

STUDENT AFFAIRS AT THE UNIVERSITY OF FLORIDA
AS PERCEIVED BY BLACK, CUBAN AND
WHITE STUDENTS OF BOTH SEXES

By

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Abstract of Dissertation Presented to the Graduate Council
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Student Affairs at the University of Florida
as Perceived by Black, Cuban,
and White Students of Both Sexes

By

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The purpose of this study was to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular components of the Division of Student Affairs and Functional Student Services at the University of Florida. Specifically, three racial groups were investigated to determine if their perceptions would differ significantly when they were grouped and compared on the basis of race and gender, and by sex and race interactions.

The study was designed to answer four questions:

- (1) How aware are students of the location of student services?
- (2) How important are student services to students' welfare?
- (3) How often do students use services available to them?
- and (4) How satisfactorily do students perceive services as they are performed?

Four null hypotheses were tested. Null hypothesis I stated that no statistically significant differences would exist in the perceptions of the three groups by race and sex in terms of their awareness of the location of the student services' components studied. Three additional hypotheses stated that no statistically significant differences would exist in the perceptions of the three groups by race, sex, and sex and race interactions for each of the eight student services' components on perceived importance, use and satisfaction.

The instrument used to assess the variables under study was adapted from Fitzgerald's Student Personnel Services Questionnaire. The questionnaire was mailed to a stratified random sample consisting of 163 undergraduate black, Cuban and white college students. The students returned 125 usable questionnaires, of which 96 were randomly selected for analysis.

Chi-square computations were conducted to test the null hypothesis regarding location. Analysis of variance was used to test the null hypotheses regarding importance, use and satisfaction.

The major findings of the study were as follows:

1. Generally, racial backgrounds had no statistically significant influence on students' awareness of the location of the student services' components studied.

2. Black and Cuban students were more aware of the location of the office of minority affairs and the psychological and vocational counseling center than were whites.
3. Generally, racial backgrounds of students had no statistically significant influence on their perceived importance, use and satisfaction of student services' components investigated.
4. White students perceived the functions of the office of minority affairs as significantly more important than did either the black or Cuban group.
5. Cuban students indicated the use of special assistance provided by the office of minority affairs more frequently than did either black or white students, and also indicated more frequent attendance of minority-sponsored programs than did either whites or blacks.
6. Cuban students perceived services provided by the office of minority student affairs as more satisfactory than did either blacks or whites, while black and Cuban students perceived a counselor's ability to recognize problems as unsatisfactory.
7. White students perceived privacy in residence halls as significantly more unsatisfactory than did either blacks or Cubans.

CHAPTER I
INTRODUCTION

Need for the Study

Following new legislative acts and judicial decisions of the 1950's and the 1960's, Cuban and black students with uniquely different backgrounds entered what were essentially white institutions designed for middle and upper socioeconomic white students. Since the implementation of these acts and decisions, the composition of these institutions' student bodies reflects the rapidly growing multicultural structure of society. These same legislative acts and judicial decisions make it imperative for chief student affairs administrators to continuously examine programs and policies for the purpose of determining what changes should be made in order to meet the needs of today's multicultural student bodies.

Evidence appeared in the late 1940's, and is increasing in the 1970's, that in order for student affairs staffs to function as meaningful agents of change on campuses, clear perceptions of existing student attitudes are needed. In the 1949 revision of Student Personnel

Point of View, Williamson stated:

students can make significant contributions to the development and maintenance of effective personnel programs through contributing: evaluations of the quality of the services, new ideas for change in the services, and fresh impetus to staff members who may become immersed in techniques and the technicalities of the professional side of personal work . . . Without such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students (pp. 17, 20).

The utilization of current students' perceptions of student services through an evaluative procedure is an approach by which veiled defects can be identified for effecting positive change. It would appear that an intensive study is needed to determine the acceptance of the existing services by universities with multicultural student bodies. Ultimately, the use of routine and continuous evaluation may lead to meaningful changes on multicultural campuses throughout the country. This investigation was addressed to such an intensive study related specifically to the University of Florida.

Purpose of the Study

The purpose of this study was to utilize a questionnaire to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular components within the

Division of Student Affairs and Functional Student Services at the University of Florida during the spring quarter of 1975. The perceptual data was used to study the adequacy of particular components of student services at the University as perceived by students of three racial classifications in order to ascertain whether: (1) significant differences existed among full-time, undergraduate black, Cuban and white students' perceptions of student services, (2) significant differences existed between male and female student services, and (3) to determine if a significant interaction existed between sex and race in students' perceptions of student services.

This study reports the perceptions of three racial groups and what differences in perceptions exist between these groups in the following areas:

1. Knowledge of the location of student services.
2. Importance of the student services to their individual welfare.
3. Use of the student services available to them.
4. Degree of perceived satisfaction with student services.

This study also reported these groups' recommendations and comments on components of the Division of Student Affairs and Functional Services in terms of meeting needs of a rapidly increasing multicultural student body.

Importance of the Study

With nonacademic and individual needs of students in mind, the Office of the Dean of Students was established at the University of Florida in 1928. The establishment of this office gave recognition to the importance, even the necessity, of dealing with the individual student as a total personality rather than as merely an intellectual entity. Reporting to the President of the Board of Control as stated in the "Biennial Report" of 1936, the first Dean of Students stated: "Thus we feel that the first purpose of this office is to provide a place where any student can come at any time (with any problem) to find sympathetic, intelligent, and cooperative counsel" (p. 13, 1936).

The University of Florida student services has undergone racial change several times since it was established as the Office of the Dean of Students both in terms of student body and organization. In 1947, the Florida Legislature enacted a bill which made the University of Florida coeducational. Until this time the University was for male students only. This legislative action made it necessary for the Office of Personnel to become concerned with facilities and services for female students and required recognition and consideration of its policies regarding females. In 1948, it was recognized and

entitled the Office of Student Personnel, which embraced almost all of the responsibilities of the nonclassroom services for students.

In the late 1960's, following legislative acts and judicial decisions, Cuban and black students entered the University. Since these enrollments and with additional recruitment effort, the composition of the University's students reflects the rapidly growing multicultural nature of society. This increase in minority enrollment makes it imperative for chief student affairs administrators to examine its current programs and policies for the purpose of determining whether or not these services are meeting the needs of today's multicultural student body. As Rohrer (1949, p. 434) remarked: "Each institution must develop its own program . . . in terms of the cultural background of its students."

The initial step in evaluating and directing change in the present system is to obtain the students' reactions to the services being offered. Erickson and Hatch (1959, p. 99) suggested that student services were established with the student in mind but that students were ignored when the services were implemented. They suggested that "a structured survey which permits the student to express his perception of the present" could overcome this fault. Rudolph (1966, pp. 47,53) supported Erickson and Hatch's statement by labeling students as "the most creative and imaginative

force in the shaping of the American colleges and universities . . . extracurriculum is the most sensitive barometer of what is going on in a college" and it needs constant study. At the University of Florida, the multicultural structure of the student body and the encouragement from the experts in the profession all support the need for this study. The importance of students' perceptions as a research procedure in evaluating student affairs is further documented in Chapter II.

Therefore, an evaluative study of the students' perceptions of student services at the University of Florida seemed important for the following reasons:

1. To gather information from students about their association with, the importance of, the use of, their satisfaction with, and their awareness of student services at the University of Florida.
2. To suggest a list of recommendations and needed services which could be used by student service workers in extending services to meet the expressed needs of the individual student.
3. To contribute to the growing body of knowledge concerning students' perceptions of student services.

4. To provide a list of recommendations which could be used to improve student services by making them more responsive to the multicultural composition of the University of Florida campus student body.

Definition of Terms

Terms used in the writing of this study are defined below:

1. Division of Student Affairs at the University of Florida.—Refers to those services which contribute to the student's total development outside the strictly academic areas are considered student services. These services include: (1) career planning and placement; (2) student housing; (3) student conduct (judicial affairs); (4) new student programs; (5) student financial affairs; (6) J. Wayne Reitz Union; (7) student petitions and withdrawals; (8) student organizations; (9) international student programs; and (10) Institute of Black Culture.
2. Evaluation.—Refers to the process of determining the relative worth or importance of something as related to a specific standard, making a judgment of student personnel services functions in terms of their values, ideas, solutions, methods, and products. The judgments may be either qualitative or quantitative.

3. Evaluation Practices.—Refers to the procedures, methods, and techniques used in the reported studies of effectiveness of total programs of student personnel services.
4. Full-Time Undergraduate Student.—Refers to a male or female enrolled at the University in the spring quarter of 1975 who has not obtained the bachelor's degree and who has enrolled for 12 quarter hours or more.
5. Functional Student Services at the University of Florida.—Refers to those services used in the perception form which perform services for students' individual welfare which may not fit officially into the Division of Student Affairs area. Those services classified as functional student services are: (1) mental health services; (2) reading and study skills center; (3) vocational and psychological counseling center; (4) admission and registration; (5) campus police; (6) student support and special programs; (7) parking and transportation; (8) student accounts (Goodale, personal interview, 1975).
6. Component.—Refers to a single service which may be found in student service programs, such as placement, counseling, financial aid, judicial, or similar activities.

7. Method.—Refers to the manner in which the research is conducted in following the evaluation procedure and includes the research methodology and research design used in the project.
8. Perception.—Refers to a sensation which leads to an interpretation of a current situation but which may be affected by real or vicarious personal past experience, the awareness of objects or other data through the medium of the senses.
9. Predominantly White Student Populated Campus.—Refers to a campus whose full-time graduate and undergraduate student enrollment consists of at least 51% of white students.
10. Racial or Ethnic Background Classification.—Refers to a classification based upon the total experience, attitude, and ethnic heritage of U.S. citizens or permanent residents enrolled in the University of Florida. Classification includes Cubans, blacks, and white students (Elting, personal interview, 1975).
11. Procedure.—Refers to the broad means used to accomplish an evaluation project. Basically, this includes the broad considerations of the steps to follow and organizational factors involved in such a project.

Summary

This study contains five chapters. Chapter I introduces the study and includes the need for the study, purpose of the study, importance of the study, definition of terms, and summary. Chapter II is the review of related literature and includes a discussion of racial minority students in higher education, student perceptions in the evaluation of personnel services, background of evaluative criteria and instruments, the use of student perceptions in evaluation procedures, some studies using the Kamm-Wrenn evaluative instrument, some studies using the Fitzgerald evaluative instruments which discuss the purpose and results of other relevant single institutional studies with emphasis on students' perceptions and reactions. Chapter III presents the methods and procedures used in this study and includes sections on methodology, hypotheses, population sample, the original instrument, revised instrument, collection of the data, and analysis of the data. Chapter IV describes the results of the study and limitations of the study. Chapter V includes the summary, discussion, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then I will not only drop my defenses and hostility, but I will sing your praises and I will help you to make the desert bear fruit (Ellison, 1952, p. 6).

The purpose of this study was to utilize a questionnaire to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular components within the Division of Student Affairs and Functional Student Services at the University of Florida during the spring quarter of 1975. The data were used to evaluate the Division of Student Affairs and Functional Student Services at the University of Florida, which is becoming an increasingly multicultural campus. The purpose of this chapter was to review the literature related to student affairs in higher education and to explore some concerns that are involved in efforts to increase the participation of racial minority

groups in nonacademic services provided by predominantly white-populated institutions for two reasons: (1) the writer sought to develop an insight into the general trends in the evaluation of student affairs services; (2) previous studies enabled the writer to refine his approach in order to make this project more efficient and meaningful.

Although some attention was given to other students, the major part of this review was centered on concerns as they relate to racial minority students—Cuban and black. The review of related literature was divided into six areas:

1. Racial minority students in higher education.
2. The need for student perceptions in the evaluation of student personnel services.
3. Background of evaluative criteria and instruments.
4. The use of students' perceptions in the evaluative procedures.
5. Studies using Kamm-Wrenn's instruments.
6. Studies using Fitzgerald's instruments.

This chapter contains a summary of review of the related literature for each of the above mentioned topics. The literature is presented by topic under each sub-heading.

Racial Minority Students in Higher Education

The purpose of higher education is to provide the student with tools for coping with his environment, tools which are necessary for his survival and well-being in the world, the society, or any segment within the society.

Linowitz (1970) stated that a college or university should be flexible enough to accommodate change, aggressive enough to promote change, and wise enough to anticipate the consequences of change. The very survival of the system of higher education depends on the shared interest and mutual respect of the entire academic community. Bradshaw (1936, p. 121) wrote that the purpose of student personnel work was "delivering the student to the classroom in optimum condition for profiting from instructions."

Lyons (1973) declared that racial minority students are being admitted to predominantly white institutions in greater numbers than ever before. It is not the "liberal" Northeastern colleges and universities taking the lead in this trend, but those in the Midwest and the South. Brooke (1974-75) reported that despite the fact that some 400,000 blacks are enrolled in white institutions as compared to some 185,000 black institutions, more blacks are receiving their degrees from black rather than white institutions. This is due to the higher attrition rates of blacks in white schools. The 85 four-year black colleges enroll less

than 40% of all black students, but award 70% of the bachelor's degrees earned by blacks.

Altman (1970) stated that the issue of racial minority students on predominantly white campuses "is one of unusual controversy and 'unmatched urgency' in the spectrum of issues confronting today's chief student personnel administrators, for the issue goes to the heart of much of the dissent and unrest which plagues the nations' campuses."

The most difficult thing about being part of a minority on a college or university campus today is the majority. If it were not for the majority, it would be much easier to be a minority. One of the problems of having the majority establish aspirations for one to 'join it,' that is to become a member of the majority. These aspirations, as they now focus on higher education, revolve essentially two issues: Who shall get in, and what shall happen to the individual once he gets in. The two issues are closely related (Birenbaum, 1970, p. 4).

Birenbaum further stated that to join the team, as it is applied to the poor and racial minorities, is called integration. All that is required is that one accept and successfully master the intricacies of the standards maintained by the majority, as determined by credential tests. These tests embody the majority's estimate of quality and its version of merit. Bruce (1970) indicated that not only are many of these aspects of education meaningless, but many of them are harmful in that they perpetuate the negative conditions in the black community.

Rather than decreasing the potential for conflict, "the majority's estimate of quality" explained via the downward communication process only increases the anxiety and hostility of the minority student toward the majority's institutions. Often the result is that instead of learning, minority group members experience increased feelings of hostility (Tate and Belworth, 1973). His queries, challenges, demonstrations, and sometimes violent confrontations caused chief personnel administrators to recommend immediate and, at times, desperate changes in the complexion of the institutions.

Usually until there is confrontation, the racial minority student is an ignored man in higher education. Wilson (1964) described today's colleges and universities in his writing to the American Council on Education as "knowledge industries" which engulf and ignore the student and further stated that this depersonalization of the student will gravely threaten the purpose of higher education.

The utilization of current students' perceptions of student services through an evaluative procedure is an approach by which veiled defects can be identified for effecting positive change. Bradshaw (p. 123) stated that student personnel workers were first disciplinary in nature, but now "they mediate between the individual and the educational environment."

Barry and Wolf (1957) theorized that the need for evaluation probably increases in proportion to the anticipated problems and noted that evaluative studies should be accomplished as conscientiously as advising or other usual duties associated with the student (services) worker's position in a college or university. Brantley (1960) expressed the opinion that an adequate student personnel program could not be planned until the interests and problems of students were known and understood.

Student Perceptions in the Evaluation of Student Personnel Services

While this brief review does not purport to cover all evidences of professional attention to evaluation, it does indicate a broad and long standing concern for it as an important element in student personnel work. The first concern for evaluation of student personnel services was centered around determining the extent to which particular services were used by students. Mueller (1961) stated that the power of a campus exists in the opinion of the public toward it and not necessarily with the administrative body on the campus. Personnel workers should be cognizant of public opinion and use it to the best interests of the college. The chief student personnel administrator should consistently seek information from the students it serves

in order to ensure that needed services are provided satisfactorily. Gonyea and Warman (1962, p. 355) stated, "Attitudes of the chief personnel administrators and personnel workers might need reevaluation in light of desires, perceptions, and expectations expressed by students." The changing nature of today's colleges and universities has made it imperative for the administration to examine programs and policies with the purpose of determining whether these services are meeting today's multicultural society and, more particularly, of today's multicultural student body.

Jenson (1955, p. 498) stated that there are weaknesses in student reaction studies; however, "consumer reaction determines the destiny of most, if not all, professional services." Williamson (1961) supported Jenson by stating that (tapping students' direct experiences constitutes an important form of evaluating the institutions' programs. Student opinion is not the only type of research necessary, but the "consumer's reaction to the service he is receiving is an important part of western culture.") Lunn (1957) also supported Jenson's theory that students' "freshness" of thinking and directness of concern will provide unique insights into the policy formation of the institution. Eddy (1959) stated that the student who participates actively in university projects will develop more responsibility for himself. According to Wrenn:

The use of specialists (often called 'expert') or faculty opinion for the securing of judgments on the adequacy of the personnel program has been all too prevalent. Often no facts are independently obtained and no check on the validity of the specialist's opinion is possible. The use of the student opinion as a criterion of effectiveness is less common, and yet as an index of 'consumer attitude' it is more significant than any expert judgment of what ought to be useful to students. By a study of student perceptions, one knows whether the service is 'accepted' or 'used' (1951, p. 501).

Background of Evaluative Criteria and Instruments

The majority of the original evaluative surveys consisted of the development of criteria by which well-known experts could assess the quality of student personnel programs. By their very nature, these evaluative methods were extremely subjective. However, these evaluative surveys provided information on which comparisons could be based, and in the formative years, student personnel programs needed to be compared.

Hopkins (1926b) conducted what is usually regarded as the first national survey of student personnel services that evaluates the nature, methods and accomplishments of personnel work. Hopkins, for a brief two or three days, visited 14 institutions* to gain a more intimate

*Institutions visited by Hopkins were the University of Chicago, Columbia University, Cornell University,

understanding of personnel work in relation to education as well as to determine the directions and needs of this new aspect of higher education. Hopkins (1926b) found the following areas of student personnel services being utilized: (1) selection and matriculation of students, including orientation; (2) personnel service (counseling); (3) modifying teaching curriculum for the best interest of the individual student; (4) selection of teachers; (5) improving methods of instruction; (6) research involving individuals and the educational institution; and (7) coordination.

Hopkins' (1926) ratings were as follows: A— indicating that he thought significant and worthwhile work was being done by the institution and that others would benefit from learning about it; B—indicated that the institution was doing something in a creditable way, but that the work was not particularly outstanding; 0—indicated that the work was not being done or that what was being accomplished was not effective. The major limitation of the Hopkins study was that there was not attempt to determine the extent to which objectives were being attained by individual institutions of higher education.

Dartmouth College, Harvard University, Iowa University, Michigan University, Minnesota University, University of North Carolina, Northwestern University, Princeton University, Stanford University, Syracuse University, and Yale University.

In 1931, Cowley appears to have made the first effort in evaluating a program of student personnel services in a single institution—Ohio State University. The Ohio State project began with a definition of student personnel, moved to a structural analysis and then to a functional analysis. It consisted of: (1) agreement upon a definition of personnel administration; (2) structural analysis, a study of the functions performed by the existing units; (3) functional analysis, classifying the functions logically, and (4) recommendations for action.

Cowley (1931, p. 21) defined personnel administration "as those activities having to do with students as individuals or groups 'outside the classroom' where the individuality of the student takes precedence over impersonal administrative procedures." He maintained, "The first step in any survey, be it concerned with personnel as with some other service, must be a definition and delimitation of the field." Cowley's second step, the structural analysis, involved studying in considerable detail the functions performed by the existing personnel units or structures. This step entailed listing the existing personnel agencies and related legislative and advisory boards in the university, selecting appropriate instrumentation, collecting data, and writing the first part of the evaluation report. The third step, the functional analysis,

involved classifying functions logically regardless of what unit, or units, directed them.

Cowley stated that each personnel function was listed, defined, and analyzed. The functional analysis constituted the second portion of the evaluation report. Cowley's fourth and final step "concerned itself with proposals for the future." The surveyor, or an entire group of personnel people, proposed recommendations for improving student personnel services; these recommendations became the third and last section of the evaluation report. Vickers (1972) stated that Cowley found the technique to be useful at Ohio State, however, its subsequent use elsewhere is not indicated in the literature.

In 1932, Brumbaugh and Smith developed an instrument for evaluation which they called, A Point Scale for Evaluating Personnel Work in Institutions of Higher Learning. The Point Scale was developed as a result of a year's study and investigation by the following method of procedure which was reported in detail in a Master's thesis by Mr. Lester C. Smith. The instrument was initially used in evaluating personnel programs for institutions associated with the North Central Association of Colleges and Secondary Schools. A weight scale was devised by submitting a list of items to 50 experts in the field. With the help of this group of experts, a standard scale of values

was constructed for 10 major divisions: (1) educational counseling; (2) systematized admission and orientation; (3) personal problems; (4) records, data and research; (5) personnel organization; (6) health recreation; (7) vocational counseling; (8) diagnosis and remedial treatment; (9) student employment and placements; and (10) extracurricular activities. According to Brumbaugh and Smith, the instrument, when used by an expert, would indicate the degree of effectiveness for each service.

Brumbaugh and Smith (1932) stated that in using the Scale, the column marked Standard Score is the maximum as determined by the combined opinions of over fifty experts in personnel work. According to Brumbaugh and Smith, the instrument, when used by experts, would indicate the degree of effectiveness for each service. The major divisions of the Point Scale with their standard scores are listed below:

1. Educational Counseling	135 points
2. Systematized Admission and Orientation	130 points
3. Personal Problems	110 points
4. Records, Data, Research	105 points
5. Personnel Organizations	100 points
6. Health and Recreational Direction	95 points
7. Vocational Counseling	85 points
8. Diagnosis and Remedial Treatment	85 points

The surveys described earlier provide necessary information. The information obtained from surveys provide a basis for interinstitutional comparisons. In the formative period, student personnel programs needed to be compared. The information on new developments provided temporary justification for program expansions and changes. In addition, surveys provided the means for identifying the practices, procedures, and the scope of the programs as they were emerging in institutions of higher education (see Appendix A).

The Use of Student Perceptions in the Evaluation Procedures

In the late 1940's and 1950's new emphasis on student reactions to personnel services led to the development of instruments designed to elicit student opinions. This period focused on the student personnel programs and described a student reaction inventory and a student perception questionnaire. Major figures in the shaping of student opinions as an evaluative process were Wrenn and Kamm (1948), Student Personnel Services Evaluation Form; Kamm (1950), Student Reaction Form; Fitzgerald (1959), Student Personnel Services Questionnaire; and Mahler (1955) Student Personnel Services As You See Them. They indicated that "in order to ascertain the worth of a product it is well to question the consumer" of the product.

Wrenn and Kamm developed a Student Personnel Services Evaluation Form for student personnel services workers. The evaluation utilized a score card approach in judging the philosophy of the institution relative to specific services areas. The form, which included a work sheet for 14 student personnel services areas, could be completed by outside evaluators as well as by a student personnel worker. The evaluation of each service consisted of the following three parts: (1) the extent to which personnel services were considered essential; (2) the extent to which personnel services were provided; (3) the adequacy of the service. His study also intended to indicate the extent to which the students were aware of the services being offered.

In 1950, Kamm devised the Student Reaction Form, which could be used in conjunction with the Student Personnel Services Evaluation Form. It was based on the principle that if several pertinent questions about a particular student personnel service were asked to a sufficiently large random sample of the local population, a valid indication of the worth of a service to those students would be determined. The Student Reaction Form consisted of 60 questions, to be answered by "yes," "no," and "?". A tally sheet was provided to total the responses to each item and to group the items by services. Kamm stated that

if less than two-fifths of the students indicated that the service was adequate, then the services should be examined; if 15% or more marked the category characterized by a question mark, then more communication was needed. The chi-square test was used to determine chance errors.

Fitzgerald (1959) stated that the clarification of existing perceptions was necessary to ensure the implementation of a unified program of services to students.

Fitzgerald, in her doctoral dissertation, developed the Student Personnel Services Questionnaire, an instrument for measuring faculty perceptions of student personnel services. This questionnaire included the major functions performed by student personnel services on the campuses of higher educational institutions. Following four revisions, 40 statements of functions of student personnel services were selected; the selection of statements came from Wrenn's book, Student Personnel Work in College and from Feder's book, The Administration of Student Personnel Programs in American College and Universities. The faculty perceptions referred to the importance allocated to the opinion about, and the consciousness and knowledge of the student personnel functions described. The perceptions also implied an immediate judgment, often requiring subtle discrimination. Fitzgerald's work rested on the thesis that if faculty perceptions and knowledge of the personnel

services could be determined, the student personnel workers would have an adequate basis for effective communication.

Mahler devised and administered a questionnaire to faculty and students at four Minnesota colleges. The ratings on Mahler's Student Personnel Services As You See Them was to secure opinions of faculty and students toward student personnel services in general and to determine the readiness of a particular campus for the development of updating of student personnel services.

Studies Using Kamm-Wrenn's Instruments

Daughtrey (1953) employed two selected instruments, the Kamm-Wrenn's Inventory of Student Reaction to Student Services and the Mahler's Student Personnel Services As You See Them, to obtain data from student and faculty samples to ascertain the nature of student and faculty reaction to student-to-student personnel services at the University of Florida, which was administered under the Office of Student Personnel. The study indicated that students reacted favorably toward the programs of personal services with marked differences between some of the student subgroups. Faculty subgroups in the sample responded in a generally similar manner, but comparatively student-faculty reaction reflected overall marked differences. To determine significant differences between groups, the collected data were analyzed to yield percentage, ratio, and chi-square statistical interpretations.

Daughtrey's study concluded that student personnel services was generally meeting its objectives, but it needed further investigation in the components of Recruitment and Admissions, Counseling, Health and Food Services, as well as needing better visibility for Placement and Personnel Records.

Shigley (1958) conducted a study of personnel services at Marion College, using two adaptations of the Kamm-Wrenn Inventory of Student Services to obtain reaction—revised to obtain both student and faculty reactions. Shigley was the most thorough in his use of the interview survey method. He used all faculty and a 25% random sample of students for personal interviews which lasted about one hour, including time for administration of the selected instruments. The purposes of his study were:

1. To obtain opinions of both students and faculty concerning the adequacies and inadequacies of the various areas of student personnel services.
2. To derive conclusions from the findings which would lead to a better student services program.

These companion instruments contained 70 matched items covering 12 components of Student Personnel Services. Personal interviews were conducted with 27 faculty members and 95 students. To determine significant differences

between the responses of various paired groups the chi-square statistical test was used. The major findings were as follows:

1. Generally, the program of Student Personnel Services was rated as inadequate by both students and faculty.
2. Of the 12 services, three were rated adequate by students and two were rated adequate by faculty.
3. Both students and faculty had sufficient information on the other seven services.
4. Significant differences were found between faculty and student opinions and the other paired groups relative to their knowledge and opinions of the adequacy of various services.
5. Greater differences were found among student and faculty groups than between faculty and students.

Twelve components were rated for adequacy, counseling, housing and adjustment of institutional programs to student needs. The food service component along with extracurricular activities and student personnel records were found as being far below adequate.

Aubry (1963) combined the questionnaire technique with the interview method in his study of the student personnel services at Xavier University. The study included

the following objectives:

1. Identification of the effective personnel services.
2. Identification of the ineffective personnel services.
3. Obtaining of suggestions for improvements in the personnel services.

Aubry collected data from three different populations: undergraduate students, graduate students and faculty, all by use of a questionnaire. An interview with half of the sample was conducted after they had returned their questionnaires. The findings indicated that the participants were inclined to respond consistently to the items presented in the questionnaire and the interview. After analyzing the data, Aubry concluded a definite lack of communication existed about student services. The deficiency was perceived in all three groups.

Van Cleef (1968) utilized the reactions of students and faculty in his study of personnel services at Sul Ross State College in 1965. Van Cleef chose Mahler's instrument, Student Personnel Services As You See Them, to gather data on 11 areas: (1) housing and food; (2) orientation; (3) health; (4) counseling; (5) curriculum; (6) discipline; (7) activities; (8) admissions; (9) personnel administration; (10) placement; and (11) financial aid. Among the major findings were that:

1. Student perceived the orientation program and the personnel administration scales more favorably than any of the other areas.
2. Student indicated negative responses toward housing and food, student activities, placement, counseling and curriculum needs.
3. High proportions of uncertain responses were noted in financial aid, counseling and health services.

Studies Using the Fitzgerald Instrument

Tamte's (1964) Student Personnel Services Perceptionnaire was a modification of the instrument developed by Fitzgerald in his 1962 study of student personnel services at Denver University. The purpose of this study was to determine the perceptions of three groups of people—faculty, student personnel workers, and students—on the student personnel program at the University of Denver and what differences in perceptions exist between these groups and selected subgroupings.

The questionnaire contained a total of 40 statements devoted to each of these following components: admissions, registration and records, counseling, health service, housing and food, student activities, financial aid and placement, discipline and special clinics and special services. The objectives of his study were:

1. To determine if the three groups perceived the services as important to a college education.
2. To determine if the groups knew the services were provided on the Denver University campus.
3. To determine the perceptions of the three groups as to the adequacy of the services.
4. To ascertain if the respondents knew the function was performed.

Tamte found significant differences between the perceptions of: (1) students living in university housing and fraternities and students living in nonuniversity housing; (2) students with military service and students without military service; (3) transfer students and native students; (4) students in upper division courses; and (5) male students and female students.

Findings indicated a need for intrauniversity communication among faculty, student personnel workers and students. Relatively little disagreement seemed evident within the sample as to the importance of the student personnel functions. However, considerable disagreement and/or lack of knowledge was expressed concerning the location of the agency performing some of the personnel functions.

Using a stratified random sample of 50 seniors grouped according to sex, marital status and place of residence, Zimmerman (1963) studied student perceptions of student personnel services at Michigan State University.

The students in the study rated 11 personnel functions on their importance to college students and on the quality of the performance of these functions at Michigan State University. The following questions were asked in regard to each area of service:

1. What contacts have you had with this area of service?
2. Have you been satisfied with your experience in this area of service?
3. Has this attitude changed in any way, and if so, why?
4. How do other students feel about this area of service?
5. What could be done to improve this area of service?

The questions were designed to elicit the students' experiences with an attitude toward the services. At the conclusion of each interview the respondents were asked two questions: (1) Do you feel that any of these services are outstanding? and (2) Do you feel that any of these services are particularly weak? The major findings of the study were as follows:

1. Personnel services are important to the student in college.
2. The attitudes of the members of the sample toward these services were, in general, very favorable.

3. The amount of student experience with the various services varied widely.
4. The students of the sample were least satisfied with the area of student conduct.
5. The students of the sample were most satisfied with the placement service.
6. The methods of improving personnel services suggested most often by the students were improved communications between the various personnel services and the students, and giving the students more responsibility in the areas of housing and conduct.

Zimmerman's most important conclusion was that, in many cases, the students' contact with the admissions and registrar functions was of a superficial nature.

Graduating seniors' perceptions were used in the evaluation of the student personnel services on the Colorado State College campus. Rankin (1966), using an adaptation of the Student Personnel Services Questionnaire, grouped the seniors on the basis of sex, residence status and duration of enrollment. Rankin's seven major conclusions were:

1. Graduating seniors perceive the personnel services as being at least "fairly important" to a college education.
2. Graduating seniors are aware of all 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 have not used all of the functions provided.
4. Graduating seniors are generally satisfied with the functions with which they have 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 the graduating seniors, when compared on the basis of sex, duration of enrollment, and residence status, did not differ significantly.

In 1970, Dunlop conducted a study of the student personnel services at the University of Wyoming. Dunlop developed an instrument, the Student Perception Form, using Fitzgerald's instrument as a guide. This questionnaire contained 39 statements, and four questions were asked about each statement: (1) How important is this function for higher education? (2) Have provisions for this function been made at the University of Wyoming? (3) Have you had contact with this function? (4) How effectively do you think this

function is performed at this institution? In the study, the students were grouped according to sex, class standing, place of residence and residence status. Dunlop concluded:

1. Generally, students perceived student personnel services as an important aspect of higher education.
2. The majority of the students had not experienced contact with most of the student personnel functions.
3. Where students lived was the most influential factor when comparing their reactions to student personnel services.
4. Students perceived a lack of communication between themselves and student personnel workers.
5. Student housing and food service received the most diverse student opinion.
6. Female students had a more positive perception of the services than male students.
7. On-campus students seemed more positive in their perceptions toward student personnel services than off-campus students.
8. The groups of students tended to differ in their needs and attitudes toward student personnel services.

9. In most cases, the specific services appeared to be used by such a limited portion of the student body that their overall effectiveness seemed questionable.

Vickers (1972) conducted a study to obtain opinion data from the presently enrolled students, as well as previously enrolled students, which could be used in the evaluation of student personnel services at Lewis-Clark State College. An adaptation of Dunlop's Student Perception Form was the instrument used in his survey. The questionnaire was constructed in two parts to ascertain students' perceptions as they relate to the importance, provisions, contact, and effectiveness of each student personnel component. Part I contained 40 statements about the student personnel services on the Lewis-Clark State College campus. Areas included in Part II of the questionnaire were: (1) student activities; (2) student counseling; (3) student discipline; (4) student financial aid; (5) student health; (6) student housing and food service; (7) student orientation; (8) student placement; (9) registrar and admissions; and (10) special services.

Part II of the questionnaire was designed to elicit written comments and recommendations regarding the student personnel services.

Chi-square analysis was used to analyze the data comparing the various subgroups. Twelve subgroups of

previously enrolled and presently enrolled students were compared. Results of the chi-square computations were compared with the table value for one degree of freedom at the .05 level of significance. Among the major conclusions were:

1. Overall findings of the study, as well as the low percentage of return questionnaires, suggested an apathetic or possibly hostile attitude on the part of the students toward student personnel services.
2. Many students were not aware that student personnel services existed, and many of those who were aware of the services were not familiar with the operation of the services.
3. Students at Lewis-Clark State College were more critical of student personnel services than students at other colleges cited in the Review of Literature.
4. Student personnel services at Lewis-Clark College apparently were not meeting the needs of the students.
5. Apparently, student personnel services were meeting the needs of the students less well in 1972 than in the years immediately preceding.

6. Student personnel services were meeting the needs of vocational-technical students less well than those of academic students.
7. Student personnel services were meeting the needs of single students more effectively than those of married students.
8. Student personnel services were meeting the needs of on-campus students more effectively than those of off-campus students.
9. Lewis-Clark State College students regarded those services that were necessary for their academic pursuits, such as registrar and admissions, financial aid and faculty advising, as more important than the other services.
10. In general, those services considered most important were considered effective. Conversely, those services considered least effective were considered least important, with counseling being the only exception. Casual relationships, if any, were not apparent in the seemingly evident correlation.
11. The dissatisfaction expressed by off-campus students in regard to housing and food services was partially responsible, perhaps, for the small number of on-campus students. Apparently

substantial changes would be required to reverse this condition, assuming that it could be reversed and that a desirable result would thereby occur.

Jones (1972) designed a study to identify the perceptions of student personnel services at the University of Mississippi by undergraduate students who were enrolled full-time during the 1971 spring semester at the University. An adaptation of Fitzgerald's Student Personnel Questionnaire was used to measure students' perceptions regarding the importance of student personnel services to the welfare of students, awareness of existing student personnel services, students' use of student personnel service, satisfaction with student personnel services, knowledge of the location of student personnel services, and recommendations regarding student personnel services. The 51-item questionnaires were analyzed by a computer which "provided frequency counts and percentages for three choices for each of the five questions asked regarding the 51 statements."

The findings indicated that all of the areas of student personnel services were important to students' welfare as undergraduate students, and that students generally knew the location of each of the services. The findings revealed that students were not aware of the existence of some of the specific functions of each service and often

used only one facet of a particular service. Students indicated that improvement was needed in all areas of student personnel services. The services of admission, academic records, and student activities were perceived as meeting the needs of students. Students expressed dissatisfaction with orientation, precollege counseling, recruiting, registration, the student health service, disciplinary procedures, financial aid services, and campus security. The service with which students expressed the greatest dissatisfaction was housing. Students were the most unaware of the student counseling center and the placement service.

Modification of existing instruments was true of studies by Pershing (1952), Clevenger (1951), Minkin (1960) and Beckers (1961) (see Appendix A).

Summary

The purpose of this chapter was to review the literature related to student affairs services in higher education and to explore some concerns that are involved in efforts to increase the participation of racial minority groups in nonacademic services provided by predominantly white-populated institutions for two reasons: (1) The writer sought to develop an insight into the general trends in the evaluation of student affairs services; (2) Previous studies enabled the writer to refine his approach in order to make this project more efficient and meaningful.

In 1975, researchers who study the predominantly white-populated campuses will notice that these campuses are faced with a number of problems that are the result of many things: the traditional structure of university life, the multicultural backgrounds of the students, and the experiences students have had in their earlier academic lives, with the end result being conditions in society to which college and university campuses contribute, but for which they are by no means totally responsible.

The advent of the 1970's held the probability of continued demand for humanizing of the nation's institutions. For, from more than one segment of America's multicultural society has come a cry for participation in the decision-making processes which affect people's lives. One approach in which students can be involved was outlined by Williamson (1949), Mueller (1961), Jenson (1955), Lunn (1957), Williamson (1961), and Gonyea and Warman (1962). They recommended student and faculty involvement at all levels of the evaluation project, while the reported evaluations usually used students and faculty as a source of information with an emphasis on how the programs were perceived by the respondents.

Historically, the four types of survey methods employed by researchers to obtain respondents' perceptions and/or reactions have been: (1) questionnaires; (2) interviews; (3) checklists; and (4) ratings. The greatest

dependence was placed upon the questionnaire approach in the collecting of data for actual evaluation. Collectively, the scope of the surveys included faculty, students, administration, consultants, and information secured from other institutions. In 1924, the American Council on Education began preliminary plans for a survey which was to deal with the nature, methods and accomplishments of personnel work. Hopkins visited 14 colleges and universities to gain a more intimate understanding of personnel work in relation to education as well as to determine the directions and needs of this new aspect of higher education.

In a 1931 study by Cowley at Ohio State, the starting point was a definition of student personnel work which moved to a structural analysis and then to a functional analysis. It consisted of: (1) agreement upon a definition of personnel administration; (2) structural analysis; (3) logical classification of the functions; and (4) recommendations for action. Brumbaugh and Smith reported the development of an evaluative device in 1932 which involved a weight scale sent to the 10 major divisions and the many subdivisions. This study represented a consensus of the relative importance of the functions performed as judged by the expert practitioners who responded to the survey checklist.

In 1950, Kamm's Student Reaction Form focused on the student reactions to the program of student personnel

services. He indicated that in order to ascertain the worth of a product, it is wise to question the consumer of the product. Fitzgerald, in 1962, devised the Student Personnel Services Questionnaire to obtain faculty and student perceptions of the personnel services. This questionnaire included items dealing with major functions performed by the student personnel staff on most college campuses. Adaptations and modifications of Fitzgerald and Kamm instruments have been widely utilized in a number of studies.

Researchers who adapted or modified existing instruments were: Daughtrey (1953); Kamm-Wrenn and Mahler for student faculty use; Shigley (1958); Kamm-Wrenn for both students and faculty; Tamte (1964); Fitzgerald for seniors based on sex, residence status and duration of enrollment; Dunlop (1970); Fitzgerald for sex, class standing, place of residence status; Vickers (1972); Fitzgerald for satisfaction between presently and previously enrolled students; Jones (1972); and Fitzgerald for students' perceptions regarding various aspects of student personnel services. The adaptations and/or modifications were made either because the existing form might not be readily applied in certain situations or in order to enable the researcher to use the instrument for groups other than those for whom it was developed. This was true of the studies by Pershing (1952), Clevenger (1951), Minkin (1960) and Beckers (1961).

Of the three basic methods of evaluation (experimental, developmental, and survey), only the survey method was used by the researchers. The unanimous choice of the survey method reflects a tendency to select the most readily adaptable and easily applied method of evaluation of student personnel programs. The questionnaire surveys were used primarily to gather information on student and faculty perceptions of the adequacy of the program and knowledge of the services offered in the program.

The questionnaire approach, when used to assemble information for the evaluation project, was often cited as an indispensable method. The major advantage of the questionnaire is its ability to provide a wide array of information about students, faculty, and the program. The information thus collected may be related to the existing program in the subsequent application of criteria, if the evaluator has properly developed the questionnaire in line with the criteria to be used. A single questionnaire, furthermore, might be of tremendous value to committees other than those working in the student personnel areas.

CHAPTER III
METHODS AND PROCEDURES

Introduction

The purpose of this study was to utilize a questionnaire to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular components within the Division of Student Affairs and Functional Student Services at the University of Florida during the spring quarter of 1975.

The data were used to evaluate the Division of Student Affairs and Functional Student Services at the University of Florida which is becoming an increasingly multicultural campus. In this chapter, the methods and procedures are divided into the following seven parts:

- (1) an explanation of the evaluative survey method of research;
- (2) a statement of the hypotheses;
- (3) the population sample to whom the questionnaire was administered;
- (5) a discussion and description of the revised instrument;
- (6) the approach used in collecting the data; and
- (7) a presentation of the procedures used in the analyses of the data.

Methodology

The evaluative survey method of research was employed for this study. The use of descriptive research, particularly studies employing hypothesized relationships between and among variables, has become an accepted research method in education. According to Fox:

The evaluative survey can be understood most simply as a descriptive survey with at least one criterion measure available so that, in addition to description, some evaluative judgment can be made about the research situation (1969, p. 434).

Since this type of research provides practical data about existing conditions so that intelligent planning can take place, this method was deemed appropriate for the study. In addition, the descriptive method provided a foundation for more detailed research.

Hypotheses

The purpose of this study was to investigate six primary questions in relation to students' perceptions of the Division of Student Affairs and Functional Student Services at the University of Florida. The questions are:

1. Is there a significant difference between black, Cuban, and white students' awareness of the location of student services components?

2. Is there a significant difference between black, Cuban and white students' perceptions of the importance of student services' components?
3. Is there a significant difference between black, Cuban, and white students' perceptions of the use of student services' components?
4. Is there a significant difference between black, Cuban and white students' perceptions of the satisfaction of student services' components?
5. Is there a significant difference between male and female students' perceptions of student services' components?
6. Is there a significant interaction between sex and race in students' perceptions of student services' components?

In order to answer the above questions, the following hypotheses were subjected to statistical analysis:

1. There will be no significant difference among students' awareness or knowledge of the location of student services' components.
 - 1a. There will be no significant differences between black and Cuban.
 - 1b. There will be no significant difference between black and white.

- lc. There will be no significant difference between white and Cuban.
 - ld. There will be no significant difference between male and female.
2. There will be no significant differences among all students' perceptions of the importance of student services' components.
- 2a. There will be no significant difference between black and Cuban.
 - 2b. There will be no significant difference between black and white.
 - 2c. There will be no significant difference between white and Cuban.
 - 2d. There will be no significant difference between male and female.
 - 2e. There will be no significant difference between sex and race.
3. There will be no significant differences among all students' perceptions of the use of student services' components.
- 3a. There will be no significant difference between black and Cuban.
 - 3b. There will be no significant difference black and white.
 - 3c. There will be no significant difference between white and Cuban.

- 3d. There will be no significant difference between male and female.
- 3e. There will be no significant interaction between sex and race.
- 4. There will be no significant differences among all students' perceptions of the satisfaction of student services' components.
 - 4a. There will be no significant difference between black and Cuban.
 - 4b. There will be no significant difference between black and white.
 - 4c. There will be no significant difference between white and Cuban.
 - 4d. There will be no significant difference between male and female.
 - 4e. There will be no significant interaction between sex and race.

Population Sample

Permission to conduct the study on the University of Florida campus was requested and received from the Vice President for Student Affairs at the University of Florida. A copy of the letter seeking this permission and the letter granting this permission may be seen in Appendix B.

To facilitate identifying and locating subjects (Ss), three separate lists of full-time black, Cuban and white students were obtained from the Dean of Students' and the Assistant Dean for Minority Affairs' offices at the University of Florida. The Ss selected from these lists were checked against the two lists of international students (Alien Status List Student Affairs and Resident Alien Status List Student Affairs) in the Office of the Assistant Dean for International Student Services.

The sample for this study was selected from the total population of full-time black, Cuban and white students at the University of Florida. In order to obtain the data necessary to answer the hypotheses, a stratified sample of 32 Ss was randomly selected from each of the three groups. The sample included 16 males and 16 females of each race and 24 males and 24 females of each classification. The total sample for this study was 96 Ss divided equally between gender, class level and racial classification as shown in Appendix C.

The Original Instrument

The evaluative method of research was selected to obtain "consumer" perceptions of student services at the University of Florida. After studying various instruments in the literature, used previously to evaluate student personnel programs, the questionnaires used by Daughtrey

(1953), Dunlop (1970), Fitzgerald (1959), Zimmerman (1963), Rankin (1966), Vickers (1972), Jones (1972) and Amprey (1973) were analyzed for possible utilization in this study. In 1959, the Student Personnel Services Questionnaire was prepared and used by Dr. Laurine Fitzgerald to obtain faculty perceptions of student personnel services at Michigan State University. Many statements on the Student Personnel Services were adapted and modified by Vickers (1972) to obtain students' perceptions; therefore, Vickers' Student Perception Form is chosen as the instrument upon which to base the study.

The Student Perception Form, a modification of Fitzgerald's (1959) Student Personnel Services Questionnaire, was adapted by Vickers in his 1972 study of student personnel services at the Lewis-Clark State College. The instrument is constructed in two parts. The first part consists of 40 statements about the student personnel services on the Lewis-Clark State College campus. The services included in the instrument are: (1) student activities; (2) student counseling; (3) student conduct and discipline; (4) financial aid; (5) health services; (6) housing and food services; (7) orientation; (8) placement; (9) registration and admissions; and (10) special services. Four questions were asked about each of the 40 statements: (1) how important is this function to students in higher education? (2) have provisions for this function been

made? (3) have you had contact with this function? and (4) how effective do you think this function is performed? The second part of the instrument is designed to provide opportunity for written recommendations or comments regarding the student personnel services. The original Student Perception Form may be seen in Appendix D.

Revised Instrument for This Study

The researcher made some alterations in Vickers' (1972) Student Perception Form by combining it with elements of Jones' (1972) Student Personnel Services Questionnaire, and Amprey's (1973) Questionnaire. Vickers (1972) distributed his instrument to the Lewis-Clark State College student personnel staff for additions to the form. Jones (1972) conducted a pilot study using 42 students enrolled in Effective Study 101 offered through the College of Liberal Arts at the University of Mississippi. Jones made revisions on the Student Personnel Questionnaire following the pilot study. The evaluative survey was then administered to a group of fifteen students to pretest for clarity and length of time needed to complete the form. Amprey (1973) constructed and distributed six trial questionnaires to ten undergraduate and ten graduate students at the American University. These students were asked to serve as critics in regard to the clearness

and the relationship to student personnel services of the items in the trial questionnaires.

In Part I of the revised Student Perception Form the number of questions asked about each statement was increased by three. Three of the original questions were dropped and the two revised questions read: (1) In your opinion, how IMPORTANT is this type of service to your welfare as a full-time student at the University of Florida? (2) How often do you USE this service? and (3) How SATISFACTORILY do you think this function is performed at the University of Florida? Items corresponding to LOCATION were added to the first page of the questionnaire using the checklist system. Students were asked to place a "/" under one of the three headings (1) Yes; (2) No; or (3) Unsure.

At this point the Student Perception Form contains two parts. In Part I all services in Student Affairs and Functional Services were included under location. Twenty-eight statements corresponding to (1) importance; (2) use; and (3) satisfaction were rated by placing a "/" under the appropriate groups of adjectives in each of the three boxes which follows each statement. These statements refer only to services that follow: (1) career planning and placement; (2) minority student affairs; (3) psychological and vocational counseling center; (4) student financial

affairs; (5) student health services; (6) student housing office; (7) student conduct (judicial affairs). Recommendations and comments in Part II dealt exclusively with the above seven services.

Part II of the revised questionnaire contains three open-ended, subjective questions asking students to list: (1) comments and recommendations for the improvement of the personnel services; (2) services that they definitely would not use even if they had problems in those areas; and (3) any problems for which they sought help in student services but were unable to find on the University of Florida campus.

Twelve copies of the revised Student Perception Form A were distributed to six students and six staff members of the Division of Student Affairs at the University of Florida. The purpose of this distribution of questionnaires was twofold. The primary purpose was to determine whether staff members and students had any difficulty in understanding the questions and to find and correct any possible difficulties in the procedure. The second purpose was to determine whether they understood the statements in the questionnaire. Students and staff members were asked to judge the questionnaire in regards to the clarity of the questions, the time required to complete the questionnaire, and the relationship of the questionnaire to the Division of Student Affairs and Functional

Student Services at the University of Florida. The judgments submitted by students and staff members were then used in constructing the final instrument. Copies of the letter seeking recommendations and comments and the revised Student Perception Form A may be seen in Appendix B and D, respectively.

The final copy of the revised Student Perception Form B was altered and typed as follows: Part I contains items of location of eight students services using the checklist system and 27 statements which were rated by placing a (✓) under the appropriate groups of adjectives in each of the three boxes corresponding to (1) importance; (2) use; and (3) satisfaction. Categories included in this instrument are: (1) career planning and placement; (2) student housing; (3) student conduct (judicial affairs); (4) student financial affairs; (5) minority student programs; (6) psychological and vocational counseling center; (7) student health services; and (8) mental health services.

Part II remains essentially the same except for the addition of the return address instructions. It was also found that the participants took from five to ten minutes to complete the Student Perception Form. A copy of the revised Student Perception Form B may be seen in Appendix D.

Collection of the Data

The final revised questionnaire was coded with an identifying number and mailed to 168 students enrolled at the University of Florida. Each student was asked to complete the questionnaire and return it within seven days. Each mailed questionnaire contained a stamped, self-addressed envelope. A detachable cover letter was included with the questionnaire. A copy of the cover letter may be seen in Appendix B.

The following week, the first follow-up letter and another copy of the questionnaire with a stamped, self-addressed envelope was mailed to remind those students who had not completed the initial questionnaire to complete and return the questionnaires as soon as possible. A copy of the follow-up letter may be seen in Appendix B.

The next week, a follow-up telephone call was made to encourage subjects to complete and return the questionnaires. After the telephone call, no additional follow-up was attempted.

The number of questionnaires mailed to the stratified random sample of black, Cuban and white students and the number and percent of returns by race and sex are shown in Appendix E.

In the total sample of returned questionnaires, there were 62 females and 67 male students. Of these 125

students, three indicated that they were enrolled in graduate schools and were therefore not used. Twenty-one students returned incomplete questionnaires. Six of these 21 were unusable in that nine or more of the 27 statements were not appropriately checked. Therefore, a total of 116 students were actually eligible for participation in the study. The researcher accepted all returned usable questionnaires and from this total number 96 students were selected using a stratified random method. Of these students 24 were from each class of freshman, sophomore, junior, and senior and were equally divided between gender and racial classification.

Analysis of the Data

Hypothesis I, Awareness of Location, was analyzed by means of a 3 x 3 chi-square procedure. One 3 x 3 chi-square was calculated for each subhypothesis.

Hypotheses II through IV were analyzed by means of 3 x 2 analysis of variance. One 3 x 2 was calculated for each of the three subscales of the questionnaire: (1) importance; (2) use; and (3) satisfaction.

Part II of the revised Student Perception Form B, which asked for students' comments and recommendations concerning particular components of the Division of Student Affairs and Functional Student Services, may be seen in Appendix F.

CHAPTER IV
RESULTS OF DATA ANALYSIS

Introduction

The purpose of this study was to utilize a questionnaire to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular student services within the Division of Student Affairs and Functional Student Services at the University of Florida. This chapter reports the data analysis as it pertained to the student services studied in this investigation. Responses and analyses are presented in the order of appearance of the hypotheses in Chapter III.

Null Hypothesis I and Data Analysis

In general, null hypothesis I stated that no significant differences would exist between 1(a) black and Cuban, 1(b) black and white, 1(c) white and Cuban, and 1(d) overall group male and female college students' awareness of the location of particular student services' components at the University of Florida.

The eight services and the result of testing follow. Results of the chi-square computation of the responses made by the sample groups did not yield significant differences in the awareness of undergraduate black, Cuban,

white, female and male college students' awareness of the location of student services at the University of Florida regarding the following components: (1) career planning and placement; (2) mental health services; (3) student financial affairs office; (4) student health services; and (5) student conduct (judicial affairs).

Results of the chi-square computation of the responses made by the sample groups to the eight individual questionnaire items regarding awareness of location yielded statistically significant differences between black, Cuban and white college students' awareness of the location of particular student services' components at the University of Florida in the following components: (1) minority student affairs office; and (2) psychological and vocational counseling center.

A proportionately larger number of black minority students' responses reflected an awareness of the location of the minority student affairs office than did Cuban and white students. Similarly, a proportionately larger number of black minority students' responses indicated the awareness of the location of the psychological and vocational counseling center than did Cuban and white students whose responses were about equal in number.

Results of chi-square values found through comparisons of undergraduate black, Cuban and white college students' (of both sexes) awareness of the location of particular student services' components may be seen in Tables 1 and 2.

Table 1

Chi-square Values in Percentage for Responses of
Black, White and Cuban Students' Knowledge of the
Location of Particular Student Services'
Components at the University of Florida

Race	N	Yes	No	Unsure	Chi-square
Career Planning & Placement					5.50
Black	32	81.3	12.5	6.3	
Cuban	32	68.8	25.0	6.3	
White	32	59.4	37.5	3.1	
Mental Health Services					5.11
Black	32	53.1	34.4	12.5	
Cuban	32	31.3	62.5	6.3	
White	32	40.6	50.0	9.4	
Minority Student Affairs Office					14.98*
Black	32	53.1	34.4	12.5	
Cuban	32	28.1	62.5	9.4	
White	32	15.6	81.3	3.1	
Psychological and Vocational Counseling					12.27*
Black	32	59.4	37.5	3.1	
Cuban	32	31.3	56.3	12.5	
White	32	31.3	68.8	0.0	

*significant at the .05 level.

Table 1 - continued

Race	N	Yes	No	Unsure	Chi-square
Student Financial Affairs Office					4.04
Black	32	90.6	3.1	6.3	
Cuban	32	90.6	6.3	3.1	
White	32	78.1	15.6	6.3	
Student Health Services					5.99
Black	32	90.6	6.3	3.1	
Cuban	32	93.8	6.3	0.0	
White	32	78.1	9.4	12.5	
Student Conduct (Judicial Affairs)					1.87
Black	32	31.3	56.3	12.5	
Cuban	32	31.3	56.3	12.5	
White	32	21.9	56.3	21.9	
Student Housing Office					3.63
Black	32	78.1	21.9	0.0	
Cuban	32	65.6	25.0	9.4	
White	32	71.9	13.8	9.4	

Table 2

Chi-square Values in Percentage for Responses
of Male and Female to Knowledge of Location
of Particular Student Services' Components
at the University of Florida

Sex	N	Yes	No	Unsure	Chi-square
Career Planning and Placement					1.93
Female	48	72.9	25.0	2.1	
Male	48	66.7	25.0	8.3	
Mental Health Services					1.12
Female	48	43.8	50.0	6.3	
Male	48	39.6	47.9	12.5	
Minority Student Affairs Office					
Female	48	31.3	62.5	6.3	
Male	48	33.3	56.3	10.4	
Psychological and Vocational Counsel- ing Center					0.50
Female	48	37.5	56.3	6.3	
Male	48	43.8	52.1	4.2	
Student Financial Affairs Office					2.31
Female	48	83.3	12.5	4.2	
Male	48	89.6	4.2	6.3	

Table 2 - continued

Sex	N	Yes	No	Unsure	Chi-square
Student Health Services					0.34
Female	48	87.5	6.3	6.3	
Male	48	87.5	8.3	4.2	
Student Conduct (Judicial Affairs)					1.86
Female	48	22.9	64.6	12.5	
Male	48	59.3	47.9	18.8	
Student Housing Office					0.84
Female	48	68.8	22.9	8.3	
Male	48	75.0	20.8	4.2	

Significant at the .05 level.

Null Hypothesis II and Data Analysis

In general, null hypothesis II stated that no significant differences would exist in the perceptions of undergraduate 1(a) black and Cuban, 1(b) black and white, 1(c) white and Cuban, and 1(d) male and female, and that no significant interactions would exist in the perceptions of 1(e) sex and race of college students toward the importance of eight particular student services' components at the University of Florida.

The eight services and the results of testing are as follows:

I. Career Planning and Placement

Testing by the analysis of variance of the sample groups' responses to the three individual questionnaire items 4, 25 and 26 yielded no statistically significant differences or interactions in the perceptions of undergraduate Cuban, black, and white college students of both sexes regarding the importance of the following services:

4. The University office furnishes information to students about job markets, salaries, and placement trends in a wide variety of fields.
25. The University placement service staff is very helpful in assisting graduating students to locate career positions.

26. The University placement service staff does address itself to the needs of today's career minded and "liberated" female.

II. Mental Health Services

Testing by the analysis of variance yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the importance of the Mental Health Services as depicted by the following items:

7. The general tone of the mental health staff is in touch with today's college student.

8. The mental health services staff maintains a sincere interest in the welfare of the students.

27. Mental health services' specialists are available to assist students in overcoming personality problems which interfere with academic effectiveness and/or personal satisfaction.

III. Minority Student Affairs

Results of testing by the analysis of variance of the sample groups to individual questionnaire items 23 (Special assistance for minority students is provided) and 24 (Well-balanced programs to meet varied minority interests are provided for a nominal fee) regarding importance

of the minority student affairs services yielded a statistically significant differences in the perceptions of undergraduate black, Cuban and white students.

A proportionately larger number of white students' responses perceived statement 23 regarding special assistance for minority as "very important" while black and Cuban students' responses were about even. However, regarding the importance of a well-balanced program to meet minority interests, a larger number of Cuban students' responses perceived this statement as "very important" followed closely by fewer numbers of white and black students.

Results of statistical analysis may be seen in Tables 3 and 4.

Table 3

Analysis of Variance of Undergraduate Black, Cuban and White College Students' of Both Sexes Perceptions of the Importance of Minority Affairs Services at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.3285	0.99
Race	2	5.6608	7.48*
Race X Sex	2	0.1935	9.25
Error	87		
Total	92	6.1828	

*Significant at the .01 level.

Table 4

Analysis of Variance of Undergraduate Black, Cuban
and White College Students' of Both Sexes
Perceptions of the Importance of Minority
Affairs Services at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.0036	0.01
Race	2	11.6066	12.9*
Race X Sex	2	0.0558	0.06
Error	87		
Total	92	11.6660	

*Significant at the .01 level.

IV. Psychological and Vocational Counseling Center

Testing by the analysis of variance of the sample groups' responses to three individual questionnaire items, 2, 3 and 6, yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes was found for this particular service. The particular items were as follows:

2. Counseling staff is able to recognize the problems experienced by minorities.
3. Counseling services are adequate in the areas of pregnancy counseling, abortion and the use of contraceptives.

6. The psychological testing program adequately evaluates the following areas: attitude, achievement, interest, and personality.

V. Student Financial Affairs

Testing by the analysis of variance of the sample groups' responses to individual questionnaire items 18, 19 and 20 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students or both sexes regarding the importance of Student Financial Affairs as depicted by the following three items:

18. All types of financial aid are available to qualified students, including scholarships, loans, part-time jobs, work study, and grants-in-aid.

19. Applying for financial aid is an educational experience which includes financial counseling.

20. Distribution of financial aid is based solely on student monetary need.

VI. Student Health Services

Results of testing by analysis of variance of the sample groups to the three individual questionnaire items 5, 21 and 22 yielded no statistically significant

differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the importance of the following services:

5. Preventive medicines including regular examinations, inoculations and information on medical problems such as drug abuse or disease is maintained for students.
21. Emergency treatment at the University center is adequate.
22. Medical staff maintains high levels of confidentiality and communication.

VII. Student Housing Services

Results of the data analysis by analysis of variance of the sample groups' responses to individual questionnaire items 1, 9, 10, 11 and 12 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the importance of student housing services as depicted by the following items:

1. Students participate in the governance of housing.
9. University residence halls provide privacy for students.
10. The atmosphere of the dormitories is pleasant and healthy.
11. The dormitories are safe and secure from thieves and prowlers.

12. The housing office is very helpful in assisting students to locate adequate housing off-campus.

VIII. Student Judicial Affairs

The results of testing by analysis of variance of the sample groups' responses to individual questionnaire items 13, 14, 15, 16 and 17 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes on the following five items relating to the importance of student judicial affairs:

13. There is a well-defined administrative policy regarding standards of student behavior.
14. Students play a vital part in disciplinary hearings and decisions.
15. Judicial system allows for student appeal of decisions.
16. Students exhibit an attitude of respect for the disciplinary code.
17. There is a differentiation between majority and minority students regarding the handling of discipline cases.

Null Hypothesis III and Data Analysis

In general, null hypothesis III stated that no significant differences would exist in the perceptions of undergraduate 1(a) black and Cuban, 1(b) black and white, 1(c) white and Cuban, and 1(d) male and female, and, that no significant interactions would exist in the perceptions of 1(e) sex and race of college students toward the use of eight particular student services' components at the University of Florida.

The eight services and the results of testing are as follows.

I. Career Planning and Placement

The results of data analysis yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes for the following three items concerning career planning and placement:

4. The University placement office furnishes information to students about job markets, salaries, and placement trends in a wide variety of fields.
25. The University placement service staff is very helpful in assisting graduating students to locate career positions.

26. The University placement service staff does address itself to the needs of today's career minded and "liberated" female.

II. Mental Health Services

Testing by the analysis of variance of the sample group's responses to individual questionnaire items 7, 8 and 27 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the use of mental health services as depicted in the following items:

7. The general tone of the mental health staff is in touch with today's college student.
8. The mental health staff maintains a sincere interest in the welfare of the students.
27. Mental health specialists are available to assist students in overcoming personality problems which interfere with their academic effectiveness and/or personal satisfaction.

III. Minority Student Affairs

Testing by the analysis of variance of the sample groups' responses to individual questionnaire items 23 and 24 yielded a statistically significant difference in the perceptions of undergraduate black, Cuban and white college students regarding the use of the following

services: 23 (Special assistance for minority students is provided) 23 (Well-balanced programs to meet varied minority interests are provided for a nominal fee).

A larger number of Cuban students' response to statement 23 denoted occasional use of this service followed by black students and a fewer number of white students. Similarly, a larger number of Cuban students' responses to statement 24 denoted occasional use of programs provided to meet minority interests followed by a slightly smaller number of black students and a minimum number of white students.

Results of the statistical analysis may be seen in Tables 5 and 6.

Table 5

Analysis of Variance of Undergraduate
Black, Cuban and White
College Students' of Both Sexes
Perceptions of the Use of Minority Affairs Services
at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.0716	0.13
Race	2	5.1886	6.87*
Race X Sex	2	0.6974	0.93
Error	87		
Total	92	5.9576	

* significant at the .02 level

Table 6

Analysis of Variance of Undergraduate
Black, Cuban and White
College Students' of Both Sexes
Perceptions of the Use of Minority Affairs Services
at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.0752	0.23
Race	2	5.5708	9.78*
Race X Sex	2	1.0693	1.89
Error	87		
Total	92		

* significant at the .01 level

IV. Psychological and Vocational Counseling Center

Testing by the analysis of variance of the sample groups' responses to three individual items 2, 3 and 6 yielded no statistically significant difference in the perceptions by race and sex of students regarding the use of this particular service. The particular items were as follows:

2. Counseling staff is able to recognize the problems experienced by minorities.

3. Counseling services are adequate in the areas of pregnancy counseling, abortion and the use of contraceptives.
6. The psychological testing program adequately evaluates the following areas: attitude, achievement, interest, and personality.

V. Student Financial Affairs

Testing by the analysis of variance of the sample groups' responses to individual items 17, 19 and 20 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the use of this particular service as depicted by the following three items:

17. There is a differentiation between majority and minority students regarding the handling of discipline cases.
19. Applying for financial aid is an educational experience which includes financial counseling.
20. Distribution of financial aid is based solely on student monetary need.

VI Student Health Service

Results of testing by analysis of variance of the sample groups to the three individual questionnaire items 5, 21 and 22 yielded no statistically significant

differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the use of the following services:

5. Preventive medicines including regular examinations, inoculations and information on medical problems such as drug abuse or disease are maintained for students.
21. Emergency treatment at this University's center is adequate.
22. Medical staff maintains high levels of confidentiality and communication.

VI. Student Housing Services

Results of analysis of variance of the sample group's responses to individual questionnaire items 1, 9, 10, 11 and 12 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the use of student housing services as depicted by the following items:

1. Students participate in the governance of housing.
9. University residence halls provide privacy for students.
10. The atmosphere of the dormitories is pleasant and healthy.
11. The dormitories are safe and secure from thieves and prowlers.

12. The housing office is very helpful in assisting students to locate adequate housing off-campus.

VIII. Student Judicial Affairs

Testing by the analysis of variance of the sample groups four of the five individual questionnaire items 13, 14, 15 and 16 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the use of this particular service for the following:

13. There is a well-defined administrative policy regarding standards of student behavior.
14. Students play a vital part in disciplinary hearings and decisions.
15. The judicial system allows for student appeal of decisions.
16. Students exhibit an attitude of respect for the disciplinary code.
17. There is differentiation between majority and minority students regarding the handling of discipline cases.

Null Hypothesis IV and Data Analysis

In general, null hypothesis IV stated that no significant differences would exist in the perceptions of 1(a) black and Cuban, 1(b) black and white, 1(c) white and Cuban, and 1(d) male and female, and that no significant interactions would exist in the perceptions of 1(e) sex and race of college students toward their satisfaction with eight particular student services at the University of Florida.

The eight services and the results of testing are as follows.

I. Career Planning and Placement

Testing by the analysis of variance of the sample groups' responses to the three individual questionnaire items 4, 25 and 26 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the satisfaction of the following services:

4. The University placement office furnishes information to students about job markets, salaries, and placement trends in a wide variety of fields.
25. The University placement service staff is very helpful in assisting graduating students to locate career positions.

26. The University placement service staff does address itself to the needs of today's career minded and "liberated" female.

II. Mental Health Services

Results of testing by analysis of variance of the sample groups to three individual questionnaire items 7, 8 and 27 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students regarding the satisfaction of mental health services as depicted by the following items:

7. The general tone of the mental health staff is in touch with today's college student.
8. The mental health staff maintains a sincere interest in the welfare of the students.
27. Mental health specialists are available to assist students in overcoming personality problems which interfere with their academic effectiveness and/or personal satisfaction.

III. Minority Student Affairs

Results of hypothesis testing by the analysis of variance of the sample groups' responses to individual questionnaire items 23 (Special assistance for minority students is provided) and 24 (Well-balanced programs to

meet varied minority interests are provided for a nominal fee) regarding satisfaction of the services yielded statistically significant differences in the perceptions of undergraduate black, Cuban and white college students.

A larger number of responses from Cuban minority students perceived the providing of special assistance to minority students as "satisfactory" followed by a slightly fewer number of black students and a minimum number of white students. In contrast to statement 23, a larger number of responses from black students perceived programs provided as "satisfactory" followed by fewer Cuban students and a minimum number of white students.

Results of the statistical analysis may be seen in Tables 7 and 8.

Table 7

Analysis of Variance of Undergraduate
Black, Cuban and White
College Students' of Both Sexes
Perceptions of the Satisfaction
of Minority Affairs Services at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.0906	0.19
Race	2	5.5455	4.21*
Race X Sex	2	0.8053	0.60
Error	87		
Total	92	6.4414	

* significant at the .02 level

Table 8

Analysis of Variance of Undergraduate
Black, Cuban and White
College Students of Both Sexes
Perceptions of the Satisfaction
of Minority Affairs Services at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.5125	0.85
Race	2	4.9678	3.45*
Race X Sex	2	1.3571	0.96
Error	87		
Total	92	6.7374	

* significant at the .04 level

IV. Psychological and Vocational Counseling Center

Testing by the analysis of variance of the sample groups' responses to individual questionnaire items 3 and 6 yielded no statistical differences or interactions in the perceptions of undergraduate black, Cuban and white students of both sexes for this particular service. The particular items were as follows:

3. Counseling services are adequate in the areas of pregnancy counseling, abortion and the use of contraceptives.

6. The psychological testing program adequately evaluates the following areas: attitude, achievement, interest, and personality.

However, the analysis of variance of the sample groups' responses to individuals questionnaire item 2 (Counseling staff is able to recognize the problems experienced by minorities) did yield a statistically significant difference in the perceptions of undergraduate black, Cuban and white college students.

A larger number of both black and Cuban students' responses perceived the counseling staff's ability to recognize problems experienced by minorities as needing improvement than did white students.

Results of the statistical analysis may be seen in Table 9.

V. Student Financial Affairs

Testing by the analysis of variance of the sample groups' responses to individual items 18, 19 and 20 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding satisfaction with student financial affairs as depicted by the following three items:

Table 9
 Analysis of Variance of Undergraduate
 Black, Cuban and White
 College Students' of Both Sexes
 Perceptions of the Satisfaction
 of the Psychological and Vocational Counseling Center
 at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.0104	0.02
Race	2	3.0833	3.08*
Race X Sex	2	1.0833	1.08
Error	90		
Total	95	4.1770	

* significant at the .05 level

18. All types of financial aid are available to qualified students, including scholarships, loans, part-time jobs, work study, and grants-in-aid.
19. Applying for financial aid is an educational experience which includes financial counseling.
20. Distribution of financial aid is based solely on student monetary need.

VI. Student Health Services

Results of testing by analysis of variance of the sample groups to the three individual questionnaire items 5, 21 and 22 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the satisfaction of the following services:

5. Preventive medicines including regular examinations, inoculations, and information on medical problems such as drug abuse or disease are maintained for students.
21. Emergency treatment at this University's center is adequate.
22. Medical staff maintains high levels of confidentiality and communication.

VII. Student Housing Office

Results of the data analysis by analysis of variance of the sample groups' responses to four of the five individual questionnaire items 1, 10, 11 and 12 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes regarding the satisfaction with the student housing office as depicted by the following items:

1. Students participate in the governance of housing.
10. The atmosphere of the dormitories is pleasant and healthy.

11. The dormitories are safe and secure from thieves and prowlers.
12. The housing office is very helpful in assisting students to locate adequate housing off-campus.

However, the testing by analysis of variance of the sample groups for individual item 9 (University residence halls provide privacy for students) yielded a statistically significant difference in the perceptions of undergraduate black, Cuban and white students. A slightly larger percentage of white students perceived privacy in the residence halls as unsatisfactory than did Cuban and black students.

Results of the statistical analysis may be seen in Table 10.

VIII. Student Judicial Affairs

The results of testing by analysis of variance of the sample groups' responses to individual questionnaire items 13, 14, 15, 16 and 17 yielded no statistically significant differences or interactions in the perceptions of undergraduate black, Cuban and white college students of both sexes on the following items relating to the satisfaction of student judicial affairs.

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

Table 10

Analysis of Variance of Undergraduate
Black, Cuban and White
College Students' of Both Sexes
Perceptions of the Satisfaction
of Student Housing Services at the University of Florida

Source of Variation	Degrees of Freedom	Sequential SS	F-Ratio
Sex	1	0.6666	1.31
Race	2	0.1458	0.14
Race X Sex	2	3.2708	3.22*
Error	90		
Total	95	4.0832	

* significant at the .04 level

14. Students play a vital part in disciplinary hearings and decisions.
15. Judicial system allows for student appeal of decisions.
16. Students exhibit an attitude of respect for the disciplinary code.
17. There is a differentiation between majority and minority students regarding the handling of discipline cases.

Limitations of the Study

The limitations of the study were as follows:

1. The study was limited to a stratified sample of undergraduate black, Cuban and white college students enrolled at the University of Florida.
2. The study was limited to data elicited from the student population through a self-report questionnaire.
3. The study was limited to the investigation of eight components within the Division of Student Affairs and Functional Student Services at the University of Florida and cannot be generalized to the total student services program. No attempt was made to evaluate these services to the students.
4. The instrument used was subject to possible misinterpretation due to semantics.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the perceptions of a stratified random sample of undergraduate black, Cuban and white college students toward particular components of the Division of Student Affairs and Functional Student Services at the University of Florida. Specifically, differences in perceptions of the black, Cuban and white college students were investigated in the following areas regarding particular student services: (1) their awareness of location; (2) importance to students' individual welfare; (3) use of services available to them; and (4) perceived satisfaction with these services. Emphasis was placed on determining possible areas of differences in the perceptions of the three racial groups by race and gender, and by sex and race interactions.

The instrument used to assess the differing perceptions was a questionnaire adapted from Fitzgerald's

Student Personnel Services Questionnaire. A pilot study was conducted with the modified instrument attesting to its validity for use in this study.

The questionnaire used in the study contained two parts. Part I contained the items regarding the location of the particular student services on the campus along with 27 statements representing functions and responsibilities of these particular student service components. For each of these 27 statements, each respondent was asked to answer the questions of (1) importance; (2) use; and (3) satisfaction for each of the student services' components. The components studied were: career planning and placement, mental health, minority student affairs, psychological and vocational counseling center, student health, student financial affairs, student housing, and student conduct (judicial affairs). Part II of the questionnaire contained three open-ended, subjective questions soliciting comments and recommendations for the improvement of student services, services that students definitely would not use even if they had problems in those areas, and any problems for which they sought help in student services but for which they were unable to find it on the University of Florida campus.

The questionnaire was mailed to a stratified random sample of 163 undergraduate black, Cuban and white

college students proportionately allocated in terms of race, gender and academic classification. The students returned 125 usable questionnaires, of which 96 were randomly selected for analysis. There were 48 females and 48 males divided equally between race and academic classification. The groups compared were: undergraduate black with Cuban college students, undergraduate white with Cuban college students, undergraduate black with white college students, undergraduate male with female college students, and sex and race interactions of all subjects.

One null hypothesis was tested to determine in there were any statistically significant differences in the perceptions of the three racial groups by race and sex in terms of their awareness of the location of the student services components studied. Three null hypotheses were tested to determine if there were any statistically significant differences in the perceptions of the three groups by race, sex, and sex and race interactions for each of the eight student services' components on perceived importance, use and satisfaction.

The analysis was completed by using a computer. The data were analyzed to yield statistical interpretations of chi-square, analysis of variance, and percentages. Chi-square computations were used to test the null hypothesis regarding location. Analysis of variance was used to test the null hypotheses regarding importance, use, and satisfaction with the particular service.

The findings indicated that the students' racial backgrounds had no statistically significant influence on their awareness of the location of career planning and placement, mental health services, student financial affairs, student health services, and student conduct (judicial affairs). However, black and Cuban students' awareness of the locations of the office of minority affairs reflected a statistically significant difference with blacks being more aware of the location. Racial background had no statistically significant influence on the students' perceptions of the importance of, use of, and satisfaction received from career planning and placement, mental health services, student financial affairs, student health services, student housing services, and judicial affairs. However, white students in the study perceived the functions of the office of minority affairs as significantly more important than did black and Cuban students. Cuban students indicated the use of minority affairs significantly more frequently than did black and white students, and also indicated more frequent attendance of minority-sponsored programs than did whites and blacks. Cuban students perceived services provided by student affairs as more satisfactory than did blacks and whites, while black and Cuban students perceived a counselor's ability to recognize minority problems as unsatisfactory.

Discussion of Results

In general, null hypothesis I stated that no significant differences would exist between black and Cuban, black and white, white and Cuban, and male and female college students' awareness of the location of eight particular student services' components at the University of Florida.

No statistically significant differences were found between the awareness of the black, Cuban and white college students concerning the location of the following components: career planning and placement, mental health, student financial affairs, student health, student housing, and student conduct (judicial affairs). However, statistically significant differences were found between the three groups concerning their awareness of the location of the minority student affairs office and the psychological and vocational counseling center. The black group was more aware of the location of the latter two components than were the whites and Cubans studied. This was not a surprising result as it seems obvious that black students would have a need to know the locations of these two services, especially the minority student affairs office. It should be noted that all students' knowledge of the location of these services appeared sufficient.

In general, null hypothesis II stated that no significant differences would exist in the perceptions of the

different racial groups studied toward the importance of eight particular student services' components at the University of Florida.

No statistically significant differences or interactions were found in the analysis of the perceptions of the black, Cuban and white groups regarding the importance of the following components: career planning and placement, mental health, psychological and covational counseling center, student financial affairs, student health services, student housing, and student conduct (judicial affairs). Thus, it can be stated that the subjects' racial backgrounds had no significant influence on their perceptions of the importance of the functions and responsibilities of these student service components.

However, race did play a significant part in students' perceptions of the importance of the office of minority affairs as a student service. The white students perceived the functions of this service as very important—statistically, more so than did the black and Cuban students. This may be contrary to public opinion as one would think that black students would hold the office of minority affairs in higher esteem than would white students. These results may indicate that an effort should be undertaken to better inform blacks on the campus concerning the functions of this important office. However, it is possible that these results indicate that whites

perceive this office as being important, not for themselves, but for minorities.

In general, null hypothesis III states that no significant differences would exist in the perceptions of the three groups regarding the use of eight particular student services' components at the University of Florida.

No statistically significant differences or interactions existed between the perceptions of the black, Cuban and white subjects regarding the use of the following student services' components: career planning and placement, mental health, psychological and vocational counseling center, student financial affairs, student health, student housing, and student conduct (judicial affairs).

However, a statistically larger number of Cubans indicated that they use the office of minority affairs more often than indicated by the black and/or white students. Again, it would seem that the black students should have been the group indicating more use of this service. Evidently, the office of minority affairs is meeting the needs of the Cuban students, more so than that of the blacks. However, this is problematical and cannot be stated as fact without further research.

The sex of the subjects had a significant influence of their perceptions regarding the use of the psychological and vocational counseling center on the campus.

Black female students indicated a more frequent use than did either Cuban or white female or male students. This is an interesting finding in that, of the groups studied, the investigator feels that black females would have less reason to visit this particular center than any of the other groups studied. This would seem especially so in regard to vocational counseling as professional black females are in demand in today's job market.

In general, null hypothesis IV stated that no significant differences would exist in the perceptions of the different racial groups studied toward their satisfaction with eight particular student services at the University of Florida.

No statistically significant differences or interactions existed between the perceptions of black, Cuban and white subjects regarding their satisfaction with the following components: career planning and placement, mental health, student financial affairs, student health, and student judicial affairs.

However, a statistically larger number of Cubans perceived the special assistance provided by the office of minority affairs as "satisfactory" than indicated by the black and white students.

A statistically larger number of blacks and Cubans perceived the counseling staffs' ability to recognize problems experienced by minorities as unsatisfactory than did

white students. This is interesting in light of the finding that black and Cuban students indicated a stronger need to use services provided by the psychological and vocational counseling center. However, except for black females, all other minorities indicated that they used these services infrequently, or not at all. Further research is needed for clarification.

A statistically larger number of whites perceived privacy in the residence halls as "unsatisfactory," than did either Cuban or black students. Observation of the data indicated that many subjects were dissatisfied with the level of privacy in the dorms. Obviously this should be investigated and methods found to improve it.

Conclusions

Based on the results of the study, the following conclusions were drawn:

1. The subjects' racial backgrounds had no significant influence on their awareness of the existence and location of career planning and placement, mental health, student financial affairs, student health, and student conduct (judicial affairs), student services at the University of Florida. Race did play a part when the comparisons were made

on two particular services—minority student affairs or psychological and vocational counseling center. Blacks were more aware of these services than were the other two groups.

2. It can be concluded that the racial background of subjects in this study had no significant influence on their perceptions of the importance of the functions and responsibilities of career planning and placement, mental health, psychological and vocational counseling center, student financial affairs, student health, and student conduct (judicial affairs), to students' individual welfare.
3. The race of the subjects did play a significant part on their perceptions of the importance of minority affairs services. The white students perceived functions of this service as more important than did black or Cuban students.
4. Students' racial backgrounds had no significant influence on their perceptions of the use of the available services of career planning and placement, mental health, student financial affairs, student health, student housing, and student conduct (judicial affairs).

5. Subjects' race had a significant influence on the perceptions of the use of programs sponsored by minority affairs.

Black female students indicated more frequent use of the psychological and vocational counseling center than did Cuban and white female students.

The racial backgrounds of the subjects had no significant influence on their perceptions of the satisfaction of the functions and responsibilities of career planning and placement, mental health, student financial affairs, student health, psychological and vocational counseling center, and student conduct (judicial affairs).

A larger percentage of black and Cuban students perceived both the functions of special assistance programs and programs provided for minorities as more satisfactory than did white students.

A significantly larger percentage of white students perceived privacy in the residence halls as more unsatisfactory than did Cuban and black students.

Recommendations for Further Study

It is recommended that each of the statements on the Student Perception Form be refined so that the three questions (importance, use and satisfaction) asked would more accurately apply to each statement concerning a particular student service's component. Also, the personal information section of the questionnaire should be altered so that the word "Cuban" is changed to "Spanish Surnamed American," since Cubans are also racially classified—black and white.

A larger sample population of students with different racial backgrounds should be used in a future study. Also, a study to determine the faculty, administration, and student personnel workers' perceptions of the Division of Student Affairs and Functional Student Services as they relate to black, Cuban and white students should be conducted.

APPENDICES

APPENDIX A

SUMMARY OF SURVEY EVALUATION METHODS EMPLOYED IN THE
EVALUATION OF PROGRAMS OF STUDENT PERSONNEL SERVICES

Table A-1

Summary of Survey Evaluation Methods Employed
Prior to 1940

Researcher	Ratings	Checklist	Question- naire	Inter- view	Description
Hopkins (1926)	X		X		X
Cowley (1931)			X		X
Brumbaugh and Smith	X		X		X

Table A-2

Summary of Survey Evaluation Methods Employed
After 1940

Researcher	Ratings	Checklist	Questionnaire	Interview	Descriptive
Wrenn-Kamm (1948)	X		X		X
Kamm (1950)			X		X
Clevenger (1951)			X	X	X
Pershing (1952)			X		X
Daughtery (1953)			X		X
Kamm (1955)		X	X		X
Mahler (1955)			X		X
Shigley (1958)			X		X
Fitzgerald (1959)		X	X		X
Brantley (1960)		X	X		X
Minkin (1960)			X		X
Beckers (1961)			X		X
Zimmerman (1963)			X		X
Tamte (1964)			X		X
Rankins (1966)			X		X
Van Cleef (1968)			X		X
Dunlop (1970)			X		X
Aubry (1972)			X	X	X
Jones (1972)			X		X

Table A-2 continued

Researcher	Ratings	Checklist	Questionnaire	Interview	Descriptive
Vickers (1972)			X	X	X
Amphrey (1973)			X	X	X

APPENDIX B

CORRESPONDENCE RELATING TO THE STUDY

- B-1 Letter to Dr. Arthur C. "Art" Sandeen, Vice President for Student Affairs
- B-2 Letter from Dr. Arthur C. "Art" Sandeen, Vice President for Student Affairs, granting permission to execute the study
- B-3 Letter to students and staff members seeking recommendations for Student Perception Form A
- B-4 Cover letter accompanying Revised Student Perception Form B
- B-5 Follow-up letter accompanying Revised Student Perception Form B
- B-6 Letter to Dr. Laurine E. Fitzgerald, University of Wisconsin—Oshkosh, informing her of instrument utilization
- B-7 Letter of reply from Dr. Laurine E. Fitzgerald, University of Wisconsin—Oshkosh

April 21, 1975

Dr. C. Arthur "Art" Sandeen
Vice President for Student Affairs
University of Florida
Gainesville, Florida 32611

Dear Dr. Sandeen:

I am requesting your permission to conduct an evaluative survey of the Division of Student Affairs at the University of Florida. This research is necessary to complete the requirements for my Ph.D. dissertation. I hope that you can approve this request early enough for me to begin conducting the survey on May 12.

Enclosed you will find a Xeroxed copy of my proposal which has been approved by my committee members:

Dr. Richard H. Johnson, Professor of Counselor Education at the University of Florida
(Chairman)

Dr. James L. Wattenbarger, Professor and Chairman of Education Administration at the University of Florida.

Dr. Joseph P. Wittmer, Professor and Chairman of Counselor Education at the University of Florida

This morning, I requested and received an appointment with you for Wednesday, May 7, at 3:30 p.m. to discuss this request and to obtain your suggestions regarding this study.

Thanking your for your cooperation, I am

Sincerely,

John M. Davis
Ph.D. Candidate

Enclosure

UNIVERSITY OF FLORIDA
DIVISION OF STUDENT AFFAIRS
OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

May 9, 1975

Mr. John M. Davis
3501-V166 N.E. 15th Street
Gainesville, Florida 32602

Dear John:

I have reviewed your dissertation proposal entitled "Student Affairs at the University of Florida as Perceived by Black, Cuban, and White Students of Both Sexes." I have also discussed the proposal with the members of the Student Affairs departments, and this letter indicates my approval of your proposed study.

I believe that the results of your study can be of benefit to our staff and to the students of the University of Florida. I wish you the best of luck in this important undertaking.

Sincerely,

Arthur Sandeen
Vice President for Student
Affairs

Dear Students and Staff Members:

I would greatly appreciate it if you would fill out this trial questionnaire for me. The purpose of this trial questionnaire is to obtain your oral and written comments regarding the clarity of the questions, the time it takes to complete the questionnaire, and the relationship of the statements to the student services provided on this campus.

I need your judgments in order to construct a final questionnaire to be used in my doctoral study at the University of Florida under the direction of Dr. Richard H. Johnson.

A copy of the final results of the study will be sent to Dr. C. Arthur "Art" Sandeen, Vice President for Student Affairs. It is hoped that the information obtained from this study can help revise or strengthen present services so that the needs of individual students can be better served.

Thank you for your cooperation.

Sincerely yours,

John M. Davis
Ph.D. Candidate

Enclosure

Dear

You have been randomly selected to represent a certain segment of the student population is assessing the effectiveness of the Division of Student Affairs at the University of Florida by answering the enclosed questionnaire. The purpose of this form is to find out how you feel about the existing student services at the University of Florida. I hope that you take the necessary five to ten minutes to voice your perceptions of these services by completing the attached form. Please answer the questions based on your current knowledge and beliefs.

Permission for this study has been granted by Dr. C. Arthur "Art" Sandeen, Vice President for Student Affairs, who will receive a copy of the final results of this study. It is hoped that the information obtained from this study can help revise or strengthen present services so that the needs of individual students can be better served.

It is not necessary that you write your name anywhere on this form. This questionnaire is coded for the purpose of analysis and follow-up only. You will remain anonymous provided you remove the cover letter before returning the questionnaire in the provided stamped, self-addressed envelope. I am the only person who will know your name and all names will be destroyed after the data is collected and before it is analyzed.

Your assistance is vital to the success of this research. Thank you so much for your cooperation.

Sincerely,

John M. Davis
Ph.D. Candidate

Dr. C. Arthur "Art" Sandeen
Vice President for Student
Affairs

Enclosure

Dear

Recently you were mailed a questionnaire pertaining to the Division of Student Affairs at the University of Florida. I have not as yet received your reply. This questionnaire is a vital part of this study that I must complete in order to receive my Ph.D. degree. I realize that your schedule is demanding; however, your assistance and participation is important so that the study will truly be representative of the student body at the University.

Enclosed please find another questionnaire and a stamped, self-addressed envelope in the event you have misplaced the initial one. Please take a few minutes to complete the questionnaire and return it at your earliest convenience as the deadline for my study is nearing. If you would prefer that I pick up the questionnaire, please telephone me at 392-0895 or 372-5904 and I will gladly pick it up or it may be mailed to:

John M. Davis
3501-V166 N.E. 15th Street
Gainesville, Florida 32601

Your time and cooperation is sincerely appreciated.

Sincerely yours,

John M. Davis
Ph.D. Candidate

Enclosure

3501-V166 N.E. 15th Street
Gainesville, Florida 32601

May 13, 1975

Dr. Laurine E. Fitzgerald
Dean of Graduate School
University of Wisconsin—Oshkosh
Oshkosh, Wisconsin 54901

Dear Dr. Fitzgerald:

This communication comes to inform you that I am using a modified form of your Student Personnel Services Questionnaire in my doctoral dissertation.

This study is entitled Student Affairs at the University of Florida as Perceived by Black, Cuban and White Students of Both Sexes. I shall forward you a copy of the final results.

Sincerely yours,

John M. Davis
Ph. D. Candidate

UNIVERSITY OF WISCONSIN—OSHKOSH, OSHKOSH, WISCONSIN 54901

June 16, 1975

Mr. John M. Davis
3501-V166 N.E. 15 Street
Gainesville, Florida 32602

Dear Mr. Davis:

Thank you very much for your recent communication informing me that you are using a modified form of the original Student Personnel Services Questionnaire within your dissertation research. I am pleased that you found it of sufficient interest to include it, and hope that the results will justify its adaptation and implementation.

You might be interested to know that more than 20 modifications and/or replications of my original thesis have been completed. I have been fortunate enough to obtain the modified questionnaire in most of the cases and have a growing file, of interest to me, of the improvements. I would certainly like to add your modified form to the collection. May I have a copy?

Best wishes to you in the completion of your study of student affairs at the University of Florida—based on the perceptions received from Black, Cuban and Caucasian students.

Cordially yours,

Laurine E. Fitzgerald, Ph.D.
Dean of the Graduate School
Professor of Counselor Education and Director of the
Regional Cooperative Graduate Center

University of Wisconsin—
Oshkosh

P.S. And, I shall look forward to receiving a copy of the final results as you offered in your letter.

APPENDIX C

STRATIFIED SAMPLE OF QUESTIONNAIRE RESPONDENTS
BY CLASS, SEX AND RACIAL CLASSIFICATION

Class	Black Students		Cuban Students		White Students		Total Sample
	Male	Female	Male	Female	Male	Female	
Freshman	4	4	4	4	4	4	24
Sophomore	4	4	4	4	4	4	24
Junior	4	4	4	4	4	4	24
Senior	4	4	4	4	4	4	24
Total	16	16	16	16	16	16	96

APPENDIX D

SAMPLES OF STUDENT PERCEPTION FORMS

- D-1 Original Student Perception Form
- D-2 Revised Student Perception Form A
- D-3 Revised Student Perception Form B

STUDENT PERCEPTION FORM

Instructions:

The purpose of this form is to obtain your opinions of some functions or responsibilities of the nonclassroom services for students on the Lewis-Clark State College campus. Part I has 40 statements in total. You are asked to respond to each statement in terms of four questions. Part II is provided so that you may make comments and recommendations concerning any of these services; also, a very important minimal amount of personal data will be asked.

SAMPLE OF PART I

	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4
Sl. All freshmen students are required to live in the residence halls.	Importance for Higher Education	Provision at LCSC	Contact with Future	Effectiveness at LCSC
	Very Important	Yes	Yes	Outstanding
	Fairly Important	No	No	Satisfactory
	Not Important	Do Not Know	No	Unsatisfactory
				Do Not Know

Instructions: (cont.)

- Question 1. In your opinion, how important is this function to students in higher education? (Notice the "X" response under "Not important" indicating how the respondent felt about the statement.)
- Question 2. Have provisions for this function been made at Lewis-Clark State College? (Notice the "X" response under "Yes" indicating that the respondent felt that freshmen were required to live in the residence hall.)
- Question 3. Have you had contact with this function? (Notice the "X" response under "Yes" indicating that the respondent had been required to live in a dorm as a freshman.)
- Question 4. How effective do you think this function is performed at LCSC? (Notice the "X" under "Unsatisfactory" indicating that the regulation is not satisfactory according to this respondent.)

Please go on and complete the remaining 40 statements in Part I according to your present knowledge without further investigation. The Perception Forms are only numbered for analysis and follow-up. Your name will not be mentioned in the use of the data you give. After completing Part I, please go on to Part II.

PART I - STATEMENTS

	QUESTION 1		QUESTION 2		QUESTION 3		QUESTION 4				
	Very Important	Fairly Important	Not Important	Provisions at LCSC	Yes	No	Contact with Function	Outstanding	Satisfactory	Unsatisfactory	Effective-ness at LCSC
1. Faculty advisors are readily available to help students in planning class schedules.											
2. Serious disciplinary action is judged by a judiciary group.											
3. Students are involved in setting the rules and regulations for student housing.											
4. There are adequate student activities to effectively meet the needs of all interested students at this college.											
5. The health services offer students the freedom to discuss medical questions of a personal nature.											
6. Student government exists within the student residences.											
7. A testing service is available to help students in determining their academic aptitudes, achievements vocational interests and personality developments.											
8. The college placement office furnishes information to students about job markets, salaries and placement trends in a wide variety of fields.											
9. Students are involved in determining the policies, rules, and regulations on this campus.											

PART I - STATEMENTS

	QUESTION 1			QUESTION 2			QUESTION 3			QUESTION 4		
	Very Important	Fairly Important	Not Important	Yes	No	Do Not Know	Yes	No	Outstanding	Satisfactory	Unsatisfactory	Do Not Know
10. Information materials are received by prospective students prior to admission.												
11. Well-balanced meals are provided through the campus prior to admission.												
12. Faculty advisors offer students help with study habits and other factors which may cause scholastic inefficiency.												
13. College planning services are available to prospective students and their parents.												
14. Disciplinary matters are handled impartially.												
15. Student government shares in the educational program and effectively communicates student opinion to the college community.												
16. Physical examinations are required of new students.												
17. A program of freshmen orientation is provided.												
18. Help in improving reading and study skills is provided.												
19. Medical services are provided for students.												
20. Psychiatric care is available for students.												

PART I - STATEMENTS

QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4
Importance For Higher Education.	Provisions at LCSC	Contact with Function	Effectiveness at LCSC
Very Important	Yes	Yes	Outstanding
Fairly Important	No	No	Satisfactory
Not Important	Do Not Know		Unsatisfactory
			Do Not Know
38. Financial counseling is available for students.			
39. A program of transfer student orientation is provided.			
40. The intramural program provides an opportunity for all students to participate in sports and recreational activities.			

PART II

A. Personal Data: It is very important that you fill in the following information.
 (Please check the appropriate blank.)

1. Male _____ Female _____
 2. Academic Student _____ Vocational-Technical Student _____
 3. Presently Enrolled _____ Previously Enrolled _____
 4. Place of residence while enrolled at LCSC: On-Campus _____ Off-Campus _____
 5. Married _____ Single _____ (While enrolled at LCSC)

B. Please comment or make recommendations on any area covered in the Perception Form or any other related area.

Student Activities
 Student Counseling
 Student Discipline
 Student Financial Aid
 Student Health Service
 Student Housing and Food Service
 Student Orientation
 Student Placement
 Registrar and Admissions
 Special Services

STUDENT PERCEPTION FORM A

Please complete by marking an "X" next to the personal information that pertains to you.

1. Female _____ 2. Black _____ Cuban _____ White _____
3. Freshman _____ Sophomore _____ Junior _____ Senior _____

The purpose of this Student Perception Form is to obtain your opinions of some functions or responsibilities of the nonclassroom services for students on the University of Florida campus. The Division of Student Affairs and Functional Student Services are listed below. Mark an "X" next to the appropriate response.

DO YOU KNOW THE LOCATION OF THESE SERVICES AT UF:

	<u>Yes</u>	<u>No</u>	<u>Unsure</u>	<u>Yes</u>	<u>No</u>	<u>Unsure</u>
A. Career Planning & Placement	_____	_____	_____	_____	_____	_____
B. Student Housing Office	_____	_____	_____	_____	_____	_____
C. Student Conduct Office	_____	_____	_____	_____	_____	_____
D. Student Financial Affairs Office	_____	_____	_____	_____	_____	_____
E. Mental Health Services	_____	_____	_____	_____	_____	_____
F. Psychological and Vocational Counseling Center	_____	_____	_____	_____	_____	_____
G. Admission and Registration	_____	_____	_____	_____	_____	_____
H. Campus Police	_____	_____	_____	_____	_____	_____

I would appreciate your taking the time to complete the rest of this questionnaire. When completed remove the cover letter which has your name on it and return the questionnaire to Dr. Richard H. Johnson, Professor, 118 Norman Hall, or it may be mailed to:

John M. Davis
3501-VI66 N.E. 15th St.
Gainesville, Florida
32602

This questionnaire should be returned within seven days.

Thank you so much for your cooperation.

Instructions:

Part I has 31 statements in total. You are asked to rate each statement in terms of three questions. Part II is provided so that you can make comments and recommendations concerning any of these nonclassroom services for students on the University of Florida campus.

	QUESTION			USE	SATISFACTION
	A	B	C		
SAMPLE OF PART I	IMPORTANCE				
	Not Important				
	Of Average Importance	X			
	Very Important				
	Never	X			
	Occasionally				
	Regularly			X	
Satisfaction					
				Unsatisfactory	
				Improvement Needed	
				Satisfactory	

Sl. All freshmen students are required to live in the residence halls.

- Question A. In your opinion, how IMPORTANT is this type of service to your welfare as a full-time student at the University of Florida? (Notice the "x" response under "Of Average Importance" indicating how the respondent felt about the statement).
- Question B. How often do you USE this service? (Notice the "x" response under "Never" indicating that the respondent had not been required to live in the dorm as a freshman).
- Question C. How SATISFACTORILY do you think this function is performed at the University of Florida. (Notice the "x" under "Unsatisfactory" indicating that the regulation is not satisfactory according to this respondent.)

Please go on and complete the remaining 31 statements in Part I according to your present knowledge without further investigation. The Perceptions Forms are only numbered for analysis and follow-up. Your name will not be mentioned in the use of the data you give. After completing Part I, please go on to Part II.

STATEMENTS	QUESTION QUESTION QUESTION		
	A	B	C
	IMPORTANCE	USE	SATISFACTION
	Of Average Importance	Very Important	Never
	Not Important	Occasionally	Regularly
		Unsatisfactory	Improvement Needed
			Satisfactory
1. Sexious disciplinary action is judged by a judiciary group.			
2. Students are involved in setting the rules and regulations for student housing.			
3. There is a differentiation between majorities and minorities regarding the handling of discipline cases.			
4. The general tone of the counseling staff is in touch with today's college student.			
5. A testing service is available to help students in determining their academic aptitudes, achievements, vocational interests and personality developments.			
6. The University placement office furnishes information to students about job markets, salaries, and placement trends in a wide variety of fields.			
7. Students are involved in determining the policies, rules, and regulations on this campus.			
8. Students participate in the governance of housing.			
9. Disciplinary matters are handled impartially.			

STATEMENTS	QUESTION QUESTION QUESTION A B C		
	IMPORTANCE	USE	SATISFACTION
31. Counseling specialists are available to assist students in overcoming personality problems which interfere with their academic effectiveness and/or personal satisfaction.	Not Important		
	Of Average Importance		
	Very Important		
	Never		
	Occasionally		
	Regularly		
	Unsatisfactory		
	Improvement Needed		
	Satisfactory		

PART II

List any recommendations you may have regarding any of the services listed below:

1. Career Planning and Placement
2. Student Housing
3. Student Conduct (Judicial Affairs)
4. Psychological and Vocational Counseling Center
5. Student Financial Affairs
6. Minority Student Program
7. Student Health Services
8. Functional Student Services (Mental Health Services, Reading and Study Skills Center, Vocational and Psychological Counseling Center, Admission and Registration, Campus Police, Student Support and Special Programs, Parking and Transportation, Student Accounts and others).

Are there any services which you feel that you would definitely not use even if you needed help in the area? If so, please state which one(s) you would not use and why you would not use it (them).

List any problems which you have had for which you sought help but were unable to find on the University of Florida campus. For example, if you tried but could not obtain career information or you could not locate a counselor.

Again, thank you so much for your cooperation.

STUDENT PERCEPTION FORM B

The following information is extremely important in order to compile a meaningful statistical analysis. NO ONE WILL BE IDENTIFIED IN THIS STUDY. Please complete by marking a check (✓) next to the personal information that pertains to you.

1. Female _____ Male _____
2. Black _____ Cuban _____ White _____
3. Freshman _____ Sophomore _____ Junior _____ Senior _____

PART I LOCATION AND STATEMENTS

The purpose of this Student Perception Form is to obtain your perceptions of some functions of the nonclassroom services for students on the University of Florida campus. Please complete the below items according to your present knowledge without further investigation. Mark a check (✓) next to the appropriate response.

DO YOU KNOW THE LOCATION
OF THESE SERVICES AT UF?

	<u>Yes</u>	<u>No</u>	<u>Unsure</u>
A. Career Planning and Placement	_____	_____	_____
B. Mental Health Services	_____	_____	_____
C. Minority Student Affairs Office	_____	_____	_____
D. Psychological and Vocational Counseling Center	_____	_____	_____
E. Student Financial Affairs Office	_____	_____	_____
F. Student Health Service	_____	_____	_____
G. Student Housing Office	_____	_____	_____
H. Student Conduct (Judicial Affairs)	_____	_____	_____

INSTRUCTIONS:

There are twenty-seven (27) statements in total. You are asked to respond to each statement in terms of three questions. An example is provided below. The question to be answered about each statement are as follows:

- Question A. In your opinion, how IMPORTANT is this type of service to your welfare as a full time student at the University of Florida? (Notice the (✓) response under "Of Average Importance" indicating how the respondent felt about statement.)
- Question B. How often do you USE this service? (Notice the (✓) response under "Never" indicating that the respondent had not been required to live in the dorm as a freshman.)
- Question C. How SATISFACTORILY do you think this function is performed at the University of Florida? (Notice the (✓) under "Unsatisfactory" indicating that the regulation is not satisfactory according to this respondent.)

STATEMENTS

PART I

QUESTION 1			QUESTION 2			QUESTION 3		
IMPORTANCE			USE			SATISFACTION		
Not Important	Of Average Importance	Very Important	Never	Occasionally	Regularly	Unsatisfactory	Improvement Needed	Satisfactory
	✓			✓		✓		

SAMPLE I. All freshmen students are required to live in the dorm.

- Students participate in the governance of housing.

Part II List any comments or recommendations you may have regarding any of the services listed below:

- A. Career Planning and Placement
 - B. Mental Health Services
 - C. Minority Student Affairs
 - D. Psychological and Vocational Counseling Center
 - E. Student Financial Affairs Office
 - F. Student Health Services
 - G. Student Housing Office
 - H. Student Conduct (Judicial Affairs)
- A. Are there any services which you feel that you would definitely not use even if you needed help in these areas? If so, please state which one(s) you would not use and why you would not use it (them).
- B. List any problems which you have had for which you sought help but were unable to find it on the University of Florida campus; for example, if you tried but could not obtain career information or you could not locate a counselor.

I appreciate your taking the time to complete this questionnaire. When completed remove the cover letter which has your name on it and return the questionnaire to:

John M. Davis
Carnegie Consortium
180 Building E
Campus

This questionnaire should be returned within seven days.

Thank you so much for your cooperation.

APPENDIX E

DISTRIBUTION OF STUDENT PERCEPTION FORM B
RETURNED FROM A STRATIFIED SAMPLE OF STUDENTS
AT THE UNIVERSITY OF FLORIDA

Groups	Number Mailed	Number Returned	Incomplete Returns	Total Usable Returns	Number Returns Used	%
	N	N	N	N	N	%
<u>Cuban Students</u>						
Male	28	18	2	16	16	57.1
Female	28	22	3	19	16	57.1
Total Cuban Students	56	40	5	37	32	57.1
<u>Black Students</u>						
Male	28	24	6	24	16	57.1
Female	28	21	2	19	16	57.1
Total Black Students	56	45	8	43	32	57.1

Appendix Table E-1 - continued

Groups	Number Mailed	Number Returned	Incomplete Returns	Total Usable Returns	Number Returns Used
	N	N	N	N	N
<u>White Students</u>					%
Male	28	21	5	19	57.1
Female	28	19	2	17	57.1
Total White Students	56	40	7	36	57.1
Total of All Groups	168	125	20	116	96

APPENDIX F

STUDENT COMMENTS AND RECOMMENDATIONS FROM PART II OF THE REVISED STUDENT PERCEPTION FORM B

Included here are requested comments and recommendations made by students in Part II of the Student Perception Form on the various services offered by the Division of Student Affairs and Functional Student Services. Seventy-four of a total sample of ninety-six students made comments and recommendations. In each of the following sections, the comments and recommendations received from the stratified sample of students were listed under services for which it was offered: (1) career planning and placement; (2) mental health services; (3) minority student affairs; (4) psychological and vocational counseling center; (5) student financial affairs; (6) student health services; (7) student housing office; (8) student conduct (judicial affairs). These suggestions are further subgrouped according to the race and sex of students. Statements were edited to obscure identity of individuals mentioned unfavorably in comments and recommendations.

Black Students' Comments and Recommendations

Career Planning and Placement: Female

1. Very cooperative.
2. Should make sure everyone knows where it is and what it's for.
3. Should be revised so that it is mandatory for all students.
4. Needs a variety of job placement. It now deals mainly with business majors.
5. Should send a brochure to seniors listing available jobs in their major during senior year and make a special effort to get each placed on a job before graduation.

Career Planning and Placement: Male

1. Should advertise its services more to get students' attention.
2. Never visited it.
3. Needs to get better jobs. Could be better.
4. I have little use for this service; however, the experiences of some of my friends and relatives have been disappointing.
5. I think it is doing a good job so far and will find out how effective it is this quarter because I plan to visit it.
6. Needs to be more development in the areas of showing students how to use the facilities and how important good grades are.
7. I don't know enough about this service to comment on it.
8. In my major—broadcasting—it doesn't do a thing for me.

9. It's okay.
10. Frankly, I don't know anything about this institution.

Mental Health Services: Female

1. Reduce the fees.
2. Should make students more relaxed and welcomed to come discuss problems.
3. I don't really know where this is or what extent of mental health it handles so this should be one of your objectives.
4. No communication.
5. I don't know enough about this service to comment on it.

Mental Health Services: Male

1. This service should be encouraged in an "academically pressured" institution such as this one.
2. Don't know anything about it.
3. Good—but I never used them.
4. Never used it.
5. Needs to publicize services so students will know where to go.
6. Never visited it.
7. Should make effort to find person needing help.

Minority Student Affairs: Female

1. Not involved.
2. I have never heard of this.
3. This program should try and get more black studies. I'm majoring in Black History and this University doesn't have a program in my field.

4. Minority student programs are inadequate because they are not set up to aid students in problems that the minority stigma has placed on them. However, it is set up to assist students in terms of reminding the student that he is of a minority and is expected to be incompetent in handling his own problems. Because he is of a minority, he must accept things the way they are rather than encourage him in working toward better conditions. They convince him that he should be complacent because he could be with the minority's majority.
5. Highly inadequate in terms of students knowing about them or any programs sponsored in interests of students.
6. More individual attention needed for students. Especially incoming freshman or transfers who may need special help.
7. Should have conference occasionally on activities that will bring as many students as possible together to learn each other. Black Assembly Workshops, etc.
8. My cooperation is only due to the concern that I have for my people, those attending the university, also, to those who are not, should I say, as fortunate. As far as the black minority is concerned, there is a need to be very concerned, for most black students who enroll at the University of Florida fail to graduate. Why? It is because of the ignorance of Student Affairs' or Minority Affairs' ability to conveniently and adequately express the importance of going to school or their lack of ability to sincerely assist minority groups with their problems of adjustment. I personally believe that it is due to the lack of understanding of personal pressures presented to an individual everyday. Yes, it is well understood that everyone has problems, but is it not also understood that you could possibly have some of the same problems with only one extreme difference—"I am of a minority group." There are many theories and patterns of behavior for a minority group, but none necessarily hold true for the individual. Education is basically to improve the mentality of the nation as a whole and make it a more pleasant and understanding place to exist. Personally, I think everyone has forgotten the individuals—not realizing they make up the whole. Suggestions for improvement: consider these implications from one individual; you may even find others who agree.

Minority Student Affairs: Male

1. These are fairly good.
2. There is a need for more programs of interest to minority students that majority students will take interest in.
3. I'm not sure whether the "Black Student Union" falls under this service or not, but I feel that there should be more backing from the black staff. I have noticed that a lot of people have attended the BSU meetings to get involved and to get something done, but their ideas are useless because there is no one to tell them how to go about carrying them out.
4. Only one solution: Integrate the University of Florida —Fully!
5. The Afro-American Studies Department should be expanded. It should also offer more courses of true perspective content. The Afro-American Studies Program should offer degrees at all levels: B.A., M.A., Ph.D. This is of great importance—instructors should be black.
6. Make itself known to more high school blacks who want to attend here.
7. It could be better.
8. More power to it!
9. I feel that the minority student programs do not aid or help minority students. Most of the administrators don't seem to be concerned about minority students in general. They act as if helping you is some humanitarian favor or as if it is only a job.

Psychological and Vocational Counseling Center: Female

1. Should help the students find their interests so that they will get into fields that they can handle academically and mentally.
2. Great source.
3. Didn't know they had one.

4. I have never heard of this.
5. No communication with this service whatsoever.

Psychological and Vocational Counseling Center: Male

1. There isn't much publicity on this arm of the institution. Many students should be made aware of it.
2. I don't know anything about this service.
3. Never used this service.

Student Financial Affairs: Female

1. They seem to get the job done with the help of the students.
2. Needs people who can understand individual problems. The staff is very negative.
3. Counselor too crabby.
4. Help student seek out the best financial aid package that he and parents can arrange.
5. Very pleased at the manner in which the office is run.

Student Financial Affairs: Male

1. Too slow.
2. I used this service once. However, since I have a deep aversion to being treated like a welfare recipient, I never went back again.
3. Very efficient and they do their best to help when it is possible.
4. Has a racist air. This office is of a more racist nature because money is involved. Although all U.S. institutions are racist the money part seems more so.
5. I think that they are very helpful and informative to minority and other students.

6. Pretty good service.
7. I have no comments.

Student Health Services: Female

1. Should provide services to students 24 hours for a minimal fee.
2. Charge too much. Intern doctors just waste people's time; they never know what's wrong.
3. Needs more professionalism.
4. Got to get better!
5. The \$10 mandatory fee is not fair to full-time students and should be done away with. Emergencies should be treated as an emergency. Infirmary should always be open.
6. Needs much improvement; you could die waiting of if you forget your I.D. and fee card!

Student Health Services: Male

1. A total re-evaluation of this service should be done. Unfortunately, the services are unsatisfactory. Better and more efficient medical personnel and medication should be employed.
2. I don't know about this service.
3. Needs more thorough examinations by doctors in order to diagnose patients' problems.
4. Should make its services known to more students.
5. Infirmary is in need of new equipment and larger quarters. They are good with what they have to work with.
6. Never used this service.
7. Needs more qualified physicians.

Student Housing: Female

1. Commute daily.
2. Seems to know what they are doing and inform the students okay.
3. Could help students find homes off campus. They only want the money so they try to keep you here.
4. Arbitrarily kicks out and harasses black students. Blacks have no decision as to where they will be staying.
5. Not good for and of no personal help on a one-to-one basis.
6. Should try to match people of similar characteristics together.
7. Married housing should have more air-conditioned apartments even if the rent has to be increased.

Student Housing: Male

1. Need to be more efficient.
2. I lived in the dormitory last year. I feel that students shouldn't be charged for damages someone else made.
3. Bring facilities up to par with private off-campus housing.
4. This area literally [expletive]. I have had personal contact with (name deleted) and I don't like him. He has been labeled a "red" by many students. I have experienced some of his prejudiced views. I wish he could be removed.
5. Never visited.
6. Is not letting students know all they need to know about housing facilities, not just rooms and rent.
7. Needs to give students more voice in the housing decision. Also should have an area counsel that has power to listen to complaints of residences and take some form of action.

8. Can't stand it.
9. The office should do away with certain "unnecessaries" and reduce housing costs substantially, i.e., toiletries, linen.
10. Some type of questionnaire should be used when students apply for rooms in the dorms so that students would hopefully have no problems with each other from the start.

Student Couduct (Judicial Affairs): Female

1. I never heard of it.
2. I did not know this area even existed.
3. Never.

Student Conduct (Judicial Affairs): Male

1. No knowledge of it.
 2. I have no knowledge whatsoever of this office.
 3. Never used.
 4. This court should be investigated. In Murphee area (name deleted) is too narrowminded in his thinking; I have had contact with him.
 5. Never used this service.
- A. List any problems which you have had for which you sought help but were unable to find it on the University of Florida campus. For example, if you tried but could not obtain career information or you could not locate a counselor.

Female

1. The University needs counselors in academic areas. Teachers are used as academic advisors and don't have sufficient time to donate to students.

Male

1. Making sure when I register for a class that I will get a qualified teacher and not have to reshuffle my schedule to see that I do get a qualified teacher. I mean someone who is really offering a course with enthusiasm, insight and relativity to students.
 2. Finding out where to go to tend to personal problems is the only problem.
 3. Medical care—such as dental work and optometry examinations.
 4. I haven't had any problems finding a counselor. However, I have had problems with having a poor idea as to what courses I would actually need to graduate.
 5. In class planning the counselors in University College usually know little or nothing about what you need counseling in.
 6. The problems I have faced here at UF, according to white administrators, supposedly don't exist: indifference, apathy and outright racism of UF's administrators, instructors and student body.
- B. Are there any services which you feel that you would definitely not use even if you needed help in these? If so, please state which one(s) you would not use and why you would not use it (them).

Female

1. I have never run into any major difficulties while here, but I know where to turn if necessary.

Male

1. I would never use Student Health Services. I would rather see a private doctor because Student Health has such poor services.
2. Judicial Affairs—too much bias at the top.
3. Housing—I lived in a dorm but only because of financial problems. (Name deleted) and his wrecking crew are screwing students. I and several friends have been screwed. There is no need for an R.A. in every section.
4. The above items A (Career Planning and Placement), B (Mental Health), C (Minority Student Programs), D (Psychological and Vocational Counseling Center), G (Student Housing Office), H (Student Judicial Affairs), I don't feel I need a university for. I would rather see money invested in better education and not in two-bit classes of 500 students to one teacher and two teaching assistants.

Cuban Students' Comments and RecommendationsCareer Planning and Placement: Female

1. I never used it.
2. More staff needed.
3. Their tests to decide what type of career you will like better do not meet today's career minded female. They are biased.
4. I was most impressed with this service and the aid I received.
5. More advertisement of requirements in ads of interviews and other services.
6. I am not familiar with this service.
7. Excellent.

Career Planning and Placement: Male

1. Career planning is not effective in choosing a career; however, it lessens the time spent in your three hour encounter group.
2. I have never used it but from what I hear it is good.
3. This service should be stressed.
4. More advertising of positions and interviewing through various colleges and departments.
5. Expand program and deemphasize grade point average for "specific" interviews.
6. I don't know where it is and until now did not know that there was one. What do they do?
7. Outstanding employees go out of their way to help the student.

Mental Health Services: Female

1. I never used it.
2. Hasn't made an effort to do anything to alleviate the use of drugs by students on this campus which is so prevalent.
3. Need better facilities.
4. I have not had a need of this service; therefore, my knowledge is very limited.
5. More students need to be orientated as to the functions of this service.

Mental Health Services: Male

All Cuban male students failed to respond to this component.

Minority Student Programs: Female

1. Very good.
2. The minority program seemed to be very concerned with me as I have a Latin surname. They sent me quite a lot of information that would have been helpful if I had any problems.
3. Hire more Cuban-born administrators.
4. Have a variety of programs for minorities and let the minority students know about these programs.
5. I am not very involved in these programs, but the times I have been have been very beneficial.
6. Program needs to be geared towards finding out what students really need and satisfying those needs.
7. I think it is ridiculous that I qualify as a minority simply because I have a Spanish surname. Ironically, being a "member of this minority won't get me a job . . . but if I were black it would. VIVA LA RAZA!
8. I am not in a minority group.
9. Good programs but not enough publicity to be that effective.

Minority Student Programs: Male

1. Needs to be centered more to the minority's needs and less red tape.
2. I think it is good, but needs some improvement.
3. Have not used.
4. Very silent, needs more publicity.
5. Provide more financial assistance.
6. Needs more minority programs and recruitment.

Psychological and Vocational Counseling Center: Female

1. Where is it?
2. I have had very little contact with this area, but on one occasion when I did it was very helpful.
3. Many students are unaware of this center, counting me.
4. Very good vocational counseling.

Psychological and Vocational Counseling Center: Male

1. Never used.

Student Financial Affairs: Female

1. Very good.
2. Should be more personal and helpful when contacted.
3. The scholarship and grants office needs improvement. There are four of the six children in my family in college. My father makes above the required salary, but he does not have enough money to send us enough college expenses and at the same time support the rest of the family. We are too much of a financial burden.
4. Hire more people—lines are too long.
5. This office has given me more help and aid than I ever hoped for. If not for aid from this office, I would not be at UF. I have highest regards for this service.
6. Have more information available for the student.
7. I feel those who support themselves school-wise should be helped financially regardless of parents' salary.
8. If you find a secretary who knows what they are doing it is great—they are all friendly; some just don't know what's going on.

Student Financial Affairs: Male

1. It's a pain in the It's slow but eventually you get what you need.
2. More money!
3. Expand money that is available to graduate and professional students.
4. Inadequate—the office seems to be run by teenie-boppers' personality and intelligence.
5. This office makes it hard to receive aid for the summer. The reason I say this is that I need 25 hours to graduate but cannot take them all at once because they wouldn't give me any summer aid.

Student Health Services: Female

1. The times I have used the infirmary the staff was very cordial and concerned. The problem I encountered was the waiting line. Instead of seeing the staff as you enter, they take all the names and each staff member takes a list of names. People who come in 20 minutes late usually see the staff first. When you're sick you don't appreciate that.
2. I am not sure how qualified the opinions I've heard are, but several people I know feel the service is inadequate or ill run.
3. Good.
4. They need more funds to extend services so students who need to go will go because they won't have to wait two weeks to see an M.D.
5. Needs better facilities.
6. I've never been there but have always heard bad comments; therefore, I still know very little. I do not think we should pay a \$10 fee when we do not use this service.
7. Should advertise and promulgate more preventive practices in relation to health.

8. Personnel definitely are helpful, but the limited facilities make it hard on everyone—especially when the "Gainesville Grippe" epidemic struck!
9. Women's clinic is very helpful, infirmary satisfactory.
10. To put it mildly the place stinks! I wouldn't trust them with a minor cut. They need more space, better facilities and nurses who know what they are doing—I am being very serious.

Student Health Services: Male

1. Service is very poor and is of a very low caliber.
2. Hopeless.
3. Registered nurses are continuously helpful and try to assure the student and know the extent of his illness.
4. Understaffed.
5. Quite ineffectual.
6. Expand the infirmary capacity to handle more people in a more efficient manner.
7. Adequate—could use more nurses to deal with slight problems that don't need a physician's care.

Student Housing: Female

1. Very Good.
2. Lines are too long.
3. Need to change or improve. They only provide information on homes for rent only to married couples (unfair).
4. I have never lived on campus, but this office was most helpful in aiding me and roommates to find an apartment.
5. Does a pretty good job.
6. The housing officials (both student advisors and the student housing administrators) are inefficient, uncaring and probably corrupt. The R.A.'s and R.L.C.'s play favorites and ignore troublemakers. Security is terrible and the whole atmosphere is depressing. I only live here because it's cheap.

7. Very helpful.
8. Relatively accessible and willing to listen; however, you need pull to get anything done.

Student Housing: Male

1. Should fix their computers and make service more accessible to students.
2. Very helpful in assisting me to locate off-campus housing when I came in the fall and the dormitories were filled.
3. Have been very helpful in assuring me housing at a reasonable price.
4. Adequate.
5. Very helpful.
6. Good, seems to be well informed and helpful.
7. I lived in the dormitory last year. I feel students shouldn't be charged for damages someone else made.

Student Conduct (Judicial Affairs): Female

1. Never hear of it.
2. I have no knowledge of this service.
3. I am not familiar with this at ALL.

Student Conduct (Judicial Affairs): Male

1. A big joke, doesn't represent student interest.
2. They have nice people but bad service.
3. Obsolete.
4. Corrupted.

5. Makes public the affairs of the committee insofar as publication is proper and does not violate any legal sanction.
 6. A joke—students convicted of the recent cheating scandal should receive immediate expulsion, no questions asked.
- A. Are there any services which you feel that you would definitely not use even if you needed help in these areas? If so, please state which one(s) you would not use and why would would not use it (them).

Female

1. Job counseling—I don't want to work or live in Florida after graduation.
2. I would use all services should I have need of them.
3. I wouldn't bother going to the housing office because it is a cesspool of idiocy.

Male

1. Whatever problems I encounter in these areas I will attempt to solve by myself. Only in desperation would I ever turn to University Services; even then I would be extremely hesitant.
2. Psychological and Vocational Counseling Center is not very confidential and student health is very poor.
3. The student health service because the only thing they do is give you an aspirin and send you home.
4. Student government and any subdivision thereof is merely a tool for special interest groups and of no use to the majority of students.
5. I will never again use the infirmary. I much prefer to use a private M.D. in Gainesville. I have needed

medication at times when my academic work was in jeopardy because of illness and I have been denied it. I will continue to support the student health services because I know that I will have to one way or another, i.e., fees, taxes.

6. Student Health Service—I don't trust them. I know more than some of those nurses and in general their whole attitude is that all students are hypochondriacs or they have mono. Personally, I won't go to a doctor unless I am deathly ill so I resent being treated like a liar when I walk in there. I also resent their holier-than-thou attitude (not doctors, just nurses) that I am too stupid to understand what is wrong with me and medication that is prescribed.
- B. List any problems which you have had for which you sought help but were unable to find on the University of Florida campus; for example, if you tried but could not obtain career information or you could not locate a counselor.

Female

1. There has not been any. I have always been able to find help when I needed it.
2. Can't think of any—there should be a place to voice complaints.
3. Could not do anything about the many times that the transcripts office made mistakes on my transcripts and the transcripts had already been sent out.
4. This has never happened.
5. Academic counselors I feel are not sufficient. I've been to some who have suggested wrong courses for my major. There should be individualized counselors, one for freshmen, one for sophomores, etc. This is to the advantage of the students.
6. Information about transfer credit for classes being taken at another school over the summer.

Male

1. Information confirming loans and grants seems to take forever to arrive. When you ask on your own you get nowhere.
2. Financial aid—not very much information available.
3. Financial assistance.
4. Very poor quality of academic counselors in Political Science Department.
5. Academic advisement—I really quit UF because of lack of information and lack of interest shown by counselors towards the students. Especially in my college, Business Administration, it is unbelievable; they seem to try to screw people up rather than help them.

White Students' Comments and RecommendationCareer Planning and Placement: Female

1. I don't really know anything about it.
2. Don't feel enough information is given to students regarding job opportunities, etc.
3. Job opening should be posted in each college. Someone should tell the students of the placement services before their final quarter.
4. Not enough people know about it. I found out about the office through a class, but if not, I would have no knowledge of it.
5. Very important. Can use improvement.
6. More publicity needed to make people aware of its existence and function.

Career Planning and Placement: Male

1. Make people aware of this service.
2. Very good.

3. Not very accessible.
4. Needs to advertise more.
5. Needs more counselors—seems always too busy and students have to always make appointments.
6. Certain areas of employment are not covered by this department since the jobs are not waiting for graduates. This department needs a little more hustle.

Mental Health Services: Female

1. More outreach programs.
2. Important.
3. Very good—however, not enough students know that they can go over there.

Mental Health Services: Male

1. I have never used them but I wonder how much they can relate to minorities?
2. Should be publicized more and made available to all.
3. Make people aware of this service.

Minority Student Affairs: Female

1. Too much emphasis is placed on "minority." I assumed this was an integrated campus. The trend seems to be you've got it made if you are black. I paid my expenses; I think they should do the same.
2. I think it's good to an extent but it also isolates them too much. I don't think the minorities are open-minded or want to associate with the rest of the university.
3. Should not get overboard.
4. More publicity.

Minority Student Affairs: Male

1. Make people aware of this service.
2. It seems as if the programs are not as wide spread as could be. Use more advertising to make people more aware of what is happening.

Psychological and Vocational Counseling Center: Female

1. Unknown.
2. Good program!
3. Very important.
4. Better organization needed with more publicity and more counselors with adequate knowledge.
5. 311 Little Hall—people are very helpful.

Psychological and Vocational Counseling Center: Male

1. More exposure.
2. Counselors are helpful in discussing with a student his goals and in applying them toward a vocation.

Student Financial Affairs: Female

1. I have found them most helpful when in financial need.
2. Very important.
3. Good, but I have received wrong information from there.
4. Unknown.
5. Should not be determined solely on father's salary. Though he makes more than adequate, he was also sending four kids through college.

6. Poor—financial aid is based on parents' income. What about students and families recently separated? Should take student's funds into consideration.
7. Have no idea—not involved with it.

Student Financial Affairs: Male

1. More grants and scholarships needed.
2. Seems to be okay.
3. Needs to post due dates.
4. Staff members seem to be unaware of SYSTEM processes.
5. Reduce the waiting period for response on whether money is approved or not.
6. Needs improvement on making students who are truly qualified aware of the aid.
7. Handles students quite well.
8. Speed up processes.

Student Health Services: Female

1. They could be improved.
2. Infirmary and Shands are VERY POOR! Few good doctors or nurses. Attitude is one of pushing "meat" through. Needs a trained staff.
3. Time seems to be a factor here; waiting times are usually long, but with this large a number of students it must be hard to cope with.
4. I don't feel that a student should be charged a \$4.00 service charge for coming in on Sunday. A person can't help it if they get sick on Sunday.
5. I pay \$10 a quarter for absolutely nothing as I have not needed the above. Thirty dollars a year is a lot to buy convenience in case I might need it. Also, this doesn't cover a lot of the services anyway.

6. Poor service.
7. I don't like paying \$10 a quarter for a service I don't use.
8. Very poor service. Does not consider each student as an individual with own personal problems. Very poor notification on lab tests.
9. Very important.
10. Overcrowded and disease inducing.

Student Health Services: Male

1. Needs improvement.
2. Needs more improvement in personnel and funds. This is important!
3. Poor.
4. Pretty slow services.
5. Abolish the whole program or completely change the personnel.
6. Doctors on call return late from lunch.
7. Needs more help—the doctors seem as if they are very poor doctors. They seem as if they don't know what they're doing.
8. This is a big rip-off. The student pays and pays and pays and the services offered get worse. This department should be completely overhauled.

Student Housing: Female

1. Needs renovating.
2. Very important.
3. Although I do not agree with some housing rules, the office is competent and friendly.
4. Is it really necessary that freshman sign a full year's housing contract to live in dorms? Why? What are some of your reasons?

5. Lacks student interest.
6. Visitation hours should be lengthened or altogether abandoned in certain areas.
7. I'm against housing contracts completely! It's not fair to the students. Dormitories are good for socializing but poor for health and study purposes.

Student Housing: Male

1. I had to go to them once. All I can say is that the woman I spoke to was . . . She said that all houses were gone and to grab what I can get. Three days later I found the house I was looking for on my own.
2. Be more understanding.
3. I received a complete listing of all off-campus housing which helped in the selection of an apartment.
4. Needs to be in contact with the dormitory situation much more! These are the people they are affecting.

Student Conduct (Judicial Affairs): Female

1. Unknown.
2. Rob Denson is the greatest! Problems seem to be handled with sincere feelings toward the student.
3. Important, but not very known.

Student Conduct (Judicial Affairs): Male

1. I am for the honor court. We must have students involved in judicial affairs.
2. There is a committee which reviews traffic tickets which needs considerable change. When it was time for a decision all the members looked at each other and voted verbally. If there was a strong personality in the committee the rest followed suit in his or her decision. I should be balloting in each decision made. Members on the committee called me a liar right to my face. Needless to say this committee needs some mending. Other people at the meeting had problems also.

3. Met Denson—he's a fair guy.
 4. I have found the office area to be well run but the cheating scandal showed our honor court as the alumni protection agency. Kept the big wigs' kids names out of the paper and didn't punish them.
- A. Are there any services which you feel that you would definitely not use even if you needed help in these areas? If so, please state which one(s) you would not use and why you would not use it (them).

Female

1. Student health services; I have my own doctor and Alachua General is just across the street.
2. I would not be involved with any minority-majority group service. If everyone would stop shouting and crying about their own little group and work to their best means as individuals, perhaps mankind could be seen this way and not as groups apart from each other. Such group unity is a deterrence to the unity of man.
3. The university counseling service is awful. I have seen at least five separate counselors and none have been able to answer my questions. All they can do is look information up in the catalog which I can do myself. If I ask them a question it is one that I can't find the answer to in the catalog. This is not just my feeling. Several of my friends have expressed the same dissatisfaction with the University College counselors. I feel that if that is their job they should be able to do it.
4. Student Health Services—after having been to the infirmary (before I finally found a good nurse) and having seen other, heard reports, etc. about the medical staff—I wouldn't trust anybody here to help me nor would I recommend it to anyone else.

Male

1. Health Services—since I have never been able to see a doctor without a two-weeks' notice, I found it cheaper and better for my health to get an outside doctor.
 2. The Psychological and Vocational Counseling Center—I feel that this area is not too cool. The assessment procedures are incompetent!
 3. University College academic counseling services. Staff workers are unaware of courses needed to meet requirements of students.
 4. University college counseling—they are completely unconcerned.
 5. I have heard that the infirmary does not always provide the best care. Up until now I've been lucky and have not needed to obtain medical treatment, but I would be somewhat apprehensive to go to the infirmary.
 6. Minority Affairs—it tends to separate people even more.
- B. List any problems which you have had for which you sought help but were unable to find on the University of Florida campus; for example, if you tried but could not obtain career information or you could not locate a counselor.

Female

1. I have talked to one advisor about my curriculum and then talked to a different one and many times their advice conflicts with one another.
2. The counselors I have encountered were ridiculous—more uninformed than myself. One of my friends was given 19 hours to her resistance and almost flunked out her first quarter.

3. The faculty in the College of Education are not available to the students when we need them. They do not keep their office hours or appointments. Are the professors at the university primarily here to do research or are they here for the students?
4. I wanted to speak with an education counselor and they said that I had to talk with a University College advisor until I was in the college. Yet, I have friends in University College that have an upper division counselor.
5. I've found that counselors fail as a rule to admit when they don't know major requirements fouling you up when you take the wrong courses.
6. Could not locate counselor before summer registration of 1975; therefore, I could not obtain exact information about required courses as a transfer student.
7. Counselors should know more about different colleges, or if they don't know, they should send the student to that college.

Male

1. I wanted to find out what jobs related to my area. It was difficult to do. I got names to call but it was hard to get concrete answers.
2. Summer job placement.

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BIOGRAPHICAL SKETCH

John Mathew Davis is the son of George Davis, Jr. and Mabel Davis. Born in Homerville, Georgia, on April 10, 1940, Mr. Davis attended public schools in Jacksonville, Florida. Upon his graduation from New Stanton Senior High, he pursued undergraduate studies at Edward Waters College in Jacksonville where he was awarded the Bachelor of Science (B.S.) degree in English education and play production in 1963. Active in extracurricular programs, he served as a member of the student publication "Tiger's Claw," the Thespian Club, the Lampodas' Club, and Y.M.C.A. While in college, he also served as the assistant scoutmaster of Troop 76 at Saint Paul's A.M.E. Church from 1960-1963.

Upon separation from the service in 1966, he served as a teacher of English and grade level chairman at Raines High School in Jacksonville, Florida. Concurrently, he attended Florida A & M University in Tallahassee, Florida, evenings, weekends and summers, where he received the Master of Education (M.Ed.) degree with a major in guidance and counseling with specializations in reading and speech in 1969. That same year,

he joined the staff at the Youth Opportunity Center in Jacksonville as an employment counselor. A year later, he joined the administrative staff at Edward Waters College, as director of testing and a counselor, and in 1970 was subsequently promoted to dean of student affairs.

While at Edward Waters College, Mr. Davis was active in professional and civic organizations, served as an advisor to several student organizations including the student government, and assisted in the writing of a federal grant which, when funded, provided a student union which housed a cafeteria, conference rooms, snack bar, and guest rooms. He was the recipient of a \$1,200 award for participation in a six-week institute for human relations development for personnel workers sponsored by the Civil Rights Act of 1964, Title IV: "Problems Arising from Incidence of Desegregation." He is a charter member of We Are Concern, Inc., an organization dedicated to community improvement through the sponsoring of both annual scholarships for deserving college students and a recognition banquet for outstanding members of the community. He is also a member of the Sherwood Forest Community Association.

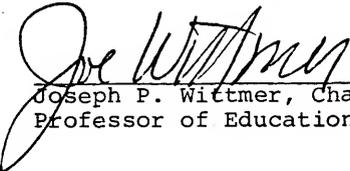
In 1972, Mr. Davis entered the doctoral program at the University of Florida in the Department of Counselor Education, where he majored in student personnel in higher education and minored in educational administration with

a concentration in Student Affairs Administration. He was a recipient of a National Education Finance Project (NEFP) Fellowship. While pursuing his doctorate at the University of Florida, he held graduate assistantships and internship positions as coordinator of counseling services for the Carnegie Consortium and a counselor in the Psychological and Vocational Counseling Center, Reading and Study Skills Center, Project Upward Bound and administrative assistant at the Institute of Black Culture, a division of student services. In August, 1974, he was awarded the Education Specialist (Ed.S.) degree in Student Personnel Work in Higher Education.

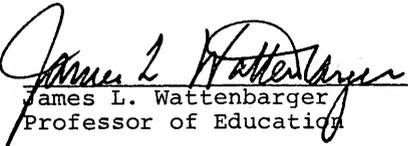
Mr. Davis is a member of the Omega Psi Phi Fraternity, Inc., Supreme Grand Lodge, World Travel Ancient Free and Accepted Masons Scottish Rite Affiliation, Inc., Central Florida Alumni Chapter of Edward Waters College, J. R. Lee Alumni Chapter of Florida A & M University and attends Saint Paul's A.M.E. Church in Jacksonville, where in 1970-72 he served as Assistant Superintendent of Sunday School. Memberships in professional associations include the American Personnel and Guidance Association, Association for Non-White Concern in Personnel and Guidance, Association for Counselor Education and Supervision, Counselor Education Student Association. Recent professional memberships include the National Association for Student Personnel Administrators and the American College Personnel Association.

John Davis is married to the former Geraldine L. Floyd of Tallahassee, Florida, and is the father of two sons, Eldridge and Douglass.

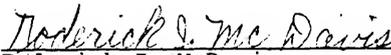
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Joseph P. Wittmer, Chairman
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Roderick J. McDavis
Assistant Professor of
Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

August, 1975

B. L. Sharp & McC. Bolke

Dean, College of Education

Dean, Graduate School