Table IV, the correlation coefficient was significant at the .05 level. Therefore the null hypothesis should be rejected.

TABLE III

CORRELATION BETWEEN QUALITY SCORE AND RETENTION
PLUS SLOPE DATA FOR THE COMBINED GROUP OF ALL
INSTITUTIONS (EXCLUDING ALTERNATES)

Institutions	n	18
Correlation Coefficient	r	-.058
Intercept	α	4.269
Slope	β	-.009
Confidence Interval	95%	(-.009, .08)

TABLE IV

CORRELATION BETWEEN QUALITY SCORE AND RETENTION
PLUS SLOPE DATA FOR PUBLIC JUNIOR COLLEGES

Institutions	n	6	8
Correlation Coefficient	r	-.8338	-.6977
Intercept	α	7.58	6.71
Slope	β	-.1436	-.1103
Confidence Interval	95%	(-.27, -.02)	(-.22, .033)

H_{1b} A direct linear relationship does not exist between the quality of student personnel services and the freshman retention rate, at the level of the private college or university.

As can be seen from data displayed in Table V, the correlation coefficient was not significant at the .05 level. Therefore the hypothesis cannot be rejected.

TABLE V
CORRELATION BETWEEN QUALITY SCORE AND
RETENTION PLUS SLOPE DATA FOR
PRIVATE COLLEGES AND
UNIVERSITIES

Institutions	n	6
Correlation Coefficient	r	-.6590
Intercept	α	11.798
Slope	β	-.1368
Confidence Interval	95%	(-.34, .07)

H_{1c} A direct linear relationship does not exist between the quality of student personnel services and the freshman retention rate, at the level of the public college or university.

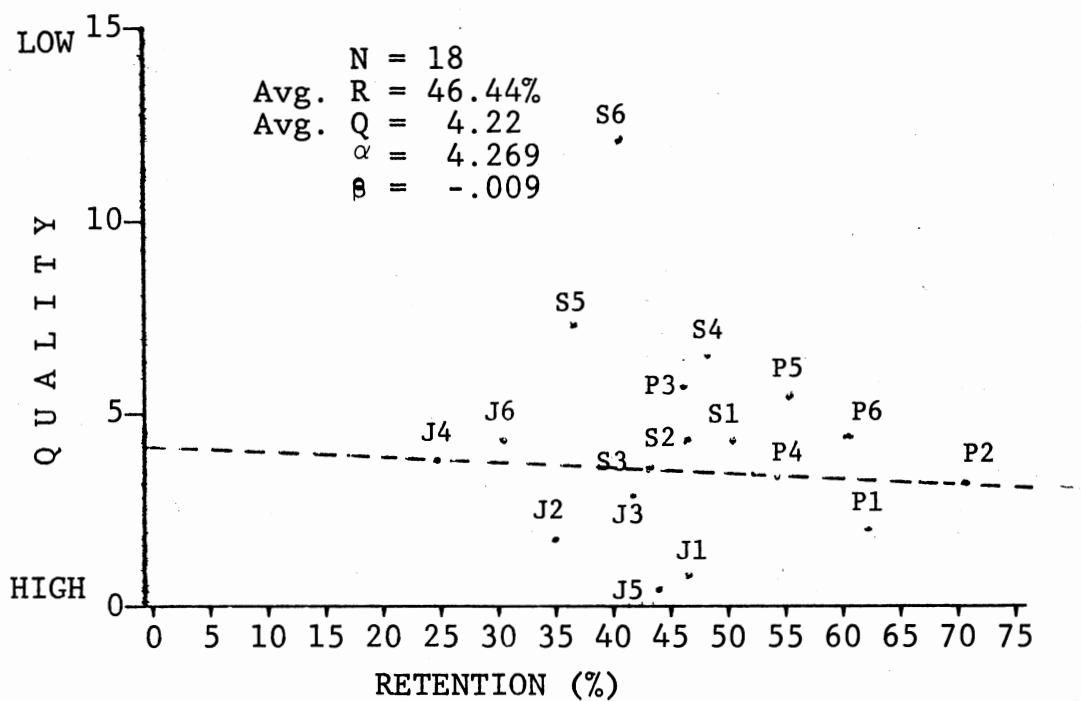
As can be seen from data displayed in Table VI, the correlation coefficient was not significant at the .05 level. Therefore the hypothesis cannot be rejected.

TABLE VI
CORRELATION BETWEEN QUALITY SCORE AND
RETENTION PLUS SLOPE DATA FOR
PUBLIC COLLEGES AND
UNIVERSITIES

Institutions	n	6	8
Correlation Coefficient	r	-.5051	-.9797
Intercept	α	22.74	18.47
Slope	β	-.3669	-.2371
Confidence Interval	95%	(-1.24, .51)	(-1.04, .56)

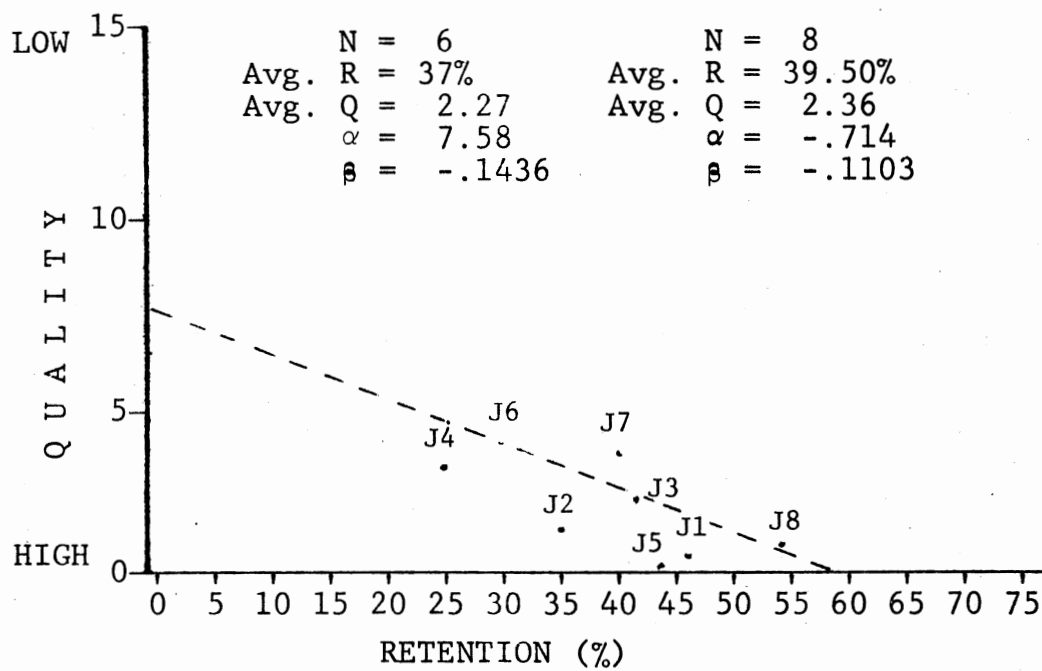
Graphic displays of Q scores and retention as well as intercept and slope are presented on the following four pages.

SPECIAL NOTE -- A low quality score represents a strong student personnel program, while a high quality score represents a weaker student personnel program.



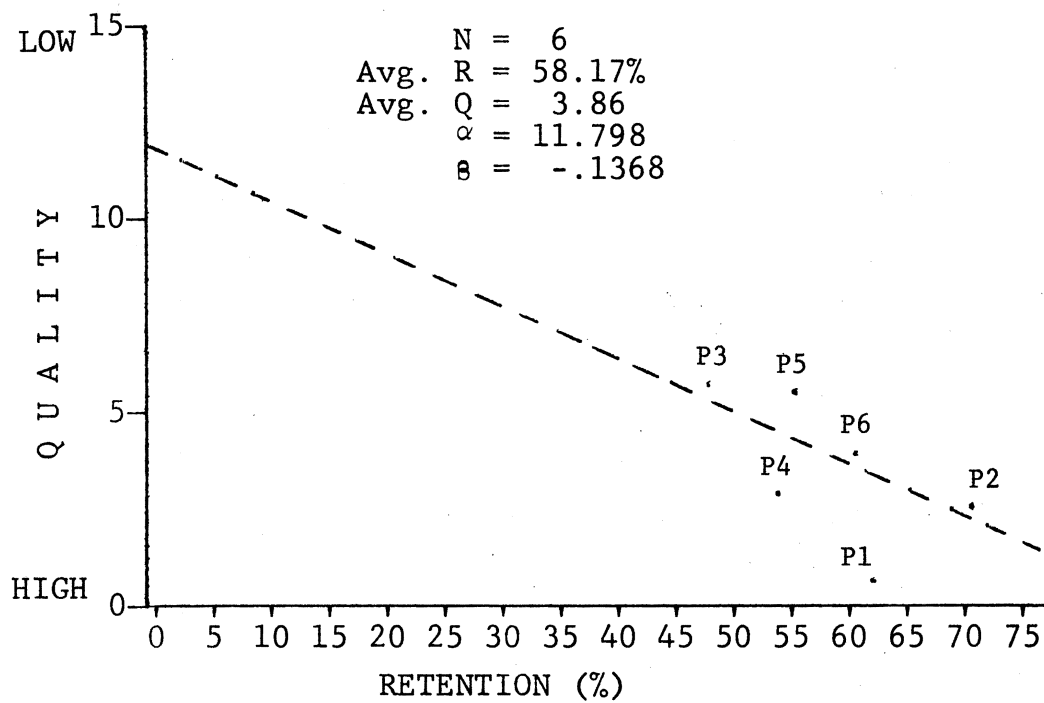
Number	Score (quality, retention)
J1	(.83, 46)
J2	(1.77, 35)
J3	(2.64, 42)
J4	(3.58, 25)
J5	(.64, 44)
J6	(4.17, 30)
P1	(1.61, 63)
P2	(2.91, 70)
P3	(5.70, 47)
P4	(3.10, 54)
P5	(5.53, 55)
P6	(4.30, 60)
S1	(4.17, 50)
S2	(4.19, 46)
S3	(3.52, 43)
S4	(6.78, 48)
S5	(7.73, 37)
S6	(12.83, 41)

Figure 1. Quality and Retention Scores for All Institutions (Excluding Alternates)



Number	Score (quality, retention)
J1	(.83, 46)
J2	(1.77, 35)
J3	(2.64, 42)
J4	(3.58, 25)
J5	(.64, 44)
J6	(4.17, 30)
J7	(4.10, 40)
J8	(1.13, 54)

Figure 2. Quality and Retention Scores for Junior Colleges



Number	Score (quality, retention)
--------	-------------------------------

P1	(1.61, 63)
----	-------------

P2	(2.91, 70)
----	-------------

P3	(5.70, 47)
----	-------------

P4	(3.10, 54)
----	-------------

P5	(5.53, 55)
----	-------------

P6	(4.30, 60)
----	-------------

Figure 3. Quality and Retention Scores for Private Colleges and Universities

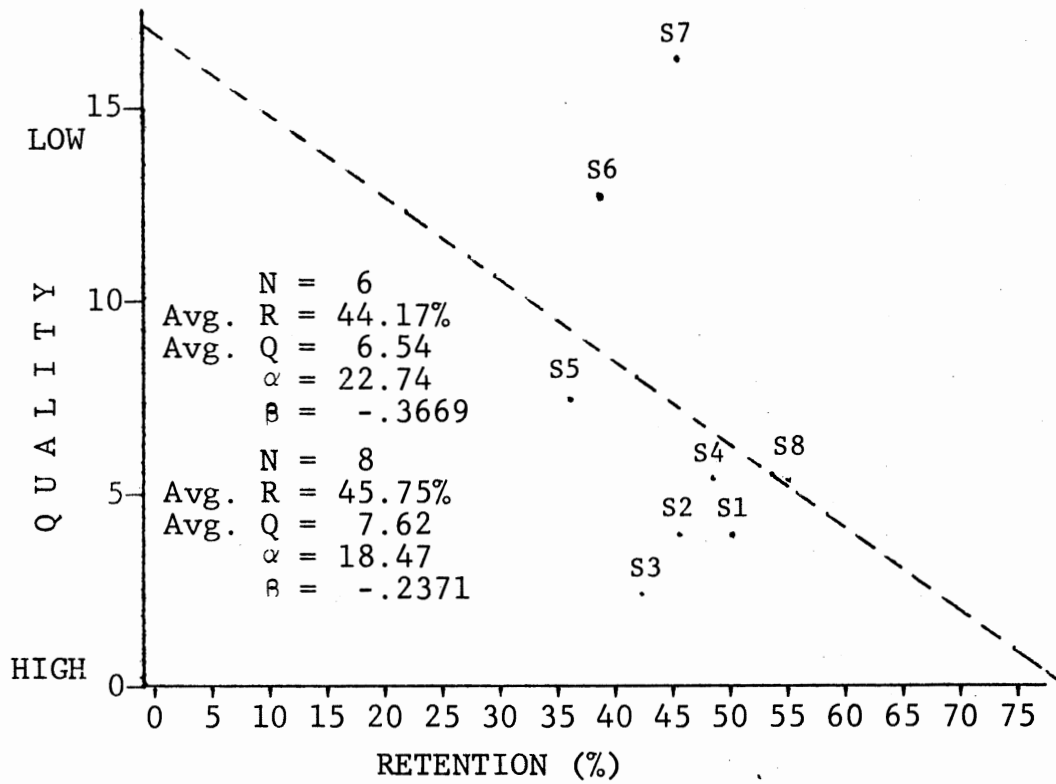


Figure 4. Quality and Retention Scores for State Universities

CHAPTER V

SUMMARY OF FINDINGS AND IMPLICATIONS

Introduction

This study is based on one major premise, that the quality of student personnel services has an impact on the rate of retention at the freshman level. Although the findings are not statistically significant in all cases, I believe that the data presented in Chapter IV offers strong evidence in support of the basic premise.

Summary of Findings

Each hypothesis was tested according to the procedure outlined in Chapter III. The findings are as follows:

1. The correlation coefficient for the group of all institutions (excluding alternates), was not significant. However, the extreme variation of the sub-group intercepts (junior college = 7.58; private college and university = 11.79; state university = 22.74) offers some explanation as to why there was not a significant correlation. See Implications.

2. The correlation for junior colleges was significant. This result seems to have added importance because this

sub-group had the lowest staff to student ratio (1:191) and the best average quality score.

3. The correlation for private colleges and universities was not significant. However, the correlation was high and several unique aspects of the private college environment were identified that seem to influence the holding power at these institutions. See Implications.

4. The correlation for state universities was not significant. This sub-group had the widest dispersion of scores and the highest staff to student ratio of all sub-groups (1:578).

5. Slopes for all test groups were negative. This indicates that the suggested linear relationship does exist, to some degree, for all groups tested.

6. A comparison was made between the institutions with the highest and lowest retention rates in each sub-group. The results are presented in Table VII.

In each sub-group, the institutions with the highest retention reported fewer functions supervised and produced a lower (better) quality score than the institution with the lowest retention rate. Also, the institutions with highest retention had an equal number of or more specific retention oriented programs and the high retention schools had significantly more personal counseling available per thousand students per week.

This comparison would seem to indicate that within the student personnel program, counseling and retention programs

TABLE VII
 COMPARISON OF STUDENT PERSONNEL PROGRAMS
 WITH HIGHEST AND LOWEST RETENTION
 RATES IN EACH SUB-GROUP

	Ratio	Staff	Functions	Q Score	Retention Programs	Counseling Time Hrs/1000 FTE Wk
Junior College:						
High - J8	1:202	6	13	1.13	3	50/1000/wk
Low - J4	1:187	12	16.5	3.85	None	10/1000/Wk
Private Colleges and Universities:						
High - P2	1:489	7	8	2.91	5	35/1000/Wk
Low - P3	1:388	3.5	10.5	5.70	None	15/1000/Wk
Public Colleges:						
High - S8	1:640	1.5	7.5	5.30	2	22/1000/Wk
Low - S5	1:686	7	12	7.73	2	5/1000/Wk

such as special advisement or peer counseling could be of special importance.

Implications

In Chapter II a number of papers and studies were presented that offered broad implications about student services. The findings and implications of the study will in some cases support the data presented in Chapter II and in other cases offer new information.

The primary implication is that in the state of Oklahoma, higher rates of freshman retention tend to be found at those institutions which offer better quality student personnel services. An institution which hopes to improve its ability to retain freshmen should strongly consider improvements in the student services area.

Another implication deals with the special environment and subsequent holding power of the private colleges and universities. In this study, the retention rate of the private institutions was disproportionately high. The student personnel administrators on those campuses offered a twofold explanation: First, the student who chooses the private college or university generally knows more about that institution, before he enrolls, than his counterpart at the state institution. The prospective freshman at the private institution is more aware of institutional philosophy, religious affiliation, academic and conduct requirements, costs, etc.

Therefore, a student makes a more knowledgeable and seemingly stronger commitment to the private institution.

Second, faculty and staff members at the private institution have the responsibility to assist in the development of a caring, growth oriented environment. It might be said that staff members at the private institution have a student personnel philosophy.

With many people on the private campus sharing in the development of a caring environment, I believe that the basic premise of this study is supported. However, a modification of measurement techniques would be required to prove this point statistically.

Another implication drawn from this study deals with the state university sub-group. Because the quality of student services offered by this group is low, any statistical evaluation may be suspect.

Hedlund and Jones (15) suggested a staff to student ratio of 1:150. The state university ratio in this study was 1:578. In the case of this sub-group, the evaluation is not of strong programs versus weak programs, but rather weak programs versus weaker programs. Therefore, the results of any statistical analysis must be viewed with the knowledge that almost all of the institutions in this sub-group have a less than desirable student personnel program.

Another implication, important to the study, is that the three sub-groups are less than homogeneous. The sub-groups should not be combined into one large group unless they are

statistically similar. Having determined in the course of the study the average staff to student ratio and average quality score, it is clear that the programs of the three sub-groups are very dissimilar. Therefore, the first test group (all institutions), is probably not a valid group for study.

Suggestions for Further Research

Although this study has produced some significant relationships between student personnel services and freshman retention, much more is still unknown. A few questions for further study are as follows:

1. What specific aspects of the private college or university environment cause the strong holding power which has been demonstrated in this study?
2. How do the perceived attitudes of professional staff and faculty, other than student personnel staff, relate to the holding power of the institution?
3. How do the perceived attitudes of non-professional staff relate to the holding power of the institution?
4. If a sample of 4 year public institutions was developed, which included a representative number of programs judged to be of good quality, would the correlation coefficient be significant?
5. Which functions of the student personnel program have the greatest impact on freshman retention?
6. Is there a significant difference between the services offered and the services as they are perceived by the student?
7. What is the relationship between student services and other retention variables such as cost, location, community environment, etc.?
8. Do variations or improvements in student personnel services have a significant impact on the retention of sophomores?

9. Do variations or improvements in student personnel services have a significant impact on the retention of part-time students?
10. Do variations or improvements in student personnel services have a significant impact on the retention of non-traditional or minority students?

These preceding questions are but a few that could be raised. They indicate that educators have much to learn about the total educational process and how it impacts upon the student.

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APPENDIX A

**SURVEYED INSTITUTIONS AND
SURVEY INSTRUMENT**

<u>School</u>	<u>'77 Ratio</u>	<u>'77 Functions</u>
<u>Public Junior College</u>		
Oklahoma State University Tech	1.127	9
El Reno Junior College	1/140	12
Seminole Junior College	1/176	9
South Oklahoma City Junior College	1/181	12
Carl Albert Junior College	1/315	8
Tulsa Junior College	1/467	8
Alternates:	Northeastern Oklahoma A & M College	
	Northern Oklahoma College	

<u>Private College or University</u>		
Phillips University	1/179	15
Oklahoma Baptist University	1/200	9
Oklahoma Christian College	1/462	8
Bartlesville Wesleyan College	1/479	12
Oklahoma City University	1/1150	9
University of Tulsa	--	--
Alternates:	Bethany Nazarene College	
	Oral Roberts University	

<u>Public College or University</u>		
East Central Oklahoma State University	1/416	10
Southeastern Oklahoma State University	1/495	10
Cameron University	1/562	13
Central State University	1/578	13
Northeastern Oklahoma State University	1/678	12
Northwestern Oklahoma State University	1/1090	17
Alternates:	Southwestern Oklahoma State University	
	Panhandle State University	

STUDENT PERSONNEL SERVICES SURVEY

Name of Institution: _____

Note: All information requested in this survey pertains to the 1976-77 academic year.

A. Please indicate below, the functions supervised by your Student Personnel staff. Also, if available, indicate the approximate number of staff hours spent per week per function. (X = total responsibilities of Student Services; S = shared responsibilities)

	(X or S)	(hrs/wk)		(X or S)	(hrs/wk)
1 Student Government			12 Discipline		
2 Student Activities			13 Student Union Management		
3 Housing			14 Campus Security		
4 Food Service			15 Veterans Affairs		
5 Personal Counseling			16 Academic Advisement		
6 Career Counseling			17 Advanced Standing		
7 Testing			18 High School Relations		
8 Freshman Orientation			19 Placement		
9 International Student Advisement			20 Grant Writing		
10 Health Services			21 Other _____		
11 Financial Aid					

B. Student Personnel Staff: (Please do not include health center, food service or housing staff unless they provide other services such as counseling.)

Number of full-time professional staff for 1976-77
(30 hours or more) _____

Number of part-time professional staff for 1976-77
(15 to 30 hours) _____

Please list the titles of your professional staff, the degrees they hold (including major field), and the function or functions they supervise. (Functions may be listed by the above numbers.)

(If additional space is needed, please continue on back.)

C. Please list any special programs aimed primarily at freshmen, such as career counseling, peer counseling, etc.:

In your opinion, are there any unique aspects of your campus environment that would effect retention information or the relationship between Student Personnel Services and retention (i.e., late start program, strong student government association, etc.)? Please explain on back of this sheet.

Would you like a copy of the survey results? Yes _____ No _____

APPENDIX B

REPORTED INSTITUTIONAL DATA
1976-1977, AND COMPUTED
QUALITY SCORES

Sub-groups	FTE Student	FTE Staff	Ratio	No. of Functions	Con- trol	Q Score
Oklahoma State Tech	1215	10.0	1:121	11.0	- .5	.83
El Reno J. C.	572	4.5	1:127	14.0	-	1.71
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S. O. C. J. C.	2244	12.0	1:187	16.5	+ .5	3.58
Carl Albert J. C.	648	8.5	1:760	15.0	- .5	.64
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Okla. Christian College	1357	3.5	1:388	10.5	+1.0	5.70
Bartlesville Wesleyan	430	2.0	1:215	14.0	-	3.01
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University Of Tulsa	5114	16.0	1:320	15.0	- .5	4.30
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Southeastern State U.	3239	8.5	1:381	11.0	-	4.19
Cameron University	3398	8.0	1:425	13.0	-2.0	3.52
Central State University	8943	19.0	1:470	15.5	- .5	6.78
Northeastern State U.	4805	7.0	1:686	12.0	- .5	7.73
Northwestern State U.	1690	2.5	1:676	17.5	+1.0	12.83
Southwestern State U.*	4481	4.5	1:995	15.5	+1.0	16.42
Panhandle State U.*	960	1.5	1:640	7.5	+ .5	5.30

* Alternates

APPENDIX C

STATE REGENTS ENROLLMENT FIGURES AND
COMPUTED RETENTION RATES (%)

Institution	Freshman Enrollment Fall, 1976	Sophomore Enrollment Fall, 1977	Retention (%)
Oklahoma State Tech	2396	817	34
El Reno J. C.	590	206	35
Seminole J. C.	1157	518	48
S. O. C. J. C.	3656	647	18
Carl Albert J. C.	596	260	44
Tulsa J. C.	5189	1869	36
Northeastern A & M*	1583	635	40
Northern Okla. College*	780	512	66
Phillips University	326	224	69
Oral Roberts University	901	885	98
Okla. Christian College	600	317	53
Bartlesville Wesleyan	235	147	63
Oklahoma City University	280	251	90
University of Tulsa	946	1039	110
East Central State U.	1158	667	58
Southeastern State U.	1168	569	49
Cameron University	1813	1007	55
Central State University	3486	2180	62
Northeastern State U.	1539	896	58
Northwestern State U.	555	283	51
Southwestern State U.*	1602	819	51
Panhandle State U.*	307	187	61

*Alternates

APPENDIX D

ADJUSTED RETENTION RATES (%) AND
PRIMARY RATIONALE

Institution	Regents Retention %	Adjusted Retention %	Primary
Oklahoma State Tech	34	46	Trimester
El Reno J. C.	35	35	No change
Seminole J. C.	48	42	Soph. in-transfers (25)
S. O. C. J. C.	18	25	Large no. of part-time
Carl Albert J. C.	44	44	No change
Tulsa J. C.	36	30	Soph. in-transfers and part-time
Northeastern A & M*	40	40	No change
Northern Okla. College*	66	54	Soph. in-transfers (108)
Phillips University	69	63	Soph. in-transfers
Oral Roberts University	98	70	Soph. in-transfers and part-time
Okla. Christian College	53	47	Soph. in-transfers
Bartlesville Wesleyan	63	54	Soph. in-transfers and part-time
Oklahoma City University	90	55	Institutional figure
University of Tulsa	110	60	Soph. in-transfers (247) and part-time
East Central State U.	58	50	Soph. in-transfers (91)
Southeastern State U.	49	46	Part-time
Cameron University	55	43	Soph. in-transfers (226)
Central State University	62	48	Institutional figure
Northeastern State U.	58	37	High no. of stop-outs
Northwestern State U.	51	41	Soph. in-transfers (55)
Southwestern State U.*	51	46	Soph. in-transfers (37)
Panhandle State U.*	61	55	Soph. in-transfers (19)

*Alternates

APPENDIX E

STATEWIDE PILOT STUDY OF STUDENT
SERVICES - SPRING 77

STUDENT PERSONNEL SERVICES SURVEY

TYPE OF INSTITUTION: Two Year Four Year Private Public NUMBER OF STUDENTS: Full Time Part Time Under Graduate Graduate

STAFF: (exclude nurses, food service staff, and housing staff with less than a masters in a student personnel field.)

Number of full time professional student personnel staff Number of part time professional student personnel staff

Please indicate the services supervised by your student personnel staff:

Student Government <input type="checkbox"/>	High School Relations <input type="checkbox"/>
Student Activities <input type="checkbox"/>	Freshman Orientation <input type="checkbox"/>
Housing <input type="checkbox"/>	Discipline <input type="checkbox"/>
Food Service <input type="checkbox"/>	Health Services <input type="checkbox"/>
Advanced Standing <input type="checkbox"/>	Academic Advisement <input type="checkbox"/>
Personal Counseling <input type="checkbox"/>	Placement <input type="checkbox"/>
Career Counseling <input type="checkbox"/>	Veterans Affairs <input type="checkbox"/>
Grant Writing <input type="checkbox"/>	Campus Security <input type="checkbox"/>
Other <input type="checkbox"/>	<input type="checkbox"/>

If available, what was the approximate retention rate (%) at your institution last year: Fr Soph Jr Sr Do you feel your staff is adequate to perform the listed services properly. Yes No If not, how many more do you need? In your opinion, what percentage of the students who have left your institution in the last year would still be enrolled if you had an adequate student personnel staff?

OPTIONAL INFORMATION:

Name of Institution Person completing survey Would you like a copy of the results? Yes No

Reference Information for the Survey Chart
(following page)

1. x indicates complete responsibility for a function
s indicates shared responsibility for a function
2. FTE for state schools was taken from the March 4, 1977, issue of the Oklahoma Higher Education Report - Full Year Full Time Equivalent Enrollment in the Oklahoma State System, Fiscal Year 1976-1977. It was published by the Oklahoma State Regents for Higher Education.

FTE for private institutions was taken from Spring 1977 figures and determined by the following formula: full time + $\frac{1}{2}$ part time.
3. Ratio - student FTE divided by staff FTE
4. Staff is intended to represent professional student personnel staff only. (This is true for both full and part time.)
5. Some functions specific to individual institutions but not normally a part of student personnel services; i.e., athletics are not reported.
6. Some common sub-functions were listed independently on a few surveys but not reported here; i.e., parking is assumed to be part of security. The only possible sub-function listed separately is testing, which is considered to be part of the counseling function at many institutions. *Note--These interpretations will probably cause some misrepresentation of institutional functions.
7. Some institutions were not at liberty to release retention rates but were able to predict possible retention improvement.

OBSERVATIONS

The public junior colleges average 1 FTE staff per 233.5 students and govern an average of 10.8 functions. The retention rate among those who feel their staff is adequate is 63.3%.

The public universities average 1 FTE staff per 742 FTE students and govern an average of 13 functions. The retention rate among those who feel their staff is adequate is 59%.

These figures become important when we see in the professional literature that retention in the junior colleges is generally expected to be lower. Perhaps one reason for the higher retention in the junior college is a much stronger emphasis on Student Personnel Services.

	St. Gregg	NEO	SOCJC	NOC	OSU Tech.	TJC	E1 Reno	Carl Albert	Sem.	OCC	OBU	OCU	Bart West	PU	NWOSU	NEU	ECU	SEU	SW	CSU	Cam. Univ
Type 2/4	2	2	2	2	2	2	2	2	2	4	4	4	4	4	4	4	4	4	4	4	4
Type Pb/Pr	Pr	Pb	Pb	Pb	Pb	Pb	Pb	Pb	Pb	Pr	Pr	Pr	Pr	Pr	Pb	Pb	Pb	Pb	Pb	Pb	Pb
Student Gov.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student Act.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Housing	x	x		x	x					x	x	x	x	x	x	x	x		x	s	
Food Service		x		x							s		x	x	x	x			s		
Adv. Standing		x				x	x	x							x				x		x
Pers. Coun.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	s	x	x	x	x
Career Coun.	x	x	x	x	x	x	x	x	x	x		s	x	x	x	x		x	x	x	x
U.S. Relations		x		x			x	x	x					x	x		x		x		x
Int. Orient.	x	x	x	x		x	x	x	x		x	s	x	x	x		x	x	x	x	x
Discipline	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
Health Serv.	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Acad. Advis.		x			x		x	x	x			s		s	x		x	s	s	x	
Placement		x					x		x	x			x	x	x	x		x			x
V. A.		x	x		x		x						x	x	x	x	x		s	s	
Security		x		x							x		x		x	x			x		
Adms. and Reg.		x											x							x	
Fin. Aid.			x	x										x		x					x
Int. Stud.			x	x										x	x				x		x
Testing		x		x										x	x				x	x	x
Total FTE	250	2193	2728	1275	1398	4207	534	789	1233	1386	1400	2300	479	897	1636	5426	3120	3719	4819	9675	4496
Ratio	1/63	1/231	1/181	1/231	1/127	1/467	1/140	1/315	1/176	1/462	1/200	1/1150	1/479	1/179	1/1090	1/678	1/416	1/495	1/1376	1/578	1/562
Staff-Full	2	10	13	4	11	9	4	2	7	3	7	2	1	5	1	8	7	4	3	17	8
Staff-Part	4	1	4	3	0	0	1	1	0	0	0	0	0	0	1	0	1	5	1	0	0
Adequate	Yes	No	No	No	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes	No	Yes	No	Yes	No	No	No
Staff Needs	0	2	2	2	0	4	0	2	0	1	0	0	3	0	4	0	2	0	2	-	3
Fr. Retention	55	60	50		75	62	65		50						56	60		58	67		55
% Improvement		5	15	25				10			very low	Low			25		20		5	15 F 25 M	5

VITA²

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RETENTION

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