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## A Survey of Student Opinion Concerning Selected Aspects of the Student Personnel Services of the College of William and Mary in Virginia

Fred Seaman Allen  
*College of William & Mary - School of Education*

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A SURVEY OF STUDENT OPINION CONCERNING SELECTED ASPECTS  
" OF THE STUDENT PERSONNEL SERVICES OF  
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

A Project  
Presented to  
the Faculty of the Department of Education  
The College of William and Mary

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

by  
Fred Seaman Allen, Jr.

June 1953

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## CHAPTER I

### THE PROBLEM, IMPORTANCE OF THE STUDY, DEFINITIONS OF TERMS USED, PROCEDURE FOLLOWED, AND LIMITATIONS OF THE STUDY

#### I. THE PROBLEM

This study has attempted to determine student opinion about the effectiveness of certain selected facets of the student personnel services at the College of William and Mary in Virginia. More specifically, the study has been concerned with the opinion of students about the guidance, counseling, and orientation programs of the College.

#### II. IMPORTANCE OF THE STUDY

During the last few years changes in areas of student life with which this paper is concerned have occurred at the College of William and Mary. Some of these changes are: (1) The length of time for orienting the new student to College life has decreased in the past two years; (2) the counseling program has made concerted efforts to expand its services so as to better meet the needs of the College community; and (3) changes in personnel in the guidance services have brought forth different methods and techniques in handling students' problems. Although students are the ones who are primarily affected by these changes, most, if not all, changes have been initiated by the faculty and/or the administration of the College. Since student personnel services are a part of the instructional program of most



colleges and universities, it is natural that program changes be initiated by those who are in the position of responsibility. It is seldom within the realm of students to inaugurate variances in the programs, nevertheless it is extremely important that their opinion be considered before changes are consummated. There appears to be no evidence of any scientific study of student opinion of student personnel services ever having been made at the College of William and Mary, either before or after program changes had been made.

According to Salzman, another factor which makes studies of this kind important is securing knowledge of the strengths and weaknesses of the school program.<sup>1</sup> This study has attempted to point out the existing strengths and weaknesses of the student personnel services of the College of William and Mary by presenting data obtained from a student evaluation of this program.

Since guidance, counseling, and orientation programs, (these are the programs which are included in student personnel services in this report), are relatively new programs in higher education, it is generally assumed that much of the published information about these programs is still hypothetical and theoretical and as yet no universal program has been accepted in these areas. Therefore it might further be assumed that these programs are highly individualistic and vary in

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<sup>1</sup>B. George Salzman, "Values of a School Survey," School and Community, p. 204, May, 1948.

scope and service in different institutions. Because of their very nature, it appears that a constant evaluation of the student personnel services is necessary if the program is to be best fitted to the needs of those for whom the program is designed.

### III. DEFINITION OF TERMS

There has been considerable confusion in the area of student personnel services in regard to the definition of certain terms. In addition, due to the selection of specific activities for consideration in this study, some of the terms used herein may not be as inclusive as when considered generally. For purposes of clarification, the following terms are defined as they are used in this report.

Student Personnel Services. In this report the term "student personnel services" has been restricted to include only the guidance, counseling, and orientation programs of the College of William and Mary in Virginia.

Guidance Program. This program is concerned with the activities of faculty advisors who assist students with the selection and planning of academic programs, with problems of personal adjustment, and with the selection of a vocational objective. The program also includes the advisory and guidance activities performed by instructors with the individual students enrolled in their classes. Problems may be referred to the Counseling Office.

Testing Program. The testing program consists of a battery of standardized tests administered to all incoming students plus additional tests which may be requested by individual students or recommended by the Counselors as a part of the counseling process. The program is supervised and administered by the personnel of the Counseling Office.

Counseling Service. The program carried on by the Personnel of the Counseling Office through which students are assisted in reaching a solution to problems of an educational, vocational, or personal nature constitutes the College Counseling Service.

Orientation Program. The Orientation Program is the program presented prior to the opening of each semester for all entering students and designed to assist these new students in their adjustment to college life.

The College. The College of William and Mary in Virginia will be designated in this report as the College.

IV. THE PROCEDURE FOLLOWED IN CONDUCTING THE STUDY

It was decided by authorities of the College that during the 1952-1953 school year an evaluation of every phase of the total College program should be undertaken. A committee from the College's faculty and administration was appointed by the College President, and they evolved the operational outline for carrying out the self-evaluation. This operational outline was divided into three major areas: (1) area of educational aims and means; (2) area of adminis-

tration, finance, and plant; and (3) area of students and student life. Included in the area of students and student life were the following:

1. Departmental Clubs
2. Sororities and Fraternities
3. Student Government
4. The Honor System
5. Social Affairs
6. Religious Activities
7. Student Publications
8. Lectures, Concerts, and Art Exhibits
9. Special Interest Clubs
10. Freshman-Sophomore Advisors
11. Departmental Advisors
12. Testing
13. Orientation
14. Distribution Courses
15. Fields of Concentration
16. The Counseling Office

The present study is concerned with the areas of ten through sixteen. In selecting a means of securing the data for these areas, the merits and limitations of each research method were carefully weighed by those concerned with the design of the study, and it was decided that questionnaire data would fulfill the purposes of the study.

The initial plans of the Committee of the Self-Evaluation were to investigate every phase of student life. For this reason those people who served in advisory or other capacities with the student activities listed above, were informed of the study and asked to submit items for the questionnaire. Because those planning the study were not intimately acquainted with all of the areas of student life, it seemed that this procedure would aid in making the study more thorough and comprehensive. The final instrument was prepared by a

committee of the faculty and by graduate students, and the present study is concerned with an analysis of the data gathered from selected sections of the total questionnaire.

In the construction of the questionnaire, each item was designed with three possible responses. In some sections of the questionnaire possible responses were (1) yes, (2) no, (3) uncertain or no opinion, which was designated by "?". In other sections, the possible responses were (1) all, (2) most, and (3) few. The final category, whose items pertained to the Counseling Office, was a checklist.

The items were constructed in this manner so that they could be machine scored and thus make possible the tabulation of the data collected. However, by limiting the responses to three possible choices, some of the real meaning of the responses was lost. After inspection of the data it was shown that many items proved to be of such a nature that certain respondents added notations to their response as they did not feel they could accurately indicate their opinion within the framework of the responses provided. It is regrettable that there were no provisions made for such responses, but it was agreed by the Self-Evaluation Committee that the necessity of obtaining data in a usable form justified the method of construction of the questionnaire.

With the completion of the construction of the questionnaire, the problem of how it could best be administered arose. It was decided by the Self-Evaluation Committee that the greatest response to the questionnaire would be secured if it were administered during a

class period when the largest possible number of students were in class. Through the cooperation of College administrative officials, the ten o'clock class period of Wednesday, February 18, 1953, was set aside for students to respond to the questionnaire. Those students who did not have class at that time were requested to report to the College auditorium where the instrument was administered by a member of the faculty. This process proved very successful as 1,123 of a population of 1,564 responded.

When the questionnaires had been completed, they were sent to Norfolk, Virginia, to Customer Service Bureau of the International Business Machines Corporation, where the punched card method was used in transferring the raw data to a more workable form. The advantages of the punched card method are much too numerous to mention in this paper, but are enumerated and explained in The Punched Card Method In Colleges and Universities.<sup>2</sup> The punched cards were then brought back to the College where they were sorted and tabulated by the personnel of the College tabulating office.

Fourteen different items pertaining to the personal background of the respondent were included on the face sheet of the questionnaire. Included in these items were questions on academic class, sex, permanent residence, and the like (see Appendix A). These items were included so that the data for any and/or all of the items could be

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<sup>2</sup> G. W. Bachne, editor, The Punched Card Method In Colleges And Universities. (New York: Columbia University Press, 1935), pp. 1-22.

compared; for example, the responses of all freshmen for a particular item could be compared to those of seniors, juniors, or sophomores, and in this way, it was possible to determine if there were any differences between the responses of freshmen and the other classes. In like manner the responses of males and females could be compared, as well as those living in Virginia and those residing elsewhere.

Excluding compilation of the totals of the various possible responses for each item, which was the first and most important compilation, this study has been concerned with only two of the categories appearing on the face sheet; (1) sex, and (2) academic class.

The responses made by males for each item upon which this report is based were tabulated and compared to the responses made by females to see if there were any differences in the opinions of male and female students. The responses of freshmen were compared to the other academic classes in those sections of the questionnaire concerned with areas in which definite changes have been made in the program during the past few years. This was done to see if program changes brought about any changes in the opinions of students.

The raw data, which had been obtained through the process mentioned above, was converted to percentages. These percentages were based on the total number participating in the study. All percentages were rounded off to their nearest significant number. This explains the apparent discrepancies in the total of the percentages for some items. It should also be noted here that because

so many did not respond to all of the items, the percentage of "no responses" was computed for each item.

## V. LIMITATIONS OF THE STUDY

Each of the limitations discussed pertain to the procedure which was used in the overall questionnaire study prepared as a part of the total College evaluation. Since this study represents an analysis of selected sections of this instrument, the same limitations apply to this study.

The questionnaire method. The weaknesses and shortcomings of this method are discussed very fully in Good, Barr, and Scates' Methodology of Educational Research.<sup>3</sup> It has not been the purpose of this paper to discuss all of the limitations of the questionnaire, but certain weaknesses are here noted which seem most pertinent to this study.

1. All questions do not have the same meaning to everyone participating in the study and often the responses are colored by these different interpretations.
2. Questions are often difficult to construct without unintentionally pointing to a desired response, especially is this so in questionnaires dealing with opinions.
3. Many questions cannot be answered by an absolute yes or no, all or few, but often reservations should be made.

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<sup>3</sup> Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York and London: D. Appleton-Century Company, 1935), pp. 324-343.



Lack of detail in the study. The instrument used was designed as a means of investigating all phases of student life at the College of William and Mary. The Committee of the Self-Evaluation of the College felt it would be more desirable to distribute a questionnaire which covered the important points of all of the aspects of student life to as many students as they could reach rather than to investigate in greater detail with a smaller sample. For this reason most of the items of the questionnaire searched for only the student's opinion in his response and was not concerned with why he responded as he did. To have been more meaningful, the study should have gone into greater detail.

## CHAPTER II

### PRESENTATION OF THE DATA AND THE DISCUSSION OF FINDINGS

The data presented in this chapter were obtained from those items of the questionnaire with which this report was concerned. The data are presented in tabular form for each of the sections investigated which are: (1) The freshman-sophomore advisory program; (2) The departmental advisory program, which was responded to only by junior and senior classes; (3) The testing program; (4) The orientation program; (5) The attitude of students toward the faculty in distribution courses; (6) The attitude toward the faculty in the fields of concentration; and (7) The section pertaining to reasons for visiting or reasons for not visiting the College Counseling Office.

Immediately following each section, the findings of the study are revealed. No attempt was made to offer explanations as to why the data resulted as they did, but rather the presentation was in terms of the factual information which was derived from the data.

#### I. DESCRIPTION OF THE SAMPLE

Following is the data which were obtained from the face sheet of the questionnaire and which presents a numerical description of the sample who participated in this study.

Class: Freshman, 366; Sophomore, 282; Juniors, 238; Seniors, 228; Graduate Students, 11; Special Classifications, 2.

Sex: Male, 485; Female, 629; (9 did not respond).

Are you from Virginia? Yes, 559; No, 564.  
 Do you live on campus? Yes, 992; Off campus, 131.  
 If you live off campus, do you commute? Yes, 28; Live in  
 Williamsburg, 88; (15 did not respond).  
 Did you enter William and Mary in September? 1031; Febru-  
 ary, 65; June 27.  
 Did you enter William and Mary as a transfer student? Yes,  
143; No, 902; (78 did not respond).  
 From what type high school did you graduate? Public, 971;  
 Private, 152.  
 Are you a member of a church? Yes, 989; No, 134.  
 Do you attend services regularly? Yes, 562; Occasionally,  
409; Seldom, 152.  
 Are you a member of a fraternity or sorority? Yes, 722;  
 No, 401; (If you are a pledge, check "yes").  
 Are you at William and Mary on a scholarship? Yes, 188;  
 No, 935.  
 Are you a veteran? Yes, 42; No, 1081.  
 Do you work part-time? Yes 293; No, 830.

The sample was obtained from the entire student body of the  
 College of William and Mary and includes 1,123 respondents of a  
 total population of 1,564. The responses for all of the data which  
 follow, have been expressed in percentages of the total possible  
 responses for each item, rather than merely upon the total number  
 who responded to the item.

The percentages for the total group were based upon 1,123  
 cases except in those sections which pertained only to juniors and  
 seniors. The percentages for the junior and senior totals were  
 based upon 466 cases. Because nine students omitted the item on  
 the face sheet which designated their sex, their results could not  
 be included in the breakdown of men students and women students, al-  
 though their responses were used in computing percentages for the  
 total group. Of these nine omissions, six are revealed in the data  
 pertaining only to juniors and seniors.

## II. FRESHMAN-SOPHOMORE ADVISORY PROGRAM

The data presented in Table I were obtained from the section of the questionnaire which dealt with the freshman-sophomore advisor program. The data are disclosed in percentage form and broken down into three categories: (1) The responses of the total group; (2) The responses of the men students; and (3) The responses of the women students.

The items on the freshman-sophomore advisor program were so stated that if the program were successful and functioning adequately, there would have been a preponderance of the responses falling in the "yes" categories. The data do not reveal this to be the case; in fact, in only item 26 did the "yes" category receive a 50 per cent response of the total sample. Furthermore this was the only item of the four asked which received a greater "yes" than "no" response.

In item 25, less than one of three students believed that their freshman-sophomore advisor was effective in helping them select the best possible program of courses. In fact, more than one of two students responded to the effect that their advisors were ineffective. It is also noted that the percentages of men students who responded in each category nearly coincided with those of the women students.

Only 50 per cent of the students replied that their advisors were familiar with the requirements and possibilities for training

TABLE I  
STUDENT OPINION CONCERNING THE FRESHMAN-SOPHOMORE ADVISOR PROGRAM

Item	Total (n=1123)				The Percentage of Students Male (n=485)				Female (n=629)			
	Yes	No	? <sup>a</sup>	NR <sup>b</sup>	Yes	No	?	NR	Yes	No	?	NR
25. Did you feel your freshman-sophomore advisor was effective in helping you to select the best possible program of courses for you?	31	55	8	6	31	56	8	5	31	56	7	6
26. Did your freshman-sophomore advisor seem to be familiar with the requirements and the possibilities for training provided at William and Mary?	50	33	11	6	49	34	12	5	51	33	10	6
27. Did your freshman-sophomore advisor give you adequate assistance in selecting a major?	16	58	17	9	20	56	15	9	12	59	19	10
28. Have you felt free to go to your freshman-sophomore advisor for help other than in the selection of courses and for registration?	31	53	10	6	35	50	10	5	28	55	10	7

<sup>a</sup> ?=undecided or no opinion

<sup>b</sup> NR=no response

provided by William and Mary, while 33 per cent responded that their advisors seemed to be unfamiliar with these College requirements and possibilities (see item 26). Again there appears to be little difference in the opinion of women and men students concerning this item.

On further examination of the data, it should be noted that only 16 per cent of the total students responding to the questionnaire were of the opinion that their freshman-sophomore advisor gave them adequate assistance in selecting a major field of concentration. The data show that a slight difference existed in the responses of men students to women students concerning this item. Twenty per cent of the men students answered positively while only 12 per cent of the women students responded positively.

In the final item of the section, the data again show a large majority of negative responses and only a slight difference existing in the opinions of men and women students. Less than one of three students responded that they felt free to go to their freshman-sophomore advisor for help other than in the selection of courses and for registration, while more than half responded that they did not feel free to do so.

### III. DEPARTMENTAL ADVISORS

In Table II the data representing the opinions of junior and senior students concerning departmental advisors are depicted. These data are divided into three categories: (1) How the total sample

responded to each item; (2) How the men students responded to each item; and (3) How the women students responded to each item.

It should be explained that the percentages for the total sample were computed from 466 junior and senior respondents. As was mentioned previously, six respondents were omitted from the comparison of men students to women students. Freshmen and sophomore students were not able to respond to these items because they are not assigned advisors in their concentration until the beginning of the junior year.

Analysis of the data derived from item 29 shows that 70 per cent of the total, 67 per cent of the men students, and 73 per cent of the women students believe their major advisor to be interested in helping them select the best program of courses. Only 19 per cent of the total, 20 per cent of the men students, and 18 per cent of the women students said that their major advisor was not interested in helping the student select the best program of courses. Nine per cent were in the "?" category of each division of the data.

When asked whether their major advisor had insisted that they take certain courses not required for graduation, 13 per cent of the total sample responded "yes" while 83 per cent responded "no." This compares with a 16 per cent affirmative reply of men students and 9 per cent affirmative reply by women students and a negative response of 75 per cent and 91 per cent for men and women students respectively.

Sixty-two per cent of the total sample responded that their

TABLE II  
STUDENT OPINION CONCERNING DEPARTMENTAL ADVISORS (JUNIORS AND SENIORS ONLY)

Item	Total (n=466)				The Percentage of Students Male (n=237)				Female (n=223)			
	Yes	No	? <sup>a</sup>	NR <sup>b</sup>	Yes	No	?	NR	Yes	No	?	NR
29. Do you feel that your major advisor is interested in helping you to select the best program of courses for you?	70	19	9	2	67	20	9	4	73	18	9	0
30. Has your major advisor insisted that you take certain courses which are not required for graduation?	13	83	2	2	16	75	4	5	9	91	0	0
31. Does your major advisor seem to have a broad knowledge of the advantages of courses to be selected as electives?	62	20	15	3	63	21	12	4	62	19	19	0
32. Have your relationships with your major advisor been pleasant?	86	5	7	2	81	7	7	5	91	4	5	0
33. Has your major advisor ever discussed the possible next steps of training and employment after completing your major and graduating from William and Mary?	43	53	1	3	46	46	2	6	39	61	0	0

<sup>a</sup> ?=undecided or no opinion

<sup>b</sup> NR=no response



major advisor seemed to have a broad knowledge of the courses to be selected as elective courses, while 20 per cent replied oppositely. Fifteen per cent were undecided or of no opinion in regard to this item and 3 per cent did not respond. The percentages for men students and women students almost corresponded to those of the total group.

The student-faculty relationships are touched upon in item 32, and 86 per cent of the total sample responded that their relationships with their major advisor had been pleasant. Eighty-one per cent of the men students and 91 per cent of the women students responded that a pleasant relationship existed between them and their major advisor. Only 5 per cent of the total sample, 7 per cent of the men students, and 4 per cent of the women students responded negatively to the item.

In the final item of the section, the student was asked whether his major advisor ever discussed possible next steps of training and employment after graduation from William and Mary. Only 43 per cent responded "yes" to the item and 53 per cent responded "no" and 4 per cent responded in the "?" category or did not respond at all. The opinion of men students was evenly divided with 46 per cent answering "yes" and the same percentage answering "no." Eight per cent of the men students were in the last two categories. By comparison, only 39 per cent of the women students responded "yes" and 61 per cent responded "no."

#### IV. THE TESTING PROGRAM

In Table III the data derived from the section on the testing program of the College are presented. The data are presented in percentage form by the following divisions: (1) How the total sample responded to the items; (2) How the men students responded to the items; and (3) How the women students responded to the items.

An analysis of the data pertaining to items 34-37, which are concerned with the testing program of the College's orientation program reveals that slightly less than two of three students understood the purpose of taking these tests. This relatively low percentage might be explained by the fact that students are unusually busy during the orientation period, are usually excited, and are anxious to participate in the more interesting parts of the orientation program, and they place tests in a position of minor importance. It may also be that during the orientation period the purposes of the tests are poorly explained, and the student does not seek out these purposes himself. As the data show, there is little difference between the opinion of men students and women students concerning the understanding of the purposes of the testing program.

Further, the data show that only 40 per cent of the total students responded that they had had the results of their tests explained to them. In the same item, 51 per cent of the women students responded positively while only 32 per cent of the men students responded affirmatively.

TABLE III  
STUDENT OPINION CONCERNING THE COLLEGE TESTING PROGRAM

Item	Total (n=1123)				The Percentage of Students Male (n=485)				Female (n=629)			
	Yes	No	? <sup>a</sup>	NR <sup>b</sup>	Yes	No	?	NR	Yes	No	?	NR
34. Did you know the purpose of taking tests during the orientation period?	61	33	3	3	58	34	5	3	63	32	3	2
35. Have the results of these tests been explained to you?	40	54	2	4	32	60	3	5	51	46	1.5	1.5
36. Were the test results helpful in indicating your strengths and weaknesses?	27	36	26	11	23	40	27	10	31	34	24	11
37. Did you feel that tests were given too soon after your arrival at William and Mary?	24	63	11	2	25	56	16	3	23	68	7	2
38. Have you ever taken additional tests in the Counseling Office, such as vocational interest tests and aptitude tests?	16	80	1	3	16	78	2	4	17	81	.5	1.5
39. Were the facilities for taking these tests adequate?	17	2	2	79	18	2	2	78	15	2	2	81
40. Was the interpretation of these additional test results helpful?	10	5	4	81	10	5	6	79	11	6	2	81

<sup>a</sup> ?=undecided or no opinion

<sup>b</sup> NR=no response

In item 36, the data show that 27 per cent of the respondents believed that the explanation of their test results had proved helpful to them. Since only 40 per cent of the total sample had their test results explained (see item 35), it is evident that to nearly three of four students the explanation of the results proved helpful. Further comparison of the two items reveals that while only 32 per cent of the men students and 51 per cent of the women students received an explanation of their test results, 23 per cent of the men students and 31 per cent of the women students thought these explanations were helpful. That is, of every three men students who had the test results explained, more than two of the three felt these results were helpful; in like manner, more than three of five women students were of the same opinion. This points up the possibility that if the test results of all of the students had been explained, many more students would understand their strengths and weaknesses and thereby would be better able to cope with the many problems they face.

Only about one of four students believed that these tests administered too soon after their arrival at William and Mary, and there was little difference of opinion between men and women students concerning this item.

The data show in item 38 that only 16 per cent of the students had taken advantage of additional testing by the Counseling Office. Eighty per cent responded that they had not taken any additional tests and the comparison of men to women students shows relatively little

difference between the data presented for the totals.

In explanation of the large percentage who did not respond to items 39 and 40, only those who responded affirmatively to item 38 were to respond to these items. An overwhelming percentage of those responding to the item responded that the facilities for taking these tests were adequate, and nearly two of three students were of the opinion that interpretation of these additional test results proved helpful.

#### V. THE ORIENTATION PROGRAM

Student's responses to the items on the orientation program are disclosed in Table IV. To ascertain if differences of opinion existed between the various academic classes, the data from the responses for freshmen, sophomores, juniors, seniors, and graduate students are presented under those headings. Also the totals are again shown, as well as the percentages for men students and women students.

All of the items in this section of the questionnaire inquired into the various aspects of the formal program of introduction of new students to the College. Since each of the items was so worded that a positive response would indicate the program was functioning well in that particular area, one might surmise by merely glancing at the total data, that the program was functioning well as a whole; however, before a generalization of this kind should be made, each item should be carefully analyzed.

TABLE IV  
STUDENT OPINION CONCERNING THE ORIENTATION PROGRAM

Item	Total (n=1123)				Males (n=485)				Females (n=629)				Percentages of Students Freshmen (n=366)				Sophomores (n=282)				Juniors (n=238)				Seniors & Graduates (n=237)			
	Yes	No	? <sup>a</sup>	NR <sup>b</sup>	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR
41. Did the orientation program serve to acquaint you with the general living arrangements of your dormitory?	67	22	6	5	50	34	9	7	79	14	4	3	68	21	8	3	77	14	4	5	63	27	6	4	59	27	5	9
42. Was your introduction to the various student activities on campus adequate?	52	38	6	4	47	41	7	5	57	35	5	3	50	41	6	3	65	25	7	3	50	40	7	3	43	44	5	8
43. Was the information on study techniques and time budgeting useful to you?	27	55	14	4	25	51	18	6	28	57	11	4	38	47	11	4	27	56	13	4	18	63	16	3	18	57	16	9
44. Was your group leader or sponsor helpful in providing information and answering questions?	75	15	6	4	67	19	8	6	82	13	3	2	82	12	4	2	77	14	7	2	69	20	7	4	60	21	7	12
45. Did the orientation program familiarize you with the College history, traditions, and customs?	72	17	7	4	66	19	10	5	76	17	4	3	77	12	7	4	74	17	7	2	77	14	6	3	57	28	9	6
46. Was the information you received from the Indian Handbook helpful?	87	4	5	4	83	5	6	6	90	3	5	2	91	2	5	2	90	3	4	3	86	4	6	4	78	9	6	7
47. Was the orientation program as a whole helpful in introducing you to life at William and Mary?	78	11	7	4	73	11	9	7	81	11	6	2	78	10	8	4	84	7	7	2	77	13	6	4	69	15	8	8

<sup>a</sup> ?=undecided or no opinion

In item 41, 67 per cent of the total respondents indicated that the orientation program served to acquaint them with the general living arrangements of their dormitory. However a great difference of opinion exists between men students and women students. Only 50 per cent of the men responded positively while 79 per cent of the women responded in the affirmative. This difference could be influenced by the fact that many of the men's dormitories have no housemother, while all of the women's dormitories do, and housemothers are instrumental in improving dormitory living arrangements. The sophomore class, with a 77 per cent affirmative response, had the largest percentage of positive responses to the item and the seniors and graduate students the lowest with 59 per cent.

In the area of introduction to the various student activities on campus, only 52 per cent of the total respondents replied that their introduction to these activities was adequate, while 33 per cent responded that they believed their introduction to be inadequate. Ten per cent were either in doubt or did not respond to the item. Again a large difference of opinion existed between men students, 47 per cent of whom responded positively, and women students, 57 per cent of whom responded positively. Once more the sophomores had the highest positive response of the academic classes, 65 per cent, and the seniors and graduate students the lowest, 43 per cent.

The opinions expressed by the students indicated that the orientation program was functioning adequately with one exception. This exception occurred in item 43, which asked if the information

on study techniques and time budgeting were helpful, shows that only 27 per cent of the total respondents answered affirmatively as compared to a 55 per cent negative response. There was practically no difference in the responses of men students and women students. By academic class, the freshmen, with 38 per cent showed the greatest positive response, while the juniors and seniors and graduate students show the lowest positive response with 18 per cent each.

The remainder of the items need little explanation for the percentage of positive responses dominates almost completely the percentage of negative responses. In all of the data of this section two significant patterns are evident; first, in every item there is a major difference of opinion between men students and women students, and secondly, in every item there is a marked difference between the opinions of freshmen and the seniors and graduate students.

One of the possible explanations for the difference in men students' opinion and women students' opinion could be that the program of orientation for women students is better organized and better executed. It has only been in the past two or three years that much emphasis has been placed on the orientation of men students, while the women's orientation program has been stressed for many years.

The fact that a greater proportion of freshmen responded positively to the items pertaining to orientation than did seniors



and graduate students (in fact, they showed a greater positive response to all of the items than any of the academic classes with the exception of the sophomores in items 41 and 42) may be attributed to two factors; first, certain changes have been made in the orientation program during the past year and these changes may have affected the opinions of the freshmen, and second, the orientation program is more fresh in the minds of the freshmen than any other academic class.

#### VI. FACULTY IN DISTRIBUTION COURSES

The following table illustrates the data which were obtained through student opinion in responding to the section of the questionnaire on the existing relationships between students and the faculty in distribution courses. Distribution courses are those courses which are required by the College of all students, usually during the freshman and sophomore years.

Like Table IV, the data in Table V are divided into the following: (1) The responses of the total group; (2) The responses of the men students; (3) The responses of the women students; and (4) The responses of the academic classes. In this table the possible responses to the items are in terms of (1) all, (2) most, (3) few, and (4) those not responding.

The first item of this section is concerned with the availability of instructors for individual conferences. The data show only 38 per cent of the total sample responded that they believed

TABLE V  
STUDENT OPINION CONCERNING THE  
FACULTY IN DISTRIBUTION COURSES

Item	Total (n=1123)				Males (n=486)				Females (n=629)				Percentages of Students Freshmen (n=356)				Sophomores (n=282)				Juniors (n=238)				Seniors & Graduates (n=237)			
	All	Most	Few	NR <sup>a</sup>	All	Most	Few	NR	All	Most	Few	NR	All	Most	Few	NR	All	Most	Few	NR	All	Most	Few	NR	All	Most	Few	NR
48. Are your instructors readily available for individual conferences?	38	51	8	3	35	53	9	3	40	49	8	3	48	43	7	2	41	51	8	0	26	60	10	4	30	56	12	2
49. Do you feel free to consult with your instructors when you want advice or help?	44	40	13	3	46	40	11	3	43	40	15	2	49	37	11	1	49	37	14	0	36	45	14	5	41	44	14	1
50. Have your instructors encouraged you to consult them outside of class for individual help?	24	42	31	3	22	42	33	3	26	42	29	3	37	43	17	3	22	45	32	1	16	40	40	4	16	38	43	3
51. Do you feel at ease when talking to an instructor outside of class?	33	48	16	3	36	47	13	4	31	48	17	4	37	43	17	3	35	48	16	1	26	51	18	5	32	51	14	3
52. Do you feel that your instructors are interested in your personal problems not directly connected with work of their course?	6	28	62	4	5	35	56	4	6	26	63	5	7	32	56	5	5	27	65	3	3	26	66	5	7	25	63	5
53. Do you feel free to disagree with your instructors without fear of being penalized or ridiculed?	24	45	27	4	27	43	27	3	21	48	26	5	27	43	26	4	20	53	24	3	21	48	26	5	24	41	32	3

<sup>a</sup> NR=no response

that all of their instructors were readily available for individual conferences, while 51 per cent responded that they thought most of their instructors were readily available for individual conferences. In this item, as with the remaining items of this section, there was little disagreement between men and women students. Thirty-five per cent of the men students and 40 per cent of the women students answered in the "all" category, while 53 per cent of the men and 49 per cent of the women responded "most" to the item. In the breakdown by academic class, the freshmen had the largest percentage, 48 per cent, who believed that all of their instructors were readily available for individual conferences, while the seniors and graduate students had the lowest percentage, 30 per cent. The juniors, with 60 per cent, had the greatest "few" responses.

In item 49, which asked if the student felt free to consult with his instructors when he wanted advice or help, the responses in the "all" category ranged from a low of 36 per cent for the junior class to a high of 49 per cent for both the freshmen and sophomores. The freshmen had the lowest percentage of "few" with 11 per cent as the other three classes each had 14 per cent. There was little difference in the responses of the total sample, the men students, and the women students.

Thirty-seven per cent of the freshmen, 22 per cent of the sophomores, and 16 per cent of the juniors, seniors and graduate students responded that all of their instructors had encouraged the student to consult with them outside of class for individual help.

In reference to this same item, the freshmen had the lowest percentage of "few" responses, 17 per cent, while the seniors had the greatest at 43 per cent. Again there was relatively little difference in the responses of the total sample, the men students, and the women students.

It is noted in item 52 that the largest percentage of responses fall in the "few" category with 62 per cent of the total sample, 56 per cent of the men students, and 63 per cent of the women students responding in this category. The academic classes' responses ranged from a low of 56 per cent for freshmen to a high of 66 per cent for juniors. Since this item pertains to whether students feel their instructors are interested in their personal problems not directly connected with class work, it is obvious that most students believe that only a very few of the College's instructional staff show an interest in the personal problems of the student.

In review of Table V, it is interesting to note that in almost all of the items, the opinions of the men students and the women students were very closely allied. The table also shows that fewer differences existed in the responses of the academic classes, with the exception of those previously mentioned.

## VII. THE FACULTY IN FIELDS OF CONCENTRATION

The data obtained from the section of the questionnaire on the faculty in the fields of concentration are depicted in Table VI. These data were obtained from the opinion of junior and senior stu-

TABLE VI  
STUDENT OPINION CONCERNING THE FACULTY IN FIELDS OF CONCENTRATION (JUNIORS AND SENIORS ONLY)

Item	Total (n=466)				The Percentage of Students Male (n=237)				Female (n=223)			
	All	Most	Few	NR <sup>a</sup>	All	Most	Few	NR	All	Most	Few	NR
54. Are your instructors available readily for individual conferences?	60	33	6	1	55	39	5	1	65	26	8	1
55. Do you feel free to consult with your instructors when you want advice or help?	59	34	6	1	55	39	4	2	64	27	8	1
56. Have your instructors encouraged you to consult them outside of class for individual help?	41	31	27	1	39	27	31	3	42	35	22	1
57. Do you feel at ease when talking to an instructor outside of class?	53	38	8	1	53	37	9	1	52	39	9	0
58. Do you feel that your instructors are interested in your personal problems not directly connected with the work of their course?	23	34	40	3	25	32	42	1	21	37	39	2
59. Do you feel free to disagree with your instructors without fear of being penalized or ridiculed?	46	37	15	2	49	37	13	1	44	37	17	2

<sup>a</sup>NR=no response

dents only and are divided into the following: (1) The responses of the total sample; (2) The responses of men students; and (3) The responses of women students. In this section, each item could be responded to by "all," "most," or "few".

There were distinct differences in the opinions of men students and women students concerning whether or not instructors were readily available for individual conferences. Sixty-five per cent of the women students were of the opinion that all of their instructors were readily available for individual conferences while only 55 per cent of the men students were of the same opinion. Thirty-nine per cent of the men students and 26 per cent of the women students indicated that most of their instructors were readily available for individual conferences. The figures for the total sample were 60 per cent in the "all" category and 33 per cent in the "most" category. It is impossible to determine the reason for this difference of opinion however there appear to be two possibilities; first, the women students tend to matriculate into fields of concentration which differ from those of the majority of men students, and second, the personality factors of the students influence whether or not students felt their instructors were readily available for individual conferences. There were relatively small differences in the total sample, men students and women students in the "few" category and in those not responding to the item.

One of the most significant factors pointed out by these data is that 27 per cent of the total sample replied that only few

of the instructors had encouraged students to consult with them outside of class for individual help, while 31 per cent of the men students and 22 per cent of the women students replied in the same manner. The significance is the percentage of students who responded in the "few" category was nearly as large as those responding in the "all" and "most" categories.

The only item in the entire section in which the "few" category contained a larger percentage of responses than did the "all" or "most" categories occurred in item 58. This item indicated the feeling of the student as to whether his instructors were interested in his personal problems not directly connected with the work of their class. Forty per cent of the total sample replied that few were interested in their personal problems, 34 per cent replied most of their instructors were interested in these problems, and 23 per cent replied that they felt all of their instructors were interested in the student's personal problems not directly connected with their class work. The responses to the same item by men students reveal that 42 per cent answered "few," 32 per cent responded "most," and only 25 per cent replied "all." The figures were very similar for women students with 39 per cent in the "few" category, 37 per cent in the "most" category, and only 21 per cent in the "all" category.

The data show in item 59 that of nearly four students in ten there was a hesitancy to disagree with some of the student's instructors without fear of being penalized or ridiculed. Thirty-seven per cent of the total sample, 37 per cent of the men students, and 37

per cent of the women students responded that they did feel free to disagree with their instructors in most cases, however this means that there were instructors with whom the fear of ridicule and penalty outweighed a voice of disagreement. It is also of interest that 15 per cent of the total sample felt free to disagree with only a few of their instructors. There is the possibility however, that the student's personality could cause this feeling of not being free to disagree as well as the fault lying with the instructor.

#### VIII. COUNSELING OFFICE

The final section of the questionnaire--the section pertaining to the Counseling Office--was a checklist divided into two parts. In the first part of the section the respondent was asked to check the reason or reasons why he had visited the Counseling Office. In the second part of the section those students who had not visited the Counseling Office were asked to check the reason or reasons why they had not done so. Because the data were in the form of a checklist only the percentage who responded to each item and the percentage who did not respond are disclosed.

One item, number 68, is the same type as that of the other sections of the study and indicates the respondents' evaluation of their visit to the Counseling Office.

In the first part of the data where students were asked to respond to reasons why they had visited the Counseling Office, the



STUDENT OP  
(The following data represent only)

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I went to the Counseling Office for

- 60. For interpretation of test
- 61. For help with study techn
- 62. For assistance in selecti
- 63. For help in determining
- 64. To discuss personal affa
- 65. To get information about
- 66. To get information about  
than those offered by wil
- 67. To obtain help in increas
- 68. If you have visited the C  
reasons stated in the pre  
that your visit was profi

Yes	No	? <sup>a</sup>	NR <sup>b</sup>
37	5	5	53

I have not visited the Counseling O  
or reasons:

- 69. I have never felt I neede
- 70. I do not know where the C
- 71. I do not know what the Co
- 72. I did not know William an
- 73. I prefer to talk with one
- 74. I do not believe the Coun  
assistance.
- 75. I do not believe the Coun
- 76. It is too difficult to ob

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<sup>a</sup> ?=undecided or no opinion

<sup>b</sup> NR=no response

largest percentage, 37 per cent, replied that they had gone for interpretation of test scores. The smallest percentage, 5 per cent, was found in the discussion of personal affairs and in obtaining help to increase reading skill. The percentages of those responding to the other five items of this part ranged from 10 per cent to 15 per cent.

Of those who had visited the Counseling Office, 37 per cent responded that their visit had been profitable. This compares with 5 per cent who said their visit was not helpful, and to 5 per cent who were undecided or had no opinion.

In the second part of this section, which referred to reasons for not having visited the Counseling Office, 27 per cent responded that they had never needed counseling assistance. This was the largest response of the eight items in the checklist. The smallest response, 2 per cent, was to the item which stated, "I do not believe the Counselor is helpful." Another very small percentage,  $3\frac{1}{2}$  per cent, responded that it was too difficult to obtain an appointment.

The remaining five items ranged from 5 per cent who did not know William and Mary had a Counseling Office to the 18 per cent who preferred to talk to one of their professors.

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY AND FINDINGS

This study has attempted to determine student opinion concerning selected aspects of the student personnel services of the College of William and Mary in Virginia. The importance of the report lies in determining the strengths and weaknesses of these selected aspects in order that the program may be improved.

During the 1952-1953 school year a total self-evaluation of the College was initiated by the College Administration. This self-evaluation was apportioned into three major divisions, one of which was the area of students and student life. Since the purposes of this study were closely allied with those of the total self-evaluation, a single instrument was developed for gathering data for both studies.

The questionnaire method was selected as a suitable means of procuring data about student personnel services. The actual questionnaire was constructed by a committee from the faculty and by graduate students of the College. Because the questionnaire covered every phase of student life, those people who were particularly concerned with an evaluation of various student activities were informed of the study and asked to submit items for investigation. The present study presents an analysis of the data gathered from selected sections of the total questionnaire.

Although fourteen different items pertaining to the personal background of the respondent appeared on the face sheet of the questionnaires, this report used only two of those items as bases for comparison of the data; namely, the responses of the men and women students, and the responses of the various academic classes. In addition, the responses for the total sample, 1,123 students, were presented for each item. In order that the data would be more meaningful to those not intimately acquainted with the study, the responses of each item were presented in percentages of the total number responding.

The reliability of the findings in the study were limited by the weaknesses of the questionnaire method which are always present in such studies. Also, the report was further limited because it could determine only the opinions of the student and not why they responded as they did.

The significant findings of this study are listed below by the sections in which the study was divided.

#### A. Freshman-Sophomore Advisor Program

1. Students believed their advisors were ineffective in helping them to select the best program of courses.
2. Students believed that advisors were not familiar with requirements and possibilities for education provided at William and Mary.
3. Students were of the opinion that freshmen-sophomore advisors did not adequately assist them in selecting a major field of

concentration.

4. Students said they hesitated to go to their freshman-sophomore advisors for help other than for the selection of courses and for registration.

#### B. Departmental Advisors

1. Students replied that major advisors do not discuss with the student the possible next steps in training and employment after graduation from William and Mary.

2. With the exception mentioned above, the responses of the students indicated the other services of the departmental advisors were being performed adequately.

#### C. The Testing Program

1. Approximately one-third of the students reported that they did not understand the purposes of taking the required battery of tests given to all entering freshmen.

2. Only a minority of the students reported that they received an explanation and interpretation of their standard test results.

3. Students do not take full advantage of the opportunity of requesting individual tests provided by the Counseling Office.

4. Students who received an explanation and interpretation of their test results found them to be helpful.

#### D. The Orientation Program

1. The Orientation Program as a whole functions adequately.

2. The Orientation Program does not provide the student with helpful information in the areas of study techniques and time budgeting.

3. The students' responses indicated in every item of the section of the questionnaire on the Orientation Program that the women students were more satisfied with the program of orientation than were the men students.

#### E. Distribution Courses

1. Students responded that instructors do not encourage them to consult with the instructor outside of class.

2. Students replied that instructors exhibit little interest in student problems not directly concerned with work in classes.

3. Students who sought individual help from instructors in distribution courses generally found them available for conference.

#### F. Fields of Concentration

1. Students indicated that instructors were readily available for individual conferences although instructors did not encourage students to consult with them for individual help.

2. Relationships between students and faculty are usually pleasant.

3. Students replied that instructors do not exhibit interest in student problems not directly connected with work in classes.

4. In many instances students hesitate to disagree with the expressed ideas of instructors for fear of ridicule or of being penalized.

### G. The Counseling Office

1. A preponderance of students do not take advantage of the individual counseling services provided by the personnel of the Counseling Office.
2. The student personnel program of the College is not developing student awareness of the services that are available through the Counseling Office.
3. Students who visited the Counseling Office found the services of the Office to be helpful.

## II. CONCLUSIONS

In view of the findings listed above the following definite conclusions can be drawn:

1. The Freshman-Sophomore Advisor Program is not fulfilling the expectations and desires of the students.
2. The Testing Program of the College is weak.
3. The Student Personnel Services of the College are hindered by the poor relationships existing between the student and the instructor in the distribution courses and in the fields of concentration.
4. The greatest need for improvement of the Student Personnel Services of the College exists in the Freshman-Sophomore Advisor Program.

## III. RECOMMENDATIONS

The findings of this study of student opinion seem to warrant

the following recommendations for the improvement in the selected areas of the student personnel services of the College:

1. A thorough analysis and evaluation of the Freshman-Sophomore Advisor Program should be undertaken in an effort to strengthen all aspects of this area of guidance for students' educational and vocational planning and for improving their personal adjustment.

2. Those instructors who have a part in the departmental advisory program should be made aware of the fact that students are not satisfied that they are receiving adequate help in planning their next steps of training and employment after graduation.

3. The student should receive a thorough explanation of the results of each of the tests included in the required freshman battery.

4. The student should receive an explanation of the purposes of each of the tests which are included in the battery required of all students.

5. That part of the orientation program designed to provide information for students concerning effective study habits and time budgeting should receive greater emphasis.

6. A change of attitudes of instructors in their relationships with students is needed and could be developed through in-service training in the following areas: (1) encouraging the student to consult with the instructor for help outside the class; (2) showing more personal interest in the student's personal problems;



and (3) creating a feeling of freedom of expression in class.

7. The attitudes mentioned in Recommendation No. 6 (above) should be considered in the selection and orientation of new staff members for the College.

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APPENDIX A.

Introductory Statement

This questionnaire has been prepared in an attempt to ascertain student opinion about life at the College of William and Mary. The results obtained from the questionnaire will be used in the Self-Evaluation of the College which is now being conducted.

There are no "right and wrong" answers to any of the questions. Each response should be exactly how you feel about what is asked. You will not put your name on the questionnaire and in no way will your future success in College be endangered by any of your answers. This is your opportunity to make known exactly how you feel about student life at William and Mary.

Your cooperation in this study is greatly appreciated.

\*\*\*\*\*

Please check the following items as accurately as possible.

- CLASS: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_  
Graduate Student \_\_\_\_\_ Special Classification \_\_\_\_\_
- SEX: Male \_\_\_\_\_ Female \_\_\_\_\_
- Are you from Virginia? Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you live on campus? \_\_\_\_\_ Off campus \_\_\_\_\_
- If you live off campus, do you commute? \_\_\_\_\_ Live in Williamsburg \_\_\_\_\_
- Did you enter William and Mary in September? \_\_\_\_\_ February \_\_\_\_\_ June \_\_\_\_\_
- Did you enter William and Mary as a transfer student? Yes \_\_\_\_\_ No \_\_\_\_\_
- From what type high school did you graduate? public \_\_\_\_\_ private \_\_\_\_\_
- Are you a member of a church? Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you attend services regularly? \_\_\_\_\_ ? Occasionally \_\_\_\_\_ Seldom \_\_\_\_\_
- Are you a member of a fraternity or sorority? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If you are a pledge, check yes)
- Are you at William and Mary on a scholarship? Yes \_\_\_\_\_ No \_\_\_\_\_
- Are you a veteran? Yes \_\_\_\_\_ No \_\_\_\_\_
- Do you work part-time? Yes \_\_\_\_\_ No \_\_\_\_\_

Continue on to the questionnaire.

## STUDENT LIFE SURVEY

**General Directions:** The questions which follow are asked in an effort to discover student opinion in several areas of interest. Read each question carefully and then encircle Y if, in your opinion, the answer is YES, encircle N if, in your opinion, the answer is NO; and encircle ? if you do not have an opinion or if you are undecided. Near the end of this survey there will be additional directions for responding to items with different rating systems.

When you have completed this survey, please turn it in to the examiner.

### DEPARTMENTAL CLUBS (Such as Biology, Philosophy and Psychology)

- Y N ? 16. Do you think these clubs are effective in promoting scholarship?
- Y N ? 17. Do you think these clubs are effective in arousing interest in their special fields?
- Y N ? 18. If you decided to join one of the Departmental Clubs, would you join: (Check one or more of those questions listed below)  
to add prestige to your college record for purposes of future recommendations?
- Y N ? 19. to increase the possibility of improving your grade in a particular subject?
- Y N ? 20. to extend your experience and increase your knowledge in a particular field?
- Y N ? 21. to gain further social contacts and experiences?
- Y N ? 22. Do you think there should be one or more faculty advisors for these organizations?

### SORORITIES AND FRATERNITIES

- Y N ? 23. Do you feel that some students are "hurt" by the methods now employed in selecting new sorority and fraternity members?
- Y N ? 24. In order to have a well-rounded social life in college, do you feel that it is necessary to belong to a fraternity or sorority?
- Y N ? 25. Do you feel that the "independents" have the same social opportunities at William and Mary as do members of sororities and fraternities?
- If you are not a member of a fraternity or sorority, is it because you
- Y N ? 26. did not wish to belong
- Y N ? 27. were not asked by the one of your choice
- Y N ? 28. were not asked by any
- Y N ? 29. were not eligible scholastically
- Y N ? 30. Does an individual's membership in a sorority or fraternity tend to help his scholarship
- Y N ? 31. hinder his scholarship
- Y N ? 32. have no effect upon his scholarship
- Y N ? 33. Do you think it would be more desirable to have sorority and fraternity rushing changed to the second semester?
- Y N ? 34. Do you believe that the completion of the proposed Student Activities Building will result in a change in the status of fraternities and sororities in the campus social life?
- Y N ? 35. Do you understand the procedure for nominating candidates for elections to student government offices?
- Y N ? 36. Do you think that student government at William and Mary reflects the actual opinion of the majority of the students?
- Y N ? 37. Do you think student government loses its effectiveness by too readily accepting faculty and administration recommendations?
- Y N ? 38. Do you attend Student Assembly meetings regularly?

- Y N ? 39. Do you think the benefits derived from student government at William and Mary are worth the time and effort expended upon them?
- Y N ? 40. Have you noticed any appreciable differences in the effectiveness of student government from year to year?
- Y N ? 41. Are you satisfied with the present organization of student government?
- Y N ? 42. Are the officers of the student government well qualified for their respective offices?
- Y N ? 43. Do you think that the activities of student government at William and Mary are dominated by the college administration?

#### HONOR SYSTEM

- Y N ? 44. Did you feel upon entering William and Mary that you were satisfactorily oriented regarding the Honor System?
- Y N ? 45. Do you now feel that you fully understand the Honor System as it operates at William and Mary?
- Y N ? 46. Do you think that the major function of the Honor Councils is to hand out punishment?
- Y N ? 47. Do you think students should be required to report violations of the Honor System?
- Y N ? 48. Have you ever seen a violation of the Honor Code?
- Y N ? 49. Do you believe that the three categories of "lying, stealing and cheating" should represent all possible violations of the Honor Code?
- Y N ? 50. Do you think that the Men's Honor Council and the Women's Honor Council should be combined into one Honor Council of both men and women?
- Y N ? 51. Do you believe that one or more members of the faculty should be on each Honor Council?
- Y N ? 52. Do you feel that the penalty for violation of the Honor Code should be limited to one penalty, suspension from college?
- Y N ? 53. Do you think that the present Honor System at William and Mary has resulted in injustices in some cases?
- Y N ? 54. Do you feel that faculty testimony in an Honor Council case has been given more weight than student testimony in arriving at a decision?
- Y N ? 55. Do you think that students have been found guilty without adequate proof of their guilt being established?
- Y N ? 56. If you think the present Honor System is not adequate, do you believe that an adequate one could be established?
- Y N ? 57. If you think that the Honor System is inadequate, should it be abolished?

#### SOCIAL AFFAIRS

- Y N ? 58. As an incoming student, did you feel that you were adequately introduced to campus social life?
- Y N ? 59. In your opinion, do members of the faculty show positive interest in student social life?
- Y N ? 60. Do you think the facilities for social activities at William and Mary are adequate?

#### RELIGIOUS ACTIVITIES

- Y N ? 61. Does the weekly Chapel Service aid the religious clubs on this campus?
- Y N ? 62. Does the weekly Chapel Service contribute anything to your own spiritual life and awareness?

- Y N ? 63. Do you believe it is important to emphasize the spiritual values in education?
- Y N ? 64. Is it part of the responsibility of this college to emphasize spiritual values in education?
- Y N ? 65. Do you think it appropriate and worthwhile for instructors to relinquish one or more class periods to an invited speaker during Religious Emphasis Week?
- Y N ? 66. Do you feel that Religious Emphasis Week, as it is now conducted on this campus, is of value to you?
- Y N ? 67. Do you believe that courses in Religion should be incorporated into the curriculum at William and Mary?
- Y N ? 68. Should spiritual values in education be provided by broadening and deepening our present annual Religious Week?

#### STUDENT PUBLICATIONS

- Y N ? 69. Do you think the FLAT HAT accurately presents news of interest to students?
- Y N ? 70. Do you think the FLAT HAT reflects student opinion adequately?
- Y N ? 71. Do you enjoy reading the ROYALIST?
- Y N ? 72. Do you think the faculty should exercise censorship over student publications?
- Y N ? 73. Would you like to have a humor magazine at the College?

#### LECTURES, CONCERTS AND ART EXHIBITS

- Y N ? 74. Do you think that the scheduling of lectures, concerts and art exhibits has been done advantageously with regard to the days of the week?
- Y N ? 75. Do you think that a student fee should be paid by all students to support the lectures, arts and Music Program?
- Y N ? 76. Do you approve of having a series of lectures, concerts and art displays?
- Y N ? 77. Do you make an effort to attend lectures?
- Y N ? 78. Would you like to see the number of lectures increased over the usual number?
- Y N ? 79. Do you visit the art exhibits sponsored by the College?
- Y N ? 80. Would you prefer to see more art exhibits during the year?
- Y N ? 16. Do you attend musical concerts regularly?
- Y N ? 17. Should there be a greater number of musical concerts?

#### SPECIAL INTEREST CLUBS

- Y N ? 18. At present, many special interest clubs exist on the campus of William and Mary. Such clubs are the Backdrop Club, the Radio Club and the Pre-Med Club. Do you think these clubs cover most of the areas of student interest?
- Y N ? 19. Do you believe that the participation of individual faculty members in Special Interest Clubs should be encouraged?
- Y N ? 20. Do you think it advisable that Special Interest Clubs be under the control of the Faculty?
- Y N ? 21. Do you think that membership in extra-curricular activities should be limited by a scholarship requirement?
- Y N ? 22. Do you think that there should be some means of limiting participation in extra-curricular clubs?



- Y N ? 23. Have you found that any of these extra-curricular activities are actually a part of your education?
- Y N ? 24. Do you think that there are too many special interest clubs now in operation?
- Y ?
- FRESHMAN-SOPHOMORE ADVISORS
- Y N ? 25. Did you feel that your freshman-sophomore advisor was effective in helping you to select the best possible program of courses for you?
- Y N ? 26. Did your freshman-sophomore advisor seem to be familiar with the requirements and the possibilities for training provided at William and Mary?
- Y N ? 27. Did your freshman-sophomore advisor give you adequate assistance in selecting a major?
- Y N ? 28. Have you felt free to go to your freshman-sophomore advisor for help other than in the selection of courses and for registration?

DEPARTMENTAL ADVISORS (For Juniors and seniors only)

- Y N ? 29. Do you feel that your major advisor is interested in helping you to select the best program of courses for you?
- Y N ? 30. Has your major advisor insisted that you take certain courses which are not required for graduation?
- Y N ? 31. Does your major advisor seem to have a broad knowledge of the advantages of courses to be selected as electives?
- Y N ? 32. Have your relationships with your major advisor been pleasant?
- Y N ? 33. Has your major advisor ever discussed the possible next steps of training and employment after completing your major and graduating from William and Mary?

TESTING

- Y N ? 34. Did you/the purpose of taking tests during the orientation period? know
- Y N ? 35. Have the results of these tests been explained to you?
- Y N ? 36. Were the test results helpful in indicating your strengths or weaknesses?
- Y N ? 37. Did you feel that the tests were given too soon after your arrival at William and Mary?
- Y N ? 38. Have you ever taken additional tests in the Counseling Office, such as vocational interest tests and aptitude tests?  
(If your answer to question 38. is YES, answer the next two questions
- Y N ? 39. Were the facilities for taking these tests adequate?
- Y N ? 40. Was the interpretation of these additional test results helpful?

ORIENTATION

- Y N ? 41. Did the orientation program serve to acquaint you with the general living arrangements of your dormitory?
- Y N ? 42. Was your introduction to the various student activities on campus adequate?
- Y N ? 43. Was the information on study techniques and time budgeting helpful to you?
- Y N ? 44. Was your group leader or sponsor helpful in providing information and answering questions?
- Y N ? 45. Did the orientation program familiarize you with the college history, traditions and customs?

- Y N ? 46. Was the information you received from the Indian Handbook helpful?
- Y N ? 47. Was the orientation program as a whole helpful in introducing you to life at William and Mary?

DIRECTIONS: In the questions that follow, you are asked to make a judgment as to whether the statement applies to ALL of the faculty, MOST of the faculty, or FEW of the faculty. In the space to the left of each question encircle A if it applies to ALL of the faculty, M, if it applies to MOST of the faculty, and F, if it applies to FEW of the faculty.

FACULTY IN DISTRIBUTION COURSES

- A M F 48. Are your instructors readily available for individual conferences?
- A M F 49. Do you feel free to consult with your instructors when you want advice or help?
- A M F 50. Have your instructors encouraged you to consult them outside of class for individual help?
- A M F 51. Do you feel at ease when talking to an instructor outside of class?
- A M F 52. Do you feel that your instructors are interested in your personal problems not directly connected with the work of their course?
- A M F 53. Do you feel free to disagree with your instructors without fear of being penalized or ridiculed?

FACULTY IN FIELD OF CONCENTRATION (For juniors and seniors)

- A M F 54. Are your instructors readily available for individual conferences?
- A M F 55. Do you feel free to consult with your instructors when you want advice or help?
- A M F 56. Have your instructors encouraged you to consult them outside of class for individual help?
- A M F 57. Do you feel at ease when talking to an instructor outside of class?
- A M F 58. Do you feel that your instructors are interested in your personal problems not directly connected with the work of their course?
- A M F 59. Do you feel free to disagree with your instructors without fear of being penalized or ridiculed?

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DIRECTIONS: Place a check mark on the line to the left of the statement or statements that reflect your opinion of the questions below.

I went to the Counseling Office for:

- 60.  for interpretation of test scores
- 61.  for help with study techniques
- 62.  for assistance in selecting a field of concentration
- 63.  for help in determining my future occupational career
- 64.  to discuss personal affairs
- 65.  to get information about vocations
- 66.  to get information about educational opportunities other than those offered by William and Mary
- 67.  to obtain help in increasing my reading skill

- Y N ? 68. If you visited the Counseling Office for of any of the reasons stated in the preceding question, did you feel that your visit was profitable or helpful?

I have not visited the Counseling Office for the following reason or reasons:  
(Check where appropriate)

- 69.  I have never felt that I needed counseling assistance
- 70.  I do not know where the Counseling Office is
- 71.  I do not know what the Counseling Office is
- 72.  I did not know William and Mary had a Counseling Office
- 73.  I prefer to talk with one of my professors
- 74.  I do not believe the Counseling Office offers any real assistance
- 75.  I do not believe the counselor is helpful
- 76.  It is too difficult to obtain an appointment

## VITA

Fred Seaman Allen, Jr. was born in Germantown, Kentucky, September 28, 1931.

Graduated from Lafayette High School, Lexington, Kentucky, May 29, 1947; received Degree of Bachelor of Arts from the College of William and Mary, June 8, 1952.