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Patricia Dee Murphy
July, 1977

STUDENT PERCEPTIONS OF THE MONTANA STATE UNIVERSITY
STUDENT AFFAIRS AND SERVICES OFFICE

by

PATRICIA LEE MURPHY

A professional paper submitted in partial fulfillment
of the requirements for the degree

of

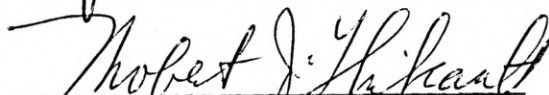
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ABSTRACT

The purpose of this study was to obtain perceptions and opinions from Montana State University students of the Montana State University Student Affairs and Services Office. The study was conducted Fall quarter of 1976, by distributing a survey to eight undergraduate classes, seeking their opinion on 15 services offered by the Montana State University Student Affairs and Services Office. Students were asked their perceptions of the services in terms of awareness, utilization, necessity, and development. A total of five hundred and seventy-four students responded to the questionnaire. The data were presented in written and tabular form.

It was further the purpose of this study to formulate conclusions and recommendations that would be of assistance to the Student Affairs and Services Division at Montana State University. Some of the services were thought of as more necessary than others. They were financial aid, career information, personal counseling, and academic advising. These were also the services that students wanted developed the most. The services that were deemed least necessary were disciplining, advising and coordinating campus organizations, and providing a place to chat and confide.

The recommendations for application were:

- 1) The Student Affairs and Services Office should phase out services deemed unnecessary and put time, money, and talent into the ones that are considered necessary by the students.
- 2) The Student Affairs and Services Office should institute some kind of public relations to make their services more visible to students. This was supported by this study in that the services the students were most aware of were used the most and were considered the most necessary.

Chapter 1

GENERAL INTRODUCTION

Introduction

Student Personnel work has come full circle in the last century. A century ago, student personnel work as such was unknown, with many of its functions embedded in instruction and in the relatively simple college administration of that day. As the schools grew, so did their responsibilities to the students, and consequently the services offered. In many cases, services were added so spontaneously that little thought was given to specific duties and responsibilities, and hence even today there is confusion within Student Personnel Services (Findley, 1960).

According to C. Gilbert Wrenn (1962), during the past half century student personnel work has become professionally self conscious. "This has been proper and essential; any new professional group feels the need to develop appropriate concepts and sharp cutting tools, the need to develop a professional self identity so that it can respect itself" (p. 33). Gray (1963) cited the importance of research in approaching the problem of job concept and function. Student Personnel work has the responsibility and the obligation to be continually evaluating its services if it is to maintain viable and relevant services that stay abreast of university student needs.

Statement of Problem

The problem of this study was to determine the perceptions of the students at Montana State University toward the Montana State University Student Affairs and Services Office.

Purpose of Study

The purpose of this study was to obtain perceptions and opinions from Montana State University students of the Montana State University Student Affairs and Services Office. On the basis of these opinions, it was further the purpose of the study to formulate conclusions and recommendations that would be of assistance to the Montana State University Student Affairs and Services Offices.

Questions to be Answered

The questions to be answered in this study were as follows:

1. What is the relationship between age and usage of the Montana State University Student Affairs and Services Office?
2. What is the relationship between college major and usage of the Montana State University Student Affairs and Services Office?
3. What is the relationship between living situation and usage of the Montana State University Student Affairs and Services Office?
4. How do students' perceptions of the Student Affairs Office differ with age?
5. How do students' perceptions of the Student Affairs Office differ with their living situation?

6. How do students' perceptions of the Student Affairs Office change with their college major?

7. How do students' perceptions of the Student Affairs Office differ with the amount of contact they have had with the Student Affairs Office?

8. What services would students like to see as part of the Student Affairs Office that are not presently available?

General Procedure

1. A review of literature was conducted in the areas of the history of Student Personnel Services in the United States and present roles and trends of Student Personnel Services.

2. The investigator distributed surveys to eight undergraduate classes which were chosen as broadly representative of the MSU student population in terms of age and college major.

Delimitations and Limitations

1. The study was limited to the resources available in the Montana State University Library, Bozeman, and to materials available from the Student Affairs and Services Office, Bozeman, Montana.

2. The researcher has limited this study to current attitudes and opinions. No attempt has been made to investigate changing attitudes or former attitudes.

3. This study was limited to 574 students attending Montana State University, Autumn Quarter, 1976.

4. This study was limited to students enrolled in eight undergraduate courses.

Definitions of Selected Terms

Student Affairs Office (SAO) - The words "Student Affairs Office" as used in this investigation mean the Student Affairs and Services Office (SASO) at Montana State University (MSU), Bozeman, Montana.

Perceptions - The word "perceptions" as used in this investigation refers to those opinions and estimations of the Student Affairs Office held by MSU students, as expressed in the survey.

Student Personnel Services (SPS) - Two references are cited for the definition of Student Personnel Services, since this term is somewhat controversial in the field today: The Dictionary of Personnel and Guidance Terms (1968, p. 352) defines SPS as "the college or university program which assists students, individually, and in groups, to take full advantage of the opportunities offered in the academic community. Emphasis is placed upon the student's needs and aspirations, his intellectual, personal, psychological, social, and physical growth--so that he may achieve his own goals and the goals of society as reflected by the particular institution he attends." The Dictionary of Education defines SPS as "the specific services exclusive of classroom teaching provided for college and university students." (1973, p. 530). Both of these definitions are applicable to the term Student Personnel Services as used in this investigation.

Summary

This chapter has provided a brief overview of the problem of the study, how the answers have been sought, and the data analyzed. Some general questions have been presented which when answered by the data will give information on student perceptions. This chapter has also described the limitations of this study and defined terms used herein.

C. Gilbert Wrenn's (1962) quote summarizes the importance of Student Personnel Services' efforts to relate to current students:

"The basic premise of a college is to provide opportunity for student learning through instruction in many forms and settings, instruction defined in the sense of any planned facility which contributes to student learning and development. Student Personnel work, thus, must relate to instruction, and to students inside the classroom as well as out. Its roots are here, its future is here" (p. 27).

Chapter 2

REVIEW OF LITERATURE

This review of literature has examined a selected history of the development of Student Personnel Services. This includes:

1. Beginning and Secularization of Student Personnel Services
2. Three Movements influencing the Start of SPS
3. Vocational Guidance
4. Personnel Work with Women

It also investigated the present characteristics of the University population as they related to Personnel Services. Finally, it presents a rationale for SPS as they are operating today.

Selected Historical Development of Student Personnel Services

Beginning and Secularization of Student Personnel Services. The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals. In the earliest American colleges, before the War Between the States, higher education was essentially privately controlled and had a strong religious emphasis (Mueller, 1961). "Most college presidents and professors were clergymen, and they tended to be paternalistic in their attitudes and in their teaching" (Mueller, 1961, p. 5). They yearned to save the student's soul more

than they proposed to educate his mind, and, to this end, their personnel work consisted of a "persistent emphasis on extra-curricular religion, and also a considerable snooping into the personal lives of the students" (Cowley, 1949, p. 20).

The passage of the Morrill Act of 1862 and the subsequent Land Grant Movement secularized education considerably (Shaffer and Martinson, 1966, p. 53), and brought an end to the type of "personnel work" that had gone on before. New utilitarian institutions arose, and lay professors soon outnumbered the clergy. Many of these lay professors followed the then popular German tradition of a modern research-centered university. This led to the abandonment of a personal concern for the students' moral, social, and religious growth, and centered on intellectual pursuits (Shaffer and Martinson, 1966).

The student personnel movement developed in the early twentieth century, in part because of a general reaction to this intellectualism and also because of other movements in education.

Three movements influencing the start of SPS. Johnson, Steffle, and Edelfelt (1961) list three movements in the evolution of student personnel services: 1) psychometrics, 2) governmental involvement, and 3) increased emphasis on student personnel concerns.

1. Psychometrics. The beginning of psychometrics can be largely attributed to Alfred Binet of France, who developed the use of tests for military classification in World Wars I and II (Cowley, 1954).

From Binet's Army Alpha and Beta tests, educators began to look at the application of psychological principles to individual growth and development. The testing movement led to an awareness of differences within individuals and to a belief that these "different" individuals had to be taken care of by the university, leading to the development of Student Personnel Services. It specifically influenced SPS in that it:

- a. led to the objective study of individual differences such as sex, race, and socio-economic status.
- b. focused attention upon the diagnosis and evaluation of maladjustment.
- c. facilitated prediction, classification, and placement of individuals (Shertzer and Stone, 1974).

2. Governmental involvement. The establishment of guidance services, which have led to an awareness of the students' well-being outside the academic realm, have been promoted by the government (Johnson et al., 1961). (1) Beginning in the 1920's, more state governments recognized the importance of personnel services in schools by employing consultants and supervisors to encourage schools to improve their guidance programs; practically all states now provide these services. (2) The Federal government has encouraged school guidance services by making available such publications as the Dictionary of Occupational Titles and the Occupational Outlook Handbook, and by passing

legislation such as the George-Dean Act with its provisions for vocational counseling and federal aid to distributive education. (3) The most important impetus was made by the National Defense Act of 1958, which underwrote the improvement of guidance programs in the schools and the beginning of nationally supported institutes for the training of counselors (Williamson and Darley, 1937).

3. Increased emphasis on Student Personnel Concerns. With the appointment of its first dean in 1870, Harvard recognized that a university should be concerned with more than just academics. The dean was a personnel administrator who gave his attention to discipline and the routine mechanics of enrollment in addition to teaching (Mueller, 1961). In 1899, President Gilman of John Hopkins indicated his interest in student concerns when he stated that in "every institution there should be one or more persons specifically appointed to be counselors or advisors of students" (Cowley, 1954, p. 11). That same year, Harper of Chicago delivered a speech at Brown University in which he said:

"... in order that the student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will be the scientific study of the student himself . . . In the time that is coming provision must be made, either by the regular instructors or by those appointed especially for the purpose, to study in detail the man or woman to whom instruction is offered. . . This feature of twentieth century education will come to be regarded of greatest importance, and fifty years hence, will prevail as widely as it is now lacking" (Harper, 1905, p. 320).

Vocational guidance. Jesse B. Davis and Frank Parsons are generally credited with being the first to do systematic vocational counseling in the schools (Johnson et al., 1961). Parsons' observation of young people led him to believe that they needed careful and systematic help in choosing a vocation. Vocational Guidance later became a primary function of Student Personnel Services. Wrenn and Bell (1942) point out that within the last twenty years the term "personnel work" has supplanted the term "vocational guidance" in some institutions. Vocational Guidance was another issue which made universities aware of the need to deal with such student concerns as vocational aspirations, thus leading to the development of Student Personnel Services (Reed, 1944).

Personnel work with women. According to Mueller (1961), personnel work with women originated because of two main forces. The first was the organization in 1882 of the Association of Collegiate Alumnae (later the American Association of University Women), which immediately began a series of surveys on college enrollment, occupational distribution of women, training and employment opportunities, and health (Reed, 1944). The second force resulted from an administrative problem which arose at Oberlin College in 1837, and thereafter, as other colleges opened their doors to women. Concern for the physical and moral welfare of women students brought about the employment of matrons, female principals, and deans of women. It was thought that

if women were going to be admitted into colleges and be successful, Student Personnel Services would need female administrators and advisers. Reed (1944) stated that this particular move by SPS had a dual significance:

1. It seemed to furnish isolated instances in which personnel services were introduced by the administration for the sole purpose of facilitating definitely stated objectives of institutional policy.

2. Insofar as such pronouncements may be regarded as forerunners of present-day personnel policies, they established the precedent of college personnel services segmented on a sex basis, as well as combined administrative and personnel functions, thus setting the stage for certain types of problems which continue to handicap the most effective organization for an all-inclusive student personnel service.

Present University Population

Characteristics that have an impact on Student Personnel Services were cited as such throughout the literature. The four listed below very commonly have been referred to: 1) low growth rate of the university, 2) heterogeneous student population, 3) different organizational approaches to education, and 4) consumer protection and accountability pressures.

1. Low growth rate of the university. The number of college age youths is leveling off, and will decline through the next two decades (Kreps, 1975). Projections of enrollments from the population size

are not completely reliable, since factors other than the numbers of 18-24-year-olds affect the demand for higher education. Prior to the 1970's, the percentage of youth attending college changed markedly during two decades of rapid economic growth. The ratio of college enrollment to population is leveling off and declining in many universities (Kreps, 1975).

If this continues, the demand for higher education is going to go down, which will affect the cost of education for those that do attend (Kreps, 1975). This will have two major effects on the university system, and in turn upon student services. Since students are spending more money, they will add to the pressures of accountability within the university. The low growth rate of the university also implies that student personnel people will have to sell the university to new and non-traditional segments of the population. As Howard Bower (1974) pointed out, an increase in the enrollment rates of particular groups in the society such as minorities, low-income youth, and women, could have a marked effect on the total demand for higher education.

2. A heterogeneous student population. The college-age student population is changing. The student constituency is becoming more diversified as older persons, employees, parents, husbands, and wives are enrolling in large numbers (Cheek, 1975). At one time, persons who went to work were distinguished from those who went to college.

Young adults who went to work were able to be independent of their parents, get apartments, and live outside older adult scrutiny and control. Different assumptions were made about those who chose to go to college. It was assumed that they still needed the controls their working peers had abandoned. The demise of in loco parentis coupled with the acquisition of power by minorities have forced institutions to grant attention to the needs of 'new' students and to develop new approaches to serve these needs (Tollefson, 1975).

The implications for the Student Personnel Services is that they will have to provide for these educational, social, and psychological needs by providing counseling to individuals and by developing programs and services that fulfill these needs.

3. A different organizational approach to education. There is increased interest and activity in redesigning the organizational structure of the university as well as accelerated change in the programming and the curriculum of academic units. The revolution in modes of instruction and learning is beginning to rearrange the lives and relationships of students and teachers. Universities without walls, credit by examination, external degrees, co-operative education, and other learner-centered and experientially based approaches embrace a larger population, develop and utilize a more comprehensive inventory to resources, and expand the concept of faculty to include any person who has something to offer to the learning process. As King V.

Cheek, Jr. (1975) has said, "In some instances the campus is becoming the city, the home, the work site of wherever the student may be located" (p. 26).

It was further stated by Cheek (1975) that instructional technology will revolutionize our educational delivery systems. New systems such as dial access retrieval systems, video and audio cassettes, and closed circuit TV will transform the classroom and free both the student and teacher from merely a lecture-note taking relationship.

The egalitarian thrust of the past 20 years has produced change in that a college degree no longer has the prestige it once had. The challenge now is to make education more meaningful and responsive to the individualistic needs of all learners (Cross, 1975). According to Cross, learning is no longer confined to the traditionally organized disciplines, since the world of work itself provides an interdisciplinary laboratory enabling the learner to investigate the contributions of knowledge from many fields into a meaningful and relevant whole. The organization of non-traditional learning environments involves time and effort in administration and coordination. This is where Student Personnel Services can be particularly useful. It requires work with the individual student as well as change agents within the university.

4. Consumer protection and accountability pressures. Rising costs in education have contributed to pressures maximizing efficiency and productivity. Both public and private funding sources are cost-benefit conscious. Also, Wise reported in 1976 that as larger proportions of college students borrow money and/or work to meet their expenses, students view themselves as customers of their colleges, and they are more interested in incorporating a consumer relationship. To this extent, students are organizing campus equivalents of consumer protection groups to make sure they get full measure for their money. Some predict that students will develop unions which will engage in collective bargaining with college authorities; others believe that student corporations, with full legal independence, will develop. The implications of these actions for SPS workers are that they will need to be involved in such things as formulating guidelines for contracts, upholding them, and very possibly with legal proceedings dealing with violations of them. The machinery for consumer redress in education exists through such governmental agencies as the Departments of Health, Education and Welfare, Interior and Labor, the Veterans Administration, and the Office of Consumer Affairs (Wise, 1976).

Regulations will be forthcoming, through state legislatures, that require full disclosure in advertising and recruiting within state institutions. Because of these projections, student personnel workers will need to formulate admissions publications that disclose accurate

information regarding academic programs, college placement records, post-graduate admissions results, and professional school admissions (Astman, 1975).

Closely related to consumer protection pressures is accountability. Student Services, being a part of the University system, are accountable to a variety of agencies and interests, including the general public, legislatures, governmental and accrediting agencies, the courts, and governing boards. They are also more specifically accountable to their institutional administrations, faculty, and students. In many cases the proposals of various constituencies result in mutually incompatible demands (Browder, 1971).

Some options for increasing accountability which are consistent with most institutional functions and objectives include:

1. Revision of budgets in areas of weak justification. Pressure to cut expenses is greater on support services than on academic services. Therefore, Student Affairs and Services need to examine their priorities and conduct a thorough staff evaluation.

2. Clarification of roles and establishing open relationships among the component parts of Student Personnel Services. This will promote more cross-utilization within the services so that students and professionals will know what to expect from SPS people.

3. Attention may be given to successful business management principles. This may be done by training programs or by having

business professionals come in to make suggestions for the techniques of goal-setting, evaluation, and personnel management (McIntyre, 1974).

Rationale for Student Personnel Services

Educators have tended to believe that if students develop intellectually, they will automatically grow in other ways, and therefore educators need not concern themselves with "personal" learning. This rationale, however, is not supported by research. Nearly twenty years ago, Jacob (1957) found little evidence that exposure to a formal experience resulted in a significant change in a student's values, beliefs, or personality. More recently, Feldman and Newcomb (1969) noted that, although students seem to be more open to the many facets of the contemporary world and seem to seek a wider range of contact and experiences as a result of going to a college, attendance at a college, or the accomplishment of a college degree alone has few significant effects on students' personal development. These researchers, in fact, contend that perhaps the most notable impact is more a result of accentuating the characteristics which students have when they arrive than a result of the college experience itself. It is very possible that many of our educational approaches engender no more meaningful change than could be expected by chance in any living environment. Further support of this view is provided by a recent study sponsored by the National Institute of Education and carried out

by the American Institutes for Research (Wise, 1976). In this eleven year follow-up, graduates were asked how they felt about their lives now that they were in their thirties. The graduates said they were least satisfied with their intellectual development and with their effort to develop a mature personal understanding of life, two goals with which higher education has supposedly been concerned. So, from the research, it seems that higher education has been in error in assuming that student development will take care of itself. Miller and Prince (1976) defined Student Development as "the application of human development concepts in post-secondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become interdependent" (p. 11). This is both a philosophical goal and the means for achieving it.

A comprehensive review of the goals of higher education (Miller and Prince, 1976) revealed that "throughout history, almost without exception, the expressed or clearly implicit goals of colleges and universities have been to have an impact on students in ways more extensive than passing on facts, specific skills, or intellectual capacities" (p. 24). An important expression of these aims was given by the American Council on Education (ACE), first in 1938 and again in 1949 (Williamson, 1949). These basic assumptions and principles are encompassed in Williamson's book, The Student Personnel Point of

View (1949), and they are the ideals on which many student services are basing their programs. They are:

1. the individual student must be considered as a whole;
2. each student is a unique person and must be treated as such;
3. the total environment of the student is educational and must be used to achieve his or her full potential;
4. the major responsibility for a student's personal and social development rests with the student and his or her personal resources.

With these concepts in mind, Student Personnel Services have dealt with student developmental aspects within their own educational systems. The challenge for Student Personnel Services today lies in the attempt to use these ideals in a practical setting.

Summary

In the period between 1900 and 1950, Student Personnel Services grew without many distinctive features to characterize its growth. The genesis was a "patchwork affair," with many committees or philanthropic boards establishing certain precedents relative to policies and functions, with their own objectives in mind. Sometimes these were in harmony with educational policies and practices and sometimes they were not. "In few cases was there any evidence of a guiding policy, a well defined objective, or an organization designed to

facilitate the realization of an education objective (Wrenn, 1962, p. 36).

This chapter examined a selected history of the development of SPS. It further investigated the present day university population characteristics and their influence on SPS's. Specifically, this included the 1) low growth rate of the university, 2) heterogeneous student population, 3) different organizational approach to education, and 4) consumer protection and accountability pressures.

The belief held by many educators that students automatically grow and develop personally was questioned. Research does not support this (Reed, 1944).

The principles upon which many student services are basing their services was given. They are:

1. the individual student must be considered as a whole,
- 2) each student is a unique person and must be treated as such,
- 3) the total environment of the student's education and must be used to achieve his or her full potential.
- 4) the major responsibility for a student's personal and social development rests with the student and his or her personal resources.

A number of authors maintained that the challenge to Student Personnel Services today is to implement these principles in a practical manner within their own education systems. This section covered the beginning and secularization of SPS and went on to list three

important movements influencing the development of SPS: psychometrics, governmental involvement, and an emphasis on student personnel concerns within higher education. It also discussed the role that vocational guidance and personnel work with women had in the genesis of Student Personnel Services.

Chapter 3

PROCEDURES

This study investigated the Montana State University student perceptions of the Montana State University Student Affairs Office. After consulting with the Student Affairs Office and studying the related literature, the study was formulated. In this chapter, the investigator discusses the instrument, the research procedures, an analysis of the data, and general questions to be answered.

The Instrument

The basic instrument used to gather data for this investigation was a questionnaire (see Appendix). The reliability of the questionnaire was checked by having several of the staff members in the Educational Counseling Department and a number of MSU students read the questionnaire. It was modified after their suggestions for clarity.

The survey consisted of six different questions. The main question asked students to give their perceptions of fifteen services offered by the Student Affairs Office. Students were asked to respond in terms of their awareness of the service, whether they had used this service, if the service was necessary, and if the service should be developed further. These perceptions were put in four categories; awareness, utilization, necessity, and development; and are referred to as 'perception categories' throughout the paper.

Specific Procedures

The population for this investigation consisted of 574 MSU students who were enrolled in eight different undergraduate courses. The courses were chosen so that they would be broadly representative of the MSU student population in terms of class and college major. A table showing the comparison of percentage of college majors in this sample and those attending MSU is shown in Chapter 4. The classes were:

1. Agricultural Engineering 325
2. Architecture 212
3. Biology 313
4. Economics 104
5. History 255
6. Mechanical Engineering 111
7. Psychology 313
8. Speech 101

The investigator distributed the questionnaires to the various classes in the last week in October, 1976. A short explanation of the questionnaire and its purpose was given. Following is a representative explanation:

"I'm a graduate student in Educational Counseling and this is a survey that will be used for data for my professional paper. This is a survey on your awareness and

utilization of the Student Affairs Office, located on the second floor of Montana Hall, as well as your opinions in terms of necessity and development of the S.A.O. Please fill it out to the best of your knowledge. Thank you."

Analysis of Data

The data received from the students were presented in tables and polygraphs. Simple percentages of positive responses were used in each category.

General Questions to be Answered

1A. What differences are found in the responses of students, according to the different categories of age, among the 15 categories of services, regarding awareness?

1B. What differences are found in the responses of students according to the different categories of age, among the 15 categories of services, regarding utilization?

1C. What differences are found in the responses of students, according to the different categories of age, among the 15 categories of services, regarding necessity?

1D. What differences are found in the responses of students, according to the different categories of age, among the 15 categories of services, regarding development?

2A. What differences are shown in the responses of students, according to the different categories of majors, among the 15 categories of services, regarding awareness?

2B. What differences are shown in the responses of students, according to the different categories of majors, among the 15 categories of services, regarding utilization?

2C. What differences are shown in the responses of students, according to the different categories of majors, among the 15 categories of services, regarding necessity?

2D. What differences are shown in the responses of students, according to the different categories of majors, among the 15 categories of services, regarding development?

3A. What differences are found in the students' responses, according to the different categories of living situation, among the 15 categories of services, regarding awareness?

3B. What differences are found in the students' responses, according to the different categories of living situation, among the 15 categories of services, regarding utilization?

3C. What differences are found in the students' responses, according to the different categories of living situation, among the 15 categories of services, regarding necessity?

3D. What differences are found in the students' responses, according to the different categories of living situation, among the 15 categories of services, regarding development?

4A. What differences are shown in the students' responses, according to the amount of visitations to the Student Affairs Office, among the 15 categories of services, regarding awareness?

4B. What differences are shown in the students' responses, according to the amount of visitations to the Student Affairs Office, among the 15 categories of services, regarding utilization?

4C. What differences are shown in the students' responses, according to the amount of visitations to the Student Affairs Office, among the 15 categories of services, regarding necessity?

4D. What differences are shown in the students' responses, according to the amount of visitations to the Student Affairs Office, among the 15 categories of services, regarding development?

5. How does the sample population rate the services in terms of awareness, utilization, necessity, and development?

6. What services would students like to see a part of the Student Affairs Office that aren't presently available?

7. What is the relationship between age and usage of the Montana State University Student Affairs Office?

8. What is the relationship between college major and usage of the Montana State University Student Affairs Office?

9. What is the relationship between living situation and usage of the Montana State University Student Affairs Office?

Summary

This investigation involved the use of a questionnaire to gather data in order to gain information from Montana State University students. The questionnaire was given to MSU students in eight different undergraduate courses. The data were presented in tables.

It was believed that the results of this study would aid the Montana State University Student Affairs Office in their efforts to evaluate and improve their services to MSU students.

Data received from the questionnaire are presented in Chapter 4.

Chapter 4

DATA

Introduction

The data obtained from the questionnaire are reported in this chapter following the order of the survey as it was given to the student. The presentation contains a brief explanation followed by a table for each item of response. The survey consisted of four questions that asked the student his/her age, living situation, college major, and number of visits made to the Student Affairs Office. It also asked the students to address themselves to fifteen services within the Student Affairs and Services Office in terms of four (perception) categories: awareness, utilization, necessity, and development. The last question was an open ended question that asked students what services they would like to see as part of the Student Affairs and Services Office that are not presently available (see Appendix).

The population for this investigation consisted of 574 students that were enrolled at Montana State University, Autumn quarter 1976. There are varied number of responses for the items on the questionnaire because some students did not response to some of the questions. Percentages listed are stated only in terms of the number of positive

responses ("yes") for each item. The results of the questionnaire are shown in Tables I-XI.

Survey Data

Sample Description (Tables I and II)

Table I shows a description of the sample population in terms of number of students (p. 24). Table II shows the percentage distribution of college majors in the sample of students used for this professional paper as compared with the percentage distribution of college majors in the MSU student population. This serves as a check on the sample used for this research, to show how representative it is of the MSU student population.

Total Response (Table III)

Table III shows the N of students and the percentage of positive responses among the total sample among 15 services. This includes students in all living situations, age categories, and majors. There are 574 students represented in this table.

The services that people were most aware of were Financial Aid (14) and New Student Orientation (13), while they were least aware of the services of Writing Letters (7) and Problem Solving (3) within the Student Affairs and Services Office.

In terms of utilization, New Student Orientation (13), Financial Aid (14), and Coordination of Student Activities (15) ranked highest;

Table I. Population Description

Descriptive Information	Number
<u>Age</u>	
19 years and under	280
20	88
21	71
22	35
23	20
24 and over	<u>67</u>
Total N	561
<u>Living Situation</u>	
Dorm	297
Greek	34
Off campus	<u>224</u>
Total N	555
<u>Majors</u>	
Agriculture	65
Education	65
Engineering	58
Letters & Science	145
Business	79
Nursing	40
General Studies	42
Fine Arts & Architecture	<u>54</u>
Total N	548
<u>Times Visited</u>	
None	302
Once	122
Twice	84
Three or more times	<u>54</u>
Total N	562

Table II. Percentage Distribution of College Majors in Sample vs.
MSU Student Population

Major	Percentage in sample	Percentage in MSU population
1. Agriculture	11.3	10.7
2. Education	11.3	9.6
3. Engineering	10.10	15.1
4. Letters & Science	25.3	18.8
5. Business	13.8	10.7
6. Nursing	6.96	8.9
7. General Studies	7.3	9.1
8. Fine Arts & Architecture	9.4	10.6

Table III. Percentage of Positive Responses Among the Total Sample
Among 15 Services

Item Number	Awareness		Utilization		Necessity		Development	
	N	%	N	%	N	%	N	%
1. Academic Advising	338	59	147	26	502	87	417	73
2. Personal Counseling	362	63	65	11	516	90	417	73
3. Problem Solving	153	27	26	5	469	82	380	66
4. Career Information	376	66	89	16	528	92	467	81
5. Information Giving	196	34	87	15	470	82	351	61
6. Developing Programs	309	54	134	23	467	81	383	68
7. Writing Letters	142	25	26	5	488	85	396	69
8. Supporting Student Causes	234	41	60	10	475	83	420	73
9. Advising and Coordinating	244	43	89	16	371	65	262	46
10. Disciplining	239	42	33	6	353	61	218	38
11. Leaves of Absences, etc.	358	62	59	10	495	86	368	64
12. Place to Chat, etc.	214	37	132	23	398	69	318	55
13. New Student Orientation	452	79	321	56	496	86	397	69
14. Financial Aid	488	85	259	45	541	94	494	86
15. Coordination of Student Activities	357	62	207	36	493	86	438	76

while Problem Solving (3), Writing Letters (7), and Disciplining (10) were least used.

New students stated that Financial Aid (14), Career Information (4), and Personal Counseling (2) were the most necessary and the services they wanted developed the most. This reflects the present concerns of financing an education, and indicates that students are thinking of themselves as consumers of education with a career as their goal. They thought Disciplining (10) and Advising and Coordinating (9) were the least necessary and consequently the ones they wanted developed the least.

Response According to Age (Table IV)

The overall ranking of perception categories showed necessity having the highest number of positive responses, then development, then awareness, and lastly utilization. It is apparent that students feel that most services are necessary because percentages in the necessity column are above 80 percent except for 3 services--Advising and Coordinating (9), Disciplining (10), and Providing a Place to Chat (12). It is also interesting to note that the rate of utilization is not reflected in the necessity and development columns. It should be noted that the age category of 19 represents students that are 19 and younger, and the age category of 24 represents students that are 24 and older.

Table IV. Percentage of Positive Responses Among 6 Age Groups Among 15 Services

	Awareness						Utilization						Necessity						Development					
	19	20	21	22	23	24	19	20	21	22	23	24	19	20	21	22	23	24	19	20	21	22	23	24
1. Academic Advising	62	51	59	63	43	60	30	14	23	26	19	24	93	84	80	94	76	77	79	67	63	80	76	59
2. Personal Counseling	63	56	65	60	48	79	9	7	18	9	14	17	93	89	82	86	81	90	78	70	59	71	71	69
3. Problem Solving	23	31	27	23	24	39	4	9	1	3	10	4	87	78	69	77	86	79	72	58	58	66	67	63
4. Career Information	60	74	66	69	67	71	10	22	18	20	29	20	92	91	93	94	95	89	82	86	87	83	81	67
5. Information Giving	34	40	27	43	10	37	19	16	8	14	0	10	83	79	77	89	86	80	65	52	51	69	71	59
6. Developing Programs	50	61	55	60	43	57	16	36	37	20	24	24	83	83	73	83	86	77	67	67	75	69	76	67
7. Writing Letters	23	28	35	31	10	19	3	4	7	11	0	6	88	89	80	83	86	74	71	73	69	74	76	50
8. Supporting Student Causes	41	50	39	34	33	36	9	17	10	9	10	7	84	84	86	74	95	73	74	76	76	69	90	61
9. Advising and Coordinating	45	52	39	34	29	33	15	26	17	6	5	10	70	68	59	43	67	56	48	49	48	29	52	36
10. Disciplining	43	44	41	40	10	46	8	3	3	6	0	6	68	62	45	51	52	59	43	38	27	26	29	39
11. Leaves of Absence, etc.	61	63	70	69	48	60	6	14	20	14	14	10	86	90	89	91	86	79	63	61	68	74	76	60
12. Place to Chat, etc.	38	32	38	49	14	40	22	23	28	31	14	20	74	58	62	80	71	67	62	43	52	60	48	50
13. New Student Orientation	82	76	70	77	62	83	65	47	58	60	24	34	88	83	87	86	86	83	73	64	65	80	67	57
14. Financial Aid	87	87	87	74	71	80	51	43	41	29	38	39	93	94	94	97	100	97	85	86	85	94	95	86
15. Coordination of Student Activities	64	71	61	60	38	54	38	43	37	31	29	21	91	83	86	74	81	76	80	78	76	69	81	61

The services that all ages of students were most aware of were Personal Counseling (2), Career Information (4), Leaves of Absences, Honorable Dismissals, "I" Grades (11), and Financial Aid (14).

The 23 year olds were least aware of the services, while the 20 year olds were most aware of the services, in terms of percentages of positive responses.

The service that was utilized the most by all ages was New Student Orientation (13). The 19 and younger age group was shown to have used the New Student Orientation the most. This may be due to the fact that they were the new students in this survey, so New Student Orientation affected them more than other age groups. The second most used service was: Developing and Presenting Training Programs, Workshops, Guest Speaking, and Lecturing. The 20 and 21 year olds had used this particular service more than other ages. Disciplining (10) had been used the least.

Disciplining (10) was also judged the least necessary service by all age groups. Providing a Place to Chat and Confide (12) was close to it in terms of being unnecessary. Financial Aid (14) was deemed the most necessary by all the ages. The services that followed close behind were Career Information (4), Supporting Student Causes (8), and Leaves of Absence (1). The services that were found most necessary by percentage of positive response were also the ones that students wanted developed most.

Responses According to Living Situation (Table V)

Table V shows the percentage of positive responses in four perception categories: awareness, utilization, necessity, and development of 15 services in the SASO, among 3 living situations.

Total N: 55

N for each living situation:

Dorm	- 297
Greek	- 34
Off campus	- 224

The Greeks had the highest number of positive responses in all the categories: awareness, utilization, necessity, and development. They were particularly aware of service 6 (Developing Programs) and had utilized service 9 (Advising and Coordinating) more than the other living groups. In terms of necessity and development, they felt services 7 (Writing Letters) and 8 (Supporting Student Causes) were more important than the other groups.

The dorm residents had utilized New Student Orientation more than the other groups. Students from the residence halls were generally between Greeks and Off campus students, in terms of percentage of positive responses.

Off campus students on the whole had the lowest percentage of positive responses. Services 3 (Problem Solving), 10 (Disciplining), and 12 (Place to Chat) were especially singled out as having a very

Table V. Percentage of Positive Responses Among 3 Living Environments Among 15 Services

	Awareness			Utilization			Necessity			Development		
	Dorm	Gr.	Off	Dorm	Gr.	Off	Dorm	Gr.	Off	Dorm	Gr.	Off
1. Academic Advising	62	60	55	28	17	23	92	89	80	74	83	69
2. Personal Counseling	62	57	65	10	11	13	92	97	85	73	83	70
3. Problem Solving	24	26	30	4	0	6	85	83	77	68	63	64
4. Career Information	62	80	67	12	26	19	93	91	91	82	89	79
5. Information Giving	35	49	33	17	20	13	83	80	80	64	57	57
6. Developing Programs	50	77	57	17	51	28	80	91	80	65	74	72
7. Writing Letters	25	23	25	3	6	7	86	89	83	69	83	67
8. Supporting Student Causes	40	66	39	9	26	11	83	91	81	74	77	72
9. Advising and Coordinating	44	74	36	15	63	9	69	86	57	50	80	36
10. Disciplining	47	46	35	7	9	3	67	69	53	41	54	31
11. Leaves of Absence, etc.	63	71	61	8	17	12	85	91	87	61	60	69
12. Place to Chat, etc.	37	51	37	18	43	27	72	66	67	58	54	53
13. New Student Orientation	80	77	78	62	54	48	88	91	84	72	66	66
14. Financial Aid	87	91	81	49	49	40	93	94	96	85	89	87
15. Coordination of Student Activities	65	77	56	38	49	31	90	86	79	79	77	73

low percentage of positive responses by Off campus students but also by the other living groups.

Response According to College Major (Table VI)

Table VI shows the percentage of positive responses in four perception categories: awareness, utilization, necessity, and development of 15 services in the Student Affairs and Services Office, among 8 college majors.

Total N: 548

N for each major:

Agriculture	- 65
Education	- 65
Engineering	- 58
Letters & Science	- 145
Business	- 79
Nursing	- 40
General Studies	- 42
Fine Arts & Architecture	- 54

Looking at the different perception categories, the highest percentage of responses is found in the necessity column, next the awareness column, next the development column, with the utilization column showing the least number of positive responses.

The services that all majors were most aware of were Career Information (4), Leaves of Absences (11), and Financial Aid (14). The majors of Engineering and Nursing had the lowest percentage of positive responses to the services, in terms of awareness. The Agriculture, Education, and Fine Arts & Architecture majors were most aware of the services.

Table VI. Percentage of Positive Responses Among 8 College Majors Among 15 Services

	Awareness								Utilization								Necessity								Development							
	Ag	Ed	Eng	L&S	Bus	Nurs	GS	FA	Ag	Ed	Eng	L&S	Bus	Nurs	GS	FA	Ag	Ed	Eng	L&S	Bus	Nurs	GS	FA	Ag	Ed	Eng	L&S	Bus	Nurs	GS	FA
1. Academic Advising	49	66	47	59	63	60	69	61	22	40	17	26	24	30	29	15	88	88	78	92	95	95	88	74	63	86	64	75	89	73	71	52
2. Personal Counseling	62	65	71	61	59	60	64	57	11	9	16	13	10	15	10	7	86	89	83	92	96	93	90	80	68	77	55	78	77	80	74	67
3. Problem Solving	31	23	28	28	23	40	21	24	8	3	5	3	5	8	2	4	72	78	79	86	87	90	90	69	51	69	62	73	73	68	74	54
4. Career Information	75	69	69	66	59	53	57	70	20	17	21	14	15	15	10	13	92	89	90	95	96	95	83	89	82	83	78	81	91	83	76	78
5. Information Giving	38	35	26	38	32	40	26	41	12	18	9	18	20	13	14	9	72	77	66	87	87	88	93	83	51	71	52	63	65	68	64	56
6. Developing Programs	60	57	53	58	54	43	40	54	20	17	31	28	19	18	10	33	69	80	79	83	87	80	76	93	60	71	66	70	72	73	60	76
7. Writing Letters	35	26	17	27	28	10	21	28	6	5	3	5	6	0	0	6	82	85	83	84	89	83	93	81	63	74	76	69	76	65	62	69
8. Supporting Student Causes	43	51	47	41	37	35	31	39	8	14	12	13	5	15	2	11	71	85	74	84	90	88	83	85	58	80	74	76	76	85	64	72
9. Advising and Coordinating	49	51	33	41	43	48	45	31	15	20	16	15	15	20	17	11	63	62	53	67	77	65	69	61	42	51	33	51	51	50	48	35
10. Disciplining	42	35	34	48	44	35	40	39	6	8	7	4	6	8	7	4	51	71	53	64	72	60	64	52	29	57	28	40	43	43	38	26
11. Leaves of Absence, etc.	69	72	48	59	63	58	69	74	5	15	5	10	13	10	5	20	85	89	74	88	89	93	83	87	66	68	62	64	67	70	62	59
12. Place to Chat, etc.	45	42	38	39	35	15	36	39	26	25	24	22	24	13	26	24	62	72	53	72	76	75	79	67	49	58	43	61	63	55	57	54
13. New Student Orientation	77	77	81	80	81	68	81	78	52	57	62	61	58	48	55	43	83	83	78	92	89	93	86	83	55	71	69	74	75	75	71	65
14. Financial Aid	83	80	93	81	90	70	95	89	37	40	55	42	51	43	50	44	89	88	95	95	96	98	95	98	74	80	86	90	90	95	81	94
15. Coordination of Student Activities	72	62	69	63	65	40	67	59	40	32	43	36	38	20	45	37	85	88	84	90	92	78	93	80	66	86	78	80	86	63	81	70

Certain majors utilized particular services more than others.

Education majors utilized service 1 (Academic Advising) more than any other major. Fine Arts & Architecture, Engineers, and Letters & Science majors all utilized service 6 (Developing Programs) more than the other majors. The services 2 (Personal Counseling), 4 (Career Information), and 14 (Financial Aid) were all services that were considered most necessary by all majors. The ones deemed least necessary were 10 (Disciplining) and 9 (Advising and Coordinating).

The services 9 (Advising and Coordinating) and 10 (Disciplining) were also the ones that students from all majors least wanted developed. Services 4 (Career Information), 8 (Supporting Student Causes), 14 (Financial Aid) had the highest percentage of positive responses, and 15 (Coordination of Student Activities) in terms of wanting the services developed. Fine Arts & Architecture, Agriculture, and Engineering majors were least interested in developing any of the services offered by the SASO.

Response According to Visits (Table VII)

Table VII shows the percentage of positive responses to 15 services in the SASO among students that had visited the SASO once or more.

Table VII. Percentage of Positive Responses Among 4 Different Groups of Visitors Among 15 Services

	Awareness				Utilization				Necessity				Development			
	None	L	2	3 or more	None	1	2	3 or more	None	1	2	3 or more	None	1	2	3 or more
1. Academic Advising	54	58	71	72	25	23	27	30	86	89	89	91	71	75	73	81
2. Personal Counseling	58	65	71	74	7	10	18	28	88	89	96	93	71	73	73	85
3. Problem Solving	19	33	36	41	3	6	7	6	81	80	83	89	66	62	67	80
4. Career Information	57	73	81	76	10	15	24	35	91	92	94	96	83	75	86	87
5. Information Giving	28	41	42	44	12	14	21	26	79	84	87	89	60	60	63	72
6. Developing Programs	48	59	64	61	16	29	30	44	79	84	83	85	67	64	75	83
7. Writing Letters	22	25	26	41	3	1	1	22	83	84	86	96	67	66	73	87
8. Supporting Student Causes	36	49	43	46	6	9	20	22	80	84	87	89	72	73	77	80
9. Advising and Coordinating	36	48	50	59	8	17	21	44	59	67	75	80	42	41	52	65
10. Disciplining	36	48	54	46	5	7	7	7	59	66	69	59	36	36	45	43
11. Leaves of Absences, etc.	55	71	71	72	6	12	17	19	82	92	90	96	63	62	68	78
12. Place to Chat, etc.	29	50	38	48	20	21	26	39	70	66	68	81	55	51	62	63
13. New Student Orientation	74	84	86	83	52	61	61	57	83	86	95	93	68	63	80	80
14. Financial Aid	81	88	94	89	39	51	52	57	92	95	100	100	84	84	93	94
15. Coordination of Student Activities	57	66	74	72	28	9	51	44	85	22	90	89	76	15	82	83

Total N: 562
N of times visited:

None	- 302
Once	- 122
Twice	- 84
Three or more	- 54

The students who had visited the MSUSASO two or more times (including the 3 or more category) were more aware of the services than the other groups of students. Services 2 (Personal Counseling), 4 (Career Information), and 14 (Financial Aid) were the ones that all students were most aware of.

Services 9 (Advising and Coordinating) and 10 (Disciplining) were seen as least necessary and consequently the ones that all students least wanted developed. Services 4 (Career Information) and 14 (Financial Aid) were seen as the most necessary, and these were the ones that students wanted developed the most.

The students that had visited the SASO three or more times had the highest percentage of positive responses in all the categories (awareness, utilization, necessity, and development), while the students who had visited the SASO zero times had the lowest percentage of positive responses.

Population Characteristics and Number of Visits (Tables VII, IX, X)

Tables VIII, IX, and X all cross reference population characteristics of the student sample with the amount of times they have visited the SASO.

Table VIII. This table specifically shows the age of the student and the number of visits to the MSUSASO. The table shows a percentage ranking of students within each age bracket.

The number of students within each age grouping that these percentages are based on are as follows:

<u><19</u>	-	280
20	-	88
21	-	71
22	-	35
23	-	20
<u>>24</u>	-	<u>67</u>
Total N		561

Students age 24 or older visited the SASO more than any other age group, while the 19 or younger students had visited it less than any other age group. The differences in the visits between the 19 and younger and 24 and older students may be attributed to the length of time they had been on campus. More students in the 19 and younger and the 22 and older age groups had visited the SASO once, more than the 20 and 21 year olds. The highest percentage of students that had visited the SASO twice was found in the 23 year old category. The 20 and 21 year olds had gone back three or more times, more than any other age grouping.

Table IX. This table shows the correspondence of the students' living situation and the number of visits to the MSUSASO. The table

Table VIII. Percentage Distribution of Visits Among 6 Age Groups

Visit	Age Groups					
	19 or younger	20	21	22	23	24 or older
None	61	42	52	54	40	29
Once	23	18	18	23	25	25
Twice	11	23	14	9	30	21
Three or more times	5	17	16	14	5	11
Total N for each age	280	88	71	35	20	67

Table IX. Percentage Distribution of Visits Among 3 Living Situations

Visit	Living Situations		
	Dorm	Greek	Off campus
None	57	29	52
Once	23	21	20
Twice	13	26	17
Three or more times	7	24	11
Total N for each living situation	297	34	224

shows a percentage distribution within each living situation category.

The number (N) of students within each category are as follows:

Total N: 555

Dorm	- 297
Greek	- 34
Off campus	- 224

The highest percentage of students within each living situation category had never visited the MSUSASO. The residents of the dorms had the highest percentage of one-time visits. More Greeks had been to the SASO two and three times than had the other groups of students.

Table X. This table shows the majors of the students and the number of visits to the MSUSASO. The table shows a percentage ranking of students within each "major" category. The total number of students within each major column, upon which these percentages are based, are as follows:

Agriculture	65
Education	65
English	58
Letters & Science	145
Business	79
Nursing	40
General Studies	42
Fine Arts & Architecture	<u>54</u>
Total N	548

As in other tables showing the frequency of visits to the SASO with the population characteristics, the highest percentage of students from every major had never visited the MSUSASO. More

Table X. Percentage Distribution of Visits Among 8 College Majors

Visita- tions	Agriculture	Education	English	Letters & Science	Business	Nursing	General Studies	Fine Arts & Arch.
None	48	63	58	48	63	45	69	41
Once	28	23	21	21	20	20	17	22
Twice	15	8	16	15	13	30	9	18.5
Three or more times	9	6	5	16	4	5	5	18.5
Total N for 65 each age	65	65	58	145	79	40	42	54

Agriculture majors than any other major had come back to the office once. Nursing students had visited the office twice, more than other majors. Letters & Science majors, as well as students in Fine Arts & Architecture, had come back to the SASO three or more times more than other students. Education students show the lowest percentage of return visits to the MSUSASO.

Free Response (Table XI)

The last question on the questionnaire was an open ended question. It read, "What services would you like to see a part of the SASO that isn't presently available?" A total of 88 students or 15% of the sample responded to this question. The responses have been grouped according to the service requested. Table XI shows the response to this question and the number of students who responded.

Summary

The data obtained from the questionnaire were presented in this chapter. Fifteen services within the MSU Student Affairs and Services Office were surveyed in terms of students' perceptions on awareness, utilization, necessity, and development. Data were reported by giving percentages of positive responses for each question. There was also an open ended question which sought student opinion on the services they would like to see offered as part of the SASO that are not presently available.

Table XI. "What service would you like to see a part of the SASO that isn't presently available?"

Student Response	Number of students
Don't know what the S.A.O. is	38
Need S.A.O. to take more of a social lead in the campus to involve students	12
Need a council with students and administrators to talk about requirements	14
Legal aid procedures and protection of students consumer affairs	9
Help students find housing and jobs	4
Women's rights	3
Academic advising	1
Campus bank	1
Student information	1
Coordination of physical units on campus	1
Child care	1
Foreign programs	1
Consignment selling	1
Services for people over 30	1

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine the perceptions of the Montana State University students toward the Student Affairs and Services Office at Montana State University. The Review of Literature indicated that SASO are still very much in the process of identifying their function and purpose within university systems. It was hoped that this study would be helpful to the MSUSASO in their efforts to assess their current services and functions by eliciting student perceptions.

Students enrolled in eight undergraduate courses at MSU, during Autumn quarter 1976, responded to a survey on their perceptions of the MSUSASO. The survey consisted of four questions asking the student about his/her age, living situation, major, and times she/he had visited the SASO. There was also an open-ended question asking students what service they would like to see a part of the SASO that is not presently available. The results of the first three questions were cross-referenced with the last one. The results of all four questions were cross-referenced with their perceptions; including awareness, necessity, utilization, and development on fifteen services

offered by the SASO. The findings from this survey were reported in tabular form.

Conclusions

The conclusions are presented in five categories. The first four are organized according to the following characteristics: age, major, living situation, and number of visits to the SASO. The last category presents general conclusions.

Age. There was a difference among the age groups in terms of how they perceived the services. The 19 and younger age student used the SASO the least, while the 24 and older age group had visited the SASO more than other age groups. This may be attributed to the length of time each group had been on campus. The service that was utilized the most by all age groups was New Student Orientation (13). The 19 and younger age group was shown to have used this service more than other age groups, which may be due to the fact that they were the 'new students' in this survey. The second most used service was Developing and Presenting Training Programs, etc. (6). The 20 and 21 year olds used this service more than other age groups. This particular age group also had gone back to the Student Affairs and Services Office three or more times, more than any other age group, which follows if they are the group that is involved with SASO in developing programs.

Major. There was no clear distinction as to which majors used the Student Affairs and Services Office the most. However, the results show the Agriculture, Education, and Fine Arts & Architecture majors as being most aware of the services. It also shows the Fine Arts & Architecture, Agriculture, and Engineering majors being least interested in developing the services offered by the SASO.

In terms of particular services, 2 (Personal Counseling), 4 (Career Information), and 14 (Financial Aid) were all services that were considered most necessary by all majors. The ones deemed least necessary were 10 (Disciplining) and 9 (Advising and Coordination). These were also the services that students least wanted developed. Services 4 (Career Information), 8 (Supporting Student Causes), 14 (Financial Aid), and 15 (Coordination of Student Activities) had the highest percentage of positive responses, in terms of wanting the services developed.

The figures show that General Studies, Education, and Business majors showed the highest response to never having visited the SASO. The Nursing students had visited the SASO twice, more than any major; Letters & Science and Fine Arts & Architecture majors had come back three or more times to the SASO, more than other majors.

Living situation. The results show that the dorm residents visited the SASO one time, more than any other living group (Greeks or Off campus students). However, the Greeks came back to the SASO

two or more times more than any other group. It is also interesting to note that the Greeks had the highest average percentage of positive response in all of the perception categories. They generally were more aware of and had utilized the Student Affairs and Services Office more than other living groups. They also indicated that the services were more necessary and wanted them developed more.

Off campus students were least aware of the services and used them less than the other living groups. This may be due to the fact that they are less exposed to the services and they are less accessible to them.

Number of visits. There is one obvious conclusion based on the number of visits a student paid to the Student Affairs and Services Office. The students that had visited it more were more aware of the services and had utilized them more. Furthermore, these students felt the services were most necessary and wanted them developed more than other groups of visitors.

Services 4 (Career Information) and 14 (Financial Aid) were shown to be the services that students felt were most necessary and they were also the ones that students wanted developed the least. Services 9 (Advising and Coordinating) and 10 (Disciplining) were seen as least necessary and consequently the ones that all students (from all visit groups) least wanted developed.

General Conclusions

The general conclusions gleaned from this survey were:

1. The students that had used the Student Affairs and Services Office the most were most aware of the services. They also felt the services were most necessary and wanted them developed more than other students.

2. Student perceptions toward the services in the Student Affairs and Services Office were ranked as follows:

- a. they thought services were necessary.
- b. they thought services should be developed.
- c. they were aware of services.
- d. they had utilized the services.

3. The services that students were most aware of were, respectively:

- a. Financial Aid (14)
- b. New Student Orientation (13)
- c. Career Information (4)
- d. Personal Counseling (2)
- e. Leaves of Absences, Honorable Dismissals, I grades (11)
- f. Coordination of Student Activities (15)

The services that students were least aware of were, respectively:

- a. Writing Letters of Recommendation (7)
- b. Problem Solving (3)
- c. Information Giving (5)
- d. Providing a Place to Chat and Confide (12)

4. The services that students had utilized the most were, respectively:

- a. New Student Orientation (13)
- b. Financial Aid (14)

- c. Coordination of Student Activities (15)
- d. Academic Advising (1)
- e. Developing Programs (6)
- f. Place to Chat, etc. (12)

The services that students utilized the least were, respectively:

- a. Problem Solving (3)
- b. Writing Letters of Recommendation (7)
- c. Disciplining (10)

5. The services that students felt were most necessary were, respectively:

- a. Financial Aid (14)
- b. Career Information (4)
- c. Personal Counseling (2)
- d. Academic Advising (1)
- e. New Student Orientation (13)
- f. Providing Leaves of Absences, etc. (11)

The services that students felt were least necessary were, respectively:

- a. Disciplining (10)
- b. Advising and Coordinating (9)
- c. Providing a Place to Chat, etc. (12)

6. The services that students wanted developed the most were, respectively:

- a. Financial Aid (14)
- b. Career Information (4)
- c. Coordination of Student Activities (15)
- d. Supporting Student Causes (8)
- e. Academic Advising (1)
- f. Personal Counseling (2)

The services that students wanted developed the least were, respectively:

- a. Disciplining (10)
- b. Advising and Coordinating (9)
- c. Providing a Place to Chat and Confide (12)

Recommendations

The recommendations for application and further research are given below:

1. The Student Affairs and Services Office should phase out services deemed unnecessary and put time, money, and talent into the ones that are considered necessary.
2. The Student Affairs and Services Office should institute some kind of public relations to make their services more visible to students.
3. The Student Affairs and Services Office should continue in their efforts to implement services and programs that are relevant to today's students.
4. A more thorough investigation should be made regarding all student services on the Montana State University campus to see where student needs are and are not being met.
5. An investigation should be made comparing the services that are offered on the Montana State University campus and other campuses across the nation.

6. A survey, such as this one, should be done periodically so that student services at Montana State University stay abreast of student concerns.

7. A different instrument should be utilized that would have another emphasis on student activities, e.g., one that would evaluate student priorities.

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APPENDIX

APPENDIX

STUDENT SURVEY OF THE MSU STUDENT AFFAIRS OFFICE

1. Please state your age.

___19 ___20 ___21 ___22 ___23 ___24 and over

2. Please check living situation.

___dorm ___Greek ___off-campus

Below are a list of services offered by the Student Affairs Office. Please evaluate each service by checking either yes or not for each category. For example, for service 1 - Academic Advising, if you are aware of this as a Student Affairs service (category 1), check yes; if you have not utilized the service (category 2), check no; if you feel that it is a necessary service (category 3), check yes; If you feel that the service should not be developed (category 4), check no. You should have four check marks for each service.

SERVICES	Are you <u>AWARE</u> of this Service		Have you <u>UTILIZED</u> this Service		Is this a <u>NECESSARY</u> Service		Should this service be further <u>DEVELOPED</u>	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Academic Advising - curriculum and subject matter management								
2. Personal Counseling								
3. Problem Solving - trouble shooting for students, resolving conflicts								
4. Career Information, Awareness, and Guidance								

SERVICES	Are you <u>AWARE</u> of this Service		Have you <u>UTILIZED</u> this Service		Is this a <u>NECESSARY</u> Service		Should this service be further <u>DEVELOPED</u>	
	Yes	No	Yes	No	Yes	No	Yes	No
5. Information Giving - providing direction, referring to other "helping" campus personnel, assessing student needs								
6. Developing and present- ing training programs, workshops, guest speak- ing and lecturing								
7. Writing letters of recommendation								
8. Supporting student causes								
9. Advising and Coordi- nating - all campus organizations, soror- ities/fraternities								
10. Disciplining								
11. Leaves of Absences, Honorable Dismissals, "I" grades								
12. Providing a place to chat and confide								
13. New Student Orienta- tion								
14. Financial Aid and Scholarship Programming								

SERVICES	Are you <u>AWARE</u> of this Service		Have you <u>UTILIZED</u> this Service		Is this a <u>NECESSARY</u> Service		Should this service be further <u>DEVELOPED</u>	
	Yes	No	Yes	No	Yes	No	Yes	No

15. Coordination of
Student Activities
and Recreation

3. Please denote your major.

- ☐ Agriculture
☐ Education
☐ Engineering
☐ Letters and Science
☐ Business
☐ Nursing
☐ General Studies
☐ Fine Arts & Architecture

4. How often have you used the Student Affairs Office?

☐ None ☐ 1 ☐ 2 ☐ 3 or more

5. What service would you like to see a part of the Student Affairs Office that isn't presently available?