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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF ADMINISTRATORS', FACULTY, AND STUDENTS' PERCEPTIONS OF STUDENT PERSONNEL SERVICES AT THE UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

CAROLYN ROSITA McIVER

NORMAN, OKLAHOMA

1976

A STUDY OF ADMINISTRATORS', FACULTY, AND STUDENTS' PERCEPTIONS OF STUDENT PERSONNEL SERVICES AT THE UNIVERSITY OF OKLAHOMA

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In view of the tragic and unexpected death of

Winston W. McIver

this study is dedicated to his memory

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CHAPTER I

INTRODUCTION

Background of the Problem

At no time in the history of higher education in the United States has there been greater interest in student personnel services than at present. Today, this interest extends from the development of student personnel work to the present level of attention given to the total campus life and experience of the students. Because of the interest, clarification and evaluation of existing perceptions seems necessary to implement a unified program of services which will coordinate all educative elements of the campus community.[1] This can best be done by currently evaluating the available services.

A primary purpose of student personnel work is to humanize higher education, to help students respond to others and to themselves as human beings, to help them formulate principles for themselves as to how people should relate to one another and to

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[1]Laurine E. Fitzgerald, College Student Personnel (Boston: Houghton Mifflin Company, 1970), p. 160.

aid them to behave accordingly.[2] At the University of Oklahoma, the primary purpose is education (teaching and research); however, a strong and inseparable secondary purpose is service.[3]

K. Patricia Cross indicated that, "student personnel workers must assert themselves as educators who are concerned with how well the needs of students are being met throughout the university."[4] Stamatakos and Oliario expressed belief that, "personnel workers must develop their potentials as educators so that they might become active in creating effective learning environments."[5] These views may require re-designing of the structure and even the content or practices of student personnel work.

If student personnel services are an integral part of the university enterprise, then it is important to know the perceptions which will ultimately affect decision-making regarding those services. It is therefore the plan of this study to investigate perceptions of the existing student personnel services on the University of Oklahoma campus. These perceptions obtained

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[2]Ralph F. Berdie, "Student Personnel Work: Definition and Redefinition," The Journal of College Student Personnel, Vol. 7, No. 3 (May, 1966), p. 132.

[3]Gordon A. Christenson, ed., The Future of the University A Report to the People (Norman: University of Oklahoma Press, 1969), p. 155.

[4]K. Patricia Cross, "New Students and New Contours in Student Personnel Administration," Journal of the National Association of Women Deans and Counselors, Winter, 1972, p. 50.

[5]Louis C. Stamatakos and Paul M. Oliario, "In Service Development: A Function of Student Personnel," NASPA Journal, April, 1972, p. 270.

from administrators, faculty members, and students will be employed to determine the significant differences in responses of identifiable groups within the responding group.

Statement of the Problem

This study will be concerned with the following question: What is the relationship among administrators', faculty members', and students' perceptions of student personnel services at the University of Oklahoma? An opinionnaire will be used to identify and compare the perceptions held by these groups.

Purpose of the Study

The major purpose for conducting this study was to obtain perceptions of student personnel services from administrators, faculty members, and students at the University of Oklahoma. A secondary purpose of this study was to determine if the perceptions of administrators, faculty members, and students would differ significantly when they were grouped on the basis of importance, awareness, effectiveness, and location.

Specifically, the study was designed to answer four questions:

1. How important are the student personnel services to administrators, faculty members, and students?
2. Are administrators, faculty members, and students aware of the personnel services?

3. How satisfied are administrators, faculty members, and students with the personnel services?
4. Do administrators, faculty members, and students know the location of the personnel services?

Need for the Study

As some few taxpayers would like to reduce their burden even if it means closing open door colleges, as college staff members begin to be concerned about the use of the limited tax dollar, student personnel specialist may soon find themselves on the defensive. That is, student personnel specialists may be pressed to defend the remedial function by those most directly concerned with the student and are therefore involved in student plans, student aspirations, and the salvaging of wayward students.

Student personnel professionals are needed to plan, organize, and carry out expreiences aimed to meet the needs of widely varying groups of students. The wide diversity of these needs and abilities demand many levels of learning experiences which makes the student personnel program not only a necessity, but imperative. Messersmith stated:

> Student personnel services must operate as, and be accepted as, a corps of activities and endeavors around which the entireprise moves. This does not mean that it is more important than any other function, but that it is central to the entire function.[6]

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[6]Lloyd E. Messersmith, "When Will We Become That Which We Say We Are -- Student-Centered?" Activity of the American College Testing Program, Vol. VIII, No. 2 (April, 1970), p. 4.

A major challenge for student personnel workers and their educational colleagues is to assist the students in finding relevance in higher education through developing and administering programs which will complement the traditional classroom activities. The mass of the student personnel effort must be moved toward a unification with faculty in pursuit of a curriculum environment commensurate with contemporary individual and societal needs.[7]

At the national level, student attitudes seem to indicate inappropriate and irrelevant educational practices, that teaching is poor and neglectful of student needs, and that there is inadequate student involvement in institutional decisions-making processes. Self-assessment in the nation's public colleges is being demanded by national and state officials as well as educational leaders and practitioners.

In recent years the University of Oklahoma has undergone several changes in the constellation of student personnel services, moving from the traditional Dean of Students, Deans of Men and Women, and other services to a Center for Student Development under the jurisdiction of a Vice-President for the University Community. As this pattern is not typical of other institutions, there appeared to be a need to study the perceptions of administrators, faculty, and students as to the existing student services

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[7]Janice Abel, "Moving Toward the '80s in Student Personnel," Journal of NAWDAC, Summer 1973, p. 155.

in order to suggest changes that might be effected to improve the campus.

Research Hypotheses

In order to determine if a relationship exists among perceptions of administrators, faculty members, and students, the following hypotheses will be tested.

H_1: There will be no discrimination in the perceptions of student personnel services based on the subscale importance among administrators, faculty members, and students in the areas of:

1. Admissions, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement
4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

H_2: There will be no discrimination in the perceptions of student personnel services based on the subscale awareness among administrators, faculty members, and students in the areas of:

1. Admissions, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement
4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

H_3: There will be no discrimination in the perceptions of student personnel services based on the subscale effectiveness among administrators, faculty members, and students in the areas of:

1. Admissions, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement
4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

H_4: There will be no discrimination in the perceptions of student personnel services based on the subscale location among administrators, faculty members, and students in the areas of:

1. Admissions, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement
4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

H_5: There will be no discrimination in the perceptions of student personnel services based on four subscale importance, awareness, effectiveness, and location among administrators, faculty members, and students in the areas of:

1. Admissions, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement

4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

Definition of Terms

The following terms have been defined for the purpose of this study in order to avoid multiple interpretation of the meaning as intended by the writer:

Perception -- The process of becoming aware of objects, qualities, or relations via the sense organs. This includes such activities as observing, recognizing, discriminating and grasping meaning.

Student Personnel Services -- The non-classroom activities which provide a variety of functions to support instruction, meet student needs, and foster institutional development. These areas are: admissions, registration, and records, counseling services, financial aid and placement, health services, housing and food services, special services, student activities, and student conduct.

University -- An educational institution with an undergraduate college of liberal arts and sciences, at least one professional school, a graduate division and adult or extension programs.

Public Institution -- A post secondary educational institution whose primary financial support originates from tax supported sources.

Administrators -- University of Oklahoma officials (in positions of deans, department heads, and directors of programs) whose primary duties and responsibilities are those of management.

Opinionnaire -- The data gathering instrument.

Special Services -- Those services that are closely related to student personnel services such as campus security police.

Functions -- Social-gathering activities that are related to services designed for student development.

Limitation of the Study

The study was limited to administrators, faculty members, and students that officially affiliated with the University of Oklahoma during the spring and summer semester of 1975; data were collected via a self-reported 40-item opinionnaire. The groups were given the option of recording their names on the opinionnaire; because many of them chose not to record their names, it was necessary to analyze selected independent variables through multivariate and discriminant analysis to offset this absence of linkage between names and variables.

The results obtained from this study should not be generalized beyond the University of Oklahoma. It is assumed that the knowledge of present administrators', faculty, and students' attitudes about student services is representative of these perceptions at this particular time. It is also assumed that a random sample of the total population is representative of the groups and can be used to reflect group attitudes.

Samples were drawn randomly from the total population of each group. The administrator group consisted of 113 persons, the faculty group had a total of 678, and the student group comprised of 13,964. These groups were randomly selected which provided equalization of randomization.

This study was limited to the perceptions of specified student personnel service programs as identified. Also, it was limited to the importance, awareness, effectiveness, and location of the services. At the time of this study, no previous research has been conducted investigating perceptions of administrators, faculty, and students at the University of Oklahoma.

Organization of the Study

The general plan of the study is to present in Chapter II, the review of related literature which shows the perceptional differences related to student personnel services at the University of Oklahoma. The third chapter is an account of the metho-

dology used in collecting, organizing, and analyzing the data of perceptional outcomes. The results of the analysis are reported in Chapter IV. The findings and recommendations appear in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

It is axiomatic that dynamic programs of higher education require constant evaluation. Many college student personnel workers have long recognized this, but little evidence exists that recognition has been followed by action.[8] At the same time, however, programs which do make substantial contributions toward meeting institutional objectives, but have not made clear what these contributions are, might also suffer.

In a study examining the reactions of faculty to student personnel functions, Fitzgerald administered a questionnaire which consisted of some sixty statements to a stratified random sample of instructional staff at Michigan State University.[9] Each respondent was requested to indicate his reaction to the statements of function in terms of (1) How does the statement relate to the philosophy and purposes of higher education?, (2) How do you evaluate the performance of this function on campus?, and (3) Has specific provision been made for this function on campus? Data were analyzed on the basis of percentage response

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[8]Laurine E. Fitzgerald, College Student Personnel (Boston: Houghton Mifflin Company, 1970), p. 155.

[9]Laurine E. Fitzgerald, "Faculty Perceptions of Student Personnel Functions," Journal of College Student Personnel, June 1962, pp. 169-179.

to the total number of statements of functions included under each of the topic areas. Percentages were also gained for the total sample response to the individual statements of function. The Chi Square statistical technique was employed to determine the significant differences in responses of identifiable groups within the responding group. A Chi Square probability value of .06 or above was deemed not significant for the study.

The faculty responses indicated that student personnel services functions are recognized as having importance for the achievement of the philosophy and purposes of higher education. However, the degree of importance was dependent upon the nature of the service. Highest indications of the importance of these functions for higher education were placed on those functions relating most directly with the academic purposes of the institution. Of slightly less importance are those functions which facilitate student life activities while being engaged in academic pursuits, and of least importance are those functions which deal indirectly with the student in academic setting. Those special services primarily involving non-intellectual activities and with less direct concern for students, were perceived to be significantly less important for higher education. Of particular interest and value was the frequency of indication of lack of knowledge of information concerning the specificity of provisions for, and location of the student services function. Indication from the responses revealed that a significant percen-

tage of faculty members do not believe that they have adequate information concerning functions of student personnel services but the development of the instrument provided for better indentification of these services which may be replicated by interested institutions.

Employing Fitzgerald's questionnaire in conducting his study, Rankin's purpose was to obtain information from graduating seniors in the evaluation of student personnel services on the Colorado State College campus.[10] His problem was that of identifying the perceptions held by these graduating seniors during the spring quarter of 1966. The secondary purpose was to determine if the perceptions of the graduating seniors would differ significantly when they were grouped on the basis of sex, duration of enrollment, and residence status. Rankin's study was designed to answer the following questions: (1) How important are the student personnel services to graduating seniors? (2) Are graduating seniors aware of the personnel services? (3) Have graduating seniors had direct contact with the personnel services? (4) How satisfied are graduating seniors with the personnel services? (5) Do graduating seniors know the location of the personnel services? (6) What recommendations do graduating seniors have which would help to improve the existing personnel services? Two hypotheses were tested by Rankin. The first was to determine if there were

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[10]Gary E. Rankin, Graduate Seniors' Perceptions of Student Personnel Services at Colorado State College, Ph.D. Thesis, Colorado State College, 1968, pp. 2-4, 176-178.

any significant differences between the responses made by graduating seniors to each question and responses which may have occurred by chance. The second was to determine if there were any significant differences in the responses made by graduating seniors when they were compared 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 and returns were received from 316 or 76 per cent.

A computerized analysis of Rankin's data was presented in the form of chi-squares and percentages. The following conclusions were drawn from the results of this investigation: (1) Graduating seniors perceive the personnel services as being "fairly important" to a university education. (2) Graduating seniors are aware of the existence of the personnel services, but are not aware of all the functions provided by these services. (3) Graduating seniors have had contact with each of the personnel services, but did not use all of the functions provided. (4) Graduating seniors are generally satisfied with the functions in which they had contact. (5) Graduating seniors perceived the Placement Center as being the most important personnel service. (6) Graduating seniors perceived the supervision of off-campus housing as the most unsatisfactorily accomplished function. (7) The perceptions of graduating seniors when compared on the basis of sex, duration of enrollment, and resi-

dence status did not differ significantly.

Cowins engaged in a study in which the problem was to evaluate student personnel services at the University of North Florida.[11] This study was limited to an evaluation of the specified student personnel service programs as identified. At the time the study was made, the University of North Florida was less than three years old.

In the area of importance, seven of the eight variables showed a mean for the student population lower than either faculty or administration. However, only two of these variables counseling and food services, served as components of the most parsimonious composite after the effect of the others were partialled out. Most of the differences in this area were attributable to the perception of food services, which lead Cowins to conclude that the student respondents regard this area of student personnel services as an important area of consideration in making campus life better.

Perceptions of counseling services also appeared as contributing factors in a measure of group differences in the area of awareness. However, it can be noted that the mean of the student population perceived this service as important, but they were not as aware of the available services as others on the campus who are not in need of such services.

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[11]Benjamin B. Cowins, "Perceptions of Student Personnel Services at the University of North Florida," unpublished doctoral dissertation, University of Oklahoma, 1974, pp. 50-51.

With regard to effectiveness, services regarding student conduct were perceived as being 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 did not appear in the final composite in this area seemed to indicate a similar feeling with respect to effectiveness by all three groups. Since the means for all three groups were relatively higher than they appeared in the areas of importance and awareness, one could surmise a general feeling of a lack of effectiveness in this area.

Significant differences appeared in the analysis of the data on location on the variable of food services. The student population showed more knowledge with regard to location of food services, counseling, as well as student activities.

The purpose of a study done by Mortvedt[12] was to investigate the perceptions of presidents, chief student personnel officers, and chief academic officers concerning the quality and importance of student personnel services at Illinois public community colleges. A modified version of the Raines' Inventory of Selected College Functions was sent to whole populations and not to samples; that is, all presidents, all chief student personnel officers, and all chief academic officers in all public community colleges in Illinois. The total popula-

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[12]Donald F. Mortvedt, "Inventoried Perceptions of Key Administrative Officers in Illinois Community Colleges Concerning Student Personnel Services," unpublished doctoral dissertation, University of Illinois, 1971, pp. 59-73.

tion size equalled 129 which included 44 presidents, 45 chief student personnel officers, and 40 chief academic officers.

The major findings included the following: (1) Key Administrators need assistance in understanding the student development concept so such programs can be organized to the same extent as are already developed in the area of administrative services, (2) There appears to be no clear agreement between presidents, chief student personnel officers, and chief academic officers regarding the nature and value of the guidance and counseling program within the community college environment, (3) The presidents and chief academic officers view academic advisement more important than personal counseling, (4) The presidents and chief academic officers view group counseling (group encounter) as less important than chief student personnel officers, (5) The presidents, chief student personnel officers, and chief academic officers all rates "study skills programs" very high in importance at their college, but rates the quality low in performance, (6) While financial aid programs are rated high in importance and quality, presidents, chief student personnel officers, and chief academic officers rate "career job placement services" and "part-time opportunities" highly important but rate the quality of the services quite low, (7) Chief student personnel officers rated the importance of "student activities" considerably higher than either the presidents or the chief academic officers, (8) The chief student personnel officers rated "student government" and

"student participation in college governance" higher in importance than either presidents or chief academic officers, (9) All three populations rated "student leadership training opportunities" very high in importance, but all rated the quality very low, particularly the chief academic officers, (10) The ratings of all three populations of the quality regulations regarding student dress, behavior, etc. were approximately 50 per cent, but their corresponding ratings of importance of regulations were rather low, 38 per cent and below, (11) The chief student personnel officers of Illinois community colleges apparently feel very comfortable in the maintenance model of student personnel services, and (12) Despite the consistently low rating of student development functions given by the chief academic officers throughout the entire study, they rated "expertise of student personnel services staff" as high as both the presidents and chief student personnel officers. At the same time, the chief academic officers rated "overall quality of student personnel services" considerably lower than both the presidents and the chief student personnel officers.

The objectives of this study conducted by Michigan State Department of Education[13] were to obtain responses from students and counselors in Michigan Community Colleges to the following

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[13]Michigan State Department of Education, A survey of Student and Counselor Perceptions of the Emphasis Placed of Specific Counselor Functions in Michigan Community Colleges, (Washington: ERIC, 1969), ED 038685.

questions: (1) which functions do counselors feel receive enough or too much emphasis? (2) which functions do students feel receive enough or too much emphasis? (3) which functions do counselors feel need more emphasis? (4) which functions do students feel need more emphasis? (5) which functions listed do counselors feel are not counselor functions? and (6) which functions listed do students feel are not emphasized at all?

The questionnaires for counselors were similar to those intended for student use, with 35 and 30 items respectively. Results showed that counselors were more concerned with promoting coordination among faculty, students, and administration, and with conducting surveys for strengthening student services. Students felt that a greater emphasis was needed on recommendations on scholastic programs and on consultation concerning career plans, educational goals, and probable chances for achieving them.

Faculty, administrators, student services staff, and four student groups (current, graduates, nonreturning, and student counselors) comprised the surveyed population for the Selgas and Blocker study.[14] These groups were surveyed during March through June as to the importance, quality, and extent of use of various student service functions at Harrisburg Area Community College for the purpose of investigating various student service functions.

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[14]James W. Selgas and Clyde E. Blocker, Student Services: An Evaluation, (Harrisburg: ERIC, 1974), ED 097073.

Of the 1,088 who received the survey instrument, 533 responded. The survey data, which were summarized and tabulated, showed the following:

Both students and professional staff thought each of the items on admissions, registration and records were of considerable importance. In terms of performance, most of the items were rated relatively positively with one exception. Some groups, especially administration and faculty, thought a poor job was being done in reviewing academic records as far as placing students in classes and appropriate sections. Some students expressed dissatisfaction at being placed in developmental courses, which they felt did not prove to be valuable. The registration process received a relatively good evaluation, although some of the students' comments suggested registration times, especially for evening students.

Virtually all of the items on guidance and counseling were considered important to some degree. Performance varied somewhat. Although in no case did a majority of any group evaluate performance negatively, there is still some cause for review. The areas most in need of review were the use of standardized tests in placing new students and the use of tests to identify deficiencies in basic skills; providing information reliable information on career areas; and providing opportunities for students during the first semester to learn about the College, about study skills, and about self-development. Students were concerned about the availability of counselors on two counts: (a) when

counselors were in their offices, students couldn't get to see them, and (b) at special times counselors simply weren't available to students at all, especially the evening students.

All of the items on job placement and financial assistance were considered important by students and professional staff. The staff felt a need for arranging opportunities for students to work on a part-time basis in jobs that are directly related to career objectives and assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with career plans. Students also felt there should be a more adequate job placement operation. They also questioned the career validities of some occupational programs and commented very favorably on co-op programs.

Although most of the items on student activities were considered to be of some importance by students and professional staff, the area of student activities overall was not considered as important as other areas. Providing social activities was rated relatively low im comparison to other items.

Students considered all administrative services of some importance. They rated the College's performance in assisting them to locate local living accommodations as relatively poor, while professional staff did not see this as a function of the College. Students also felt the College could be doing a better job in providing food services. Opinions of professional staff agreed with students on need for improving alumni contact, the

bookstore, and liaison with local high schools and other colleges. It should be noted that all groups were at least moderately satisfied with campus security.

There was a real need for the services of a full-time psychologist at the College as evidenced by ratings and numerous comments on psychological services.

There were considerable differences of opinion as to what student counselors were capable of doing, what they acrually did, and what was acceptable to students. It was indicated that the entire student counseling program should be reviewed in terms of objectives, training, and relationship with professional staff.

The strengths (academic advising) and relative weaknesses (non-academic advising) of faculty advisors were identified. However, on the whole there was strong support by all groups, especially students, for having faculty advisors. If services are to be as effective as possible, faculty advisors must become more knowledgeable of curricula outside their division, job opportunities, and the student service operation.

The current structure for delivery of student services is generally a good one in light of the opinions which were obtained. Respondents felt that vocational counseling should remain in the division with the faculty advisor and division counselor. On-campus job interviews should be centralized or conducted through small centers.

In rating the importance for four types of counseling (academic-

career, academic-transfer, vocational-placement, and personal adjustment) as defined by the institution, by the student services administration, by the needs of students, and by what student services staff would like their role to be, the major difference was with vocational-placement counseling and career counseling. Student services staff felt these were most important in terms of their perception of student needs and what they wanted their role to be. Academic-career counseling and vocational-placement were more important to students than to the student services administration.

A majority of student services staff considered each administrative function as related to student personnel services as important. However, the staff members were not positive about performance on any of the functions.

Students demonstrated considerable confidence in the ability of college personnel to keep their conversations strictly confidential. A majority of students felt that seeking counseling was a sign of strength, while very few perceived it as a sign of weakness. The counseling atmosphere was, on the whole, very positive.

As a basis for the establishment of meaningful training programs for community college financial aid administrators, presidents, financial aid administrators, and student aid recipients at 45 California community colleges were surveyed in regard to the attributes and competencies deemed essential for this position. The survey instrument contained 121 pro-

fessional competencies on a five-point scale; respondents scored the degree of importance of each competency to the job. Scores were compared for variance among three college sizes and the respondent groups.

Herndon concluded that professional competence in management, human relations, and coordination of several varying programs were placed high in importance by all respondents.[15] Students found counseling techniques more important than did presidents or administrators. Knowledge of finance laws and the ability to represent students with alumni groups and at board meetings were also rated high by students. Of those surveyed, financial aid administrators felt solicitation and acknowledgement of gifts, arbitration of student personnel problems, and other problem solving was more essential. The presidents tended to rate these public relations tasks lower than other respondents.

The purpose of this study was to evaluate the performance of high school counselors and college and university representatives as perceived by college freshmen. A further purpose was to determine if significant differences existed in the perception of student articulation problems by high school counselors, junior college admission officers, college and university admission officers, and college freshman.

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[15] Charles F. Herndon, Comparative Perceptions of Students, Financial Aid Administrators, and Presidents Regarding the Required Competencies of Community College Financial Aid Administrators, Ph.D. Thesis, Oregon State University, (ERIC, 1972), ED 101800.

In conducting this study, Lazenby[16] gathered data from 994 students at various Texas colleges, universities, and junior colleges and showed that high school counselors are often unavailable to advise students, but that most students benefitted from what assistance they did receive. Many students reported that they did not have beneficial experience with college representatives in the areas of "preparation to enter college" and "selection of college courses," but more students reported beneficial contact in all other areas. Perceptions of the relative importance of ten student articulation problems by college freshmen differed significantly from high school counselors' perceptions of six of ten items and from the perceptions of junior college and college admission officers on two of the ten items. There were no significant differences between the perceptions of high school counselors, junior college admission officers, and college and university admission officers.

In summary, the studies reviewed were concerned with faculty, students, administrators, and student personnel workers reactions to and perceptions of student personnel services. As services grow and take a larger part of an institution's resources, they do and probably should come under greater scrutiny. The Professional in student personnel then, must look hard at itself -- at the perceptions of these services from the community which it is serving.

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[16]Roy L. Lazenby, Student Articulation between Selected Public High Schools and the Public Colleges and Universities in Texas, (ERIC, 1974), ED 104017.

CHAPTER III

DESIGN ABD METHODOLOGY

Introduction

The purpose of this study as stated in Chapter I was to obtain perceptions of administrators, faculty members, and students at the University of Oklahoma to determine if they would differ significantly when grouped on the basis of importance, awareness, effectiveness, and location; and to obtain information from the above groups which can be used in the inventory of student personnel services at the University of Oklahoma.

The design of this chapter is divided into three major sections. The first section describes the data needed to answer the questions and test the hypotheses posed in the statement and analysis of the problem section in Chapter I. The second section discusses the aspects of objective reality that will be observed or measured, and the third section delineates tools and techniques for gathering and analysis of data.

Definition of Variables

The following data were gathered on each group from the 40-item opinionnaire to determine if their perceptions differ significantly on the basis of:

Importance -- How important are the student personnel services to administrators, faculty members, and students?

Awareness -- Are administrators, faculty members, and students aware of the personnel services?

Effectiveness -- How satisfied are administrators, faculty members, and students with the personnel services?

Location -- Do administrators, faculty members, and students know the location of the personnel services?

Sample Selection

The sample was drawn in proportion to the total population of each group that was officially affiliated with University of Oklahoma.

Administrators, whose group was the smallest involved in the study, was comprised of 113 persons; each selected group member had spent at least one academic semester at the University of Oklahoma in an administrator's capacity. Of the deans, department heads, and directors of programs sampled, 35 opinionnaires were returned and incorporated into this study.

The faculty group had a total of 678 members at the time of this study. Each member of the faculty group had spent at least one academic semester at the University of Oklahoma as a faculty member. The return of 75 completed opinionnaired by the faculty represents the size of the faculty group analyzed in the study.

A total of 13,964 full-time students consisted of the student group. The completed opinionnaires used for the study were 190. Of the sampled students, each had been enrolled at the University of Oklahoma for at least one academic semester.

Instrumentation

The development of Fitzgerald's instrument was the dual focus of a study conducted at Michigan State University.[17] In determining faculty perceptions of student personnel functions, four revisions of a questionnaire were administered to four different faculty sample groups. The development of a Student Personnel Services Questionnaire suitable for distribution of this study.

The original pool of statements was selected from statements of student personnel functions found throughout the text of C. G. Wrenn's book Student Personnel Work in College and from functions indicated within The Administration of Student Personnel Programs in American Colleges and Universities, one of the Series

[17]Laurine E. Fitzgerald, College Student Personnel (Boston: Houghton Mifflin Company, 1970), p. 160.

VI Studies by the American Council on Education.[18] During the course of the four pilot studies in order to validate the questionnaire, the items were reduced in numbers and to statements were categorized according to eight areas of student personnel services.

The opinionnaire chosen for this study was a modification of the questionnaire developed by Fitzgerald, which was updated by Rankin, and further modified by Cowins.[19] Cowins' modifications were as follows:

1. The elimination of two perceptual response factors, contact and satisfaction, used to measure the degree of contact and satisfaction of the student personnel services by students. The term "effectiveness" was used to replace the two response factors.

2. The addition of two response-choices, (1) adequate, and (2) ineffective, on the answer sheet of his reaction form. These two responses were added to a third response (outstanding) to help measure the perceptions of the effectiveness of the student personnel services.

3. The changing of the name of the institution at which the study was conducted.

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[18]Laurine E. Fitzgerald, op. cit., p. 160.

[19]Benjamin B. Cowins, Perceptions of Student Personnel Services at the University of North Florida, unpublished doctoral dissertation, University of Oklahoma, 1974, p. 24.

4. 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?"

5. The following questions were eliminated: "Have you had direct contact with this function?" and, "How satisfactorily is this function performed on this campus?"

6. The following statement was added and used in the study. "How effectively do you perceive this student personnel service function being achieved?"

7. The redesigning of the questionnaire's answer sheet to computer color specifications and number codings in order to make it compatible with the University of Oklahoma's computers.

8. Section II was eliminated on the basis that it was inapplicable to the administrators and faculty members included in the study.[20]

Several minor modifications of Cowins' instrument were made by the investigator. Equalizing the number of responses to four per statement, other modifications of the opinionnaire are listed as follows:

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[20]Benjamin B. Cowins, op. cit., pp. 25-27.

1. The wording of the response was changed from "significant" to "important".

2. The responses of "yes" and "no" were eliminated following the question, "Are you aware of the existence of this student personnel services function on the campus?"

3. The four responses were added following the question, "Are you aware of the existence of this student personnel service function on the campus?

    a. Not aware
    b. Fairly aware
    c. Aware
    d. Highly aware

4. The elimination of responses "yes" and "no" following the question, "Do you know where this student personnel service function is performed on the campus?"

5. The addition of responses following the question, "Do you know where this student personnel service function is performed on the campus?

    a. I don't know
    b. I'm not sure I know
    c. I think I know
    d. I know where it is

6. The wording was changed from, "In your opinion, how important is this function to a college education?"

to "In your opinion, how important is this function to a university education?"

7. The wording was changed from, "How effectively do you perceive this student personnel service function being achieved?" to "How effectively do you perceive this student personnel service function being performed?"

8. The changing of the name of the institution at which the study was conducted.

9. The elimination of use of an answer sheet; the questionnaire was designed for selected responses.

The questionnaire method was chosen so as to receive appropriate responses, and because of the economy of time required in the collection of the data. A 40-item opinionnaire, which describes the various functions of student personnel services, was used to measure and ascertain the respondent's perceptions of student personnel services at the University of Oklahoma. The subjects included in the study were asked to respond to the following example:

1. How important is this function to a university education?

2. Are you aware of the existence of this student personnel function on campus at the University of Oklahoma?

3. How effectively do you perceive this student personnel function being performed at the University of Okla-

homa?

4. Do you know the location where this student personnel service function is performed at the University of Oklahoma?

For further clarification, an example of one of the modified opinionnaire statements, including the four perceptual response questions, as well as the responses for selection as used to this is stated below:

Statement No. 35 -- Information is available to individual students concerning all types of occupational opportunities for university graduates and requirements for these fields.

1. In your opinion, how important is this student personnel service function to a university education?

   a. Not important _____
   b. Fairly important _____
   c. Important _____
   d. Very important _____

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

   a. Not aware _____
   b. Fairly aware _____
   c. Aware _____
   d. Highly aware _____

3. How effectively do you perceive this student personnel service function being performed at the University of Oklahoma?

   a. No reaction _____

   b. Ineffective _____

   c. Adequate _____

   d. Outstanding _____

4. Do you know the location where this student personnel service function is performed at the University of Oklahoma?

   a. I don't know _____

   b. I'm not sure I know _____

   c. I think I know _____

   d. I know where it is _____

The opinionnaire used in the study may be found in the Appendices.

Minor modifications outlined earlier in the Chapter in no way affected the validity of the instrument. Since the instrument met the criteria for this study, the development of a new instrument was not considered.

Description of Procedural Steps

Step 1. The investigation randomly selected subjects from the administrators, faculty members, and student groups.

Step 2. Opinionnaires were mailed to the selected administrators and faculty members via campus mail; they were

mailed to students by regular mail service. Each opinionnaire was accompanied by a cover letter from the Vice-President of the University of Oklahoma along with written instructions. For students, included with the opinionnaire was a self-addressed stamped return envelope.

A copy of the cover letter may be found in the Appendices.

Step 3. A follow-sup opinionnaire was sent at the end of two weeks to administrators, faculty members, and students from whom the first opinionnaire had not been received.

Step 4. A follow-up telephone call was made as a final recourse to those who still had not returned the opinionnaire.

Step 5. As opinionnaires were returned, responses were key punched into data processing cards.

Because six of the opinionnaires were returned after the data had been key punched into the data processing cards and sent to the computer, these opinionnaires were not included in the analysis.

Description of the Analysis

The responses from administrators, faculty, and students were analyzed by employing the discriminant analysis technique to determine the significance of the difference between means, if any.

Discriminate analysis was chosen as being appropriate for this study because it distinguishes statististically between two or

more groups; however, collection of discriminating variables must be used in order to distinguish between the three groups.

For this study, the variables selected were eight categories of student personnel services with respect to their four areas of interest which are: (1) importance, (2) awareness, (3) effectiveness, and (4) location. The three groups, administrators, faculty, and students were compared as to their responses of perceptions of student services. Collected data were analyzed at the University of Oklahoma's Computer Center. In analyzing the eight areas of student personnel services, the 40 opinionnaire statements were grouped numerically 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

In order to investigate the problem of this study, the multivariate analysis was used. One variable was selected and entered into the set of discriminating variables at each step of the program. As the program re-evaluates and accounts for the variance as each variable is entered in the stepwide manner, the classification power changes. The variable is deleted if the F-value becomes too low. This technique treats all variables as continuous and shows the interaction of variables.

The variable bearing the greatest value in each area begins the stepwise discriminant analysis. An analysis was computed on each variable.

Hypotheses

The following are restatements of the hypotheses in the form of the questions to be answered; which is what relationship, if any exists among these variables as they relate to a single criterion.

H_1: There will be no discrimination in the perceptions of student personnel services based on the subscale importance among administrators, faculty members, and students as measured by the Opinionnaire.

H_2: There will be no discrimination in the perceptions of student personnel services based on the subscale awareness among administrators, faculty members, and students as measured by the Opinionnaire.

H_3: There will be no discrimination in the perceptions of student personnel services based on the subscale effectiveness among administrators, faculty members, and students as measured by the Opinionnaire.

H_4: There will be no discrimination in the perceptions of student personnel services based on the subscale location among administrators, faculty members, and students as measured by the Opinionnaire.

H_5: There will be no discrimination in the perceptions of student personnel services based on four subscales imoortance, awareness, effectiveness, and location among administrators, faculty members, and students as measured by the Opinionnaire.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of the research reported in this chapter was to ascertain the existence of significant differences among the three groups: administrators; faculty; and students; with respect to their perceptions of student personnel services. The subjects were asked questions about eight areas of student personnel services which had been hypothesized earlier[21] as being important contributors to such group differences. Given the research hypothesis, that the variables would, in varying degrees, discriminate among the three groups, answers were sought to specific questions. First, how well did each one of the discriminating variables help the classification or separation of the subject or cases into groups. Second, what was the most parimonious composite of the variables required for the separation of the groups. Third, what was the contribution of each variable to the separation of the groups. In this Chapter, the technique of multivariate discriminant analysis will be briefly described and its appropriateness for the task at hand will become clear as the discussion proceeds. The interpretation of

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[21]Laurine E. Fitzgerald, College Student Personnel (Boston: Houghton Mifflin Company, 1970), p. 9.

the results of the analysis conducted with the help of the sub-program discriminant (SPSS)[22] will follow.

In multivariate discriminant analysis either the direct method or the stepwise method may be employed. The direct method is suitable only when intermediate results based on subsets of the independent variables are of no interest to the investigator. Since this study is explicitly interested in assessing the contribution of each variable, the stepwise method is deemed appropriate. This method selects independent variables for entry into the analysis on the basis of their discriminating power. Given a full set of independent variables, the sequential selection of the "next best" discriminator at each step enables a reduced set of variables to be identified, which is as good as, and sometimes better than, the full set. The process of selection begins by choosing the variable that has the highest value on the selection criterion. The discriminant criterion has been designed in such a way that it measures group-mean differences obtained after a linear combination of a set of variables has been determined with a view to getting the group means to differ widely. Since once a linear combination has been constructed, we are dealing with a single transformed variable, the F-ratio for testing the significance of the overall difference among several group means on a single variable, suggests an appro-

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[22]Norman H. Nie, et al., Statistical Package for the Social Sciences, 2nd ed., (New York: McGraw Hill Book Company, 1975), pp. 434-467.

priate criterion. The test statistic is computed as follows:

$$F = \frac{SS_b/(k-1)}{SS_w/(N-k)} = \frac{SS_b}{SS_w} \frac{(N-k)}{(k-1)},$$

where k = number of groups;
N = number of individuals;
SS_b = between groups sum of squares;
SS_w = within groups sum of squares.

The variables with the highest value on the selection criterion is chosen as the initial variable for the analysis. It is next paired off with each of the other variables in turn, and the selection criterion once again computed. The new variable, which in conjunction with the initial variable produces the highest criterion value, is selected as the second variable to "enter the equation." The initial variable and the second variable are then combined with each of the remaining variables, one at a time, with a view to forming triplets which are evaluated on the criterion. The triplet with the best criterion value identifies the third variable that would yield the best criterion value, given the variables already selected, continues until all variables are selected and no additional variables provide a minimum level of improvement.

Discriminant analysis was judged appropriate for this study because it is usually employed when researchers wish to distinguish statistically between two or more groups. In order to distinguish between the groups, the researcher selects a collection of discriminating variables that measure characteristics with

respect to which the groups are expected to differ. The variables selected for this study are eight categories of student personnel services with respect to their four areas of interest which are: (1) importance; (2) awareness; (3) effectiveness; and (4) location. The three groups: (1) administrators; (2) faculty; and (3) students; are compared as to their perceptions of eight categories of student personnel services which are:

1. Administration, Registration, and Records
2. Counseling Services
3. Financial Aid and Placement
4. Health Services
5. Housing and Food Services
6. Special Services
7. Student Activities
8. Student Conduct

Actually discfiminant analysis goes further than ascertaining the existence of a significant difference between groups. It seeks to find one or more linear combination of the original predictor variables that will show large differences in group means. This is equivalent to the problem of studying the direction of group differences. It is only after such linear combinations of discriminant functions have been derived, that the two research objectives of this technique may be pursued; they are; analysis and classification. It may be helpful to summarize this discussion of discriminant analysis so far before going into one

or two technicalities. Discriminant analysis attempts to separate cases into groups by forming one or more linear combinations of the discriminating variables. These combinations are represented by discriminant functions of the form:

$$D_i = d_{i1}Z_1 + d_{i2}Z_2 + \cdots + d_{ip}Z_p$$

where D_i is the score on the discriminant function i, the d's are weighting coefficients, and the z's are the standardized values of the p discriminating variables used in the analysis. The functions are formed in such a way as to maximize the separation of the groups. The technique also provides various tools for the interpretation of data. Such are the statistical tests for measuring the success with which the discriminating variables actually discriminate when combined into the discriminant functions. The investigator cannot proceed with the research objectives of this technique: analysis and classification, until the discriminating functions have been derived.

The SPSS DISCRIMINANT program, Version 6 was used in assessing the analysis and classification of data by discriminant analysis technique. In the transfer of raw data to the variables, an identification is as follows: v. 1 - 8, Importance; v. 9 - 16, Awareness; v. 17 - 24, Effectiveness; v. 25 - 32, Location. Subjects were classified into three groups: Group 1 - administrators, Group 2 - faculty, and Group 3 - students. Sample sizes for these groups were administrators 35, faculty 75, and students 190.

Discriminate analysis was based on the value found in the variables to create an equation to discriminate between the administrator, faculty, and student groups. At each step of the program, one variable is selected and entered into the set of discrinating variables. As each variable is entered in the step-wise manner, the classification power changes at each as the program re-evaluates and accounts for variance. The variable is deleted if the F-value becomes too low. All variables are treated as continuous and show the interaction of variables.

An individual analysis was computed on each variable for the purpose of determining the variable offering the greatest discriminating power; making an assumption that the probability of being in any of the three groups is equal, the variable with the greatest discriminating factor was then used to begin the step-wise discriminant analysis.

In analyzing the 32 variables used for this study, variable 30 was selected as being the best single discriminating factor among the three groups. The questions used for the summation of variable 30 were related to special services with respect to location. Table 1-1 shows variable 30 entering on the first step.

TABLE 1-1

VARIABLE ENTERED ON STEP NUMBER 1 (V30)

TOTAL NUMBER OF VARIABLES (1)

Wilks' Lambda	Approximate F	Degrees of Freedom
.92863	11.41293	2,297

The analysis used was the Wilks' Lambda which indicated how well discrimination was going at any given point. Wilks' Lambda score was converted into an Approximate F - statistic. in order to determine significance. Since the Wilks' Lambda is an inverse measure of the separating power in the original variables, the classification gets better as the Approximate F increases, but decreases in the Wilk's Lambda.

Of the remaining 31 variables to be selected in the analysis, variable 31 was chosen as being the next best discriminator. This variable was added to variable 30 in seeking to make a better classification with an additional variable.

TABLE 1-2

VARIABLE ENTERED ON STEP NUMBER 2 (V31)

TOTAL NUMBER OF VARIABLES (2)

Wilks' Lambda	Approximate F	Degrees of Freedom
.84	12.94	4,592

The results show an increase in Approximate F from 11.41 to 12.94 and a decrease in the Wilks' Lambda from .92 to .84. This process will continue until no improvement is made within the classification.

In step 4, an equation is made up of 4 variables; 3, 9, 30, and 31. The Lambda has decreased to .75. This process will attempt to include all 32 variables in the analysis in 32 steps.

Step number 24 has a high classification as determined by the Wilks' Lambda; it is displayed in Table 1-3.

TABLE 1-3

VARIABLE ENTERED ON STEP NUMBER 24 (V4)

TOTAL NUMBER OF VARIABLES (22)

Wilks' Lambda	Approximate F	Degrees of Freedom
.30	10.17	44,552

Table 1-3 indicates that this subset has reduced the Lambda score considerably, using 22 of the total 32 variables. Since this step has used the fewest number of variables in contributing to the classification scheme, it has been identified as most parsimonious group of variables or questions in the opinionnaire. The decision to end the opinionnaire at step 24, involving 22 variables would have minimized its size and yet effectively analyzed the variables in order to significantly classify between the groups. Data have shown that step 24 yields a very good discrimination between the groups.

The over all selection of variables comprised of 29 steps. Twenty-seven out of 32 variables were chosen for the analysis; variables 5, 9, 15, 28, and 32 were omitted. These variables did not contribute significantly and were deleted from the process. Contributions of the discriminating functions to the analysis may be found in Table 1-4.

TABLE 1-4

RELATIVE CONTRIBUTIONS OF DISCRIMINANT FUNCTIONS TO THE ANALYSIS

Discriminant Function	Functions Derived	Wilks' Lambda	Relative Percentage	Degrees of Freedom
1	0	0.2669	79.76	54
2	1	0.7056	20.24	26

The results in Table 1-4 show that after the first function had been derived, Wilks' Lambda was 0.7056. Lambda can be transformed into a statistic for any easy test of statistical significance. A comparison of the relative percentage of the values associated with the discriminate functions is also shows: 79.76 for the first, and 20.24 for the second, shows the substantially greater imporance of the first and suggests that the second may be ignored. Although both functions are correlated with the groups, the first one, as we would expect, shows a higher correlation; the program provides another criterion for eliminating discriminant functions by testing for the statistical significance of discrimination not already accounted for by the earlier function. As each function is derived, starting with zero function, Wilks' Lambda is computed.

Data revealed that discrimination existed among the variables, as reported in Table 1-4, indicating a Wilks' Lambda score of .26. This confirms that administrators, faculty, and students perceived student personnel services differently, as hypothesized earlier by the investigator.

It was noted that the contribution of 27 variables required 29 steps in the overall analysis; the Lambda score was reported

as .26. In comparison, the most parisimonious contribution required 24 steps and involved 22 variables; its Lambda score was recorded as .30. Eight variables were added in order to merit a .04 decrease in the Lambda score. Since the Lambda is an inverse measure, this was a small improvement when considering that approximately 40 questions are included in 8 variables.

The first part of the analysis shows the selection of the discriminating variables in the order of their respective values on the selection criterion. Since there were three groups in the analysis, discriminant functions were obtained.

The standardized discriminant function coefficients are used to compute the discriminant score for a case in which the original discriminating variables are in standard form (Z scores). The discriminant score is computed by multiplying each discriminating variable by its corresponding coefficient and adding together these products. There will be a separate score for each case on each function. Overall cases in the analysis, the score from one function will have a mean of zero and a standard deviation of one. Thus, any single score represents the number of standard deviations that case is away from the mean for all cases on the discriminant function. Should there be several discriminant functions, each case will have a score on each function. The scores for the cases within a particular group may be averaged in order to obtain the group mean on the respective function. For a single group the means on all the functions are referred to as the group centroid, which is the most typical location of

a case from that group in the discriminant space. A comparison of group means of each function shows how far apart the groups are along that particular dimension. The standardized discriminant function coefficients are also of analytic importance. When the sign is ignored, each coefficient represents the relative contribution of its associated variable to the function. The sign indicates whether the contribution is positive or negative. Discriminant functions shown in their standardized forms are presented in Table 1-5.

TABLE 1-5

STANDARDIZED DISCRIMINANT FUNCTIONS COEFFICIENTS

Variable	Function
v. 1	-0.01992
v. 2	-0.02973
v. 3	-0.04585
v. 4	0.03808
v. 6	0.04828
v. 7	-0.00909
v. 8	-0.07093
v. 10	-0.08570
v. 11	-0.04365
v. 12	0.03420
v. 13	0.08430
v. 14	-0.00593
v. 16	0.03261
v. 17	0.00081
v. 18	0.07212
v. 19	-0.04748
v. 20	-0.10581
v. 21	0.05267
v. 22	-0.05236
v. 23	0.02437
v. 24	0.09340
v. 25	-0.06116
v. 26	0.01809
v. 27	0.10364
v. 29	-0.05340
v. 30	-0.00876
v. 31	0.05772

In the above coefficient, v. 1 - 0.01992 indicates a negative contribution to the discriminating function by the variable: Admissions, Registration, and Records, with respect to the Perception of Importance. This may be compared with v. 27 - 0.10364, the coefficient of: Financial Aid and Placement with respect to the Perception of Location: the contribution of this variable is positive and relatively larger. Five of the original variables do not appear in the discriminant functions, their contribution to the separation of the groups being of no statistical significance. These variables and their related areas of questions are listed as follows:

v. 5 Health Services with respect to Importance

v. 9 Admissions, Registration, and Records with Respect to Awareness

v. 15 Student Activities with respect to Awareness

v. 28 Food services with respect to Location

v. 32 Student Conduct with respect to Location

To determine how successful the program was in selecting variables for the analysis, it constructed what is called a classification function coefficient. A brief comment on the classification functions provided is appropriate here. The analytical uses of discriminant analysis are complemented by its uses as a classification technique. Classification means the process by which the likely group membership of a case can be identified when the only information available is the case's values on discriminating variables. It can also be used in

testing the adequacy of the derived discriminant functions. This is achieved by classifying the cases used to derive the functions in the first place, and comparing predicted group membership with actual group membership. The success of the discriminant analysis can be measured empirically by observing the proportion of correct classification. This can be verified in Table 1-6.

TABLE 1-6

PREDICTION RESULTS

Actual Group	Number of Cases	Predicted Group Membership Group I	Group II	Group III
Group I Administrators	35	24 (68.6%)	8 (22.9%)	3 (8.6%)
Group II Faculty	75	10 (13.3%)	61 (81.3%)	4 (5.3%)
Group III Students	190	6 (3.2%)	7 (3.7%)	177 (93.2%)

Percentage of "grouped" cases correctly classified 87.33

The classification equations, one for each group, are derived from the pooled within-groups covariance matrix and centroids for the discriminating variables. The resulting classification coefficients are to be mulitiplied by the raw variable values, summed together, and added on to a constant.

TABLE 1-7

CLASSIFICATION FUNCTION COEFFICIENTS

Varibles	Group I Administrators	Group II Faculty	Group III Students
v. 1	0.08341	-0.55084	-0.50450
v. 2	-0.90842	-0.25280	-0.72923
v. 3	1.42955	2.00221	1.50159
v. 4	0.35939	0.21167	0.66110
v. 6	1.10254	0.83552	1.48976
v. 7	-0.36500	-0.66590	-0.66797
v. 8	0.39219	0.73798	0.06557
v. 10	0.33931	0.88043	-0.03817
v. 11	-0.23562	0.15661	-0.23321
v. 12	0.35817	0.27522	0.63407
v. 13	-0.47322	-0.75809	0.16455
v. 14	1.70331	0.06621	0.46894
v. 16	0.10027	0.35552	0.58612
v. 17	0.63942	0.27010	0.38416
v. 18	-0.62087	-1.33665	-0.45678
v. 19	0.08759	0.06242	-0.22548
v. 20	0.28696	0.65234	-0.37015
v. 21	0.39808	0.75494	1.13284
v. 22	0.91245	1.07064	0.35012
v. 23	0.77175	0.75265	1.02786
v. 24	-1.33571	-1.29473	-0.49030
v. 25	0.50213	0.67441	0.28214
v. 26	0.13766	-0.22944	0.01261
v. 27	-0.45539	-0.60567	-0.07710
v. 29	0.30133	0.16847	-0.14742
v. 30	-0.58816	0.47222	0.08977
v. 31	-0.40114	-0.67930	-0.13333
Constant	-35.69815	-35.95766	-35.16306

The classification equations are reproduced in Table 1-7. A case would be classified into the group with the highest score. Variable 14 revealed a great amount of difference in responses; it referred to financial aid with respect to importance.

This analysis has compared three groups as to their perceptions of four aspects of eight areas of student personnel services. The four aspects are: (1) importance; (2) awareness; (3) effectiveness; and (4) location. It is now possible to report the results for each aspect separately. First, the results of the stepwise procedure as independent variables were selected to enter into the analysis on the discriminating power are presented. Then the discriminating functions and classification functions will be interpreted and the discrimination achieved will be assessed.

TABLE 1-8

SELECTION OF IMPORTANCE VARIABLES

Step Number	Varible Entered	F. to Remove	Number Included	Wilks' Lambda
1	v.5[a]	7.19659	1	0.95378
2	v.7	4.20245	2	0.92744
3	v.3	12.32072	3	0.85595
4	v.8	2.29112	4	0.84281
5	v.1	11.39532	5	0.78198
6	v.6	1.87282	6	0.77208
7	v.2	2.38753	7	0.73017

[a]v.5 refers to the fifth among the original variables, which are listed in the Appendices.

The coefficients of the standardized discriminant functions derived are shown in Table 1-9 below.

TABLE 1-9

STANDARDIZED DISCRIMINANT FUNCTIONS COEFFICIENTS

Variable	Function
v.1	0.21828
v.2	0.23578
v.3	0.01375
v.4	-0.30328
v.6	-0.11336
v.7	-0.05864
v.8	-0.01609

The discriminating functions derived, when perceptions of importance alone were being analyzed, can be better understood with the information supplied in Table 1-10 and Table 1-11.

TABLE 1-10

RELATIVE CONTRIBUTIONS OF DISCRIMINANT FUNCTIONS TO ANALYSIS

Discriminant Function	Relative Percentage
First	87.06
Second	12.99

The overwhelming importance of the first function in the discriminating process appears from the relative percentage of the value associated with it.

TABLE 1-11

EMPIRICAL TEST STATISTICS

Functions Derived	Wilks' Lambda	Chi-Square	Degrees of Freedom
0	0.7302	92.437	14
1	0.9561	13.209	6

Further information is provided by the classification functions reproduced in Table 1-12 and the values of group centroids, displayed in Table 1-13, while the performance of the discriminating functions may be observed from the prediction results, shown in Table 1-14.

TABLE 1-12

CLASSIFICATION FUNCTION COEFFICIENTS

Variable	Group I	Group II	Group III
1	-0.28489	-0.52649	-0.66491
2	-0.21609	-0.23818	-0.58235
3	1.54261	1.76657	1.66093
5	0.69420	0.81249	1.22732
6	0.63865	0.66372	0.86451
7	-0.03601	-0.28755	-0.09654
8	0.28785	0.48945	0.42869
Constant term	-23.48167	-25.50647	-25.88618

TABLE 1-13

CENTROIDS OF GROUPS IN REDUCED SPACE

Group	Function
Group I	0.26139
Group II	0.18188
Group III	-0.11994

TABLE 1-14

PREDICTION RESULTS

Actual Group	Number of Cases	Predicted Group Membership Group I	Group II	Group III
Group I	35	22 (62.9%)	9 (25.7%)	4 (11.4%)
Group II	75	26 (34.7%)	30 (40.0%)	19 (25.3%)
Group III	190	30 (15.8%)	53 (27.9%)	107 (56.3%)

Percentage of "Grouped" cases correctly classified: 53%

TABLE 1-15

SELECTION OF AWARENESS VARIABLES

Step Number	Variable Entered	F. to Remove	Number Included	Wilks' Lambda
1	v. 13	15.03373	1	0.90807
2	v. 14	17.90326	2	0.81008
3	v. 16	13.52843	3	0.74202
4	v. 9	21.35124	4	0.64791
5	v. 11	4.60503	5	0.62817
6	v. 10	3.87260	6	0.61193

The coefficients of the standardized discriminant functions derived are shown in Table 1-16 below.

TABLE 1-16

STANDARDIZED DISCRIMINANT FUNCTIONS COEFFICIENTS

Variable	Function
v.9	-0.21745
v.10	-0.11831
v.11	-0.02634
v.13	0.30146
v.14	-0.16066
v.16	0.25398

The information reported in the Table 1-17 and Table 1-18 throw further light on the discriminating functions derived when perceptions of awareness alone were being analyzed.

TABLE 1-17

RELATIVE CONTRIBUTIONS OF DISCRIMINANT FUNCTIONS TO ANALYSIS

Discriminant Function	Relative Percentage
First	85.82
Second	14.18

The predominance of the first function is obvious from the relative percentage of the value associated with it.

TABLE 1-18

EMPIRICAL TEST STATISTICS

Functions Derived	Wilks' Lambda	Chi-Square	Degrees of Freedom
0	0.6120	144.624	12
1	0.9226	23.727	5

Further information is provided by the classification functions presented in Table 1-19 and the values of group centroids reported in Table 1-20. The performance of discriminating functions may again be observed from the prediction shown in Table 1-21.

TABLE 1-19

CLASSIFICATION FUNCTION COEFFICIENTS

Variable	Group I	Group II	Group III
9	1.34552	1.07948	0.86729
10	-0.64566	-0.55608	-0.79301
11	-0.14503	0.01582	-0.08840
13	0.64478	0.59342	1.17736
14	1.72508	1.10843	1.01942
16	0.02082	0.33207	0.63372
Constant term	-19.81915	-15.84587	-18.25594

TABLE 1-20

CENTROIDS OF GROUPS IN REDUCED SPACE

Group	Function
Group I	-0.40536
Group II	-0.22681
Group III	0.16420

TABLE 1-21

PREDICTION RESULTS - AWARENESS

Actual Group	Number of Cases	Predicted Group Membership Group I	Group II	Group III
Group I	35	21 (60.0%)	6 (17.1%)	8 (22.9%)
Group II	75	11 (14.7%)	44 (58.7%)	20 (26.7%)
Group III	190	20 (10.5%)	34 (17.9%)	136 (71.6%)

Percentage of "Grouped" cases correctly classified: 67.0%

TABLE 1-22

SELECTION OF EFFECTIVENESS VARIABLES

Step Number	Variable Entered	F. to Remove	Number Included	Wilks' Lambda
1	v. 18	7.15066	1	0.95406
2	v. 24	12.47559	2	0.87989
3	v. 17	9.55056	3	0.82638
4	v. 19	1.12644	4	0.82010
5	v. 21	11.16251	5	0.72603
6	v. 23	1.10029	6	0.75633
7	v. 22	17.72067	7	0.67422

The coefficients of the standardized discriminant functions derived are shown in Table 1-23 below.

TABLE 1-23

STANDARDIZED DISCRIMINANT FUNCTIONS COEFFICIENTS

Variable	Function
v. 17	0.19939
v. 18	0.03492
v. 19	-0.06641
v. 21	-0.23548
v. 22	0.21942
v. 23	-0.05839
v. 24	-0.22946

The information reported in Table 1-24 and Table 1-25 throw further light on the discriminating functions derived when perceptions of effectiveness alone were being analyzed

TABLE 1-24

RELATIVE CONTRIBUTIONS OF DISCRIMINANT FUNCTIONS TO ANALYSIS

Discriminant Function	Relative Percentage
First	92.42
Second	7.58

The relative percentage of the value associated with the first function clearly indicates the comparative importance of its contribution to the analysis.

TABLE 1-25

EMPIRICAL TEST STATISTICS

Functions Derived	Wilks' Lambda	Chi-Square	Degrees of Freedom
0	0.6742	115.887	14
1	0.9657	10.251	6

Further information is provided by the classification functions presented in Table 1-26 and the values of group centroids reported in Table 1-27. The performance of discriminating functions may again be observed from the prediction results shown in Table 1-28.

TABLE 1-26

CLASSIFICATION FUNCTION COEFFICIENTS

Variable	Group I	Group II	Group III
17	1.35118	1.06520	0.82743
18	-0.32646	-0.53714	-0.51488
19	-0.22755	-0.06184	-0.04429
21	0.37427	0.56954	0.96241
22	1.57449	1.43109	0.86448
23	0.71890	0.60543	0.80086
24	-0.60974	-0.38976	-0.04103

TABLE 1-27

CENTROIDS OF GROUPS IN REDUCED SPACE

Group	Function
Group I	0.28595
Group II	0.16273
Group III	-0.11691

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TABLE 1-28

PREDICTION RESULTS - EFFECTIVENESS

Actual Group	Number of Cases	Predicted Group Membership Group I	Group II	Group III
Group I	35	24 (68.6%)	6 (17.1%)	5 (14.3%)
Group II	75	30 (40.0%)	28 (37.3%)	17 (22.7%)
Group III	190	15 (7.9%)	30 (15.8%)	145 (76.3%)

Percentage of "Grouped" cases correctly classified: 65.67%

TABLE 1-29

SELECTION OF LOCATION VARIABLES

Step Number	Variable Entered	F. to Remove	Number Included	Wilks' Lambda
1	v. 30	11.41292	1	0.92863
2	v. 31	14.54068	2	0.84556
3	v. 32	3.26566	3	0.82724
4	v. 26	2.11000	4	0.81553
5	v. 25	4.93338	5	0.78897
6	v. 29	1.74931	6	0.77962

The coefficients of the standardized discriminant functions derived are shown in Table 1-30 below.

TABLE 1-30

STANDARDIZED DISCRIMINANT FUNCTIONS COEFFICIENTS

Variable	Function
v. 25	0.30913
v. 26	-0.01183
v. 29	-0.14345
v. 30	0.00614
v. 31	-0.28271
v. 32	-0.12818

The information reported in Table 1-31 and Table 1-32 throw further light on the discriminating functions derived when perceptions of location alone were being analyzed.

TABLE 1-31

RELATIVE CONTRIBUTIONS OF DISCRIMINANT FUNCTIONS TO ANALYSIS

Discriminant Function	Relative percentage
First	85.82
Second	14.18

Once again, the predominance of the first function is clearly brought out by the relative percentage of the value associated with it.

TABLE 1-32

EMPIRICAL TEST STATISTICS

Functions Derived	Wilks' Lambda	Chi-Square	Degrees of Freedom
0	0.6120	144.624	12
1	0.9226	23.727	5

Further information is provided by the classification functions presented in Table 1-33 and the values of group centroids reported in Table 1-34. The performance of discriminating functions may again be observed from the prediction results shown in Table 1-35.

TABLE 1-33

CLASSIFICATION FUNCTION COEFFICIENTS

Variable	Group I	Group II	Group III
25	0.34750	0.40405	0.15853
26	-0.19802	-0.45032	-0.36158
29	0.35721	0.39382	0.56195
30	0.32748	0.67493	0.56195
31	0.20669	-0.16279	0.25075
32	-0.18429	0.03305	0.07889
Constant term	-4.58306	-5.65010	-7.28807

TABLE 1-34

CENTROIDS OF GROUPS IN REDUCED SPACE

Group	Function
Group I	0.15421
Group II	0.16365
Group III	-0.09301

TABLE 1-35

PREDICTION RESULTS - LOCATION

Actual Group	Number of Cases	Predicted Group Membership Group I	Group II	Group III
Group I	35	16 (45.7%)	9 (25.7%)	10 (28.6%)
Group II	75	17 (22.7%)	39 (52.0%)	19 (25.3%)
Group III	190	22 (11.6%)	45 (23.7%)	123 (64.7%)

Percentage of "grouped" cases correctly classified: 59.33%

From the results reported above, it is possible to identify the composite of variables that best separate the groups. This is shown in Table 1-35.

TABLE 1-36

COMPOSITE OF VARIABLES WHICH SEPARATE THE GROUPS

Area	Most Parsimonious Composite of Variables	Approximate F	Degrees of Freedom	Probability of Correct Classification
Importance	Admissions, Registration, and Records; Counseling; Financial Aid and Placement; Health Services; Special Services; Student Conduct	6.7194*	12,584	.53
Awareness	Admissions, Registration, and Records; Counseling; Financial Aid and Placement; Health Services; Special Services; Student Conduct	13.5461*	12,584	.67
Effectiveness	Admissions, Registration, and Records; Counseling; Financial Aid and Placement; Health Services; Special Services; Student Conduct	9.0570*	14,582	.66
Location	Admissions, Registration, and Records; Counseling; Financial Aid and Placement; Health Services; Special Services; Student Services; Student Conduct	6.4508*	12,584	.59

* $p < .01$

In order to determine which pairs of these three groups could account for the differences, the program also computed an F-value for each of three paired comparisons.

TABLE 1-37

PAIRWISE COMPARISONS
WITH RESPECT TO THE MOST PARSIMONIOUS COMPOSITE

	Administration Faculty	Administration Student	Faculty Student	d.f.
Importance	2.48447	7.88743*	7.93760*	6,292
Awareness	5.14791*	17.50208*	15.59020*	6,292
Effectiveness	2.52834	9.94495	7.73848*	6,292
Location	3.21276*	5.90138*	8.48848*	6,292

* $p < .01$

The pairwise comparisons in Table 1-37 show that significant differences exist between all groups with respect to their perceptions in all four areas except between the administration and the faculty in the area of importance.

In Tables 1-35 through 1-38 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. For example, in the area of importance, the numerical value entered in the column headed $\bar{X}$ for the variable Admissions, Registration, and Records, was obtained by summing over the responses to the Statements 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 numerical value of the dependent variable would differ over the eight variables. Because of the way in which the numerical values are assigned, a high score indicates a relatively negative perception of attitude toward that particular student personnel service. A summary of the sample size, mean, and standard deviation for each of the eight variables with respect to the four measures of perception is presented in Tables 1-35 through 1-38.

The interpretation of the contents of Tables 1-35 through 1-38 is as follows: Observe the numerical values assigned to perceptions of counseling services which appear in each area of interest as a discriminating variable. With a score of 11.84 assigned as a measureof the students' perceptions of counseling services as compared with 12.90 for the faculty and 12.88 for the administration, the direction of the indicated separation appears as if the student population considers this service relatively important. They are also relatively more aware of the

these services, but have a lower perception of their effectiveness and of their location. The values assigned to the other discriminating variables can be similarly interpreted.

TABLE 1-38

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

Variable	Administration (N 35)		Faculty (N 75)		Students (N 190)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Admissions, Registration, and Records	19.80	2.87	19.32	2.48	18.00	4.16
Counseling	12.88	1.72	12.90	2.22	11.84	2.92
Financial Aid and Placement	23.00	2.24	23.54	2.81	22.54	3.95
Housing and Food Services	14.71	2.72	14.90	2.53	14.97	2.33
Health Services	13.74	2.59	14.22	3.05	15.21	2.38
Special Services	11.20	2.04	11.44	2.15	11.64	2.19
Student Activities	11.20	2.81	10.46	2.20	10.76	2.74
Student Conduct	12.57	2.89	13.32	2.81	12.83	3.40

TABLE 1-39

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

Variable	Administration (N 35)		Faculty (N 75)		Students (N 190)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Admissions, Registration, and Records	16.97	3.20	15.42	2.51	15.00	3.28
Counseling	10.02	3.60	9.49	2.91	8.95	2.74
Financial Aid and Placement	17.60	4.40	17.06	4.52	16.50	3.84
Housing and Food Services	13.02	3.34	12.14	3.12	12.96	2.23
Health Services	11.82	2.70	10.98	2.83	12.81	2.29
Special Services	10.42	2.14	9.01	2.28	9.12	1.95
Student Activities	10.11	2.39	9.25	2.24	9.98	2.43
Student Conduct	10.25	2.50	10.65	2.43	12.11	2.78

TABLE 1-40

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

Variable	Administration (N 35)		Faculty (N 75)		Students (N 190)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Admissions, Registration, and Records	14.80	2.76	13.85	2.86	14.58	3.29
Counseling	8.20	2.64	7.60	2.99	8.97	2.62
Financial Aid and Placement	14.88	3.00	15.06	4.26	16.56	4.21
Housing and Food Services	11.54	3.28	11.20	3.50	12.56	2.60
Health Services	10.28	2.71	10.65	3.26	12.72	2.32
Special Services	8.97	1.83	8.96	1.88	9.16	2.09
Student Activities	9.34	2.01	8.68	1.76	9.77	2.52
Student Conduct	9.34	2.24	9.82	3.32	11.67	2.67

TABLE 1-41

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

Variable	Administration (N 35)		Faculty (N 75)		Students (N 190)	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Admissions, Registration, and Records	12.97	7.03	13.89	5.47	15.45	3.44
Counseling	7.77	4.79	7.94	3.82	9.61	2.82
Financial Aid and Placement	13.91	8.20	14.81	6.39	17.45	4.12
Housing and Food Services	11.14	6.04	12.05	4.98	13.41	2.17
Health Services	10.42	5.68	11.21	4.99	13.27	2.53
Special Services	7.34	3.87	8.52	3.73	9.68	2.35
Student Activities	7.71	4.71	7.49	3.60	9.90	2.28
Student Conduct	8.28	5.12	9.64	4.66	11.75	2.87

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The results clearly indicate that the hypotheses must be rejected as there were significant differences in the perceptions of importance, awareness, effectiveness, and location among administrators, faculty, and students.

Findings

Administrators', faculty members', and students' perceptions of student personnel services at the University of Oklahoma have been analyzed as they relate to importance, awareness, effectiveness, and location, and revealed the following results:

Admissions, Registration, and Records

With respect to importance and awareness in the area of admissions, registration, and records, the student population indicated higher perceptions as compared to administrators in both areas. Responses showed a lower perception among the students with regard to knowledge of location, yet the administrators' perceptions were highest among the three groups. If the goals of the institution are consistent with the philosophy of meeting the needs of students,

they must know the location of these services in order to be served. Faculty perceptions of effectiveness were higher than those of the administrator and student populations, but the students' opinions were relatively higher than those of administrators. Since this area renders the first services to prospective students of the University as well as to continuing students, it is important that students perceive these services as highly effective.

The statements included in the Opinionnaire for this area are:

1. Records are maintained which reflect administrative actions pertaining to the student.
2. Records are maintained which reflect the student's academic standing in the institution.
3. Pre-college counseling is offered to individuals and small groups.
4. A program of new student orientation is provided.
5. The University's requirements and services are clearly communicated to all students.
6. Counseling is provided concerning evaluation of courses, credits, and graduation requirements.

Counseling

Students indicated higher perceptions of importance and awareness of counseling as compared to administrators and faculty. Administrators' perceptions were relatively higher than faculty. The student population rated awareness of counseling services higher than any other areas of student services. Faculty per-

ceived this area of services as being more highly effective than perceptions revealed by administrators and students. However, administrators' responses indicated a relatively higher perception than those of students.

Statements relating to counseling services are:

1. 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.

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

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

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

Financial Aid and Placement

Obtained responses in the area of financial aid and placement indicated students' perceptions were higher than administrators and faculty in both importance and awareness. Administrators revealed a higher importance than faculty, but were lower in awareness than faculty. Location and effectiveness indicated a higher perception among administrators than of both faculty and student groups. However, the faculty group showed a higher perception than those revealed by the students.

Statements included for this section are:

1. Data are available to potential employers regarding the student's educational preparation, job, extra-curricular experience, and letters of recommentation.

2. Many types of financial aid programs are provided, including scholarships, loans, and work study.

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

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

5. Students are assisted in obtaining employment upon graduation.

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

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

Housing and Food Services

Low perceptions of housing and food services were indicated by students in regard to importance, awareness, effectiveness, and location. Since most entering students are required to live in University housing, opinions in this area should be taken in to consideration in making plans to meet the student's needs.

Statements relating to this area are:

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

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

3. Housing for married undergraduate students is provided by the institution.

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

5. The institution attempts to improve student housing facilities.

Faculty responses revealed higher perceptions of awareness and effectiveness of these services than administrators and students. Administrators' perceptions were higher in importance and location.

Health Services

Low perceptions with regard to importance, awareness, effectiveness, and location of health services were indicated by the student population. Administrators had high perceptions with regard to importance and location; faculty had high perceptions with regard to awareness and effectiveness.

Statements related to this area are:

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

2. Physical examinations are required of all new students.

3. Preventive medicine is provided, including regular examinations, programs of innoculation and health education.

4. On the basis of a physical examination, students are classified regarding their fitness for the variety of demands of University participation.

5. Medical care is available for injured students

Special Services

In the section on special services with regard to importance, awareness, effectiveness, and location, perceptions recorded by students were lower than perceptions recorded by administrators and faculty. Administrators revealed high perceptions in importance and location, but faculty perceived awareness and effectiveness as being high.

Included statements are:

1. Background information concerning individual students is provided to teachers to facilitate individualization of the educational process.
2. Campus security police are provided for protection of persons and property.
3. Interviews are conducted with students desiring to withdraw from school to assist these individuals in terms of the student's aspirations and the institutional welfare.
4. The University cooperates with religious groups which provide religious activities for students.

Student Activities

Faculty responses indicated high perceptions with regard to importance, awareness, effectiveness, and location in the areas of Student Activities. Administrators' perceptions were higher than those of students with respect to effectiveness and location; students' revealed higher perceptions than those of administrators with respect to importance and awareness.

Statements included in this section are:

1. Student organizations exist for the furtherance of social contacts and competence at the University.

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

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

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

Student Conduct

In the area of student conduct, importance, awareness effectiveness, and location were perceived higher by administrators in contrast to faculty and student groups. Faculty perceptions were higher than those of students with respect to awareness, effectiveness, and location. Student responses revealed perceptions with respect to importance as being higher than faculty yet lower than administrators.

Statements include:

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

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

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

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

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

Recommendations for the University of Oklahoma

1. Faculty and administrators should be oriented to student personnel services at the time of employment.
2. There should be organized orientation to student personnel services on a semester basis to accommodate entering, returning, and transfer students.
3. Major decisions regarding student personnel services should involve students and student personnel workers as well as faculty and administrators.
4. Relationship among students', faculty members', and administrators' roles as they relate to student services should be defined.
5. Establish Guidelines to distribute or allocate funds in the area of student services should be made with the same consideration of high priority as other areas.
6. There should be utilization of the media to inform administrators, faculty, and students of services offered and location of existing student personnel services.
7. A continuous research program evaluating existing student services should be initiated in an attempt to meet the needs of the student community.
8. Replication of the study comparing and analyzing perceptions of student personnel workers with other selected groups is recommended.

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APPENDICES

APPENDIX A

Letters

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

April 9, 1975

Ms. Carolyn R. McIver
The University of Oklahoma
331 Cate Center Drive, Room 29
Norman, Oklahoma 73069

Dear Ms. McIver:

In response to your March 28 letter regarding the research procedure I employed to solicit faculty perceptions, I am enclosing a xerox copy of the original questionnaire, together with one or two suggested improvements in the format of the instrument in terms of gathering response data. Also enclosed are names and addresses of people who have inquired and who have utilized the instrument. The instrument has now been replicated approximately sixteen times on campuses of varying sizes, and has been administered to faculty, to students, and to student personnel professionals.

I would welcome your review of the items and your comments. In the event that you wish to amend the format, or to employ the instrument in any way, please feelfree to do so. I would very much appreciate a copy of any instrument which you administer, as well as a copy of your findings when they become available.

My best wishes to you in your investigation of community perceptions towards student personnel services. If I can be of any other assistance, please do not hesitate to contact me.

Sincerely yours,

Laurine E. Fitzgerald

Laurine E. Fitzgerald
Associate Dean of Students
Professor of Administration and Higher Education

LEF/mjs
enc

The University of Oklahoma 731 Elm Street, Room H-213 Norman, Oklahoma 73069

Vice President
University Community

To: Selected Administrators and Faculty

From: J. R. Morris

Date: June 16, 1975

At the request of Miss Carolyn R. McIver, a doctoral student at the University, I agreed to forward along to those administrators and faculty indicated on a list which she provided a questionnaire which she is using as part of her dissertation research. Since the questionnaire deals with opinions concerning the student services area, she wanted it to be clearly understood that I had no objections to her making this inquiry.

I hope that you will take the time to complete the questionnaire and if you would return it to the University Community office, I would see that Miss McIver receives it.

JRM/clc

APPENDIX B

List of Original Variables

LIST OF ORIGINAL VARIABLES

v. 1	Admissions, Registration, and Records....with respect to	Importance
v. 2	Counseling	" " " "
v. 3	Financial Aid and Placement	" " " "
v. 4	Food Services	" " " "
v. 5	Health Services	" " " "
v. 6	Special Services	" " " "
v. 7	Student Activities	" " " "
v. 8	Student Conduct	" " " "
v. 9	Admissions, Registration, and Records....with respect to	Awareness
v. 10	Counseling	" " " "
v. 11	Financial Aid and Placement	" " " "
v. 12	Food Services	" " " "
v. 13	Health Services	" " " "
v. 14	Special Services	" " " "
v. 15	Student Activities	" " " "
v. 16	Student Conduct	" " " "
v. 17	Admissions, Registration, and Records....with respect to	Effectiveness
v. 18	Counseling	" " " "
v. 19	Financial Aid and Placement	" " " "

LIST OF ORIGINAL VARIABLES (Continued)

v. 20 Food Services....with respect to Effectiveness

v. 21 Special Services " " " "

v. 22 Student Services " " " "

v. 23 Student Activities " " " "

v. 24 Student Conduct " " " "

v. 25 Admissions, Registration, and Records....with respect to Location

v. 26 Counseling " " " "

v. 27 Financial Aid and Placement " " " "

v. 28 Food Services " " " "

v. 29 Health Services " " " "

v. 30 Special Services " " " "

v. 31 Student Activities " " " "

v. 32 Student Conduct " " " "

APPENDIX C

Student Personnel Services Opinionnaire

OPINIONNAIRE

INSTRUCTIONS:

The purpose of this form is to obtain your perceptions of the Student Personnel Services at the University of Oklahoma. The Opinionnaire being used consists of forty statements. Each statement refers to the various functions and responsibilities of the Student Personnel Services which exist at the University of Oklahoma.

The forms are numbered only for administrative purposes. Your name will not be used in any manner in the study.

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

SAMPLE STATEMENT: Students are assisted in obtaining employment upon graduation.

Question 1. In your opinion, how <u>important</u> is this function to a university education?

Question 2. Are you <u>aware</u> of the existence of this student personnel service function on campus at the University of Oklahoma?

Question 3. How <u>effectively</u> do you perceive this student personnel service function being performed at the University of Oklahoma?

Question 4. Do you know the <u>location</u> where this student personnel service function is performed at the University of Oklahoma?

The headings on the Opinionnaire correspond to the four questions listed above. Please circle the appropriate numbers to record your responses to each question. Remember there are four questions per statement.[56]

Notice the sample statement below as it has been circled according to the instructions. <u>Please circle your answers in the same manner for each of the forty statements</u>.

SAMPLE STATEMENT: Students are assisted in obtaining employment upon graduation.

<u>Importance</u>	<u>Awareness</u>	<u>Effectiveness</u>	<u>Location</u>
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

56Benjamin B. Cowins, op. cit., p. 61.

STATEMENTS

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

3. Many types of financial aid programs are provided, including scholarships, loans and work study.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

9. Student organizations exist for the futherance of social contacts and competence at the University.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

11. Physical examinations are required of all new students.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

14. Pre-college counseling is offered to individuals and small groups.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

21. Housing for married undergraduate students is provided by the institution.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

22. A program of new student orientation is provided.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3/ Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sur I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

25. Students are assisted in obtaining employment upon graduation.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

31. The University's requirements and services are clearly communicated to all students.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

34. Medical care is available for injured students.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

36. The institution attempts to improve student housing facilities.

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know

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

Importance	Awareness	Effectiveness	Location
1. Very important	1. Highly aware	1. Outstanding	1. I know where it is
2. Important	2. Aware	2. Adequate	2. I think I know
3. Fairly important	3. Fairly aware	3. Ineffective	3. I'm not sure I know
4. Not important	4. Not aware	4. No Reaction	4. I don't know