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GRADUATE COLLEGE

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A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

BENJAMIN BERNARD COWINS, SR.

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PERCEPTIONS OF STUDENT PERSONNEL SERVICES

AT THE UNIVERSITY OF NORTH FLORIDA

APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

In the university systems throughout the United States, student personnel services have become an invaluable part of the educational process of the university community. It is this development that requires student personnel administrators to constantly evaluate the services for which they are responsible.

Because studies and evaluations can provide student personnel administrators with rational bases for making changes and adjustments that eventually result in more meaningful accomplishments and attainment of their stated purposes and goals, periodic evaluation should be conducted. Indeed, it is an accepted premise that student personnel administrators must plan effective student personnel services in order to successfully meet the needs of students. How they meet this challenge may well determine the quality of evaluation in our great institutions of higher learning.

This study attempted to explore the perceptions of student personnel services held by faculty members, administrators, and students at the University of North Florida. Obtaining the perceptions of students is considered an important step in the evaluative process. Kamm (1950) wrote

that

> In order to ascertain the worth of a product it is well to question the consumer of the product . . . . If several pertinent questions about a particular student personnel service are asked of a significantly large sample of the local college population, valid indication of the worth of the services to the students would be available.

Influenced by Kamm, Penny and Buckles (1966) endorsed an evaluative step in the following statement: "The contemporary multiversity must have continuous feedback in order to learn what students need, where they go to find help, and how satisfied they are with the results of their quest." This, then, is an attempt to build upon research of Kamm, Penny, and Buckles.

Statement of the Problem

The problem of this study was to evaluate the student personnel services at the University of North Florida. In carrying out this purpose a questionnaire was used to identify and compare the perceptions held by administrators, faculty members and students.

Hypotheses

The following hypotheses were tested:

$H_{o}1$: There is no statistically significant difference in the number of responses, between students and faculty, to questions pertaining to student personnel services based on (1) importance, (2) awareness, (3) effectiveness, and (4) location in the areas of:

a. admissions, registration and records

b. counseling services

c. financial aid and placement

d. food services

e. health services

f. special services

g. student activities

h. student conduct

H_{o2}: There is no statistically significant difference in the number of responses, between students and administrators, to questions pertaining to student personnel services based on (1) importance, (2) awareness, (3) effectiveness, and (4) location in the areas of:

a. admissions, registration and records

b. counseling services

c. financial aid and placement

d. food services

e. health services

f. special services

g. student activities

h. student conduct

H_{o3}: There is no statistically significant difference in the number of responses, between administrators and faculty, to questions pertaining to student personnel services based on (1) importance, (2) awareness, (3) effectiveness, and (4) location in the areas of:

a. admissions, registration and records

b. counseling services

c. financial aid and placement

d. food services

e. health services

f. special services

g. student activities

h. student conduct

In order to test the three hypotheses data were collected from subjects sampled on four perceptual factors concerned with the importance, awareness, effectiveness, and location of the student personnel services on the campus at the University of North Florida. An illustration of the subjects sampled, the perceptual data collected, and the comparisons made is presented in Figure 1.

Purpose and Need for the Study

The major purpose of this study was to obtain information from students, faculty members, and administrators which could be used in the evaluation of student personnel services on the university of North Florida campus. It was assumed that the obtained information would enable the institution to more effectively plan student personnel programs. A subsidiary purpose of this study was to determine what procedural changes, if any, were needed for adequately communicating the purposes, role and functions of the student personnel services on the campus of the University of North Florida.

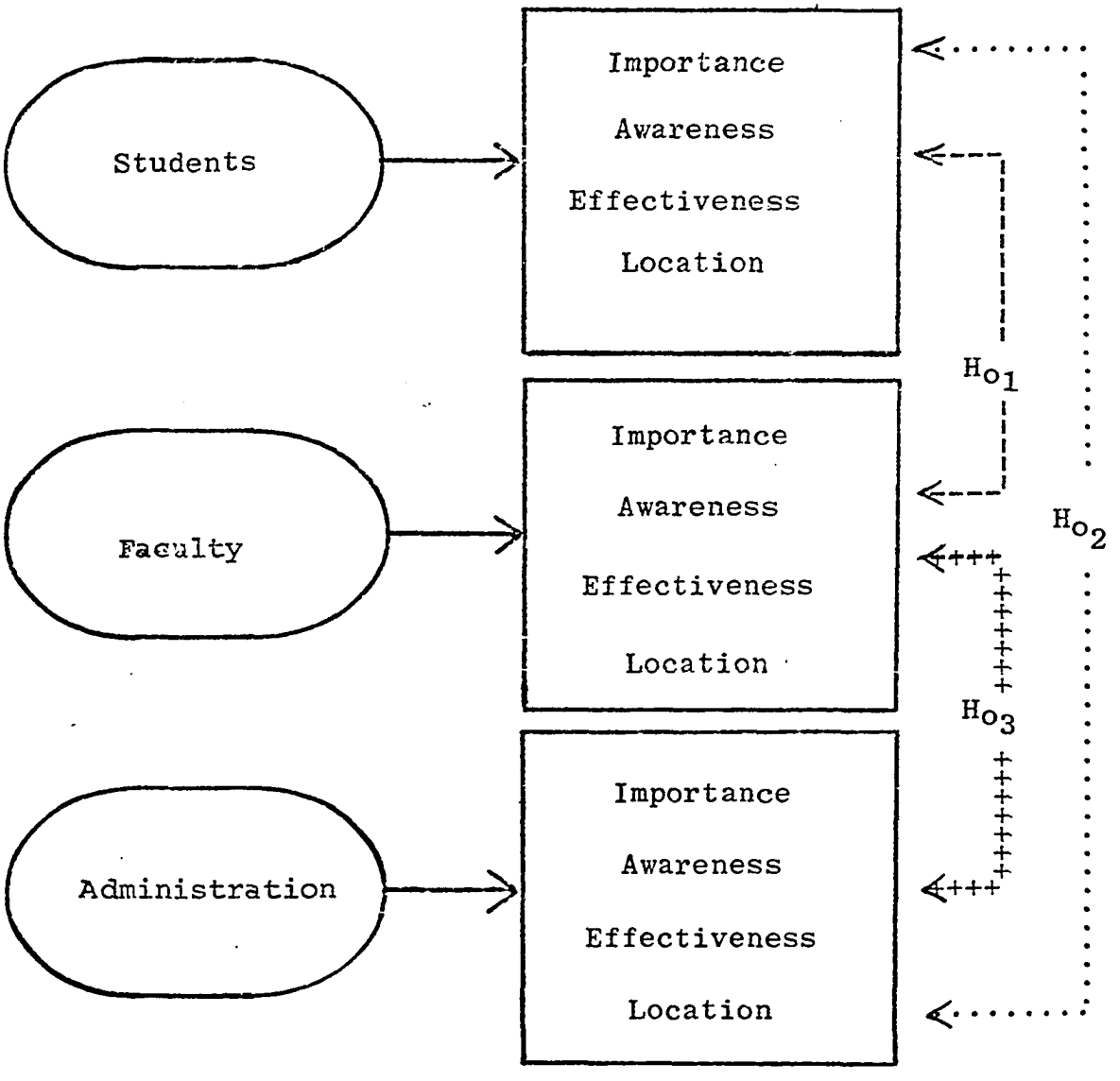

Fig. 1. An Illustration of the comparisons made in testing three null hypotheses. Subjects sampled represented three university groups. Four types of perceptual data were collected from each group on Student Personnel Services at the University of North Florida.

The reason for including the University of North Florida's administration and faculty along with students in this study was based on the researcher's conclusion that if the student personnel service areas are to be adequately supported with staff, equipment, facilities, and with financing, both faculty members and administrators must be aware of the scope of the services offered, and students' perceptions of these services. Clearly, students must inevitably evaluate the worth of any program designed to assist them.

The need for this study was further based on the continuing necessity in higher education for pertinent research to use for guidance and direction for student personnel services program planning and success. Finally, the need for evaluative studies has been advocated by such authors as Fitzgerald (1962), Herron (1970), Kamm (1950), and Mueller (1961). All stress the need for continuing evaluation and program follow-up activities by student personnel administrators and workers.

Scope and Limitation of the Study

This study was confined to the student personnel service offerings at the University of North Florida. The university's academic unit affiliations studied were listed in its annual information catalog for 1973-74 as follows:

1. The College of Education
2. The College of Arts and Sciences
3. The College of Business Administration

4. Library
5. The Instructional Communication Center
6. The Computing Center

The population studied included only students, faculty members and administrators that were officially affiliated with the University of North Florida. The study was based on a questionnaire (Appendix A) which was previously developed by Fitzgerald (1959).

The respondents had varying degrees of association with the different functions of the student personnel service program. As a result, the responses obtained reflected the values and biases resulting from different interactional and role-status perceptions. Even though it was conceivable that a large number of the university community members may not have had direct contact with a particular student personnel service, it was highly likely that these persons did have perceptions as to the importance, awareness, effectiveness, and location of the services.

This study was also limited to an evaluation of specific student personnel services programs. At the time this study was made, the University of North Florida was less than three years old.

The questionnaire method was used in this study to identify the respondents' perceptions which were assumed to have been influenced by the student personnel services. In the words of Wrenn (1951),

The student personnel 'services' permeate every

> aspect of education. The student personnel point of view . . . is a pervasive philosophy regarding the individual that affects the curriculum of the institution, its teaching procedures, administrative policies, selection of faculty, regulation of student conduct--in short, the entire program of the institution.

This study was carried on in the belief that student personnel services do influence behavior on college and university campuses.

Definition of Terms

For the purposes of this study, the following terms have been defined in order to minimize psuedo-communication between the writer and the reader:

> Administrators--This term was used to refer to university officials whose primary duties and responsibilities involve the formulation and implementation of university policy, programs and activities. This term had reference to deans, department heads, directors, coordinators, supervisors, and other professional staff.
>
> Functions--Those activities of the university designed to collect, analyze and interpret data concerning the student population, the needs of students, the progress of students and the success of university services designed for student development.
>
> Perceptions--This term was used to refer to how the respondents perceived student personnel services on the basis of importance, awareness, effectiveness, and location.
>
> Public Institution--A post secondary educational institution such as a college or university whose primary financial support originates from tax supported sources.
>
> Reaction Form--The name used to identify the questionnaire used by the writer of this study.
>
> Special Services--This term pertains to the offerings of the University of North Florida's veterans assistance program, the law enforcement education program, the organization of religious activities,

student advisement, campus security, and those functions used in the questionnaire which did not fit into the existing student personnel services as defined for this study.

Student Personnel Services--This term refers to admissions, registration and records, counseling services, financial aid and placement, food services, health services, student activities, special services, and student conduct.

UNF--University of North Florida

University--An institution of higher education, consisting of a liberal arts college, offering a program of graduate study, and having usually two or more professional schools or faculties and empowered to confer degrees in various fields of study, (Good, 1959).

Upper Division University--A university offering junior, senior, and graduate level programs, such as the University of North Florida.

Organization of the Study

Chapter I has introduced the study, stated the problem, the hypotheses tested, the purposes and need for the study, the scope and limitation of the study, and the definition of terms. Chapter II presents a review and summary of the literature related to the study. Chapter III includes the procedures and methods used to collect the data for this study. Chapter IV consists of an analysis and an interpretation of the data presented. Chapter V contains a summary of the study's findings, together with the conclusions drawn, and the recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

The literature reviewed pointed out a definite lack of research dealing with the entire student personnel service college program in an evaluative manner. Although there were pertinent studies that provided meaningful background data for the study of perceptions, often they included additional factors that served to distort the perception aspect. More specifically, in the words of Wrenn (1942), "much of the literature in the general field of personnel work in both secondary school and college is . . . an analysis of more or less segmented research investigations." Contemporary literature such as that was considered most valid dealt with varying methods used in the evaluation of student personnel services. Current literature focused on staff and administrative concerns, their areas of responsibility, operable philosophies, and organizational procedures, rather than on the evaluation of student personnel services.

An extensive search of the literature also revealed that the rapid rate of growth of higher educational institutions and student personnel services in recent years have contributed to a significant increase of literature pertaining to student personnel services. For example, according

to Hansen (1950) there were thirty-eight universities in the United States with 10,000 or more students in 1950. By 1958, that number had increased to forty-six, but in the following eight years it increased to nearly double that amount, or eighty-eight institutions, (Hanson 1966). Delury (1972) reported the existence of 165 institutions with 10,000 students or more six years later.

According to Barry and Wolf (1957), ". . . the demand for research evaluation is one of the most pressing issues in this field (i.e., student personnel services) . . . ." If their statement was valid, Molbert (1960) was in the avant-garde of research with her exploration of student and faculty perceptions concerning phases of the qualifying examination for the doctorate at the University of Florida. She collected research in the form of statements from thirty-four faculty members and forty-one graduate students. The data were collected by interviews, recorded on discs, and transcribed. The interviews were conducted with a focused, nonstructured pattern; respondents made voluntary comments, in addition to responding to specific questions. The data were classified and reported in their original phraseology and subjected to content analysis by the author. Molbert noted the differences of stated perceptions between the faculty members and students, and among each group relating to the purpose, validity, and reliability of the qualifying examination. Her study also revealed that of the three possible channels of communication, (faculty-faculty,

student-student, and faculty-student), the student-student channel had fewer obstacles and provided the major unofficial source of information for the candidates anticipating the examination.

Rankin (1966) engaged in a study of identifying the perceptions held by the Spring quarter graduating seniors of the student personnel services at Colorado State College. The major purpose of his study was to obtain information to evaluate the student personnel services on the Ft. Collins' campus. His study was designed to answer questions concerning the importance, awareness, contact, satisfaction, location and recommendations of graduating seniors about the student personnel service program at the college. He tested two hypotheses: (1) to determine if there were any significant differences between the responses made by the graduating seniors to each question and the responses which may have occurred by chance, and (2) to determine if there were any significant differences in the responses made by the graduating seniors when they were grouped on the basis of sex, duration of enrollment, and residence status. Questionnaires were sent to 411 graduating seniors who were enrolled during the semester of the study. Returned questionnaires were received from 316 persons or 76 per cent.

A computer analysis of Rankin's data was presented in chi-squares and percentages. The major conclusions were: (1) Graduating seniors perceived the student personnel services as being "fairly important" to a college education.

(2) Graduating seniors were aware of the existence of the student personnel services, but were unaware of all of the functions provided by the services. (3) The placement Center was perceived as being the important student personnel service. (4) The perceptions of the graduating seniors when compared on the basis of sex, duration of enrollment, and residence status did not differ significantly.

Delvin's (1968) study provided a synthesis and compendium of the literature which dealt with the evaluation of student personnel service programs in institutions of higher education. His study summarized and compared two types of evaluation methods, procedures, and techniques: those which had been recommended but remained untested, and those which had previously been used to evaluate student personnel service programs. Fifty-one sources from the literature were identified, compared, summarized and used in the study. Thirty-eight of the sources were classified as making recommendations and thirteen were found to report evaluations of student personnel service programs. Delvin made tabulations and presented narrative summaries in comparing the two portions of literature. Summary contrasts between the recommendations and the actual practices were then made and conclusions drawn. Some of the major findings were: (1) That the procedures followed in the reported evaluations differed markedly from those which were recommended. (2) That where three methods (experimental, developmental, and survey) were recommended it was found that only the survey

method was actually used. (3) That eight techniques were recommended but only three of these were used.

A basis investigation was made by Fitzgerald (1959), who conducted a study of faculty perceptions of student personnel service functions. A questionnaire which consisted of some sixty statements was used to obtain the needed data for the study. It was administered to a stratified random sample of the instructional staff at Michigan State University. In this investigative study, the data were analyzed according to, and on the basis of percentage response to the total number of statements of functions included under each of the topic areas. These totals gave a single response to the larger function of the individual services. Percentages were also obtained for the total sample response to individual statements of functions. The chi-square statistical technique was employed to determine the significant difference in responses of identifiable groups within the responding group. A chi-square probility value of .06 or above was deemed not significant for the study. The conclusions were: (1) The degree of importance of each service relates most directly to academic purpose. (2) Student personnel services are useful in ministering to the needs of both students and the institution. (3) Student personnel services are important in achieving the philosophy and purposes of higher education. (4) Less importance is attached to those functions that facilitate student life activities. (5) Faculty members lack knowledge as to the provisions for and

the location of the various services. Fitzgerald's findings indicated that faculty members do not believe they have sufficient information about student personnel services and that there is a needed re-direction of emphasis by the student personnel service staff. In conclusion, one of the stated purposes of Fitzgerald's study was to develop a questionnaire that would prove useful to other institutions. To date, her questionnaire has been used or modified approximately eighteen times.

Using Fitzgerald's instrument as a basis for his survey, Tamte (1964) studied the differences in perceptions of Student personnel services among faculty, students and student personnel workers at the University of Denver. The purpose of his study was to determine the perceptions and differences in perceptions of the three groups as a result of selected subgrouping them. The modified questionnaire used by Tamte to determine the perceptions of the groups was appropriately named a perceptionnaire. It contained forty statements concerning the functional operations found in most student personnel service programs. The statements were grouped into eight major divisions of the student personnel service field with five statements devoted to each of the student personnel service areas: Admissions, registration and records counseling; discipline; financial aid and placement; health services; housing and food services; student activities; special services and special clinics.

To each of the forty questionnaire items each

respondent was requested to answer the following four questions:

1. Is this service important to a college education?
2. Are there specific provisions for this service at the University of Denver?
3. How adequately achieved is this service at the University of Denver?
4. Where is the function performed?

In summary, Tamte found significant differences in perception between the faculty and the student, and between the faculty and the student personnel service worker. Ten of fourteen null hypotheses of his study were not supported. Four were significant and pertained to how the different groups perceived the student personnel services. Tamte concluded that the major student personnel service problem was one of communication.

In using a forty item questionnaire, Ross (1967) tested six null hypotheses that were concerned with the consistent response patterns among university administrators, faculty members and student personnel workers. Included in her sample were administrators from twenty-six major universities and a stratified random sample of faculty members, which totaled 202. One hundred twenty-six student personnel workers, (excluding clerical help and undergraduate assistants), were also included in the sample.

Ross's total questionnaire return was 79 per cent. Her six null hypotheses were subjected to the chi-square

statistical technique. The major results of the tests revealed: (1) Discrepancies in the opinions of administrators, faculty members, and student personnel workers on twenty-six of the student personnel service statements; (2) Student personnel service workers were inclined to view the statements as more important than either of the other two groups; (3) Differences of opinions existed between faculty members of the colleges, between advisors and non-advisors, and between faculty with and without tenure; (4) Each of the student personnel service areas contained statements in which differences occurred, but there was no predictable pattern for the responses; (5) There was a lack of knowledge on whether certain student personnel service functions were performed at Ohio University; (6) There was also a lack of knowledge concerning who performed the functions and how well the functions were accomplished; (7) There was an apparent break down of inter-area communication among the student personnel service workers regarding the student personnel service functions.

Strang (1953) concluded that evaluation should be an intrinsic part of the process of student personnel service work. She listed the following questions that evaluations should seek to answer:

1. What desirable changes are taking place in students' attitudes, interests, and behavior?
2. Have students obtained a clearer picture of the finest kind of person they can become and are they moving in that direction?

3. Are their initiative and energy being increasingly released and used in wholesome constructive activities--in better academic work, in healthful leisure interests, in friendly outgoing relations with old and young?
4. Is the teaching personnel becoming more vital and understanding persons--more interested in people and in life and with increased senses of personal worth?

Further studies pertinent to the present investigation included discussions on the evaluation of student personnel services by Hopkins (1926), Brumbaugh and Smith (1932), Williamson and Sarbin (1940), Blaesser (1949), and by Rohrer (1949). These authors were increasingly aware of the need for evaluations of student personnel services and sought to collectively contribute to the facilitation of effective methods of evaluation.

Dispite its difficulty, evaluation of student personnel services is necessary, but cannot be done in "cook book fashion" according to Gilbert (1950). He suggested that the way to go about the process of evaluating student personnel services was to ". . . take account of everything that was known about people in general and make full use of good democratic administrative procedures at every step in the process."

In a study by Brantley (1960) an attempt was made to investigate the student personnel service program at

Clark College in Atlanta, Georgia. Data were collected by means of six methods which included: (1) literary sources, (2) conferences with college officials, (3) student personnel service report forms, (4) The Inventory of Student Reaction to Student Personnel Services, (5) The Survey of Pupil Problems, (6) The Kuder Preference Record--Vocational and, (7) a questionnaire concerned with social environment. A stratified sample of 252 students, one third of the student population, and 21 professional workers at the college participated in the study.

Major findings were presented under headings of (1) historical and contemporary provisions for student personnel services, (2) a description of the Clark College student personnel service program. Major recommendations for the student personnel service program at the college were summarized as follows:

1. The administration of the college should clarify for the faculty and staff the extent to which each student personnel service was essential to the total program of the institution.
2. The student personnel service program should be coordinated by one person professionally educated in the area of student personnel service work.
3. A chart showing the student personnel service program in relation to the educational program should be developed.

4. Brantley's final conclusion was that it would be beneficial to specify the relationship of the fiscal operations of the college to the student personnel services.

In a study examining the student personnel service program on the undergraduate level at the Auburn University School of Education by Beckers (1961), the more significant conclusions were:

1. The faculty respondents, in theory, accepted all or in most respects a viewpoint consistent with democratic values for the institution as a whole. This viewpoint had not carried over completely to the student personnel service program.
2. There was a lack of agreement among the faculty respondents with respect to the over all purposes of the student personnel service program and what should be its relationship to the teacher preparation programs.
3. There was general agreement among the majority of the faculty respondents with respect to the objectives of the individual student personnel service areas.
4. The student personnel service program was well supported by administrative leadership, but was lacking in over-all coordination.
5. The availability of the student personnel service had been inadequately communicated to the

students as a group, and to some of the faculty members from two departments.

6. The student personnel services generally were inadequate in meeting students' needs.
7. The faculty group generally had a more favorable opinion of and were better acquainted with the student personnel services than the student group.

Beckers sought to make a comprehensive study by using multi-data sources. In his study, data were obtained from (1) observations of the student personnel service programs; (2) interviews with student personnel service staff members; (3) questionnaires completed by students and faculty personnel; and (4) from faculty reports.

Kauffman (1964) called attention to some of the issues that he felt should be on any agenda concerned with the future of student personnel services in higher education. He dealt with the following topics: student personnel services and the president's office, proliferation of student personnel associations and the need for greater unity of purpose and function, student administration and the faculty, and the selection and training of student personnel service workers. Kauffman was concerned with the development of the individual student and viewed this development as being the goal of all student personnel services.

In conclusion, the literature indicated that the evaluation of student personnel services has become an im-

portant part of personnel work in post secondary education. Although the literature reviewed was basically concerned with the reaction and perception of groups to student personnel service programs, the writers concurred in emphasizing the need for continuing evaluation of student personnel services. Moreover, in the quest for a valid technique for conducting the present study, it was found that the questionnaire was acceptable and productive as a method of evaluation. It was on this basis that the present study was predicated.

CHAPTER III

PROCEDURES AND METHOD OF DATA COLLECTION

A questionnaire developed by Fitzgerald (1959), was updated by Rankin (1966) and further modified by the researcher and used as the instrument to achieve the purpose of the study. The questionnaire was used to ascertain and measure the respondents' perceptions of student personnel services at the University of North Florida.

Four modifications of Rankin's instrument were made before the final questionnaire was printed for this study. First, the researcher eliminated two perceptual response factors--"contact" and "satisfaction"--used to measure the degree of contact and satisfaction of the student personnel services by students. Contact and satisfaction-oriented items were eliminated because of their inapplicability to faculty members and administrators included in this study. The term "effectiveness" was used to replace the two response factors. It was also the researcher's conclusion that the term "effectiveness" would help eliminate duplications on the reaction form.

Second, the researcher added two response-choices--"adequate" and "ineffective"--to the reaction form. These two responses were added to supplement a third response--

"outstanding"--in order to enhance measurement of the effectiveness of the student personnel services at UNF. The final change consisted of rewording the questions used by Rankin. This modification resulted in the utilization of statements which related specifically to UNF. For example, in each statement "student personnel services," was used instead of "student personnel." The name of the institution (University of North Florida), at which the study took place was also used on the reaction form for identification purposes. In question number two, the wording was changed from "Are you aware of this function to a college education?" to "Are you aware of the existence of this student personnel service function on the campus at the University of North Florida?" The following questions were excluded: "Have you had direct contact with this function?" and "How satisfactorily is this function performed on this campus?" In their place, the researcher substituted: "How effectively do you perceive this student personnel service function being achieved at the University of North Florida?" It was thought that the latter statement was more significant to the non-student respondents included in this study.

The questionnaire's answer sheet used by Rankin was further modified for this study by re-designing it according to computer color specifications and number codings to make it compatible with the University of Oklahoma computers. Part II of Rankin's study was designed to elicit students' recommendations on what they thought would make student

personnel services more effective at Colorado State College. In this study, section II of his study was excluded on the basis that it was also inapplicable to the administrators and faculty members included in the present study.

Since only the forty statements of part I of Rankin's study were validated originally, the modifications described in this chapter in no way affect the validity of Rankin's instrument. However, because the validation was as recent as 1966, coupled with the researcher's conclusion that the modified instrument met the criteria for this study, the researcher felt no need to construct a new instrument.

The Questionnaire

The questionnaire used in this study consisted of forty statements which described the various functions of student personnel services. The subjects included in the study were asked to respond to the following modified statements used by Rankin (1966):

1. The importance they attached to the function of the student personnel services in relation to the philosophy and purposes of higher education.
2. Their awareness of the existence of the student personnel services on the University of North Florida campus.
3. The effectiveness with which the individual function was performed.
4. The location of the student personnel services performing the stated function.

The following is an example of one of the questionnaire statements and of the four perceptual response questions that was used in this study: Statement 23. Specific information and instruction on standards, regulations, and traditions of the institution are provided for incoming students.

1. In your opinion, how important is this student personnel service function to a college education?
   (a) Very important_____
   (b) Fairly important____
   (c) Not significant_____
2. Are you aware of the existence of this student personnel service function on the campus at the University of North Florida?
   (a) Yes_____
   (b) No_____
3. How effectively do you perceive this student personnel service function on the campus at the University of North Florida?
   (a) Outstanding____
   (b) Adequate_____
   (c) Ineffective____
   (d) No reaction____
4. Do you know where this student personnel service function is performed on the campus at the University of North Florida?

(a) Yes____

(b) No_____

A complete copy of the questionnaire may be found in Appendix A.

Selection of the Sample

The subjects for this study comprised of administrators, faculty members, and students at UNF. Each subject included in this study had spent at least one academic quarter at the institution and had presumably been exposed to the university's student personnel service program offerings.

The administration and faculty at UNF consisted of 145 persons. All were considered eligible subjects for this study. However, the final criteria used in identifying and selecting the twenty-nine administrative and sixty faculty personnel that were included in the study consisted of three factors. The following were required of each person:

1. Full or part-time employment at the university.
2. Occupancy of an administrative or faculty position at UNF.
3. Affiliation with UNF for at least one academic quarter.

Students included in the study were selected by a random technique for obtaining a representative sample. The random technique used was identified and advocated by Des Raj (1972). The sample was limited to 200 students from the

university for the sake of economy in time and cost. When a student is admitted to UNF, he or she enters one of its three colleges, i.e., the College of Arts and Sciences, the College of Business Administration, or the College of Education. These assignments supposedly facilitates the student's advisement and career planning. Nevertheless, based on this UNF practice and procedure, and in order to achieve the purpose of this study, the students included in the present study were selected by a random table from courses that were identified as being general program requirements for students in the three college divisions.

Administration of the Questionnaire and Procedural Steps

Step 1. The questionnaire was mailed to UNF's Dean of Students for his information and examination of its content in regard to the purpose and objectives of UNF's student personnel services. A follow-up interview was later held with the Dean to discuss the questionnaire prior to administering it to persons included in the study.

Step 2. The questionnaire was mailed to the administrators and all faculty members included in the study. It was accompanied by a self addressed envelope for return and a cover letter of introduction from UNF's Dean of Students (Appendix B), along with written instructions for its completion. A deadline for

the information's return was also a noted part of the questionnaire package.

Step 3. The questionnaire was administered on campus by the researcher and assistants to all students included in the study.

Step 4. On campus visitations were made with faculty members and administrators to collect unreturned questionnaires that exceeded the established deadlines. Deadlines for the return of the questionnaires were extended in order to increase the percentage of returns. Notifications of extended deadlines were made by letter, by telephone, and by the writer in person.

Analysis of Data

The data from the questionnaire were processed by The University of Oklahoma's Computer Center, using discriminant analysis. Discriminant analysis procedures were selected in order to determine which combination of variables would best separate the groups and also to obtain an understanding of the nature of the underlying group differences, if they did occur. Even though individual comparisons could be made, the interpretability of such an analysis would have been difficult due to the number of variables and possible influence of one variable on another. The discriminant function, however, reduces a multivariate problem to a univariate one by using a weighted sum of the set of variables

that will maximally differentiate among the groups in question. (Tatsuoka, 1970).

In the present study, a comparison between the three groups was made with regard to four areas of interest, (importance, awareness, effectiveness, and location). The eight areas of student personnel services were further analyzed by grouping the forty questionnaire statements in those areas. They were as follows:

1. Admissions, Registration, and Records

   Statements 2,7,14,22,31,40.

2. Counseling Services

   Statements 12,20,29,39.

3. Financial Aid and Placement

   Statements 1,3,10,17,25,27,35.

4. Health Services

   Statements 4,11,19,28,34.

5. Housing and Food Services

   Statements 6,13,21,30,36.

6. Special Services

   Statements 5,18,26,38.

7. Student Activities

   Statements 9,16,24,33.

8. Student Conduct

   Statements 8,15,23,32,37.

Each response on the reaction form was assigned a numerical value corresponding to the position of the response in the row and column for that item on the answer

sheet. For example, one of the responses to statement number one under effectiveness was "ineffectiveness," this response was assigned a value three. The dependent variables were the sums of the responses over the statements corresponding to a given service.

After the data were removed from the questionnaire and key punched into data processing cards, the procedure mentioned in the above paragraph was written into a computer program and a new set of data were key punched on cards to be used in the discriminant analysis. A stepwise discriminant analysis program (Biomedical Computer Program BMD-07M) developed by Sampson (1970) was selected for this computation.

In determining which variables to exclude in the analysis, and thus determine those variables which accounted for most of the variance, the stepwise regression was set up at the .01 level for inclusion and .005 level for deletion with a tolerance level of .0001. The calculated F-statistic, computed from final included variables, was compared with the tabled values of the F-distribution determined by two and 286 degrees of freedom at the .01 level of significance. The classification matrix, given by the discriminant analysis, was used to compute the probability of correct classification.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of the research reported in this chapter was to determine if significant differences existed among three groups with respect to their perceptions of student personnel services. The subjects were questioned regarding eight areas of student personnel services which were hypothesized by Fitzgerald (1964) as being important contributors to group differences. The research presented in this chapter also sought answers to three questions. First, how well did each of the variables classify or separate the subjects into the three groups? The problem was to assign a weight to each variable, uninfluenced by others, to see how effectively it discriminated between the three groups of subjects. The second question of concern was with regard to the most parsimonious composite of the variables required for the separation of groups. The third areas of concern was to identify the contribution of each variable and the order of contribution (high or low) of the same variables. The research hypothesis, in general, was that the variables would, in varying degrees, discriminate among the three groups.

Multivariate analysis was used in investigating the problem of this study. Because of the third question, the

Stepwise Discriminant Analysis (BMDO7M) was used to successively eliminate variables and determine which variables separated the groups after the influence of the other variables was taken out or taken into consideration.

Based on a single variable as a predictor, Sampson's (1967) Stepwise Discriminant Analysis provides an F-value, a classification matrix, and a probability statement regarding each individual's likelihood of belonging in each of the three groups. At each step of the program, one variable is selected and entered into the set of discriminating variables. The classification power changes at each step as the program re-evaluates and accounts for variance as each variable is entered in the step-wise manner. If the F-value becomes too low, the variable is deleted. This procedure treats all variables as continuous and shows the interaction of variables.

In order to determine the variable offering the greatest discriminating power, an individual analysis was computed on each variable. The variable with the greatest value in each areas was then used to begin the step-wise discriminant analysis. A presentation of the F-value for each variable is given in Tables 1-4.

Table 1

IMPORTANCE
SUMMARY OF ANALYSIS FOR AN INDIVIDUAL VARIABLE

Variable	F (d.f. = 2,286)
1. Admissions, Registration, and Records	.064
2. Counseling	2.94
3. Financial Aid and Placement	9.67**
4. Food Services	26.62**
5. Health Services	1.38
6. Special Services	1.52
7. Student Activities	4.64
8. Student Conduct	3.26

** $p < .01$

Table 2

AWARENESS
SUMMARY OF ANALYSIS FOR AN INDIVIDUAL VARIABLE

Variable	F (d.f. = 2,286)
1. Admissions, Registration, and Records	4.33
2. Counseling Services	30.04**
3. Financial Aid and Placement	1.90
4. Food Services	5.44
5. Health Services	3.63
6. Special Services	5.60
7. Student Activities	2.86
8. Student Conduct	4.08

** $p < .01$

Table 3

EFFECTIVENESS
SUMMARY CF ANALYSIS FOR AN INDIVIDUAL VARIABLE

Variable	F (d.f. = 2,286)
1. Admissions, Registration, and Records	1.37
2. Counseling	4.68**
3. Financial Aid and Placement	2.96
4. Food Services	8.81**
5. Health Services	4.13
6. Special Services	2.56
7. Student Activities	3.28
8. Student Conduct	9.34**

** $p < .01$

Table 4

LOCATION
SUMMARY OF ANALYSIS FOR AN INDIVIDUAL VARIABLE

Variable	F (d.f. = 2,286)
1. Admissions, Registration, and Records	.88
2. Counseling	25.01**
3. Financial Aid and Placement	.92
4. Food Services	13.27**
5. Health Service	6.28**
6. Special Services	5.09**
7. Student Activities	.97
8. Student Conduct	2.23

** $p < .01$

Table 5 illustrates the multiple discriminate analysis yielded by the program in a stepwise manner, with one variable selected and entered into the set of discriminating variables at each step. The variables are selected on the basis of the greatest F-value. The probability of correct classification may well change at each step as the program re-evaluates and accounts for variance as each variable is entered in the stepwise manner. If the F-value becomes too low, the variable is deleted.

The F-value in table 5 is based on Mahalanobis' (1936) D^2 statistic for a measure of separation between

groups. Thus, significance in Table 5 indicates significant differences do exist at that particular level of analysis. The successive F-values then become appropriate statistics for testing whether the residual discrimination after removing (or "partialling out") the first discriminant function, the first and the second discriminant functions, and so forth, is statistically significant.

Table 5

IMPORTANCE
STEP ANALYSIS FOR COMPOSITES OF VARIABLES

Step Number	Variable Entered	F-value To Enter	d.f.	Probability of Correct Classification
1.	Food Services	26.62**	2,286	.67
2.	Counseling	5.06**	2,285	.71
3.	Financial Aid and Placement	2.36	2,284	.70
4.	Special Services	.88	2,283	.73
5.	Admissions, Registration and Records	.46	2,282	.71
6.	Student Conduct	.71	2,281	.70
7.	Health Services	.69	2,280	.69
8.	Student Activities	.13	2,279	.70

** $p < .01$

Table 6

AWARENESS
STEP ANALYSIS FOR COMPOSITES OF VARIABLES

Step Number	Variable Entered	F-value To Enter	d.f.	Probability of Correct Classification
1.	Counseling	30.04**	2,286	.61
2.	Student Activities	16.84**	2,285	.65
3.	Food Services	5.93**	2,284	.66
4.	Student Conduct	2.31	2,283	.65
5.	Admissions, Registration and Records	2.36	2,282	.64
6.	Special Services	.98	2,281	.62
7.	Health Services	.45	2,280	.62
8.	Financial Aid and Placement	.39	2,279	.62

** $p < .01$

Table 7

EFFECTIVENESS
STEP ANALYSIS FOR COMPOSITES OF VARIABLES

Step Number	Variable Entered	F-value To Enter	d.f.	Probability of correct Classification
1.	Student Conduct	9.34**	2,286	.48
2.	Admissions, Registration, and Records	7.86**	2,285	.51
3.	Special Services	5.08**	2,284	.51
4.	Food Services	4.71	2,283	.52
5.	Financial Aid and Placement	1.68	2,282	.52
6.	Health Services	1.22	2,281	.52
7.	Counseling Services	.85	2,280	.50
8.	Student Activities	.18	2,279	.54

** $p < .01$

Table 8

LOCATION
STEP ANALYSIS FOR COMPOSITES OF VARIABLES

Step Number	Variable Entered	F-value To Enter	d.f.	Probability of correct Classification
1.	Counseling Services	25.01**	2,286	.70
2.	Food Services	22.58**	2,285	.61
3.	Student Activities	6.67**	2,284	.61
4.	Health Services	3.06	2,283	.60
5.	Student Conduct	1.22	2,282	.58
6.	Admissions, Registration, and Records	.44	2,281	.58
7.	Special Services	.49	2,280	.59
8.	Financial Aid and Placement	.20	2,279	.58

** $p < .01$

From the preceding discussion and data, the most parsimonious composite of the variables can be drawn in order to separate the groups or, in this study, show a separation among the groups. The composite of variables is listed in Table 9.

Table 9

COMPOSITE OF VARIABLES
WHICH BEST SEPARATE THE GROUPS

Area	Most Parsimonious Composite of Variables	F-value	d.f.	Probability of Correct Classification
Importance	Food Service, Counseling	15.25**	4,570	.70
Awareness	Counseling, Student Activities, Food Services	21.30**	4,570	.64
Effectiveness	Student Conduct, Admissions, Registration, and Records, Special Services	14.12**	6,568	.53
Location	Counseling, Food Services, Student Activities	12.20**	6,568	.63

** $p < .01$

In order to determine which pairs of three groups could account for the differences, the program also computed

an F-value for each of the three paired comparisons. The results of this analysis for the most parsimonious composites are listed in Table 10.

Table 10

PAIRWISE COMPARISONS
WITH REGARD TO THE MOST PARSIMONIOUS COMPOSITE

	Administration Faculty	Administration Student	Faculty Student	d.f.
Importance	2.79	14.92**	21.01**	2,285
Awareness	1.02	14.07**	37.99**	2,285
Effectiveness	.54	11.37**	23.38**	2,285
Location	.41	13.18**	29.87**	2,285

** $p < .01$

As presented, the significant differences lie between the student population and that of administration and faculty. To further determine the direction these populations tend, a look at Tables 11-14 will provide some insight.

In Tables 11-14 the value of the dependent variable was obtained by summing over the questions previously designated as related to each of the eight independent variables in each area of interest, e.g., in the area of importance, the dependent variable in Admissions, Registration, and Records was obtained by summing over the responses to State-

ments Numbered 2,7,14,22,31, and 40. Thus, depending upon the number of statements used and the possible value of each item, the range of the dependent variable would differ over the eight variables. Because of the method of assigning values to the items, a high score indicates a relatively negative perception or attitude toward that particular service. A summary of the sample size, mean, and standard deviation for each of the eight variables with regard to the four measures of perception is presented in Tables 11,12,13, and 14.

Table 11

MEANS AND STANDARD DEVIATIONS FOR EIGHT VARIABLES WITH REGARD TO THE PERCEPTION OF IMPORTANCE

Variable	Administration (N=29)		Faculty (N=60)		Students (N=200)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Admissions, Registration, and Records	8.20	2.34	7.66	2.24	7.58	2.40
2. Counseling	5.89	2.01	5.87	2.00	5.15	1.91
3. Financial Aid and Placement	9.55	2.89	8.13	2.69	7.25	2.66
4. Food Services	10.55	3.77	9.58	3.76	6.5	3.71
5. Health Services	6.86	1.85	6.02	2.21	6.27	2.24
6. Special Services	9.03	2.03	8.75	2.73	8.28	2.04
7. Student Activities	10.21	2.87	9.30	2.72	8.60	2.94
8. Student Conduct	7.07	1.98	6.62	1.68	6.07	2.24

Table 12

MEANS AND STANDARD DEVIATIONS FOR EIGHT VARIABLES WITH REGARD TO THE PERCEPTION OF AWARENESS

Variable	Administration (N=29)		Faculty (N=60)		Students (N=200)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Admissions, Registration and Records	7.34	1.49	6.90	1.88	7.60	1.64
2. Counseling	5.00	1.53	4.50	1.47	6.04	1.56
3. Financial Aid and Placement	6.75	1.92	6.81	1.74	7.11	1.65
4. Food Services	7.55	2.13	7.31	2.50	6.15	3.06
5. Health Services	4.48	1.33	4.43	1.31	4.90	1.26
6. Special Services	7.76	1.75	7.73	1.76	8.46	1.63
7. Student Activities	7.62	2.08	7.33	2.07	6.77	1.92
8. Student Conduct	5.31	1.56	5.58	1.35	5.88	1.33

Table 13

MEANS AND STANDARD DEVIATIONS FOR EIGHT VARIABLES WITH REGARD TO THE PERCEPTION OF EFFECTIVENESS

Variable	Administration (N=29)		Faculty (N=60)		Students (N=200)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Admissions Registration and Records	10.68	2.70	9.65	3.01	9.76	2.98
2. Counseling	7.37	2.21	6.98	2.69	6.14	2.54
3. Financial Aid and Placement	8.93	2.15	8.28	2.79	7.72	2.82
4. Food Services	9.13	2.82	9.07	2.82	7.53	2.95
5. Health Services	8.03	2.11	7.71	2.03	7.01	2.36
6. Special Services	12.1	2.89	12.4	3.54	11.3	3.25
7. Student Activities	9.37	3.00	8.61	2.92	8.02	2.86
8. Student Conduct	7.65	1.91	7.10	2.22	6.09	2.28

Table 14

MEANS AND STANDARD DEVIATIONS FOR EIGHT VARIABLES WITH REGARD TO THE PERCEPTION OF LOCATION

Variable	Administration (N=29)		Faculty (N=60)		Students (N=200)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1. Admissions, Registration, and Records	7.86	1.66	7.61	1.86	7.92	1.84
2. Counseling	5.41	1.45	5.01	1.38	6.43	1.64
3. Financial Aid and Placement	7.34	1.28	7.15	1.51	7.43	1.75
4. Food Services	7.89	1.79	7.66	2.26	5.88	3.10
5. Health Services	4.79	1.18	4.78	1.35	5.44	1.61
6. Special Services	8.37	2.21	8.25	1.90	9.14	2.06
7. Student Activities	7.93	1.77	7.65	1.99	7.35	2.16
8. Student Conduct	5.66	1.28	5.75	1.21	6.02	1.40

One important consideration in interpretation of the analysis is the fact that the counseling service appear in each area of interest as a discriminating variable. With a student mean for importance in counseling service of 5.15 as compared to 5.89 for administration and 5.87 for faculty, the direction of the indicated separation appears as if the student population considers this service relatively important. However, the faculty and administration have a much higher degree of awareness of the available services in this area, as well as lower perception of the effectiveness of the counseling services.

Another variable which offers a great deal of separating power is that of Food Services. With a student mean of 6.5 and administration mean of 10.55 with regard to the importance of these services, one can readily ascertain the value placed on these services by the separate groups.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

In the area of importance, seven of the eight variables show a mean for the student population lower than either faculty or administration. However, only two of these variables, counseling and food services, serve as components of the most parsimonious composite after the effect of the others were partialled out. Lower scores are indicative of perception of higher importance. Most of the differences in this area are attributable to the perception of food services, which leads one to conclude that the student population regards this area of student personnel services as an important area of consideration in making campus life better.

Perceptions of counseling services also appear as a contributing factor in a measure of group differences in the area of awareness. However, as can be seen in Table 12, the mean of the student population is higher than that of the other groups. The students perceive this service as quite important, but they are not as aware of the available services as others on the campus who are not in need of such services.

With regard to effectiveness, a new variable appears

which was not a contributing factor in the first two areas of concern. Services regarding student conduct were perceived as being very effective by the student population as compared with the perception of the faculty and administration. The food services were perceived similarly by all three groups. The fact that counseling services do not appear in the final composite in this area seems to indicate a similar feeling with respect to effectiveness by all three groups. Since the means for all three groups are relatively higher than they appear in the areas of importance and awareness, one could surmise a general feeling of lack of effectiveness in this area.

As might be expected, significant differences appear in the analysis of the data on location of food services. The student population show much more knowledge about the location of food services, counseling, and student activities. What may be found as a surprising result however is the perceptions of health services. Although no significant differences were found in the stepwise analysis, as was hypothesized, one might well expect a priori of such differences to occur.

Conclusions

In conclusion, all four hypotheses must be rejected due to the influence of some particular composite of the variables in each of the four areas. It was further concluded that in view of the way that students, faculty mem-

bers and administrators responded to the questionnaire, coupled with the manner in which the variables grouped themselves in the perceptual areas, a separation of the three groups resulted. Four things can be stated with regard to the hypotheses:

1. In the area of importance, food services in conjunction with counseling services are perceived significantly different by the three groups with the student population separated from the faculty and administration in that the perceptions of students as indicated, are more positive than the former groups.
2. In the area of awareness, counseling and student activities serve as important discriminating variables, also separating the student population from the faculty and administration.
3. In the area of effectiveness, significant differences were found with a composite of student conduct, admissions, and special services. The student population also differed in their responses from both faculty and administration, with no significant differences between the latter two groups.
4. In the area of location, counseling, food services, and student activities were found to be the most parsimonious composite of the variables to show significant differences. Again, the

difference was found to be in the student population when compared with the other two.

Recommendations

1. It is recommended that this study be made available to the administrative personnel at the University of North Florida in order that they may utilize it for appraising and future planning of the institution's student personnel service programs.
2. The validity of the findings and conclusions of this study may be substantiated through further investigations of the student personnel services at the University of North Florida. Additional studies are recommended.
3. Because of perceived student concern, greater attention is recommended in the facilitation and maintainence of the University's Food Service offerings.
4. An evaluative study of the Counseling Services is recommended. Attempts should also be made to design programs and activities to help increase students' awareness of the existing university Counseling Services.
5. Attempts should be made to identify and determine the perceptions of the student personnel services at UNF held by the parents of UNF students.
6. It is further recommended that the Dean of Students and other UNF administrators provide for continuous evaluation of Student Personnel Service programs at UNF by assisting other doctoral students with evaluative studies.

7. It is recommended that the instrument used in this study be administered a number of times at UNF to determine future changes in perceptions of the student personnel services held by the various groups on the UNF campus.
8. Attempts should be made to investigate the differences, if any, in perceptions of the student personnel services held by minority administrators, faculty and students. The dynamic social changes of our society would seem to merit research in this area.

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APPENDIX A

STUDENT PERSONNEL SERVICES QUESTIONNAIRE

REACTION FORM

INSTRUCTIONS:

The purpose of this form is to obtain your perceptions of the Student Personnel Services on the University of North Florida campus. The questionnaire being used consists of 40 statements. Each statement refers to the various functions and responsibilities of the Student Personnel Services which exist at the University of North Florida.

The forms are numbered only for follow-up purposes. Your name will not be used in any way in the study.

The following is an example of a statement and the four questions which will be asked about each of the 40 statements.

SAMPLE STATEMENT: For the purpose of assessing registration fees, students are classified as Florida and non-Florida students at the University of North Florida.

Question 1. In your opinion, how important is this function to a college education?

Question 2. Are you aware of the existence of this student personnel service function on the campus at the University of North Florida?

Question 3. How effectively do you perceive this student personnel service function being achieved at the University of North Florida?

Question 4. Do you know where this student personnel service function is performed on the campus at the University of North Florida? (location)

The heading on the Answer Sheet corresponds to the four questions listed above. Please place a mark (-) in the appropriate box to record your response to each question. Remember there are four questions per statement.

Notice the sample statement (s-1) has been marked on the Answer Sheet. Please fill in your answers in the same manner for each of the 40 statements. BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK.

STATEMENTS

1. Data are available to potential employers regarding the student's educational preparation, jobs, extracurricular experiences, and letters of recommendation.

2. Records are maintained which reflect administrative actions pertaining to the student.

3. All types of financial aid are provided, including scholarships, loans, jobs, and work study.

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

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

6. Well balanced meals are available to students through the campus cafeteria or dining hall.

7. Records are maintained which reflect the student's academic standing in the institution.

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

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

10. The experience of obtaining financial assistance is an educational experience for the student.

11. Physical examinations are required of all new students.

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

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

14. Pre-college counseling is offered to individuals and in group situations.

15. The regulation of student conduct utilizes the disciplinary situation as a rehabilitative and educative experience.

16. Student activities are centrally scheduled for balance in the total program.

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

18. Campus security police are provided for protection of persons and property.

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

20. Counseling is available for students to assist them in overcoming personality defects which interfere with their personal happiness and academic effectiveness.

21. The housing of married undergraduate students is provided by the institution.

22. A program of new student orientation is provided.

23. Specific information and instruction on standards, regulations and traditions of the institution are provided for incoming students.

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

25. Students are assisted in obtaining employment upon graduation.

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

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

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

29. A testing service is available for student use in the determination of academic aptitude, achievement, vocational interest, and personality development.

30. The campus living units contribute to the development of responsible group membership, leadership and morale.

31. The college's requirements and services are interpreted to all students.

32. Campus disciplinary policy covers students involved in violations of public law.

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

34. Medical care is available for injured students.

35. Information is available to individual students concerning all types of occupational opportunities for college graduates and the requirements for these fields.

36. The institution is attempting to improve student housing facilities.

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

38. The college cooperates with religious groups which provide religious activities for students.

39. Special remedial services are provided for students with poorly developed academic skills.

40. Counseling is provided concerning evaluation of courses, credit, and graduation requirements.

NAME_____ SEX_____ Student_____
LAST FIRST MIDDLE M OR F Faculty_____
Administrator_____

DATE_____ AGE_____
YEAR MONTH DAY

Statements	1. Importance			2. Awareness		3. Effectiveness				4. Location	
	Very Important	Fairly Important	Not Important	Yes	No	Outstanding	Adequate	Ineffective	No Reaction	Do you know where this function is performed? Yes	No
S-1	1	2	3	1	2	1	2	3	4	1	2
1	1	2	3	1	2	1	2	3	4	1	2
2	1	2	3	1	2	1	2	3	4	1	2
3	1	2	3	1	2	1	2	3	4	1	2
4	1	2	3	1	2	1	2	3	4	1	2
5	1	2	3	1	2	1	2	3	4	1	2
6	1	2	3	1	2	1	2	3	4	1	2
7	1	2	3	1	2	1	2	3	4	1	2
8	1	2	3	1	2	1	2	3	4	1	2
9	1	2	3	1	2	1	2	3	4	1	2
10	1	2	3	1	2	1	2	3	4	1	2
11	1	2	3	1	2	1	2	3	4	1	2
12	1	2	3	1	2	1	2	3	4	1	2
13	1	2	3	1	2	1	2	3	4	1	2
14	1	2	3	1	2	1	2	3	4	1	2
15	1	2	3	1	2	1	2	3	4	1	2
16	1	2	3	1	2	1	2	3	4	1	2
17	1	2	3	1	2	1	2	3	4	1	2
18	1	2	3	1	2	1	2	3	4	1	2
19	1	2	3	1	2	1	2	3	4	1	2
20	1	2	3	1	2	1	2	3	4	1	2
21	1	2	3	1	2	1	2	3	4	1	2
22	1	2	3	1	2	1	2	3	4	1	2
23	1	2	3	1	2	1	2	3	4	1	2
24	1	2	3	1	2	1	2	3	4	1	2
25	1	2	3	1	2	1	2	3	4	1	2
26	1	2	3	1	2	1	2	3	4	1	2
27	1	2	3	1	2	1	2	3	4	1	2
28	1	2	3	1	2	1	2	3	4	1	2
29	1	2	3	1	2	1	2	3	4	1	2
30	1	2	3	1	2	1	2	3	4	1	2
31	1	2	3	1	2	1	2	3	4	1	2
32	1	2	3	1	2	1	2	3	4	1	2
33	1	2	3	1	2	1	2	3	4	1	2
34	1	2	3	1	2	1	2	3	4	1	2
35	1	2	3	1	2	1	2	3	4	1	2
36	1	2	3	1	2	1	2	3	4	1	2
37	1	2	3	1	2	1	2	3	4	1	2
38	1	2	3	1	2	1	2	3	4	1	2
39	1	2	3	1	2	1	2	3	4	1	2
40	1	2	3	1	2	1	2	3	4	1	2

APPENDIX B

LETTERS OF CORRESPONDENCE

Dear Student:

I am engaged in a study entitled "Perceptions of Student Personnel Services at the University of North Florida" as a part of the requirements for the Doctorate of Philosophy degree at The University of Oklahoma. The enclosed questionnaire will furnish vital information for this study and to the University of North Florida for future program planning.

I would be most appreciative if you would respond to each of the questionnaire statements in a candid manner, and return the completed form to me or by campus mail to the Dean of Students Office in the envelope provided.

The questionnaire may take you thirty minutes to complete. However, it is very important, especially to future University of North Florida Students, that we find out your perceptions of the Student Personnel Services.

Your time and cooperation in assisting with the development of this study is certainly appreciated. Also, no names will be used in the recording or reporting of the data received.

Thank you very much.

Sincerely,

Benjamin B. Cowins, Sr.

October 24, 1973

TO: All Faculty and Administrators

FROM: Johnny L. Arnette, Associate Dean of Students

SUBJECT: Questionnaire Concerning Student Personnel Services at UNF

Mr. Benjamin B. Cowins, Sr., a doctoral student at the University of Oklahoma, is including the University of North Florida as a major part of his dissertation.

The information he gathers should be of considerable benefit to our University in evaluating our student personnel services.

Mr. Cowins will be on our campus November 5-9. During his visit he will talk with faculty and students. The attached questionnaire is part of his research. Would you please complete the questionnaire and return it to my secretary, Mrs. Shubert, by November 5, 1973. If you have any questions please contact me, or you can address them to Mr. Cowins when he is on campus.

JLA/es

November 7, 1973

TO: All Faculty and Administrators
FROM: Johnny L. Arnette, Associate Dean of Students
SUBJECT: Questionnaire Concerning Student Personnel Services at UNF

In a final effort to include all faculty and administrators' input in the evaluation of UNF's student personnel services, persons who received but have not returned the student personnel questionnaire are asked to return the information to my secretary, Mrs. Shubert by Friday of this week.

If you have any questions please contact me, or you can address them to Mr. Cowins, who can be reached in the Dean of Students Office.