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A study of personnel services in Bible colleges

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A STUDY OF PERSONNEL SERVICES IN BIBLE COLLEGES

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CHAPTER I

INTRODUCTION

1. The Problem

A study of personnel services.-- This study surveys the scope of personnel services offered by the thirty seven Bible colleges and institutes which are members of the Accrediting Association of Bible Colleges.[1/] A survey of student opinion as to the effectiveness of these services is the second phase of this study.

The following services have been investigated in this study:

1. Orientation
2. Counseling services
3. Health services
4. Housing services
5. Student activities
6. Financial aid
7. Discipline
8. Placement services
9. Research of personnel services

Data received from the Bible colleges and institutes have been tabulated and compared on the basis of the following variables:

1/Listing of Accredited Bible Colleges and Institutes found in, American Universities and Colleges, Professional Education-Bible, 1956 edition American Council on Education.

1. Size of college or institute
2. Four-year program versus three-year program
3. Faculty-student ratio
4. Denominational versus non-denominational schools
5. Accredited versus non-accredited schools

2. Justification of the Study

The need for evaluation.-- Dugald S. Arbuckle offers two convincing reasons for the necessity of evaluation of the student-personnel services offered in every college and university. These reasons are as follows:[1/]

> "The first of these is a matter of professional pride. No professional worker can accept as the truth anything that has not stood the test of scientific logic. He cannot be happy about using questionable techniques and methods because there is apparently nothing better and because they seem to work out effectively. He may agree that he is using techniques that have little to show in the way of validation, but he is not satisfied with the use of such techniques and will continually try to devise ways and means of evaluating their effectiveness."

The first reason does seem to be unassailable. No professionally educated personnel worker can be satisfied to function at his job without objective evidence as to how successfully he is performing his tasks.

Arbuckle's second reason is more utilitarian.

> "A second reason for the need for evaluation of student-personnel services is more utilitarian, but no less basic. Those who buy a product want to know something about it, but at the present time the purchaser of personnel services is asked to buy largely

1/Dugald S. Arbuckle, Student Personnel Services in Higher Education, McGraw-Hill Book Company, Inc., 1953, New York, pp. 9-11.

> on faith. This is not enough. If personnel workers cannot give some valid evidence to indicate the positive effects of their services, then those who pay for the services are naturally going to question their continuance."

Arbuckle states in regard to this second reason that if these services cannot prove their worth they will probably disappear from the contemporary college scene.

Robinson and Brown 1/ in discussing certain gaps in current research emphasis in student and student personnel research activities, point out that many student personnel workers are neglecting their research responsibilities. The nature of this neglect is stated as follows:

> "...the student personnel program has been neglected, with studies in this area tending to focus on counseling or advisory services. There is little evidence of research evaluating the contributions of programs such as student housing and student activities toward meeting institutional objectives, or of comparative studies of different approaches to program content, organization, or administration."

Wrenn 2/ gives two reasons as to why evaluation is so infrequently undertaken by personnel workers: "(1) Research and evaluation require persistent and accurate cerebration; and (2) the results often fail to confirm the best judgment of the personnel worker."

1/Donald W. Robinson and Dirck W. Brown, "A Report on Student and Student Personnel Research Activity," The Personnel and Guidance Journal (December, 1961), p. 360.

2/C. Gilbert Wrenn, Student Personnel Work in College, The Ronald Press Company, New York, 1951, p. 476.

Wrenn goes on to point out that these are not valid reasons for neglecting research or evaluation:[1] "One cannot be a self-respecting professional person and do so."

No studies in this area.-- The Secretary of the Accrediting Association of Bible Colleges has stated that, "To my knowledge, no studies have been done on the aggregate membership of the A.A.B.C. as to the extent and effectiveness of their student personnel services."[2] The writer's review of the research in this area supports the foregoing statement.

Very little is known about the Bible colleges. The writer knows of only two doctoral studies done on the aggregate membership of the A.A.B.C. The American Council on Education classifies the Bible colleges as institutions of higher learning. If the Bible colleges are institutions of higher learning then the writer submits that this study will be valuable in that it will contribute new information to the field of higher education.

Self-evaluation for Bible colleges.-- Each Bible college participating in this study has been given the unique opportunity to evaluate its own student personnel services through the filling out of a specially prepared questionnaire

1/ Ibid., p. 476.

2/ Stated in an interview with the writer of this dissertation.

and through the reactions of its students as to the effectiveness of the services offered.

The use of student reaction.-- The writer submits that the use of student opinion and reaction in this study enhances its value. The writer has found in his review of related research that all too often student opinion is ignored as a criterion for a successful student personnel program. In regard to this observation the writer refers the reader to Arbuckle's statement as to the lack of attention given to consumer opinion:[1] "Too frequently in the past college administrators have been satisfied to point out that their institution did have a student personnel program without paying much attention to the effect of the program on the recipients of the services."

Wrenn alludes to the value of student opinion in the following statement:[2] "The use of student opinion as a criterion of effectiveness is less common, and yet as an index of 'consumer attitude' it is more significant than any expert judgment of what ought to be useful to students. By a study of student reaction, one knows whether the service is accepted and used."

1/Op. Cit., p. 12.

2/Op. Cit., p. 501.

3. Limitations of the Study

There are certain limitations to this study. They are as follows:

The writer was limited to only one possible technique for the gathering of the data used in this study. The technique used in this study was the Inquiry Form Technique. The use of the Inquiry Form was dictated by the fact that the schools surveyed in this study are found in twenty-three different states plus Canada. The cost involved in traveling to these different schools would have prohibited the writer from undertaking the study.

This study limited student reaction to junior class students. The writer hypothesized that juniors would have had more time than the freshmen or sophomores to experience the various student personnel services. Senior students were not chosen because at most Bible colleges the senior year is devoted to elective studies, thus making it difficult for the questionnaire to be administered to all the seniors at one time.

The writer excluded from his list of student personnel services to be surveyed the religious service program. The Accrediting Association of Bible Colleges does not include religious services in its list of student personnel services.

Commitment to the Christian religion is the core of the whole Bible college program. In the manual of the Accrediting Association of Bible Colleges the following is stated in regard to religion:1/ "Foremost in the total development of students, is the cultivation of Christian life and experience." This cultivation of the Christian life is developed through the following programs: classroom instruction, chapel services, devotional periods, special events, and individual guidance. The writer submits that the surveying of the religious program at the Bible colleges is an undertaking that goes beyond the scope of this study.

Summary.-- This study is an attempt to provide for the field of education a broad survey of the scope and effectiveness of the student personnel programs offered by the thirty seven accredited Bible colleges in North America.

1/Manual of the Accrediting Association of Bible Colleges, 1960.

CHAPTER II

RELATED RESEARCH

1. Pertinent Definitions

A Bible college.-- In presenting a definition of a Bible college, it is necessary to distinguish between a seminary and a Bible college. One simple and necessary distinction is presented by Niebuhr, Williams, and Gustafson in their study entitled The Advancement of Theological Education.[1/] They classify seminaries as graduate schools of theological education as over against Bible colleges and Bible institutes which are classified as undergraduate schools of theological education.

The American Council on Education offers the following definition of a Bible college:[2/]

> "Bible colleges and Bible institutes constitute a well-defined segment of American higher education. Their two major objectives are: (1) preparation for

1/H. Richard Niebuhr, Daniel Day Williams, James M. Gustafson, The Advancement of Theological Education, Harper & Brothers, New York, 1957, pp. 6, 7.

2/Irwin, Mary, Editor, American Universities and Colleges, American Council on Education, Washington, D. C., 1949, pp. 81, 82.

> the various church-related vocations, and (2) preparation for dedicated living by integrating the college program around a required Bible major. Many of these colleges are interdenominational or nondenominational but more than half of them are operated by Protestant denominations."

Bible college curriculum.-- The Bible colleges argue that liberal education has by-passed the biblical heritage and certain pertinent truths of the Christian tradition.[1] The Bible college movement has endeavored not only to restore this biblical heritage to higher education, but also to make this biblical heritage the very core of their curriculum. To this core are added studies in general education for breadth, and specialized training for the church vocations.[2]

Perhaps the best description of the Bible college curriculum is given by Daniel Day Williams in the volume The Advancement of Theological Education.[3] He describes this curriculum as a "dialogue" between the liberal arts and sciences and the conservative Christian tradition of Biblical theism.

Student personnel "point of view."-- Wrenn makes a distinction between the terms student personnel "point of

1/Op. Cit., p. 91.

2/Irwin, Mary, Editor, American Universities and Colleges, American Council on Education, Washington, D.C., 1960, p. 82.

3/Op. Cit., p. 91.

view" and student personnel services.[1] The distinction is that the personnel "point of view" is an overall pervasive philosophy that affects the whole educational program of a given institution. The student personnel program constitutes certain given services which help implement the personnel "point of view."

Robert C. Clothier, writing in The Personnel Journal in 1931 did not make any distinction between personnel "point of view" and personnel work.[2] In fact, Clothier's definition suggests that personnel work and education are synonomous.

Cowley, writing in 1936, did make a clear distinction between the personnel "point of view" and personnel work.[3] The personnel "point of view" to Cowley was a philosophy of education that emphasized the whole student and his all-around development. Personnel work to Cowley constituted certain activities, aside from curricular instruction, which were specifically established to help the student in his personal development.

The American Council on Education offers the following definition of the student personnel "point of view":[4]

1/Op. Cit., p. 4.

2/Robert C. Clothier, "College Personnel Principles and Functions," The Personnel Journal, X (June 1931), p. 10.

3/W. H. Cowley, "The Nature of Student Personnel Work," The Educational Record, XVII (April 1936), pp. 198-218.

4/The Student Personnel Point of View, American Council on Educational Studies, 1949, Series VI, Vol. XIII, No. 13, Washington, p. 1.

"The student personnel point of view encompasses the student as a whole. The concept of education is broadened to include attention to the student's well rounded development--physically, socially, emotionally and spiritually, as well as intellectually. The student is thought of as a responsible participant in hiw own development and not as a passive recipient of an imprinted economic, political or religious doctrine, or vocational skill. As a responsible participant in the societal processes of our American democracy, his full and balanced maturity is viewed as a major end-goal of education, and, as well, a necessary means to the fullest development of his fellow-citizens."

Student personnel services.-- Humphreys, Traxler, and North offer the following definition:[1/]

"These are special services to students, carried on in close cooperation with the teaching staff. Student personnel services make their own unique contributions to all the 'learnings' which are so necessary in the all-round development of students as individuals. They are the systematically operated services that provide assistance to the individual in effecting (1) his own best adjustments to problems and situations, and (2) his own highest possible realization of his potential."

The Dictionary of Education offers the following definition of personnel services:[2/]

"Activities or matters other than curriculum instruction concerned with bringing each pupil or student into the educational environment of the educational institution in such condition and under such circumstances as will enable him to obtain the maximum benefit from his environment, involves such activities as enrolling, orienting, housing, disciplining, testing, and counseling."

1/J. Anthony Humphreys, Arthur Traxler, and Robert D. North, Guidance Services, Science Research Associates, Inc., Chicago, 1960, p. 4.

2/Carter V. Good, Editor, Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1945, p. 391.

This definition is the one presented as a working definition of student personnel services in this paper.

2. General Considerations

The student as a whole person.-- In 1937, the American Council on Education, clearly indicated that commitment to the student personnel point of view obliged a college or university to consider the student as a whole person. The following is a description of what the word "whole" entails:[1]

> "...his intellectual capacity and achievement, his emotional makeup, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

The objectives of student personnel work.-- A number of years later the American Council on Education set forth certain objectives for student personnel services:[2]

> "The student achieves orientation to his college environment.
> The student succeeds in his studies.
> He finds satisfactory living facilities.
> The student achieves a sense of belonging to the college.
> The student learns balanced use of his physical capacities.
> The student progressively understands himself.

1/Committee on Student Personnel Work, The Student Personnel Point of View, American Council on Education, Series I, No. 3, Washington, American Council on Education, 1937, p. 1.

2/Williamson, E. G., et. al., The Student Personnel Point of View, American Council on Educational Studies, Series VI, No. 13, Washington, American Council on Education, 1949, pp. 6-11.

The student understands and uses his emotions.
The student develops lively and significant interests.
The student achieves understanding and control of his financial resources.
The student progresses toward appropriate vocational goals.
The student develops individuality and responsibility.
The student discovers ethical and spiritual meaning in life.
The student learns to live with others.
The student progresses toward satisfying and socially acceptable sexual adjustment.
The student prepares for satisfying, constructive post college activity."

Refutation of critics.-- Lloyd-Jones and Smith point out that there are those who cast aspersions upon student personnel work by saying that it has a "softening" effect upon individuals. In response to this criticism they offer the following:[1/]

> "To some extent all advances in civilization might be considered to have "softening" effects on the individual. Ruthlessness is minimized by civilization; intelligent planning based on prognostication is increasingly evoked in an attempt to avoid wasteful consequences. We have tried to make it clear that the personnel program we advocate is not 'softly' paternalistic--although it does concern itself with the genuine welfare of each student."

Importance of student personnel services.-- In 1947 the President's Commission on Higher Education underscored the importance of personnel work in college:[2/]

1/Lloyd-Jones, Esther M., and M. R. Smith, A Student Personnel Program for Higher Education, McGraw-Hill Book Company, New York, p. v. 1938

2/President's Commission on Higher Education, Higher Education for American Democracy, Establishing Goals Volume I, Washington, U. S. Government Printing Office, 1947, p. 65.

> "One of the most important instruments for accomplishing the purposes of higher education outlined in this report is an effective guidance and counseling program....Without this guidance the student may miss the educational values of much of his college life. Without enlightened and enlightening council, he may actually derive more harm than benefit from parts of his campus experience."

Underlying philosophy of student personnel work.--

Taylor, in his philosophical view, emphasizes the importance of self-directed growth:[1/]

> "In operation, an educational system of this kind places its emphasis upon the individual student and the quality of his experience and tries to arrange an educational environment in which it is possible for the individual to find his own way toward full development."

Hook identifies his philosophy of student personnel work with the progressive education movement:[2/]

> "The philosophy of progressive education had from the outset been committed to the belief that only in a democracy, and in a continuously expanding social democracy, can the end of individual growth be achieved. This follows from the concern with which the needs of every child were to be considered, the necessity of harmonizing these needs to permit their fruitful expansion, and the recognition that genuine equality of educational opportunity demands social democracy at one end and industrial democracy at the other."

1/Harold Taylor, "The Philosophical Foundations of General Education," The Fifty-First Yearbook of the National Society for the Study of Education, University of Chicago Press,

2/Sidney Hook, Education for Modern Man, The Dial Press, Inc. New York, 1946, p. 53.

The President's Commission on Higher Education stressed the importance of the total person in the following statement:[1]

> "The first goal in education for democracy is the full, rounded, and continuing development of the person. The discovery, training, and utilization of individual talents is of fundamental importance in a free society. To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory."

As one peruses the literature, he soon recognizes that student personnel work is related to the philosophies of education mentioned above, which emphasize the importance of the whole person.

3. Review of Related Studies

In 1950, Rackham stated the following in regard to evaluative studies in student personnel work:[2]

> "The literature dealing with the various phases of student personnel services which has appeared in the last few decades is practically inexhaustible. Much of it is repetitious, some of it is trivial; the greatest proportion of it, however, is significant....Little of it, it may be observed, is concerned with student personnel service activities as a whole."

1/Op. Cit., p. 9.

2/Op. Cit., p. 59.

One of the earliest studies involving a number of institutions was done by Gardiner in the early 1930's.[1] Gardiner visited fifty-seven schools and obtained factual data regarding the personnel services at these schools. These data were evaluated by Gardiner as to their importance in the total pattern of personnel service.

Of particular importance to the writer is the fact that Gardiner used student opinion in his study. "...a representative group of students in each institution was asked to answer a questionnaire. The questionnaire was constructed so as to obtain student opinion relative to the importance and influence of certain personnel services."[2] Gardiner made no reference to the construction of his questionnaire, nor does he make any mention as to how these opinions received from students were used.

Arbuckle, in his study, visited 15 schools in the Chicago area.[3] He compared the actual practices of thepersonnel programs at these schools against certain criteria. A questionnaire was administered to freshmen and juniors at these schools to ascertain their opinions as to the

1/Donfred H. Gardiner, The Evaluation of Higher Institutions, Student Personnel Service, Volume V, The University of Chicago Press, Chicago, 1936.

2/Ibid., p. 4.

3/Dugald S. Arbuckle, Student Personnel Services in Colleges and Universities in the Chicago Area, Unpublished doctoral dissertation, University of Chicago, 1947.

effectiveness of student personnel services offered. Three pertinent conclusions were made by Arbuckle. (1) The degree of success of a personnel program depends upon the degree of commitment by personnel workers to the student personnel point of view. (2) Frequently, there was disagreement between students and personnel workers as to the importance and effectiveness of certain personnel services. (3) A large majority of students agreed that the personnel services were valuable.[1/]

Shannon attempted to answer three questions in his study on church-related colleges.[2/] (1) What are the areas in which students from certain church-related colleges experience frequent problems? (2) Is there a difference between the problems experienced by church-related college students and students enrolled in secular schools? (3) Are the student personnel services offered by these colleges adequate? The data were gathered through personal visits to these colleges, and conferences with administrators, personnel workers, faculty and students. Among Shannon's significant findings were the following: (1) There were no major differences between the problems experienced by church-related college

1/Ibid., p. 135

2/Ernest Boyd Shannon, Personnel Services Extended To Students of Selected Church-Related Colleges In Solving Their Problems, Unpublished doctoral dissertation, University of Oklahoma, 1955.

students and secular college students. (2) There were certain "strengths" evident at the church-related colleges: (a.) There was evidence of a genuine rapport between the faculty counselors and students. (b.) The student was recognized as a total person by the institutions. (c.) There was a variety of services offered in spite of limited finances. (3) There appeared to be two major weaknesses at these schools: lack of coordination of the services offered and failure to keep proper records.[1] The major weakness of this study is the lack of statistical analysis of the data received from the church-related colleges.

Kauffman sent questionnaires to a large number of liberal arts colleges and received responses from 186.[2] His study was a survey type, attempting to ascertain the extent of student personnel services offered in liberal arts colleges. Among his significant findings were the following: (1) The liberal arts college recognizes the importance of student personnel services. This recognition is evidenced by the fact that all of the colleges offer some of the major student personnel services. (2) There is an increasing interest in the provision of vocational services. (3) The least effective service was counseling.[3]

1/Ibid., p. 102

2/Joseph F. Kauffman, A Study of Student Personnel Services as Found in Liberal Arts Colleges, Unpublished doctoral dissertation, Boston University, 1958.

3/Ibid., p. 110

Scott conducted a study of student personnel services in 16 small liberal arts colleges.[1] Using interview schedules, Scott interviewed administrators and student personnel workers in the selected colleges. In most of the colleges studied, student personnel services were carried on by teachers, or personnel people who taught. Most of the administrators were satisfied with their existing programs. This satisfaction is interesting in the light of Scott's conclusion that there exists a need for evaluation of the existing programs at these colleges.[2]

Atwater's study of student personnel services in theological schools is of significant interest to this writer.[3] There are two reasons for this interest. First, Atwater's study is concerned with graduate schools of theological education whereas the writer's study is concerned with undergraduate schools of theological education. Secondly, the writer and Atwater have used similar methods in obtaining the data for their respective studies and have freely exchanged ideas. Some of Atwater's major findings are as follows:

1/William Lee Scott, A Study of Student Personnel Services In Small Liberal Arts Colleges, Unpublished doctoral dissertation, Michigan State University, 1959.

2/Ibid., pp. 93-96.

3/Charles R. Atwater, A Study of Personnel Services In Protestant Theological Schools, Unpublished doctoral dissertation, Boston University, 1961.

(1) Orientation - There is a need to acquaint new students with the personnel services offered. (2) Psychological testing - Very little is done in interpreting test scores to students. (3) Faculty advising - Students were satisfied with the willingness of faculty advisers to provide time for interviews; yet they expressed dissatisfaction with the educational or vocational counseling offered by these advisers. (4) Professional counseling - Three out of four students who sought counseling help expressed their satisfaction with the help offered by marking the columns "moderately helpful" or "very helpful" on their questionnaires. (5) Health services - Fourteen per cent of the schools examined had neither an infirmary or dispensary. (6) Financial aid - Two thirds of the theological schools appear to be meeting adequately the needs of their students. (7) Student self-government - There is a large measure of responsibility for self-government given to students in residence hall activities. A large number of these schools use the honor system during examinations. (8) Student activities - Students find it difficult to organize all-school social activities. (9) Administration and evaluation - There is a great need for evaluation of the student personnel programs.[1/]

1/Ibid., pp. 160-165.

CHAPTER III

PHILOSOPHICAL DIFFERENCES BETWEEN BIBLE COLLEGES AND PERSONNEL POINT OF VIEW

Basic differences.-- Through the study of the literature about the Bible colleges, along with visits to several Bible colleges and personal interviews with students at these colleges, the writer has ascertained that there are basic differences between the underlying philosophy of student personnel services as set forth in the literature, and the Bible college philosophy of man.

Experimentalism.-- As one studies the literature in the field of student personnel services, one is led to the conclusion that such services have developed out of a philosophy of life and education that is liberal and progressive in nature. This philosophy is entitled Experimentalism. (Popularly entitled Progressivism, Pragmatism, and Instrumentalism.) Outstanding writers in the field of student personnel work identify the

student personnel point of view with Experimentalism.[1] The leading exponent of Experimentalism as an explicit and systematic theory of education was John Dewey.[2] The theory of Experimentalism emphasizes the importance of experience, experimentation, and learning by doing. The experimentalist looks to experience in order to find values for self and group direction. Dewey's definition of education expresses the importance of this looking to experience for the basis of values and direction:[3] "It is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience."

The experimentalist believes very strongly in human intelligence as the means to solve problems and provide answers that will eventually lead the immature to maturity.

1/Cowley, op. cit., p. 9.

E. G. Williamson, Student Personnel Services in Colleges and Universities, McGraw-Hill Book Company, Inc., New York, 1961, pp. 10-11.

C. G. Wrenn, Philosophical and psychological bases of personnel services. In Henry, N. B. (Ed.) Personnel services in education. Fifty-eighth Yearbook of the National Society for the Study of Education. Part II. Chicago: University of Chicago Press, 1959, Chapter III.

2/Wrenn, op cit., p. 56.

3/John Dewey, Democracy and Education, The Macmillan Company, New York, 1916, pp. 89-90.

The experimentalist believes that the scientific method is the best way to solve the problems of our world, whether they be social, moral, or technological in nature.[1]

The progressive philosophy of Experimentalism expresses itself in cultural liberalism.[2] Theodore Brameld sets forth a definition of liberalism as it applies to this philosophy.[3]

> "By 'liberalism' we mean a pattern of beliefs manifested in such habits and attitudes as tolerance, open-mindedness, curiosity, adventurousness -- in short, by a capacity to grow and learn as man slowly and steadily tries more reflective ways of improving himself and his society. Freedom of inquiry, without which science cannot function, is indispensable to the liberal way of life. So, too, is hospitality to experimental forms of art, morality, education, even religion. A liberal culture, like the universe itself as seen by the liberal, is 'open' rather than 'closed.' To the extent that people of all classes, races, and creeds are free to associate, to learn from one another, and to control their affairs without fear of recrimination from any authority other than that they themselves may establish, it is also a democratic culture."

The philosophy of Experimentalism is also marked off from more traditional philosophies by its emphasis upon the present rather than the past. John Dewey presents

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1/John Dewey, Education Today, C. P. Putnam's Sons, New York, 1940, p. 81.

2/Theodore Brameld, Toward a Reconstructed Philosophy of Education, The Dryden Press, Publishers, New York, 1956, p. 6.

3/Ibid., p. 6

this emphasis as follows:[1]

> "a knowledge of the past and its heritage is of great significance when it enters into the present, but not otherwise. And the mistake of making the records and remains of the past the main material of education is that it cuts the vital connection of present and past, and tends to make the past a rival of the present and the present a more or less futile imitation of the past...Under such circumstances, culture becomes an ornament and solace; a refuge and an asylum."

Bible college view, conservative and regressive. -- The writer has observed that the Bible colleges support a philosophical view of life and education that is antithetical to a liberal, progressive philosophy of man. The philosophical view of man supported by the Bible colleges is basically conservative and regressive in nature.

Whereas the student personnel point of view is identified with a philosophy of life that emphasizes the present and the future, the Bible colleges emphasize the past. The core of their curriculum is geared to the past. Each student must major in Bible. S. A. Witmer points out that the requirement of the Bible major is the characteristic most common in the Bible college movement.[2]

1/John Dewey, Democracy and Education, The Macmillan Company, New York, 1916, p. 88.

2/S. A. Witmer, The Bible College Story: Education with Dimension, Channel Press, Inc., Manhasset, New York, 1962, p. 89.

> "Bible institutes -- colleges have at least one characteristic in common -- they give the Bible the central place in their curricula. A Bible major is required in practically all schools of this type. The Accrediting Association of Bible Colleges requires a minimum of 40 semester hours of Bible and Biblical theology in curricula aimed at preparing students for Bible teaching and preaching ministries and a minimum of 30 hours in other programs."

What is even more disturbing than this great emphasis upon the Biblical heritage of the past is the uncritical attitude toward this body of literature. Frank Gaebelein points out that the Bible college approach to the study of the Bible is that of receptive faith as over against critical evaluation.1/

> "This brings us to the foremost characteristic of these schools. It is the central place given to direct study of the English Bible. Granted that the Bible is the Word of God, the most rewarding study must be the Bible itself in its books of history, poetry, prophecy, and doctrine. Granted that God is revealed in the Word, it follows that the approach of receptive faith takes precedence over critical study."

This great primary emphasis of the Bible college movement upon the study of the Bible and other church literature is not new to the Christian Church. H. I. Marrou points out that the early church in its education program gave primary emphasis to the study of the Bible, spiritual literature, and church traditions.2/

1/Frank E. Gaebelein, Christian Education in a Democracy, Oxford University Press, New York, 1951, p. 161.

2/H. I. Marrou, A History of Education in Antiquity, Sheed and Ward: New York, 1956, pp. 315-316.

Optimistic versus pessimistic view of man.--

Whereas the student personnel point of view is identified with a philosophy of life that views man and his abilities to improve his lot optimistically, the Bible colleges support a rather dismal pessimistic view of man. In the constitution of the Accrediting Association of Bible Colleges the following is stated in regard to the "exceeding sinfulness" of man's nature:[1]

> "We believe that man was created in the image of God, that he was tempted by Satan and fell, and that, because of the exceeding sinfulness of human nature, regeneration by the Holy Spirit is absolutely necessary for salvation."

Gaebelein, in his description of Bible college beliefs, underscores this rather pessimistic view of man and his society:[2]

> "At this point the Bible school accentuates the differences between secular and evangelical education. While secular education is groping, for a core of values to preserve democracy and keep society from disintegration and self-destruction, it continues to resort to human means to meet the prevailing crisis. While secular schools presume to relieve existing tensions by educating the whole man without recourse to supernatural grace, evangelical education sees the present situation in the context of divine -- human relationships. Mankind is in desperate straits; only repentance and faith can resolve the moral crisis; supernatural intervention is the only salvation; the world mission of the church must be given priority."

1/The Accrediting Association of Bible Colleges -- Constitution (October 1954).

2/Op. cit., p. 161.

Needless to say, the above definition of man's nature is antithetical to the view of man set forth by the Experimentalists.

Dewey presents the Experimentalist's position in regard to the nature of man as follows:[1]

> "The position of natural intelligence is that there exists a mixture of good and evil, and that reconstruction in the direction of the good which is indicated by ideal ends, must take place, if at all, through continued cooperative effort. There is at least enough impulse toward justice, kindliness, and order so that if it were mobilized for action, not expecting abrupt and complete transformation to occur, the disorder, cruelty, and oppression that exist would be reduced."

Dewey points out that history "exhibits three stages of growth" in regard to our opinions of man's "goodness" and "badness."[2]

> "History seems to exhibit three stages of growth. In the first stage human relationships were thought to be so infected with the evils of corrupt human nature as to require redemption from external and supernatural sources. In the next stage, what is significant in these relations is found to be akin to values esteemed distinctly religious." This is the point now reached by the liberal theologians. The third stage would realize that in fact the values prized in those religious that have ideal elements are idealizations of things characteristic of natural association, which have been projected into a supernatural realm for safekeeping and sanction."

1/John Dewey, A Common Faith, New Haven, Yale University Press, 1934, pp. 46-47.

2/Ibid., pp. 72-74.

According to Dewey's outline, the Bible colleges are definitely regressive in their view of man for they hold to the position set forth in stage one of this outline.

Erich Fromm in his book, Man for Himself, presents a good pragmatic answer for the student personnel worker in regard to the question: "Is man basically good or evil?"[1/] Fromm concludes that man is able to know what is good and to act accordingly on the strength of his natural potentialities. Evil according to Fromm results from the blocking of the natural potentiality of man to be and do "good." The evil has no independent existence of its own, it is the absence of the good, the result of the failure to realize life."[2/]

From the writer's point of view, a very basic question needs to be answered by the Bible colleges at this point. If man is basically evil, and his only help out of the moral dilemma in which he finds himself is help from God, then why have student personnel services at all? And if all men are basically evil, how can a college counselor in a Bible college help students? He is just as evil as they, and his guidance and counsel are subject to the same limitations of evil imposed upon

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1/Erich Fromm, Man for Himself, Holt, Rinehart and Winston, New York, 1947, pp. 210-212.

2/Ibid., p. 212.

the nature of the students who come to him for help.

The student personnel point of view seems to function best based upon a definition of man's nature as presented above by Dewey and Fromm.

Arbuckle points out two problems that confront the religious counselor who believes in the basic sinfulness of man's nature.[1] The first of these two problems deals basically with the feeling that the counselee has toward himself.

If a person is taught that he is basically a sinful creature, and that he is evil through no falut of his own other than being born, then he develops early in life a feeling of guilt and worthlessness. It is one of the chief ends of psychotherapy to help a counselee feel that he or she is an adequate worthwhile person. Carl Rogers sums up the changes in self-perception that result from psychotherapy as follows:[2]

> "How may we summarize these changes in self-perception? The essential elements would appear to be that the individual changes in three general ways. He perceives himself as a more adequate person, with more worth and more possibility of meeting life. He permits more experiential data to enter awareness, and thus achieves a more realistic appraisal of himself, his relationships, and his environment.

1/Dugald S. Arbuckle, Counseling: an Introduction, Allyn and Bacon, Inc., Boston, 1961, pp. 92, 93.

2/Carl R. Rogers, Client-Centered Therapy, Houghton Mifflin Company, Boston, 1951, p. 139.

> He tends to place the basis of standards within himself, recognizing that the 'goodness' or 'badness' of any experience or perceptual object is not something inherent in that object, but is a value placed on it by himself."

The writer questions seriously how a person can develop self attitudes of adequacy and worthwhileness when he is taught that he is basically sinful and inadequate to resolve his moral difficulties.

The second problem that Arbuckle raises deals with the attitude of the counselor toward the counselee. If a counselor accepts the Bible college premise that man is basically sinful, and inadequate to resolve his moral difficulties, will this counselor not find it difficult to be acceptant of the sins committed by his counselees. And if the counselor cannot accept the sins committed by the counselee, will not this rejection make the counselee feel even more worthless? And if one answers this question in the affirmative, then one may be led to conclude that the Bible colleges would be better off not providing the student personnel service entitled "Counseling," unless the chief end of this service at Bible colleges is to make students feel less adequate and less worthwhile.

Whereas the student personnel point of view is committed to the belief that the individual should be allowed to find his own way (with a minimum of direction

by others) toward full personel development, the Bible colleges support the direction and regimentation of the "many" by the "few." Witmer in his book, The Bible College Story: Education with Dimension,[1] identifies the majority of Bible colleges with Henry P. Van Dusen's "Third Force of Christendom."[2] Van Dusen uses the term "Third Force of Christendom" to describe a host of sects, cults, and small church movements outside the traditional, historic churches. He lists six factors that strongly contribute to the growth and vitality of this movement:[3]

> "(1) They have great spiritual ardor; (2) they commonly promise an immediate, life-transforming experience of the living God-in-Christ; (3) they directly approach people; (4) they shepherd their converts in an intimate sustaining group fellowship; (5) they place strong emphasis upon the Holy Spirit; and (6) they expect their followers to practice an active, untiring, seven-day-a-week Christianity."

The narrow closed nature of such a view is antithetical to the openness, and freedom found in a liberal progressive philosophy of life.

The above point of view is not only regressive in nature, but it is exclusivist in nature. R. H. Tawney in his book, Religion and the Rise of Capitalism, states that there are four main attitudes which religious opinion

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1/Op. cit., pp. 61-62.

2/Henry P. Van Dusen, Life Magazine, "Third Force in Christendom", June, 1958.

3/Ibid., p. 19.

may adopt toward the world of social institutions. They are as follows:1/

> (1) Stand in ascetic aloofness and regard them as in their very nature the sphere of uprighteousness.
>
> (2) It may take them for granted and ignore them, as matters of indifference belonging to a world with which religion has no concern.
>
> (3) It may try for some particular reform, for the removal of some crying scandal, for the promotion of some final revolution, which will inaugurate the reign of righteousness on earth.
>
> (4) It may at once accept and criticize, tolerate and amend, welcome the gross world of human appetites, as the squalid scaffolding from amid which the life of the spirit must rise, and insist that this also is the material of the kingdom of God.

It is quite obvious that the Bible colleges fit best the first two points of view.

Methods, repressive and regressive. -- The writer has observed that the goals and methods of the student personnel programs in Bible colleges are basically repressive, regressive, and regimentative in nature. Bible colleges not only maintain strict supervision of student behavior on campus, but they also attempt to restrict the student's off campus behavior.

1/R. H. Tawney, Religion and the Rise of Capitalism, Harcourt, Brace and Company, Inc., 1926.

> "Humanistic ethics, in contrast to authoritarian ethics, may likewise be distinguished by formal and material criteria. Formally, it is based on the principle that only man himself can determine the criterion for virtue and sin, and not an authority transcending him. Materially it is based on the principle that 'good' is what is good for man and 'evil' what is detrimental to man; the sole criterion of ethical value being man's welfare."

It is quite evident that the Bible colleges determine for the students what is 'good' and what is 'evil." The penalty for rebelling on the part of the students or the questioning of the authority's right to establish the norms of behavior is an unforgivable sin leading to suspension or expulsion.

In order to find a precedence for such a point of view in the history of higher education, one must go back to the Colonial colleges of America. It is true, as Rashdall points out, that student life on the University level in the early centuries was also strictly supervised.1/ But this strict supervision was usually limited to the classroom. Life outside the classroom was often quite riotous in nature. In the Colonial colleges, students were regimented to a life of piety.2/ Detailed lists of "rights" and "wrongs" regarding behavior, dress, amusements,

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1/Rashdall, Hastings, The Universities of Europe in the Middle Ages, London, Oxford University Press, Vol. 3, 1895, Rev. ed., 1936.

2/Henry D. Sheldon, Student Life and Customs, Appleton & Company, Inc., New York, 1901, Chapter 2, "Student Life in Colonial Colleges."

out-of-class activities, usage of language were strictly enforced. The student was thought of as a morally depraved individual needing to be restricted and regimented.1/

The attitude of the Bible colleges toward the culture in which we live is closely analogous to the attitude of the early church toward culture. H. I. Marrou describes the attitude of the Christian of antiquity toward his culture as follows:2/

> "Before a man of antiquity could be converted to Christianity he had to make an effort of renunciation and self-transcendence; he had to realize the limits and see the ultimate vanity of a culture that had previously sustained him."

In summary, the writer concludes that the Bible college view of man is conservative, and regressive in nature. This view leads to goals and methods that are basically regressive, restrictive, and repressive in regard to students. Such a view of man and its inherent goals and methods are inconsistent with the liberal, progressive philosophy of life upon which the student personnel point of view is founded.

1/Richard Hofstadter and Walter P. Metzger, The Development of Academic Freedom in the United States, Columbia University Press, New York, 1955, pp. 282-283.

2/H. I. Marrou, A History of Education in Antiquity, Sheed and Ward, New York, 1956, p. 319.

CHAPTER IV

RESEARCH PROCEDURES

1. The Choice of Research Technique

The survey method.-- The writer chose the logical or survey method for his study of the student personnel services offered by the Bible colleges. Wrenn speaks of this method as one which determines whether certain services exist or are being performed.[1/]

The gathering of data.-- The technique chosen for this study was the Inquiry Form Technique. This choice was dictated by the fact that the schools surveyed in this study are found in twenty-three different states plus Canada. The cost involved in traveling to these different states plus Canada would have prohibited the writer from undertaking the study. Both Atwater[2/] and Kauffman[3/] employed the Inquiry Form Technique in their studies.

1/Op. Cit., p. 488.

2/Op. Cit., p. 28-30.

3/Op. Cit., pp. 11, 12.

The questionnaire has often been used as a research technique. Duker reports that thirty-four per cent of a sample of 279 doctoral dissertations taken from the Teachers College, Columbia University, Contributions to Education series covering a ten year period, (1935-1945) used the questionnaire technique.[1]

Barr, Davis, and Johnson, state the following in regard to the use of the questionnaire technique:

> "The questionnaire technique is similar to that of the controlled interview. Its use may be desirable when personal interviews would be costly or difficult to manage. The questionnaire makes possible contact with a large number of persons and also with many who could not otherwise be reached. Information of a personal nature often may be obtained readily by means of questionnaires, especially if the respondent is permitted to omit signature or if specifically assured that his replies will be regarded as confidential."[2]

Gilbert, in discussing the value of the questionnaire in surveying personnel services, offers the following:[3]

> "While there are many possible objections to a questionnaire type of appraisal of student personnel services, it is one of the few practical and not prohibitively expensive means for securing some rough estimate of the apparent value of the service."

1/Sam Duker, "The Questionnaire is Questionable," Phi Delta Kappan (May, 1948), 29:386, 392.

2/Arvil S. Barr, Robert A. Davis and Palmer O. Johnson, Educational Research and Appraisal, J. B. Lippincott, Co., New York, 1953, p. 66.

3/William M. Gilbert, "How to Go About the Process of Evaluating Student Personnel Work," Educational and Psychological Measurement (Autumn, 1950), 10:528.

Barr, Davis, and Johnson, offer the following as reasons why some questionnaires are ineffective: "The technique of collecting data by means of questionnaires is frequently ineffective for purposes of accurate investigation because of (1) improper formulation of questions, (2) improper sampling, (3) inadequate returns, and (4) failure to select respondents who are capable and willing to cooperate."[1]

Validity and reliability are two areas not often considered by the users of questionnaires. Davis and Barrow report that 380 questionnaire studies out of 500 that they investigated contained no statements on the validity of the questionnaires used.[2] Four hundred seventy-six of these studies contained no statements on the reliability of the questionnaires used.[3]

Blankership offers the following in regard to the means used to improve the validity of a questionnaire:[4]

> "Thorough understanding of the specific problem must precede questionnaire construction, and various factors must be taken into account: the critical character of the first few questions; the avoidance of ambiguity; the use of words understood by the lowest

1/Ibid., p. 66.

2/Robert A. Davis and Edwin L. Barrow, "Critical Study of the Questionnaire in Education," Educational Administration and Supervision (February, 1935), 21:142.

3/Ibid., p. 143.

4/A. B. Blankership, "Pre-testing a questionnaire on public opinion," Sociometry, 1940, 3:263-269.

> class of respondent; the use of questions that are reasonable and concrete; the adapting of questions to the type of person interviewed; neutral phrasing of questions and avoidance of suggestion. With a questionnaire constructed according to these standards a pretest of 25-30 interviews will eliminate difficulties in phrasing. The interviewer will observe the results in terms of the criteria stated, and, if necessary, attempt variations in wording. For greater accuracy a sample study is needed."

The foregoing comments indicate that the questionnaire technique can be valuable if considerable care is exercised in its use. The writer suggests that the evidence to follow will establish the fact that care has been exercised in establishing the validity and reliability of the inquiry forms used in this study.

2. Criteria of Evaluation

Need for criteria.-- In order to evaluate the effectiveness of a student personnel program, one must establish criteria against which such a program can be compared. These criteria must be established in the light of the objectives of the specific personnel services.

An illustration of an objective and its criteria is given by Wrenn.[1/]

Objective	Criteria
1. To facilitate the adjustment of beginning and prospective students to the environmental demands of college life.	a. Student information about physical properties, curriculum, mechanics, and social or recreational opportunities on the campus.

1/Op. cit., p. 482.

b. A decreasing student mortality rate in first few weeks of college experience.

Rackham's criteria.-- A study done by Eric N. Rackham has provided criteria for evaluating personnel services on any designated campus.[1/] There were seven major steps in Rackham's study. In his first step he prepared a bibliography of research studies, books and reports which had any bearing on criteria for personnel services. His second step involved a thorough study of his bibliography. From this thorough study he prepared an unrefined list of 2000 items, which he referred to as tentative criteria. In his third step he consolidated his items into fifteen areas considered most characteristic of student personnel service programs. Rackham's fourth step involved the evaluation of his list of criteria by personnel officers in 113 different institutions. These personnel officers were requested to check the comprehensiveness of his list, to check each item for accuracy, and to make additions to or deletions from his list. On the basis of these evaluations, Rackham revised his criteria and incorporated them into a rating scale. This rating scale was then submitted to a selected number of competent specialists to get their reactions as to the effectiveness of the criteria. The reactions of these specialists were tabulated, analyzed,

1/Eric N. Rackham, The Determination of Criteria for the Evaluation of Student Personnel Services in Institutions of Higher Learning, Unpublished Doctor's Thesis, University of Michigan, 1950.

and a student personnel services inventory was constructed on the basis of the information derived from the specialists.

The writer has used these criteria developed by Rackham as the basis for the development of the questions used in his Inquiry Form.

3. Inquiry Form Sent to Bible Colleges

Design of this form.-- This form was prepared to elicit certain definite facts which would indicate the scope and extent of the personnel services offered by the individual Bible colleges.

A rough draft of items covering the list of personnel services presented in Chapter I of this study was constructed. The format for the Inquiry Form was patterned after the one constructed and used by Joseph Kaufmann in his study of personnel services in liberal arts colleges.[1/]

Establishment of validity.-- A copy of the rough draft was sent to a panel of four competent men in educational research and personnel services in higher education.[2/] The panel was asked to evaluate the suitability of the items for the purposes of the Inquiry Form. They were asked to indicate which items were not suitable. They were also asked to make

1/Joseph Kaufmann, Student Personnel Services in Liberal Arts Colleges, Unpublished doctoral dissertation, Boston University, 1958.

2/Members of the panel are listed in Appendix A.

any suggestions that would improve the face validity of the Inquiry Form. Any item marked not suitable by any member of the panel was discarded by the writer when constructing the final form. Several suggestions were made for improving the Inquiry Form.

The Inquiry Form was then presented to a panel of four persons who are engaged in student personnel work in Bible colleges.[1] They were asked to examine the items carefully and to point out any items that were not clear. They were also asked to fill out the questionnaire. This served as a try-out for the Inquiry Form. Barr, Davis, and Johnson attest to the importance of a preliminary try-out.[2] "If possible, a tentative form of the questionnaire should be empirically evaluated with an experimental group of competent persons in order to detect faulty construction. Such actual trial affords a basis for revision and elimination of defects and for making the definitive edition more efficient."

The writer decided beforehand that if two members of this panel indicated a need to reword any item, the item would be reworded.

The writer submits that the final Inquiry Form sent to the Bible colleges possesses a high degree of face validity.

1/Members of the panel are listed in Appendix B.

2/Op. cit., p. 67.

Establishment of reliability.-- Atwater in his study points out that he could not establish reliability for his Inquiry Form.[1] To establish reliability for an Inquiry Form of this nature requires the use of a total score or a series of answers which may be answered as "right" or "wrong." This writer finds himself in the same predicament in regard to his Inquiry Form.

Although there is no standard method for determining the reliability of an Inquiry Form of this nature, Gerberich has devised a way to determine the consistency of the informant responses to questions in a questionnaire. The writer used Gerberich's method.[2]

The writer personally visited six of the schools in this study. At each of these schools the Inquiry Form was readministered to the personnel officers who had filled out the Inquiry Form the first time nine months previously. The writer then compared the responses from the second administration to the first administration of the Inquiry Form. The average degree of consistency between the first and second administrations was 89 per cent. The extent of consistency at the six schools ranged from 86-91 per cent. The writer

1/Op. cit., p. 36.

2/John B. Gerberich, "A Study of the Consistency of Informant Responses to Questions in a Questionnaire," Journal of Educational Psychology, (May 1947), 38:299-306.

determined the degree of consistency by using a simple method. One point was arbitrarily assigned to each answer given on the Inquiry Form first administered. One point was arbitrarily assigned to each answer on the Inquiry Form administered the second time if the answer was the same as that given the first time. The scores of both forms were added and transformed into a percentage score. The percentage scores of each school were added and divided by six giving an average of 89 per cent.

4. Inquiry Form Sent To Students

Design of this form.-- This student Inquiry Form was designed to elicit student reaction concerning the degree of student satisfaction or dissatisfaction with the services investigated in this study.

A rough draft, the contents of which were developed on the basis of the items used in the Inquiry Form sent to the Bible colleges, was constructed. To determine the students' degree of satisfaction with the services offered, six possible responses are offered. These responses are as follows: (1) The service is NOT AVAILABLE so far as I know, (2) I have FELT A NEED for this service, (3) The service is available but I have NOT USED it, (4) I have found this service to be NOT ADEQUATE, (5) I have found this service to be MODERATELY ADEQUATE, (6) I have found this service to be VERY ADEQUATE.

Establishment of validity.-- With two exceptions this form was validated in much the same fashion as the Inquiry Form sent to the Bible colleges.[1] Three more members were added to the panel of personnel workers representing the Bible colleges.[2] All seven members evaluated the student Inquiry Form. The only suggestions made dealt with minor points of clarification in regard to the instructions to the students.

A second try-out was given to a class in Tests and Measurements at Barrington College to ascertain whether or not the instructions and individual items could be clearly understood. This second try-out proved most satisfactory.

Establishment of reliability.-- The writer administered his student Inquiry Form to 31 senior class students at the college where he is employed. A second administration was arranged exactly one week after the first administration.

In order to achieve "total scores" for this test-retest procedure, weights ranging from one to six were assigned to the respective responses. The following describes the weighting procedure:

Weights	(1) NOT AVAILABLE	(2) FELT NEED	(3) NOT USED	(4) NOT ADEQUATE	(5) MODERATELY ADEQUATE	(6) VERY ADEQUATE

1/Cf. page above.

2/See Appendix C for additional members.

By using the Pearson product moment formula to correlate the two sets of scores the writer obtained a correlation of stability of .90. Noll points out that desirable reliabilities differ according to purpose.[1/]

> "...the best standardized tests of achievement quite consistently show reliability coefficients of .90 or higher. Standardized tests of intelligence commonly have reliabilities almost as good, generally .85 or higher. The reliability coefficients for instruments such as personality tests and interest inventories are usually lower, the average being most often in the .70's and .80's, although some have not attained a correlation as high as .70....Where a test is intended only for use in studying groups, a lower reliability coefficient (around .75) may be sufficient to make fairly accurate comparisons."

The writer submits that his reliability coefficient of .90 compares favorably with Noll's suggested criteria for tests used in studying groups.

5. Presentation of Data

Data received from the Bible colleges.-- The data received from the Bible colleges have been presented in summary tabled to indicate how many schools offer the services surveyed in this study.

Data received from the students.-- A summary has been made of the responses received from the students of each school indicating their degree of satisfaction with the

1/Victor H. Noll, Introduction to Educational Measurement, Houghton Mifflin Company, Boston, 1957, p. 73.

personnel services offered at the Bible colleges. This part of the study has pointed out specific strengths and weaknesses of the various personnel services.

Chi-square analysis of student reactions.-- Student reactions indicating their degree of satisfaction with the services offered have been analyzed by the chi-square test to ascertain whether or not these reactions are related to the following variables:

1. Size (student enrollment) of college or institute
   a. Less than 199
   b. 200 or more
2. Four year degree program versus three year diploma program
3. Faculty-student ratio
   a. 1:14 or less
   b. 1:15 or more
4. Accredited [1/] (regionally accredited) versus non-accredited schools
5. Denominational affiliation versus non-denominational affiliation

The .01 level of confidence is the criterion for significance in this study. The formula used: $X^2 = \frac{\Sigma(o-e)^2}{e}$.

The writer has also attempted to ascertain whether or not the availability or non-availability of personnel services offered at the Bible colleges is related statistically to the above mentioned variables.

1/Since the inception of this study two Bible colleges have achieved regional accreditation. See Appendix D for information on these schools.

Finally, the writer has presented a number of pertinent comments received from personal interviews with students at the six schools he visited. At each of the six schools visited the writer interviewed student leaders. Several questions were asked of these students about certain areas of the student personnel program at their respective schools. A list of these questions is to be found in Appendix E.[1]

6. Schools Participating In This Study

Participation in the first phase.-- On June 1, 1961 the writer sent a copy of the Inquiry Concerning Student Personnel Services In Bible Colleges[2] to each of the thirty seven members of the Accrediting Association of Bible Colleges.[3] Two cover letters accompanied the Inquiry Form. One of these letters was a letter from the Secretary of the Accrediting Association of Bible Colleges encouraging each school to participate in this study.[4] The other letter was an explanation of the study.[5] Follow-up post cards were sent at two-week intervals until a reply was received from each college.[6]

1/See Appendix E for a copy of these questions.

2/See Appendix F for a copy of this form.

3/See Appendix G for a copy of the official list of A.A.B.C. members.

4/See Appendix H for a copy of this letter.

5/See Appendix I for a copy of this letter.

6/See Appendix J for a copy of the post card.

By the end of August, replies were received from all thirty seven schools. Each of these schools filled out and returned their questionnaires. Thus the writer received 100 per cent cooperation in this phase of the study.

Participation in the second phase.-- On April 1, 1961 a copy of the Inquiry Concerning Student Evaluation of Personnel Services In Bible Colleges [1] was sent to the chief personnel officer at the thirty seven Bible colleges who participated in phase number one. Two cover letters accompanied this Inquiry Form. One of the cover letters was from the Secretary of the Accrediting Association of Bible Colleges encouraging their participation in the second phase of this study. The writer's letter explained the need for student evaluation.[2] Twenty-six out of 37 schools agreed to participate in the second phase of this study. Thus the writer received 70 per cent cooperation in this phase of the study.

The writer asked that the student Inquiry Form be administered by the chief personnel officer to the members of the junior class. It was suggested that this administration take place during a regularly scheduled class hour for juniors or at a specifically arranged time decided upon by the chief personnel officer.

1/See Appendix K for a copy of this form.

2/See Appendix L and M for copies of these letters.

Junior class students were chosen because it was hypothesized that they would have had more time than the freshmen or sophomores to experience the various student personnel services. Senior students were not chosen because at most Bible colleges the senior year is devoted to elective studies; thus making it difficult for the chief personnel officer to reach all the seniors at one time.

CHAPTER V

PERSONNEL SERVICES IN BIBLE COLLEGES

1. Orientation

Wrenn offers the following definition of orientation:[1]

> "Orientation means 'turning toward the East,' facing a new dawn; it is commonly defined as 'adjustment of one's self to one's environment.' As applied to personnel service, it means assisting students in acquiring techniques of living in college, in achieving a beneficial balance among all the demands and opportunities of college life, and in gaining perspective and a sense of purpose."

The methods and procedures usedto orient the new students are many and varied. The following are some of the more popular methods and procedures used: (1) assemblies, (2) tours of new facilities, (3) get-acquainted parties or sessions, (4) films, (5) open house, (6) orientation weeks, (7) orientation camps, (8) orientation courses, (9) big-brother or big-sister assignments, etc.

Arbuckle points out that there are three distinct parts to the orientation program.[2]

1. Precollege orientation. This usually includes visits to the college by prospective students at which time they are given information about the college.

1/Wrenn, C. G., op. cit., p. 274.

2/Arbuckle, D. S., op. cit., pp. 65-80.

2. Orientation week. Activities commonly offered during this week are as follows: registration, testing, meeting faculty members and advisors, meeting student leaders, faculty lectures and talks, and the giving out of information and other materials.

3. Orientation courses. These courses usually last one semester to a year. Emphasis should be on adjustment to college life in these courses.

Data received from the Inquiry Form.-- All thirty-seven of the Bible colleges indicated that they provided an orientation program for new students, and all thirty-seven required their students to attend the orientation programs. Six of the thirty-seven Bible colleges extend the orientation process into a formal orientation course.

The writer investigated whether or not the offering of a formal orientation course would be related to student opinion concerning the helpfulness of the orientation program. Two categories were established, one for the colleges offering a formal orientation course and one for the colleges not offering a formal course. No significant differences at .01 level were found in the reactions of students to two of the four items under orientation on the Inquiry of Student Evaluation. There were differences significant at .01 level on items two and four.

Table 1 presents student reactions concerning contact with upper class students who helped in orientation. Students

from schools not offering a formal orientation course were significantly more satisfied with this service than students from schools offering an orientation course. The trend of student responses at the schools not offering a formal orientation course is toward the "very adequate" category. The majority of students at the schools offering a formal orientation course were only moderately satisfied with this service.

Table 1. Comparison of Student Reactions In Schools Which Have Formal Orientation Courses and Those Which Do Not

Contact with upper class students who helped you when you needed it.	Not Adequate	Moderately Adequate	Very Adequate
Schools with formal orientation courses	25	105	46
Schools with no formal orientation course	52	203	183

Chi-square 13.23
(significant at .01 level)

Table 2 presents student reactions concerning an opportunity to evaluate the orientation program. Students from schools not offering a formal orientation course are significantly more satisfied with the opportunity given to them to evaluate the orientation program than are students from schools offering a formal orientation course.

Table 2. Comparison of Student Reactions In Schools Which Have Formal Orientation Courses and Those Which Do Not

An opportunity for you to evaluate the orientation program	Not Adequate	Moderately Adequate	Very Adequate
Schools with formal orientation courses	33	41	5
Schools with no formal orientation courses	51	123	61

Chi-square 19.76
(significant at .01 level)

The writer attempted to ascertain how "student-oriented" the orientation program was at the Bible colleges. Accordingly a question was included on the Inquiry Form in regard to the title of the person in charge of the orientation program. Table 3 indicates the titles of people in charge of the orientation program.

In forty-eight per cent of the Bible colleges orientation programs were supervised by student personnel people.

In Kauffman's study over fifty per cent of the liberal arts colleges placed the orientation "...activities in the hands of persons who fill student personnel roles."[1/]

1/Kauffman, J. F., op. cit., p. 23.

In this respect both the Bible colleges and Liberal Arts colleges are similar.

The writer investigated whether the fact of having a student personnel officer in charge of orientation would be related to more favorable student reactions concerning the effectiveness of the orientation program. No significant differences were found between the student responses from schools with a student personnel officer in charge and the schools not having a student personnel officer in charge of the orientation program.

Table 3. Staff Member In Charge of Orientation Period

Title of Staff Member In Charge of Orientation	Frequency	Per Cent
Student Personnel Officials, i.e. Dean of Students, Dean of Men, Women, Director of Testing	18	48
Academic Dean, Dean of Education	11	30
Registrar	4	11
Other miscellaneous titles	4	11
Total	37	100

Table 4 presents some of the objectives of the orientation programs at Bible colleges.

Table 4. Objectives of Orientation Program

Objectives	No. of Schools	Per Cent of Respondents
Registration	34	92
Testing	35	95
Meeting Faculty Members and Advisers	35	95
Meeting Student Leaders	27	73
Faculty Lectures and Talks	27	73
Social Events	33	89
Giving Out of Information and Other Materials	34	92
Free Time	18	49

Chi-square analysis of orientation services offered.--Chi-square analysis of the orientation services offered based on categories established by the size of the colleges, faculty-student ratio, denominational affiliation, four year program versus three year program and accredited schools versus non-accredited schools yielded no results which were statistically significant.

The writer investigated whether or not there were significant differences between the Bible colleges and liberal arts colleges in regard to faculty and upper class student participation in the orientation programs.

Tables 5 and 6 present comparisons between the Bible colleges and liberal arts colleges. A difference significant at the .01 level was found in regard to the degree of faculty participation in the planning of orientation activities. The liberal arts colleges tend to use their faculty more in orientation planning than do the Bible colleges.

A difference significant at the .01 level was found in regard to the degree of upper class student participation in the planning of orientation activities. The liberal arts colleges utilize their students to a much higher degree than do the Bible colleges in the planning of orientation activities.

Table 5. Comparison of Faculty Participation In the Planning of Orientation Activities Between Bible Colleges and Liberal Arts Colleges.1/

Faculty Participation	Faculty Participating		Faculty Not Participating		Totals	
	Freq.	%	Freq.	%	Freq.	%
Bible Colleges	26	70	11	30	37	100
Liberal Arts Colleges	157	87	23	13	180	100

Chi-square 6.67
(significant at .01 level)

1/J. F. Kauffman, op. cit., p. 25.

Table 6. Comparison of Upper Class Student Participation In the Planning of Orientation Activities Between Bible Colleges and Liberal Arts Colleges 1/

Student Participation	Participate		Students Do Not Participate		Totals	
	Freq.	%	Freq.	%	Freq.	%
Bible Colleges	21	57	16	43	37	100
Liberal Arts Colleges	165	92	18	8	183	100

Chi-square 26.27
(significant at .01 level)

The writer also investigated whether or not there was a significant difference between Bible colleges and liberal arts colleges in regard to the provision of an opportunity for students to evaluate the orientation program. As indicated in Table 7 a difference significant at .01 level was found in regard to opportunities for student evaluation of the orientation program. The liberal arts colleges tend to involve their students more than do Bible colleges in the evaluation of the orientation program.

1/J. F. Kauffman, op. cit., p. 26.

Table 7. Comparison of Opportunities for Students To Evaluate the Orientation Programs Between Bible Colleges and Liberal Arts Colleges.

Student Evaluation	Opportunity For Evaluation		No Opportunity For Evaluation		Totals	
	Freq.	%	Freq.	%	Freq.	%
Bible Colleges	8	22	29	78	37	100
Liberal Arts Colleges	104	58	78	42	182	100

Chi-square 15.51
(significant at .01 level)

Chi-square analysis of student reactions.-- The writer compared student reactions concerning the adequacy of the orientation services in terms of the five variable categories set up for this purpose. Two comparisons were statistically significant at the .01 level. These are presented in Tables 8 and 9. Item one, "an orientation program for new students," and item two, "contact with upper class students who helped you when you needed it," yielded no differences significant at the .01 level of confidence.

Students in schools with a smaller faculty-student ratio and smaller enrollments were significantly more satisfied with the opportunity for evaluation of the orientation program than were students from schools with a larger faculty-student ratio and larger enrollments.

There is a tendency for students enrolled in strictly four year Bible colleges to be significantly more satisfied with help received from faculty members than those enrolled in schools offering a three year program.

Table 8. Comparison of Student Reactions to Item Four on the Inquiry of Student Evaluation

An opportunity for you to evaluate the orientation program.	Not Adequate	Moderately Adequate	Very Adequate	Chi-square	Level of Significance
Faculty-Student Ratio					
1:14	12	60	27		
1:15 or higher	72	104	38	16.50	.01
Size of School					
Less than 200	29	85	40		
200 or more	55	79	25	11.65	.01

Table 9. Comparison of Student Reactions to Item Three on the Inquiry of Student Evaluation

Contact with faculty members who helped you when you needed it	Not Adequate		Moderately Adequate		Very Adequate		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Four year program	5	2	60	25	175	73	240	100
Three year program	37	8	169	39	229	53	435	100

Chi-square 29.62
(significant at .01 level)

Table 10 presents the total response from the students who completed the Student Inquiry Form. The responses to these items indicate that the majority of students are satisfied with the attempts of the Bible colleges to orientate them to college life. It is interesting to note that twenty-seven per cent of the students perceived the opportunities given to them to evaluate the orientation program as not adequate.

Table 10. Student Reactions to Orientation Programs

Orientation Items on Inventory of Student Reaction	Not Adequate		Moderately Adequate		Very Adequate		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
An orientation program for new students	58	9	355	54	243	37	656	100
Contact with upper class students who helped you when you needed it.	77	13	308	50	229	37	614	100
Contact with faculty members who helped you when you needed it.	42	6	229	34	404	60	675	100
An opportunity for you to evaluate the orientation program	84	27	164	52	65	21	313	100

2. Psychological Testing

The administering of tests during the orientation period is a practice most widely utilized by colleges. A substantial number of colleges list the testing program as one of the most important features of their orientation program. A study reported in 1942 at the annual conference of the National Association of Deans and Advisers of Men, presented the following in regard to the orientation activities most important in their programs:[1/]

	Per cent
Testing program	40
Registration	32
Lectures and assemblies	16
Social functions	6
Campus tours	4

What kinds of tests are used?

Powell offers the following in regard to the types of tests used:[2/]

> "The kinds of tests most frequently said to be required of new students were psychological or intelligence tests, English placement tests, mathematics placement tests, and tests of reading skills. Other types of instruments not infrequently

1/Laurence W. Lange, "Freshman Orientation Survey 1942," Proceedings, 24th Annual Conference of the National Association of Deans and Advisers of Men, 1942, pp. 20-52.

2/Orrin B. Powell, The Faculty In College Counseling, McGraw-Hill Book Company, Inc., New York, 1959, p. 197.

named were speech and/or hearing tests, interest inventories, personality tests and achievement tests in a variety of specific academic areas."

Painter and Painter report a study of orientation testing programs in fifty-five four year colleges. The following indicates the percentage of colleges offering various types of tests:[1]

	Per cent of Institutions
General aptitude	100
English usage	69
Mathematics	62
Reading	55
Science	43
English	38
Social Science	38
Foreign language, personality, and vocational interest tests each less than	25

Data received from the Inquiry Form.-- All thirty-seven of the Bible colleges (100 per cent) indicated that they offer a psychological testing program for all new students. Atwater found that eighty-eight per cent of the seminaries he surveyed offered some sort of psychological testing program for all new students.[2]

1/W. L. Painter and Helen W. Painter, "Orientation Testing Practices," Journal of Educational Research, 39:613-21 (April 1946).

2/C. R. Atwater, op. cit., p. 72.

Table 11 indicates the types of psychological tests used, while Table 12 indicates the purposes for which the test scores are used in Bible colleges.

Atwater found that the type of test most commonly used (76 per cent) by the schools in his study was the personality inventory.[1] In the writer's study, fifty-seven per cent of the Bible colleges report the use of personality tests. While the percentage of Bible colleges using personality tests is lower than that of the seminaries, it is substantially higher than that reported by Painter and Painter in their study.[2] They report that less than twenty-five per cent of the schools surveyed in their study utilize personality tests.

It is interesting to note that only thirty-two per cent of the Bible colleges make it a matter of policy to interpret test results to each student. Atwater found that approximately twenty-eight per cent of the seminaries surveyed in his study make it a matter of policy to interpret test scores to all students.[3]

1/Atwater, op. cit., p. 73.

2/Painter and Painter, op. cit., pp. 613-21.

3/Ibid., p. 73.

Table 11. Types of Psychological Tests Used in the Bible Colleges

Types of Psychological Tests	Number of Schools Using Each Type	Percentage of Schools Reporting Each Type
Scholastic Aptitude Tests	24	65
Special Abilities Tests (e.g., reading test, English test)	35	95
Achievement Tests	14	38
Interest Tests	11	30
Personality Tests	21	57

Table 12. Purposes for Which Test Scores Are Used in Bible Colleges

Purposes for Testing	Schools Indicating Each Purpose No.	Per Cent
Supplement information received from high schools	33	89
Sectioning of classes	32	86
Determining student study load	23	62
Adjusting of curricular to students needs	27	73
Ascertaining student needs requiring counseling	10	27

Chi-square analysis of the availability of psychological testing programs.-- Chi-square analysis of the availability of psychological testing programs based on categories established by the size of the colleges, faculty-student ratio, denominational affiliation, four year program versus three year program and accredited schools versus non-accredited schools yielded no results which were statistically significant.

Comparisons on a percentage basis do yield a few interesting facts. In response to the question, "Are test results used to aid in adjusting the curricula of student needs?" twenty-seven colleges responded in the affirmative. Twenty-five of these colleges (93 per cent) are denominationally affiliated.

In response to the question, "Do you use achievement tests?" fourteen of the responding colleges (79 per cent) have a student enrollment of 200 or more. Thirteen (93 per cent) of the fourteen colleges answering in the affirmative offer the three year Bible diploma course.

3. Counseling

Johnson, Stefflre, and Edelfelt, offer the following definition of the counseling service:[1/]

1/Walter F. Johnson, Buford Stefflre, Roy A. Edelfelt, Pupil Personnel and Guidance Services, McGraw-Hill Book Company, Inc., 1961, p. 15.

> "The counseling service provided individual help in making decisions about personal problems. This service requires the presence of trained counselors, a private place for them to work, and the time and inclination to talk to students one at a time--that is, to counsel them. A counselor is someone who has time released from teaching to work with individual students. He has counseling and guidance responsibilities beyond those of the regular teacher. He has had specialized courses in understanding pupils and counseling them. He is competent in psychometrics and other tools commonly used in school counseling."

Williamson suggests that there are varieties of counseling in schools.[1/] These varieties are as follows:

1. Faculty Advisers
2. Counseling in Psychological Clinics (professionally trained persons using psychological techniques.)
3. Mental Hygiene
4. Residential Counseling
5. Specialized Types of Counseling ("disciplinary counseling," religious counseling, marriage counseling, counseling for extra-curricular activities.)

Obviously the writer could not explore all of the areas of counseling mentioned by Williamson. The writer limited himself to three areas of counseling: educational, vocational, and personal counseling.

1/E. G. Williamson, Student Personnel Services In Colleges and Universities, McGraw-Hill Book Company, Inc., New York, 1961, pp. 188-204.

Data received from the Inquiry Form.-- Sixty eight per cent of the Bible colleges assign a faculty adviser to students. Kauffman reported that ninety per cent of the liberal arts colleges surveyed in his study assigned a faculty adviser to new students.[1] Atwater reported that seventy-one per cent of the seminaries surveyed in his study utilized faculty advisers.[2]

Forty-one per cent of the Bible colleges utilize specialized personnel workers in academic counseling. Fifty-eight per cent of liberal arts colleges use some specific counseling personnel for academic counseling.[3]

Seventy per cent of the Bible colleges utilize teachers in academic counseling. In one hundred per cent of the liberal arts colleges the faculty are utilized in academic counseling.[4]

In counseling as in orientation, it appears that the liberal arts colleges utilize their faculty more than the Bible colleges.

The writer investigated whether or not there were any significant differences between schools utilizing faculty advisers and schools not utilizing faculty advisers, in

1/J. F. Kauffman, op. cit., p. 70.

2/C. R. Atwater, op. cit., p. 84.

3/J. F. Kauffman, op. cit., pp. 70, 71.

4/J. F. Kauffman, op. cit., pp. 70, 71.

regard to student satisfaction with the educational and vocational counseling they received. No differences significant at the desired level were found.

The writer also investigated whether or not there were any significant differences between schools utilizing specialized personnel workers and schools not utilizing specialized personnel workers in regard to student satisfaction with the educational and vocational counseling they received. No differences significant at the desired level were found.

Student reactions to the helpfulness of vocational and academic counseling.-- Tables 13 and 14 present the degree of total student reaction to Items 105 and 112 on the Inquiry of Student Evaluation. The majority of students appear to be satisfied with the counseling they receive for educational and academic problems. Approximately half of the students express satisfaction with the assistance they receive in determining their vocational goals.

Table 13. Total Student Response to Item 105 on the Inquiry of Student Evaluation

Counseling to meet educational and academic problems	Student Responses*						
	1	2	3	4	5	6	Totals
Frequency of response	7	32	78	100	253	283	753
Percentage	1	4	10	13	34	38	100

Table 14. Total Student Response to Item 112 on the Inquiry of Student Evaluation

Assistance in determining your vocational goals	Student Responses*						
	1	2	3	4	5	6	Totals
Frequency of response	77	63	114	100	240	135	729
Percentage	10	9	16	14	33	18	100

* Code
1. Not Available
2. Felt Need
3. Not Used
4. Not Adequate
5. Moderately Adequate
6. Very Adequate

Atwater asked the seminary students in his study to indicate the degree of helpfulness they experiences in discussing their educational and vocational plans.[1] "The highest percentage of responses in each case were recorded in the 'little or no help' category." The highest percentage of responses from the students at the Bible colleges in regard to the adequacy of educational and vocational counseling were recorded in the "Moderately Adequate," and "Very Adequate" categories.

Remedial work.-- Forty-six per cent of the Bible colleges offer remedial work in reading. Kauffman reported that sixty-nine per cent of the liberal arts colleges offer remedial work in reading.[2] Thirty-two per cent of the Bible colleges offer remedial work in speech. Fifty per cent of the liberal arts colleges offer remedial work in speech.[3] Fifty-one per cent of the Bible colleges offer remedial work in study habits. Forty per cent of the liberal arts colleges offer remedial work in study habits.[4] Twenty-two per cent of the Bible colleges offer tutoring services for students manifesting difficulty in school subjects. Approximately thirty per cent of the liberal arts colleges have tutoring programs for students experiencing difficulty in academic subjects.[5]

1/C. R. Atwater, op. cit., p. 89.

2/J. F. Kauffman, op. cit., p. 76.

3/Ibid., p. 76.

4/Ibid., p. 76.

5/Ibid., p. 76.

While the liberal arts colleges, percentage wise are ahead of the Bible colleges in offering remedial work, both types of schools leave much to be desired in this important area.

Data on vocational counseling.-- Seventy-eight per cent of the Bible colleges offer some form of vocational counseling. Ninety per cent of the liberal arts colleges offer some form of vocational counseling.[1] Only forty-six per cent of the Bible colleges maintain a placement service. Ninety-five per cent of the liberal arts colleges maintain a placement service.[2]

Data on personal counseling.-- Thirty-six of the Bible colleges (97 per cent) indicated that personal counseling was available for their students. Personal counseling at the Bible colleges is performed by various persons. Respondents were asked to report who performs personal counseling. The following are the responses received:

(1) School psychologist - Nineteen per cent of Bible colleges report that personal counseling is performed by a school psychologist.

(2) School psychiatrist - None of the Bible colleges reported the use of a school psychiatrist for personal counseling. (Fifteen per cent of the liberal arts colleges report that personal counseling is performed by a psychiatrist.3/)

1/J. F. Kauffman, op. cit., p. 85.

2/Ibid., p. 85.

3/Ibid., p. 77.

(3) Faculty members - Fifty-nine per cent of the Bible colleges report that personal counseling is performed by faculty members. (Sixty-five per cent of the liberal arts colleges report that personal counseling is performed by faculty members.1/)

(4) Deans - Ninety-five per cent of the Bible colleges report that personal counseling is performed by Deans. (Ninety-three per cent of the liberal arts colleges report that personal counseling is performed by Deans.2/)

The writer concludes that neither the Bible colleges nor the liberal arts colleges recognize that personal counseling is a personnel service requiring professionally trained, full-time personnel.

Table 15 presents a graphic picture of the analytical techniques used by the Bible colleges in their personal counseling programs.

1/J. F. Kauffman, op. cit., p. 77.

2/Ibid., p. 76.

Table 15. Analytical Techniques Utilized in the Personal Counseling Program

Analytical Techniques	Number of Schools Frequency	Percentage
The interview	36	97
A testing program	26	70
A cumulative record system	29	78
Rating scales	14	38
Questionnaires	11	30
Biographical records	24	65
Tape recordings and analyses	2	5

Chi-square analysis of counseling services offered.-- Chi-square analysis of the counseling services offered based on categories established by the size of the colleges, faculty-student ratio, denominational affiliation, four year program versus three year program and accredited schools versus non-accredited schools yielded no results which were statistically significant.

Chi-square analysis of student reactions to counseling services offered.-- Chi-square analysis of student reactions to counseling services offered based on categories established for this purpose, yielded results significant at the desired level for several items.

Educational counseling.-- Table 16 indicates that there is significantly less satisfaction with counseling for students on probation at the accredited colleges than at the non-accredited colleges.

Table 16. Comparison of Student Reactions to Item Six on the Inquiry of Student Evaluation

Counseling for Students on Probation	Not Adequate	Moderately Adequate	Very Adequate
Accredited Schools	16	19	19
Non-accredited Schools	46	143	162

Chi-square 9.97
(significant at .01 level)

Table 17 indicates that the students are significantly more satisfied with faculty counseling for academic difficulties at schools offering the four year program than are students at schools offering the three year program.

Table 17. Comparison of Student Reactions to Item Seven on the Inquiry of Student Evaluation

Faculty counselors who help you when you have difficulties with your studies	Not Adequate	Moderately Adequate	Very Adequate
Four year program schools	15	70	107
Three year program schools	43	139	134

Chi-square 9.63
(significant at .01 level)

Table 18 indicates that the students are significantly more satisfied with the tutoring services at the schools offering the four year program than are the students at the schools offering the three year program.

Table 18. Comparison of Student Reactions to Item Eight on the Inquiry of Student Evaluation

Tutoring when you have trouble in any given subject	Not Adequate	Moderately Adequate	Very Adequate
Four year program schools	26	59	71
Three year program schools	48	87	58

Chi-square 9.40
(significant at .01 level)

Table 19 indicates a significantly higher degree of dissatisfaction with the remedial program for speech at the larger schools than at the smaller schools.

Table 19. Comparison of Student Reactions to Item Ten on the Inquiry of Student Evaluation

A program to help correct speech difficulties	Not Adequate	Moderately Adequate	Very Adequate
Schools with 200 or less students	21	90	43
Schools with 200 or more students	47	87	36

Chi-square 9.85
(significant at .01 level)

Table 20 indicates that students are significantly more satisfied with the programs to help correct poor study habits at the schools with the smaller faculty-student ratio (1:14) than are students at schools with the larger faculty-student ratio (1:15). Students from schools with smaller enrollments are significantly more satisfied with this service than are students from the larger schools.

Table 20. Comparison of Student Reactions to Item Eleven on the Inquiry of Student Evaluation

A program to help correct poor study habits	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Faculty-student Ratio				
1:14	29	52	34	
1:15 or higher	76	136	28	17.28*
Size of College				
200 or less	47	104	43	
200 or more	58	84	19	9.59*

* significant at .01 level

Vocational counseling.-- Table 21 indicates a significantly higher degree of satisfaction with item fourteen on the Inquiry of Student Evaluation for students at schools offering the four year program. It should be pointed out that there are a substantial number of students at both types of schools expressing dissatisfaction with this service.

Table 21. Comparison of Student Responses to Item Fourteen on the Inquiry of Student Evaluation

Visual materials such as films about the world of work	Not Adequate	Moderately Adequate	Very Adequate
Four year program versus three year program			
Four year schools	32	56	31
Three year schools	91	79	21

Chi-square 18.41
(significant at .01 level)

Table 22 indicates a significantly higher degree of satisfaction with item fifteen on the Inquiry of Student Evaluation for students at schools offering the four year program than for students at schools offering the three year program.

Table 22. Comparison of Student Responses to Item Fifteen on the Inquiry of Student Evaluation

Occupational Information Conferences	Not Adequate	Moderately Adequate	Very Adequate
Four year program versus three year program			
Four year schools	30	43	37
Three year schools	71	79	30

Chi-square 11.79 (significant at .01 level)

Table 23 indicates a significantly higher degree of satisfaction with item sixteen on the Inquiry of Student Evaluation for students at schools with a larger faculty-student ratio (1:15) than for students from schools with a smaller faculty-student ratio, (1:14). Students at schools with four year programs and at schools which were regionally accredited were significantly more satisfied with item sixteen than students from schools offering three year programs and non-accredited schools.

Table 23. Comparison of Student Responses to Item Sixteen on the Inquiry of Student Evaluation

Opportunities for "try-out" experiences in your chosen career	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Faculty-student ratio				
1:14	24	60	36	
1:15 or higher	52	163	191	11.67*
Four year program versus three year program				
Four year schools	19	58	100	
Three year schools	57	141	127	14.45*
Accredited versus non-accredited schools	8	27	54	
	68	172	173	10.78*

* significant at the .01 level

Personal counseling.-- Table 24 indicates that students from larger Bible colleges (200 or more) and from colleges offering the four year program were significantly more satisfied with item twenty-one on the Inquiry of Student Evaluation, than were students from smaller Bible colleges (200 or less) and from colleges offering the three year program.

Table 24. Comparison of Student Responses to Item Twenty-one on the Inquiry of Student Evaluation

A college Dean who counsels you when you have personal or emotional problems	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Size of College				
200 or less	25	184	128	
200 or more	24	101	196	38.08*
Four year program versus three year program				
Four year schools	9	49	155	
Three year schools	40	136	169	31.68*

* significant at .01 level

Table 25 indicates a significantly higher degree of satisfaction with item twenty-two on the Inquiry of Student Evaluation at the following colleges:

a.) Non-denominational colleges

b.) Colleges with a faculty-student ratio of 1:15 or higher

c.) Colleges with an enrollment of 200 or more students

d.) Colleges offering the four year program

e.) Colleges which are regionally accredited

Table 25. Comparison of Student Responses to Item Twenty-two on the Inquiry of Student Evaluation

A school psychologist who counsels you when you have personal or emotional problems	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational Affiliation				
Denominational schools	37	45	40	
Non-denominational schools	9	18	44	16.48*
Faculty-student ratio				
1:14	20	12	5	
1:15 or higher	26	51	79	27.01*
Size of College				
200 or less	23	31	23	
200 or more	23	32	61	9.72*
Four year program versus three year program				
Four year schools	13	31	59	
Three year schools	33	32	25	21.70*
Accredited versus non-accredited schools				
Accredited schools	3	12	40	
Non-accredited schools	43	51	40	28.74*

* significant at the .01 level

Personal interviews.-- The writer personally visited seven Bible colleges, (see Appendix N for listing of colleges visited.) The writer interviewed three to five student leaders at each college. These students were asked a series of questions on counseling. The following are the questions asked:

1. Is there an organized program on campus to help students experiencing academic difficulties?
2. If there is no such program to whom would students go for help?
3. If there is no such program do you feel one is needed?
4. Is there an organized program on campus to help students determine their vocational goals?
5. If there is no such program to whom would students go for help?
6. If there is no such program do you feel one is needed?
7. Is there a full-time counselor or psychologist on campus to help students when they are experiencing personal or emotional difficulties?
8. To whom do students go for such help if there is no full-time counselor or psychologist?
9. If there is no full-time counselor or psychologist to help students with emotional problems, do you feel one is needed on your campus?

The following is a summary of student responses to these questions:

1. Is there an organized program on campus to help students experiencing academic difficulties? Twenty-four out of twenty-nine students answered "No" to this question.
2. If there is no such program to whom would students go for help? Four types of persons were indicated: Registrar - 2, Teachers - 7, Deans - 14, other students - 1.
3. If there is no such program do you feel one is needed? Twenty-one out of twenty-four responding students answered "Yes" to this question.
4. Is there an organized program on campus to help students determine their vocational goals? Twenty-six out of twenty-nine students answered "No" to this question.
5. If there is no such program to whom would students go for help? Twenty-six students responded to this question as follows: Deans - 4, don't know - 5, Teachers - 9, To God - 5, One of Administration - 3.
6. If there is no such program do you feel one is needed? Fifteen students responded "Yes" to this question. Eleven students responded "No" to this question. It

should be noted that all of the students responding in the negative to this question indicated that "they wait upon God for His guidance in this area."

7. Is there a full-time counselor or psychiatrist on campus to help students when they are experiencing personal or emotional difficulties? Twenty-nine students responded "No" to this question.
8. To whom do students go for such help if there is no full-time counselor or psychologist? The following is a summary of the student responses to this question: Deans - 2, don't know - 3, psychology teacher - 2, other students - 1, faculty - 9, college pastor - 3.
9. If there is no full-time counselor psychologist to help students with emotional problems, do you feel one is needed on your campus? Nineteen of the students responded "Yes" to this question. Ten students responded "No" to this item.

It is obvious from the above student reactions that the Bible colleges are not offering adequate counseling services as far as the students are concerned.

4. Health Service

Williamson defines health services as follows:[1] "Diagnostic identification of health problems and the maintenance of students' physical and mental health through medical services are included."

The writer suggests that the bare minimum requirements for a college health service would be an annual medical examination and an infirmary on campus.

Ideally a college health program should provide the services of a physician, a psychiatrist, a nursing staff on duty twenty-four hours a day, adequate facilities to hospitalize ailing students, and courses in mental hygiene and preventive medicine.

Data received from the Inquiry Form.-- Seventy per cent of the Bible colleges offer a health service program. Kauffman reported that ninety-six per cent of the liberal arts colleges surveyed in his study offered a student health service.[2] Sixty-two per cent of the Bible colleges have an infirmary on campus. Seventy-five per cent of the liberal arts colleges maintain an infirmary for their students.[3] Atwater reported that thirty-seven per cent of the seminaries he studied provided an infirmary for their students.

1/E. G. Williamson, op. cit., p. 31.

2/J. F. Kauffman, op. cit., p. 49.

3/Ibid., p. 50.

Only one Bible college has a full-time physician on its health staff. All of the others provide the services of a physician on a part-time basis. Thirty per cent of the Bible colleges employ a full-time nursing staff. Atwater reported that fifty-eight per cent of the seminaries provide daily nursing services while only fifty-five per cent of the seminaries provide the services of a full or part-time physician.[1/]

None of the Bible colleges provides the services of a psychiatrist on a full-time basis. One college reported that the services of a psychiatrist were provided on a part-time basis. Five colleges (14 per cent) reported that they provided the services of a psychiatrist on a consultant basis. Kauffman reported the services of a full-time psychiatrist at four liberal arts colleges, twenty per cent on a part-time basis.[2/] It appears that the majority of both Bible colleges and liberal arts colleges do not assume responsibility to provide psychiatric services to their students.

Forty-six per cent of the Bible colleges assume the responsibility of disseminating information on mental health to their students. Sixty-five per cent disseminate information on personal health and preventive medicine.

1/C. R. Atwater, op. cit., p. 102.

2/J. F. Kauffman, op. cit., p. 54.

Fifty-four per cent of the colleges finance their health program by charging each student a health fee. Other schools indicated that the health program was financed out of general operational funds. Others indicated that the student paid for services as they were needed.

Chi-square analysis of health services offered.-- Chi-square analysis of the health services offered based on the categories established yielded no differences significant at the .01 level of confidence.

Chi-square analysis of student reactions to health services offered.-- Table 26 indicates a significantly higher degree of satisfaction with item twenty-four on the Inquiry of Student Evaluation at the following colleges:

a.) Non-denominational colleges

b.) Colleges with a faculty-student ratio of 1:15 or higher

c.) Colleges with an enrollment of 200 or more students

d.) Colleges offering the four year program

e.) Colleges which are regionally accredited

Table 26. Comparison of Student Reactions to Item Twenty-four on the Inquiry of Student Evaluation

An infirmary on campus	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational schools	54	130	70	
Non-denominational schools	30	56	80	19.38*
Faculty-student ratio				
1:14	39	66	41	
1:15 or higher	45	120	119	10.97*
Size of College				
200 or less	35	53	22	
200 or more	49	133	128	21.23*
Four year program versus three year program				
Four year schools	15	33	69	
Three year schools	69	153	81	38.22*
Accredited versus non-accredited schools				
Accredited schools	18	42	68	
Non-accredited schools	66	144	82	24.35*

* significant at .01 level

Table 27 indicates that the students at denominational schools as over against students at non-denominational schools, are significantly less satisfied with item twenty-seven.

Students at schools offering the three year program as over against students at schools offering the four-year program are significantly less satisfied with item twenty-seven. Students attending the non-accredited Bible colleges are significantly less satisfied with item twenty-seven than are the students from the two accredited Bible colleges.

Table 27. Comparison of Student Reactions to Item Twenty-seven on the Inquiry of Student Evaluation

A full-time nurse to help you when you have physical ailments	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	47	45	90	
Non-denominational colleges	13	45	74	13.20*
Four year program versus three year program				
Four year program	8	24	70	
Three year program	52	66	84	22.70*
Accredited versus non-accredited colleges				
Accredited colleges	9	32	61	
Non-accredited colleges	51	58	93	11.96*

* significant at .01 level

Table 28 indicates a significantly higher degree of satisfaction with item twenty-nine on the Inquiry of Student Evaluation at the following colleges:

a.) Non-denominational colleges

b.) Colleges with a faculty-student ratio of 1:15 or higher

c.) Colleges with an enrollment of 200 or more students

d.) Colleges offering the four year program

e.) Colleges which are regionally accredited

Table 28. Comparison of Student Reactions to Item Twenty-nine on the Inquiry of Student Evaluation

An organized program which provides you with information concerning mental health. (Examples: A course in mental hygiene, special lectures in mental hygiene.)	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	55	111	36	
Non-denominational colleges	16	33	50	34.78*
Faculty-student ratio				
1:14	18	45	11	
1:15 or higher	53	89	75	11.94*
Four year program versus three year program				
Four year program	18	47	52	
Three year program	53	87	34	22.67*
Accredited versus non-accredited colleges				
Accredited colleges	5	16	38	
Non-accredited colleges	66	118	48	43.87*

* significant at .01 level

Table 29 indicates a significantly higher degree of satisfaction with item thirty on the Inquiry of Student Evaluation for students at accredited colleges than for students from non-accredited colleges. Although it should be pointed out that a substantial number of students at both types of schools responded in the "Not Adequate" category.

Table 29. Comparison of Student Reactions to Item Thirty on the Inquiry of Student Evaluation

An organized program which provides you with information concerning personal health and preventive medicine	Not Adequate	Moderately Adequate	Very Adequate
Accredited versus non-accredited colleges			
Accreditedcolleges	13	16	18
Non-accredited colleges	70	82	31

Chi-square 10.19
(significant at .01 level)

5. Housing

Williamson offers the following description of this service:[1/]

> "These services include securing housing; maintaining standards of hygiene, safety, and behavior in dormitories, fraternities, sororities, and

1/Op. cit., p. 31.

private rooming houses; residential counseling; and stimulating students to participate in governing and administering the dormitories and other residences."

Data received from the Inquiry Form.-- All thirty-seven of the Bible colleges assume responsibility for the provision of housing for their students.

Seventy per cent of the Bible colleges report that they provide adequate study facilities in residence halls. Forty per cent report the provision of informal recreation rooms in residence halls. Sixty-two per cent provide student lounges in residence halls.

Nineteen colleges report the use of private homes for student housing. Only six of these nineteen colleges inspect the private homes annually. Twelve of these nineteen colleges report that operators of private homes work closely with the student personnel staff.

Forty-one per cent of the colleges report that they have a director of housing. Eighty-nine per cent of the Bible colleges report that they have residence hall staff residing in residence halls. Kauffman reported that eighty-five per cent of the liberal arts colleges have members of the college staff in residence.[1/]

Forty-six per cent of the Bible colleges report that their director of housing supervises periodic inspections of each housing unit. Only twenty-four per cent report that the

1/J. F. Kauffman, op. cit., p. 36.

director of housing brings together periodically those persons in charge of housing units. None of the nineteen colleges utilizing off-campus housing conduct householder training programs.

Seven of the fifteen colleges with a director of housing require a college degree for this position. Only eight of the fifteen colleges with a director of housing require training in student personnel work as a pre-requisite for this position.

Eight of the thirty-three colleges utilizing residence hall personnel require a college degree as a pre-requisite for this position. Only eight of these colleges require training in student personnel work as a pre-requisite for residence hall personnel.

Eighty-one per cent of the colleges utilizing residence hall personnel expect these persons to maintain order in the residence halls. Seventy-six per cent of these colleges expect their residence hall personnel to serve as counselors for the students.

The above evidence indicates that the Bible colleges do not conceive the roles of director of housing and residence hall personnel to be professional in nature and requiring a high degree of professional training. It is also evident that residence hall personnel are required to serve in a dual capacity as counselor and proctor. It is questionable whether or not one person can succeed in both capacities with the same students.

Data received from the Inquiry of Student Evaluation.-- It is interesting to note that whereas seventy per cent of the Bible colleges report that they provide adequate study facilities in their residence halls, the majority of students disagree with the colleges as to the adequacy of these facilities. Table 30 indicates that the majority of students at Bible colleges perceive the study facilities in their residence halls as "Not Adequate."

Table 30. Comparison of Total Student Responses to Item Thirty-two on the Inquiry of Student Evaluation

Study quarters in your dormitory	Not Adequate		Moderately Adequate		Very Adequate		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
	167	53	103	33	44	14	314	100

Chi-square analysis of housing services offered.-- Chi-square analysis of the housing services offered based on denominational affiliation, faculty-student ratio, size of college, four year program versus three year diploma program, and accredited schools versus non-accredited schools, yielded no differences significant at the .01 level.

Chi-square analysis of student reactions to the housing services offered.-- Differences significant at the .01 level were found for a number of items based on categories established for this purpose.

Table 31 indicates that students at non-denominational colleges, colleges with a large enrollment (200 or more), and accredited colleges are significantly less satisfied with item thirty-four on the Inquiry of Student Evaluation.

Table 31. Comparison of Student Responses to Item Thirty-four on the Inquiry of Student Evaluation

Informal recreational rooms in on-campus college residence halls in which you can relax	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	93	215	96	
Non-denominational colleges	66	92	28	12.29*
Size of College				
200 or less	58	158	59	
200 or more	101	149	65	9.51*
Accredited versus non-accredited colleges				
Accredited colleges	45	32	10	
Non-accredited colleges	114	275	114	32.21*

* significant at .01 level

Table 32 indicates a significantly higher degree of student satisfaction with the on-campus residence halls at colleges with enrollments of less than 200 students.

Table 32. Comparison of Student Reactions to Item Thirty-one on the Inquiry of Student Evaluation

On-campus residence halls	Not Adequate	Moderately Adequate	Very Adequate
Size of College			
200 or less	38	144	69
200 or more	96	185	105

Chi-square 9.41
(significant at .01 level)

Table 33 indicates that students from non-denominational colleges, colleges with a small enrollment (200 or less), and colleges that are non-accredited are significantly more satisfied with item thirty-five.

Table 33. Comparison of Student Reactions to Item Thirty-five on the Inquiry of Student Evaluation

Student lounges in which you can entertain friends	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	81	141	187	
Non-denominational colleges	76	80	42	40.34*
Size of College				
200 or less	43	100	121	
200 or more	114	121	108	24.98*
Accredited versus non-accredited colleges				
Accredited colleges	56	34	6	
Non-accredited colleges	101	187	223	76.44*

* significant at .01 level

Table 34 indicates that the students at colleges offering just the four year program are significantly more satisfied with the dormitory counselors than are the students from colleges offering the three year diploma program.

Table 34. Comparison of Student Reactions to Item Thirty-eight on the Inquiry of Student Evaluation

Dormitory counselors who counsel you when you are experiencing personal or educational difficulties	Not Adequate	Moderately Adequate	Very Adequate
Accredited versus non-accredited colleges			
Accredited colleges	22	65	138
Non-accredited colleges	56	131	77

Chi-square 51.58
(significant at .01 level)

6. Extra-curricular Activities

Data received from the Inquiry Form.-- Ninety-seven per cent of the Bible colleges report that they have a student government organization on campus. Atwater reported that eighty-nine per cent of the theological schools provide for the presence of campus organizations which provide opportunity for personal and social development.[1]

Table 35 indicates the kind of student activities offered at the Bible colleges.

Table 35. Range of Student Activities

Activities	Frequency	Per cent
Social experiences such as banquets, all-school parties, formal affairs, etc.	37	100
An intra-mural sports program	33	89
A student newspaper	30	81
A student orchestra	16	43
A drama society	13	35
A "social club" program	13	35

1/Op. cit., p. 130.

It appears from the above data that the Bible colleges are weak in the provision of opportunities that allow for creative self-expression. Music and drama are two excellent areas for students to creatively express themselves.

In sixty-two per cent of the Bible colleges, a person with a student personnel position is in charge of student activities.

Ninety-seven per cent of the Bible colleges report that their students have a voice in the planning of the extra-curricular program. Atwater reported that in eighty-one per cent of the theological schools the students share the responsibility with the faculty in planning and regulating the student activities program.[1]

Ninety-five per cent of the Bible colleges exercise advisory supervision over the financial transactions of all student activities.

Fifty-one per cent of the Bible colleges conduct periodic surveys in order to ascertain the extent of student participation in activities. Forty per cent of the Bible colleges conduct periodic surveys to ascertain those activities needed but not available on campus. Atwater reported the following in regard to the theological schools:[2]

> "Only thirteen schools have conducted periodic surveys to determine the extent of student

1/Op. cit., p. 130.

2/Op. cit., p. 131.

> participation in activities, while sixteen have conducted surveys to determine the possible need foradditional or new activities."

It appears that both the Bible colleges and seminaries tend to be weak in the area of research, expecially as it pertains to student satisfaction with the student activities program.

Chi-square analysis of student activities offered.-- Chi-square analysis of student activities offered based on denominational affiliation, size of college, faculty-student ratio, four year program versus three year program, and accredited schools versus non-accredited schools, yielded no differences significant at the .01 level.

Chi-square analysis of student reactions to student activities offered.-- Table 36 indicates that the students from schools with a large enrollment (200 or more) are significantly more satisfied with item forty-one on the Inquiry of Student Evaluation than are students from schools with small enrollments (200 or less). Students from accredited colleges are also significantly more satisfied with item forty-one than are students from non-accredited colleges.

Table 36. Comparison of Student Reactions to Item Forty-one on the Inquiry of Student Evaluation

A student government that represents the student needs and feelings to the college administration	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Size of College				
200 or less	46	115	125	
200 or more	39	139	232	13.25*
Accredited versus non-accredited colleges				
Accredited colleges	5	49	76	
Non-accredited colleges	80	205	281	10.83*

* significant at .01 level

Table 37 indicates that students from colleges offering the four year program are significantly more satisfied with item forty-two than are students from schools offering the three year program.

Table 37. Comparison of Student Reactions to Item Forty-two on the Inquiry of Student Evaluation

College sponsored social experiences such as banquets, all-school parties, formal affairs, musicals, etc.	Not Adequate	Moderately Adequate	Very Adequate
Accredited versus non-accredited colleges			
Accredited colleges	15	84	159
Non-accredited colleges	37	306	229

Chi-square 34.46
(significant at .01 level)

Table 38 indicates that students from the larger Bible colleges (200 or more students) are significantly more satisfied with item forty-three than are students from the smaller Bible colleges, (200 or less students) and the students from schools offering just the four year program are significantly more satisfied with this item than are students from schools offering the three year Bible diploma program.

Table 38. Comparison of Student Reactions to Item Forty-three on the Inquiry of Student Evaluation

An organized intramural sports program that meets some of your needs for physical exercise and social companionship	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Size of College				
200 or less	75	94	71	
200 or more	78	183	105	9.43*
Four year program versus three year program				
Four year program	55	44	59	
Three year program	98	233	117	27.73*

* significant at .01 level

Table 39 indicates a significantly lesser degree of satisfaction with item forty-four at the non-denominational colleges, the colleges with a smaller faculty-student ratio, (1:14) and at the colleges offering the three year diploma program.

Table 39. Comparison of Student Reactions to Item Forty-four on the Inquiry of Student Evaluation

A student newspaper that keeps you informed about campus activities	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational Affiliation				
Denominational colleges	77	172	137	
Non-denominational colleges	83	89	63	18.36*
Faculty-student Ratio				
1:14	60	58	50	
1:15 or higher	100	203	150	12.36*
Four year program versus three year program				
Four year colleges	42	72	90	
Three year colleges	118	189	110	19.83*

* significant at .01 level

Table 40 indicates that the students at schools with a smaller faculty-student ratio (1:14) are significantly more dissatisfied with item forty-five than are students from schools with a larger faculty-student ratio.

Table 40. Comparison of Student Reactions to Item Forty-five on the Inquiry of Student Evaluation

A student orchestra that meets your needs for musical expression	Not Adequate	Moderately Adequate	Very Adequate
Faculty-student ratio			
1:14	20	11	10
1:15 or higher	74	120	91

Chi-square 9.21
(significant at .01 level)

Table 41 indicates a significantly higher degree of dissatisfaction with item forty-six by students at non-denominational colleges as compared to students at denominational colleges.

Table 41. Comparison of Student Reactions to Item Forty-six on the Inquiry of Student Evaluation

A drama society that meets some of your needs for creative expression	Not Adequate	Moderately Adequate	Very Adequate
Denominational Affiliation			
Denominational colleges	53	84	66
Non-denominational colleges	31	21	5

Chi-square 20.43
(significant at .01 level)

Table 42 indicates a significantly higher degree of satisfaction with item forty-seven at denominational colleges, colleges with a larger faculty-student ratio, (1:15) and at schools offering just the four year program.

Table 42. Comparison of Student Reactions to Item Forty-seven on the Inquiry of Student Evaluation

A "social club" program that meets some of your needs for companionship.	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	49	130	76	
Non-denominational colleges	44	53	34	9.89*
Faculty-student ratio				
1:14	42	53	10	
1:15 or higher	51	130	100	33.65*
Four year program versus three year program				
Four year program	26	84	72	
Three year program	67	99	38	28.65*

* significant at .01 level

7. Financial Aid

Williamson offers the following in regard to financial aid:[1]

> "Students are counseled with regard to the use of their money. Loans and scholarships are granted to assist scholastically able students who most need such support."

Data received from the Inquiry Form.-- All thirty-seven of the Bible colleges report that they offer some form of financial aid to their students. Kauffman reported that all of the liberal arts colleges in his study offered some form of financial aid to their students.[2]

Seventy-eight per cent of the Bible colleges offer scholarships. Fifty-seven per cent offer grants-in-aid. Ninety-two per cent of the colleges encourage student employment. Seventy-eight per cent have organized programs to help students procure part-time employment. Sixty-eight per cent of the Bible colleges have set regulations governing maximum hours of work per week. Eighty per cent provide student loans.

These colleges were asked if the students had a representative voice in the formulation of policy on financial aid to students. Only one college responded in the affirmative. Kauffman reported that none of the liberal arts colleges allowed students to participate in the formulation of policy on financial aid to students.[3]

1/Op. cit., p. 32.

2/Op. cit., p. 64.

3/Op. cit., p. 64.

Chi-square analysis of financial aid offered.-- Chi-square analysis of financial aid offered based on denominational affiliation, size of college, faculty-student ratio, four year program versus three year diploma course, and accredited colleges versus non-accredited colleges yielded no differences significant at .01 level.

Total student responses to two items.-- Tables 43 and 44 indicate that a substantial number of students tend to perceive the scholarship programs and grant-in-aid programs as "Not Adequate."

Table 43. Comparison of Total Student Responses to Item Fifty-three on the Inquiry of Student Evaluation

A scholarship program to help you finance your college education	Not Adequate	Moderately Adequate	Very Adequate
Total student responses	164	226	76

Table 44. Comparison of Total Student Responses to Item Fifty-four on the Inquiry of Student Evaluation

A grant-in-aid program to help you finance your college education	Not Adequate	Moderately Adequate	Very Adequate
Total student responses	91	156	74

Chi-square analysis of student reactions to financial aid offered.-- Differences significant at the .01 level of confidence were found on six items based on categories established for this purpose.

Table 45 indicates that a substantial number of students at both denominational and non-denominational schools were significantly dissatisfied with the scholarship programs offered by the Bible colleges. Table 45 also indicates that the students at denominational colleges are significantly more satisfied with item fifty-three than are students at non-denominational colleges.

Table 45. Comparison of Student Reactions to Item Fifty-three on the Inquiry of Student Evaluation

A scholarship program to help you finance your college education	Not Adequate	Moderately Adequate	Very Adequate
Denominational affiliation			
Denominational colleges	104	177	61
Non-denominational colleges	60	49	15

Chi-square 13.01
(significant at .01 level)

Table 46 indicates that students at denominational colleges are significantly more satisfied with item fifty-four than are students at non-denominational colleges. Students at

accredited colleges are significantly less satisfied with item fifty-four than are students at non-denominational colleges.

Table 46. Comparison of Student Reactions to Item Fifty-four on the Inquiry of Student Evaluation

A grant-in-aid program to help you finance your college education	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational colleges	49	116	61	
Non-denominational colleges	42	40	13	18.28*
Accredited versus non-accredited colleges				
Accredited colleges	25	20	7	
Non-accredited colleges	66	136	67	12.31*

* significant at .01 level

Table 47 indicates that students at the Bible colleges with large enrollments (200 or more) are significantly more satisfied with item fifty-five than are students at colleges with smaller enrollments (200 or less). Students at accredited colleges are significantly more satisfied with item fifty-five than are students from non-accredited colleges.

Table 47. Comparison of Student Reactions to Item Fifty-five on the Inquiry of Student Evaluation

Assistance given to you in obtaining part-time employment while attending college	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Size of College				
200 or less	37	124	104	
200 or more	26	158	186	12.18*
Accredited versus non-accredited schools				
Accredited colleges	5	36	73	
Non-accredited colleges	58	246	217	19.71*

* significant at .01 level

Table 48 indicates that students from non-accredited colleges are significantly more satisfied with item fifty-six than are students at accredited colleges.

Table 48. Comparison of Student Reactions to Item Fifty-six on the Inquiry of Student Evaluation

A student loan program to help you when you are having difficulty in meeting your college expenses	Not Adequate	Moderately Adequate	Very Adequate
Accredited versus non-accredited colleges			
Accredited colleges	14	26	16
Non-accredited colleges	37	190	184

Chi-square 14.57
(significant at .01 level)

8. Discipline

Williamson in describing discipline as a personnel service offers the following:[1]

> "The handling of misbehavior is a necessary function; it needs to be carried out so that positive contributions are made to the rehabilitation of the individual student."

Data received from the Inquiry Form.-- Most of the Bible colleges report that student discipline is handled by the deans of men and women. Fifty-four per cent report that the students have a part in the administering of student discipline. Kauffman reports that only twenty-seven per cent of the liberal arts colleges do not provide for student participation in the administering of student discipline.[2] Forty-nine per cent of the Bible colleges report that their students have a representative voice in the formulation of discipline policy. It appears that most commonly, student participation in the disciplinary process is in the form of membership on a faculty committee established for disciplinary purposes. Kauffman reported that the same arrangement is used most commonly in the liberal arts colleges.[3]

Twenty-two per cent of the Bible colleges report that they have a student court. Kauffman reports that twenty-five per cent of the liberal arts colleges make provision for a student court.[4]

1/Op. cit., p. 32.

2/Op. cit., p. 90.

3/Op. cit., p. 90.

4/Op. cit., p. 90.

Only twenty-four per cent of the Bible colleges report that they have an honors system on campus. Atwater reported that seventy-seven per cent of the seminaries surveyed in his study use the honors system when students are taking major examinations.[1]

It appears from the above information that a substantial number of Bible colleges make no provision for student participation in the process of discipline.

The Bible colleges were asked a question in regard to the major causes of disciplinary action. The two problems most often reported were the infractions of dating rules and infractions of dormitory regulations.

Chi-square analysis of discipline services offered.-- No significant differences at the .01 level of confidence were found when the Bible colleges were compared on the basis of denominational affiliation, size of college, faculty-student ratio, four year program versus three year program, and accredited colleges versus non-accredited colleges.

Chi-square analysis of student reactions to discipline services offered.-- Chi-square analysis of student reactions yielded differences significant at .01 level for seven items. Table 49 indicates that students from the colleges with a larger faculty-student ratio (1:15) are significantly more satisfied with item fifty-seven than are students from colleges

1/Op. cit., p. 122.

with a smaller faculty-student ratio (1:14). Students from schools offering just the four year program are significantly more satisfied with item fifty-seven than are students from schools offering the three year program. Students from accredited colleges are also significantly more satisfied with item fifty-seven than are students from non-accredited colleges.

Table 49. Comparison of Student Reactions to Item Fifty-seven on the Inquiry of Student Evaluation

Student representation in the administration of student discipline	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Faculty-student ratio				
1:14	37	48	10	
1:15 or higher	98	172	108	14.83*
Four year program versus three year program				
Four year colleges	43	86	60	
Three year colleges	92	134	58	9.60*
Accredited colleges versus non-accredited colleges				
Accredited colleges	19	43	36	
Non-accredited colleges	116	177	82	10.70*

* significant at .01 level

Table 50 indicates that students from colleges with a larger faculty-student ratio (1:15) are significantly more satisfied with item fifty-eight than are students from colleges with a smaller faculty-student ratio (1:14).

Table 50. Comparison of Student Reactions to Item Fifty-eight on the Inquiry of Student Evaluation

A representative voice from the student body in the formulation of discipline policy	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Faculty-student ratio				
1:14	47	58	12	
1:15 or higher	86	155	98	19.35*

* significant at .01 level

Table 51 indicates that students from non-denominational colleges are significantly more satisfied with item fifty-nine than are students from denominational colleges. Students from colleges offering just the four year program are significantly more satisfied with item fifty-nine than are students from colleges offering the three year program. Students from accredited colleges are significantly more satisfied with item fifty-nine than are students from non-accredited colleges.

Table 51. Comparison of Student Reactions to Item Fifty-nine on the Inquiry of Student Evaluation

A student court	Not Adequate	Moderately Adequate	Very Adequate	Chi-square
Denominational affiliation				
Denominational Colleges	37	71	39	
Non-denominational Colleges	13	26	55	24.66*
Four year program versus three year program				
Four year program	15	42	65	
Three year program	35	55	29	23.50*
Accredited colleges versus non-accredited colleges				
Accredited colleges	5	23	49	
Non-accredited colleges	45	74	45	31.71*

* significant at .01 level

Total student reactions to two items.-- Tables 52 and 53 indicate that a substantial number of students perceive items fifty-seven and fifty-eight to be "Not Adequate."

Table 52. Comparison of Student Reactions to Item Fifty-seven on the Inquiry of Student Evaluation

Student representation in the administering of student discipline	Not Adequate	Moderately Adequate	Very Adequate
Total student responses	135	220	118

Table 53. Comparison of Student Reactions to Item Fifty-eight on the Inquiry of Student Evaluation

A representative voice from the student body in the formulation of discipline policy	Not Adequate	Moderately Adequate	Very Adequate
Total student responses	133	213	110

9. Placement

Data received from the Inquiry Form.-- Forty-six per cent of the Bible colleges have a placement program. Seventy-seven per cent of the seminaries provide placement services for those who desire part-time employment. Seventy-two per cent maintain placement services for those seeking full-time employment.[1/]

Thirty-five per cent of the Bible colleges report that they arrange for personal interviews between employers and students.

Only twenty-seven per cent of the Bible colleges perceive their placement services as a means for assisting students to clarify their vocational objectives.

Forty-three per cent of the Bible colleges report that they keep placement records on each student.

Only three Bible colleges have an occupational information bureau as part of their placement program.

1/C. R. Atwater, op. cit., p. 141.

Only three Bible colleges report they have a follow-up program.

Ten Bible colleges report that they offer placement services to students after they leave college. Atwater reported that twenty-two per cent of the seminaries continue to provide placement services for graduates.[1]

The above information indicates that the majority of Bible colleges do not assume responsibility to help graduating students find work in occupations appropriate to the students' interests, abilities, and ambitions.

Chi-square analysis of placement services offered.-- No significant differences were found based on the five categories established for comparitive purposes.

10. Research

Johnson, Stefflre, and Edelfelt offer the following in regard to the evaluation service:[2]

> "The evaluation service is sometimes referred to as the research service or the follow-up service. It gathers data to permit judgments about various aspects of the school program."

Data received from the Inquiry Form.-- Only eight of the Bible colleges reported that they provide the means for research and evaluation of their student personnel services program.

1/Op. cit., p. 142.

2/Op. cit., p. 15.

Five colleges report that their research program is concerned with the extent to which their student personnel program approximates its purposes, goals, and standards.

Only four colleges report that their research program provides convincing evidence to those skeptical of the benefits of the student personnel program.

Only four Bible colleges make arrangements so that members of the student personnel staff have time alloted to them for research and evaluation of their activities.

Three Bible colleges report that they have members of their student personnel staff who have a broad, through knowledge of research and evaluation methods.

Three Bible colleges make follow-up studies of those to whom admission is refused. Five colleges report that they make follow-up studies of those who have left college prior to graduation.

Four colleges report that they make follow-up studies to determine the effect that training in higher education has had upon vocational adjustment. Two colleges make follow-up studies to discover those individuals on campus who have contributed most toward personal adjustment.

The above information indicates that most of the Bible colleges operate their student personnel services without the aid of objective evidence as to their effectiveness as perceived by students.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

1. Summary

Orientation.-- The Bible colleges are obviously convinced of the importance of the orientation services. This is evidenced by the fact that an organized program of orientation is offered at each of the colleges surveyed in this study.

In forty-eight per cent of the Bible colleges orientation programs are supervised by student personnel people.

Only six of the thirty-seven Bible colleges extend their orientation program into a semester course.

Forty-three per cent of the Bible colleges report that they do not utilize student participation in the planning of orientation activities. Seventy-eight per cent of the Bible colleges do not provide opportunities for students to evaluate the orientation services.

Students from schools with a small faculty-student ratio (1:14) were significantly more satisfied with opportunities given them for evaluating the orientation program than were the students from schools with a large faculty-student ratio

(1:15 or higher). Students from smaller schools (200 or less) were significantly more satisfied with the opportunities given them for evaluating the orientation program than were the students from the larger schools (200 or more).

Students from schools offering just the four year program were significantly more satisfied with the help given to them by faculty members than were students from schools offering the three year program.

Only one of the orientation services received a majority of responses in the "Very Adequate" category. The service receiving this favorable response is as follows: "Contact with faculty members who helped you when you needed it."

Psychological testing.-- The Bible colleges consider psychological testing as an important function in the orientation program. All thirty-seven Bible colleges offer a psychological testing program for new students.

Less than one-third of the Bible colleges make it a policy to interpret test results to each student.

Whereas fifty-seven per cent of the Bible colleges use personality tests, only twenty-seven per cent report that one of the purposes of testing is to ascertain students in need of counseling.

Twenty-seven Bible colleges use test results to aid in adjusting the curriculum to student needs.

Counseling.-- Sixty-eight per cent of the Bible colleges assign a faculty adviser to students. Forty-one per cent utilize specialized personnel workers in academic counseling. Seventy per cent utilize teachers in academic counseling.

The majority of students from the Bible colleges appear to be satisfied with the counseling they receive for academic problems. Approximately half of the students express satisfaction with the assistance they receive in determining their vocational goals.

Forty-six per cent of the Bible colleges offer remedial work in reading. Thirty-two per cent offer remedial work in speech. Fifty-one per cent offer remedial work in study habits. Twenty-two per cent offer tutoring services for students manifesting difficulty in school subjects.

Ninety per cent offer some form of vocational counseling. Forty-six per cent maintain a placement service.

The data received from the personal interviews with twenty-nine students at seven Bible colleges indicates that students feel a need for the following in regard to counseling: (1) a full-time counselor; (2) a remedial program to help students experiencing academic difficulties; (3) an organized program to help students determine their vocational goals.

Students from regionally accredited schools are significantly less satisfied with counseling for students on probation than are students from non-accredited colleges.

Students from schools offering just the four year program are significantly more satisfied with faculty counseling than are students from schools offering the three year program.

Students from schools offering just the four year program are significantly more satisfied with the tutoring services offered than are the students from schools offering the three year program.

Students from the smaller schools (200 or less) are significantly more satisfied with the remedial programs for speech offered than are students from the larger schools.

Students from schools with the smaller faculty-student ratio (1:14) and schools with smaller enrollments expressed significantly more satisfaction concerning programs to help correct poor study habits, than students from schools in the opposite categories.

Students from schools offering the four year program were significantly more satisfied concerning visual materials such as films about the world of work than were students from schools offering the three year program.

Students from schools offering the four year program were significantly more satisfied concerning occupational information conferences provided for them than were students from schools offering the three year program.

Students from schools with a large faculty-student ratio, and four year program schools, and regionally accredited

schools expressed significantly more satisfaction concerning opportunities for "try-out" experiences in their chosen careers than students from schools in the opposite categories.

Students from schools with large enrollments and four year program schools expressed significantly more satisfaction with counseling received from a college dean than students from schools in the opposite categories.

Students from schools which are non-denominational, and schools with a large faculty-student ratio, and schools with large enrollments, and schools offering the four year program, and schools which are regionally accredited, expressed significantly more satisfaction concerning counseling received from a school psychologist than students from schools in the opposite categories.

Health services.-- Seventy per cent of the Bible colleges offer an organized health service program. Sixty-two per cent have an infirmary on campus. Only thirty per cent provide a full-time nursing staff. Only one college has a full-time physician on their health staff. All of the other Bible colleges provide the services of a physician on a part-time basis. Only one college reported that the services of a psychiatrist were provided on a part-time basis. Five colleges (14 per cent) reported that they provided the services of a psychiatrist on a consultant basis. This means that eighty-four per cent of the Bible colleges make no provision for psychiatric services.

Less than half (46 per cent) of the Bible colleges assume responsibility for the dissemination of information to their students on mental health. Sixty-five per cent disseminate information on personal health and preventive medicine.

A substantial number of students (36 per cent) perceive the attempts of the Bible colleges to educate them in regard to personal health and preventive medicine as inadequate.

The majority of students appeared to be only moderately satisfied with all but one of the items surveyed under the health service program. The item receiving a majority of responses in the "Very Adequate" category is as follows: "A full-time nurse to help you when you have physical ailments."

Students from non-denominational schools, and schools with a large faculty-student ratio (1:15), and schools with large enrollments, (200 or more), and schools offering just the four year program, and schools with regional accreditation, expressed significantly more satisfaction with the infirmary services provided for them than students from schools in the opposite categories.

Students from non-denominational schools, and schools offering just the four year program, and schools with regional accreditation, are significantly more satisfied with help received from the full-time nurse at their schools than students from schools in the opposite categories.

Students from non-denominational schools, and schools with a large faculty-student ratio (1:15), and schools offering just the four year program, and schools with regional accreditation, expressed significantly more satisfaction with the organized program providing information on mental health than students from schools in the opposite categories.

Students from regionally accredited schools expressed significantly more satisfaction with the organized program providing information on personal and preventive medicine than students from schools in the opposite category.

Housing.-- All thirty-seven of the Bible colleges assume responsibility for the provision of housing for their students.

The majority (70 per cent) of the Bible colleges report that they provide adequate study facilities in residence halls. The majority (54 per cent) of students perceive the study quarters in their residence halls as "Not Adequate."

Eighty-nine per cent of the colleges report that they have residence hall staff residing in residence halls. Only forty-one per cent report that they have a director of housing.

Only eight of the thirty-three colleges utilizing residence hall personnel require a college degree as a pre-requisite for this position. Only eight of the Bible colleges require training in student personnel work as a pre-requisite for residence hall personnel.

Forty-six per cent of the colleges report that their director of housing supervises periodic inspections of each housing unit. Only twenty-four per cent report that the director of housing brings together periodically those persons in charge of housing units. None of the nineteen colleges utilizing off-campus housing conducts householder training programs.

Eighty-one per cent of the colleges utilizing residence hall personnel expect these persons to maintain order in the residence halls. Seventy-six per cent of these colleges expect their residence hall personnel to serve as counselors for the students.

Students from non-denominational schools, and schools with large enrollments, and schools with regional accreditation, expressed significantly less satisfaction with the informal recreational rooms in on-campus college residence halls than students from schools in the opposite categories.

Students from schools with small enrollments (200 or less) expressed significantly more satisfaction with on-campus residence halls than students from schools in the opposite category.

Students from non-denominational schools, and schools with small enrollments (200 or less) and schools that are non-accredited are significantly more satisfied with the

student lounges provided for them than are students from schools in the opposite categories.

Students from schools offering just the four year program are significantly more satisfied with the dormitory counselors than are the students from schools offering the three year diploma program.

Extra-curricular activities.-- The majority of students responded in the "Moderately Adequate" and "Very Adequate" categories on the items surveyed under extra-curricular activities.

Of the eight items surveyed under extra-curricular activities, the three least provided by the Bible colleges are as follows: student orchestras, drama societies, and social clubs.

Ninety-seven per cent of the colleges report that they have a student government on campus. Ninety-seven per cent report that the students have a voice in the planning of the extra-curricular activities program.

Students from schools with large enrollments (200 or more), and schools with regional accreditation expressed significantly more satisfaction with the student government at their schools than students from schools in the opposite categories.

Students from schools offering just the four year program expressed significantly more satisfaction with college

sponsored social experiences than students from schools offering the three year program.

Students from schools with large enrollments (200 or more), and schools offering just the four year program expressed significantly more satisfaction with the organized intra-mural programs at their schools than students from schools in the opposite categories.

Students from non-denominational schools, and schools with a small faculty-student ratio, and schools offering the three year diploma program, expressed significantly less satisfaction with the student newspaper at their schools than students from schools in the opposite categories.

Students from schools with a small faculty-student ratio (1:14) expressed significantly less satisfaction with the student orchestra of their schools than students from schools with a large faculty-student ratio.

Students from denominational colleges expressed significantly more satisfaction with the drama society at their schools than students from non-denominational colleges.

Students from denominational colleges, and schools with a large faculty-student ratio, and schools offering just the four year program, expressed significantly more satisfaction with the "social club" program at their schools than students from schools in the opposite categories.

Financial aid.-- All thirty-seven of the Bible colleges report that they offer some form of financial aid to their students.

Seventy-eight per cent of the Bible colleges offer scholarships, and fifty-seven per cent offer grants-in-aid. The student responses to the adequacy of the scholarship and grant-in-aid programs tended to be in the direction from "Moderately Adequate" to "Not Adequate."

Ninety-two per cent of the colleges encourage student employment. Seventy-eight per cent have organized programs to help students procure part-time employment. Sixty-eight per cent of the Bible colleges have set regulations governing maximum hours of work per week. Eighty per cent provide student loans.

The Bible colleges were asked if the students had a representative voice in the formulation of policy on financial aid to students. Only one college responded in the affirmative.

Students from denominational colleges expressed significantly more satisfaction with the scholarship programs at their schools than students from non-denominational schools.

Students from denominational colleges, and colleges without regional accreditation expressed significantly more satisfaction with the grant-in-aid program at their colleges than students from colleges in the opposite categories.

Students from colleges with large enrollments, and colleges with regional accreditation expressed significantly more satisfaction with assistance given to them in obtaining part-time employment than students from colleges in the opposite categories.

Students from non-accredited colleges expressed significantly more satisfaction with the student loan program at their schools than students from regionally accredited colleges.

Discipline.-- Discipline for the most part is handled by the deans of men and women at the Bible colleges. Fifty-four per cent report that the students have a part in the administering of student discipline. Forty-nine per cent of the Bible colleges report that their students have a representative voice in the formulation of discipline policy.

Twenty-two per cent of the Bible colleges report that they have a student court. Only twenty-four per cent of the Bible colleges report that they have an honors system.

Students from colleges with large faculty-student ratios, and colleges offering just the four year program, and colleges with regional accreditation expressed significantly more satisfaction with the opportunities for student representation in the administering of student discipline than students from schools in the opposite categories.

Students from colleges with large faculty-student ratios expressed significantly more satisfaction with the opportunities for student representation in the formulation of discipline policy than students from colleges with small faculty-student ratios.

Students from non-denominational colleges, and colleges offering just the four year program, and colleges regionally accredited expressed significantly more satisfaction with the student court at their colleges than students from colleges in the opposite categories.

Placement.-- Forty-six per cent of the Bible colleges have a placement program. Only twenty-seven per cent perceive their placement services as a means for assisting students to clarify their vocational objectives.

Forty-three per cent of the Bible colleges report that they keep placement records on each student.

Thirty-five per cent report that they arrange for personal interviews between employers and students.

Only three Bible colleges have an occupational information bureau as part of their placement program. Only three Bible colleges report that they have a follow-up program. Ten Bible colleges report that they offer placement services to students after they leave college.

Research.-- Eight Bible colleges report that they provide the means for research and evaluation of their student personnel services program.

Five of these colleges report that their research program is concerned with the extent to which their student personnel program approximates its purposes, goals and standards.

Only four colleges report that their research program provides convincing evidence as to the necessity of student personnel services.

Only four colleges provide time for members of the student personnel staff to do research.

Three Bible colleges report that they have student personnel staff who are trained to do research.

2. Conclusions

Orientation.-- The Bible colleges are obviously convinced as to the importance of the orientation program. They are making efforts to provide meaningful orientation experiences for their students. These efforts for the most part are "Moderately Adequate" asfar as the students are concerned. The majority of students appear to be highly satisfied with the help received from faculty members in the orientation process.

There appear to be three glaring weaknesses in the orientation services offered at a number of Bible colleges. First, sixteen Bible colleges do not utilize student participation in the planning of orientation activities. Second, eleven colleges do not involve members of their faculty in the planning of orientation activities. Third, only eight Bible colleges offer their students an opportunity to evaluate the orientation program.

A high relationship was evidenced between colleges with a small faculty-student ratio and more favorable student responses to opportunities for evaluating the orientation program. There was also a high relationship between small enrollment and more favorable student responses to opportunities for evaluating the orientation program.

A high relationship was evidenced between schools offering just the four year program and favorable student responses to help received from faculty members.

Psychological testing.-- The Bible colleges consider psychological testing to be an important function in the orientation program.

The majority of colleges appear to be using their testing programs as a means for diagnosing individual weaknesses and needs. The intent seems to be that these colleges will adjust their curriculums and study requirements so as to meet these ascertained weaknesses and needs.

There appear to be two major weaknesses in the psychological testing programs at the majority of Bible colleges. One of the objectives of a good psychological testing program is to assist students toward the goal of self-understanding; yet, only fifteen of the thirty-seven Bible colleges interpret test results to their students. Another objective of a good psychological testing program is to identify students who are experiencing emotional difficulties. Personality tests are used in many schools to identify students who are experiencing emotional difficulties. The majority of Bible colleges use personality tests but only twenty-seven per cent report that one of the purposes of psychological testing is to identify students experiencing emotional difficulties. This would indicate that a substantial number of these colleges are not taking adequate advantage of an excellent opportunity for identifying students who may be experiencing emotional difficulties.

Counseling.-- The majority of students from the Bible colleges appear to be satisfied with the counseling they receive for academic problems.

Approximately half of the total student respondents express satisfaction with the assistance they receive in determining their vocational goals.

A glaring weakness in the counseling program at the Bible colleges is the lack of emphasis upon remedial services.

Another weakness is the apparent lack of full-time professionally trained personnel for use in personal counseling. The need for such personnel is underscored by the data received from personal interviews with students at seven Bible colleges. The students personally interviewed agreed unanimously that there was a need for a full-time counselor or psychologist to help students experiencing personal and emotional problems.

Health services.-- The majority of the total respondents were only moderately satisfied with all but one of the health services.

Several weaknesses were evidenced in the health services programs at a number of Bible colleges: (1) eleven Bible colleges do not have a health service program, (2) fourteen Bible colleges do not have an infirmary on campus, (3) twenty-six Bible colleges do not have a full-time nursing staff.

Housing.-- The Bible colleges evidence a definite interest in providing housing for their students. They also express an interest in meeting student needs for personal counseling through the provision of residence hall personnel.

The majority of responding students are only moderately satisfied with all but one of the housing services.

The following weaknesses are evident: (1) the majority of students are dissatisfied with the study quarters in their dormitories, (2) very few of the residence hall personnel are professionally trained for such work, (3) too little attention is given to off-campus residences.

Extra-curricular activities.-- The majority of student respondents are satisfied with the extra-curricular activities programs provided by the Bible colleges. Perhaps the reason for this high degree of satisfaction is that ninety-seven per cent of the Bible colleges allow their students to have a voice in the planning of extra-curricular activities.

The Bible colleges are weakest in the provision of the following activities: (1) student orchestras, (2) drama societies, and, (3) social clubs.

Financial aid.-- The highest degree of dissatisfaction with the financial aid program expressed by the students was in the area of scholarships and grants-in-aid.

The highest degree of satisfaction expressed by students with the financial aid program was in the area of assistance

given to students in obtaining part-time employment while attending college.

A significantly high relationship was evidenced between denominational colleges and more favorable student perceptions of the scholarship, and grant-in-aid programs offered by the Bible colleges.

Discipline.-- The majority of Bible colleges do not give their students an opportunity to take part in the formulation and administration of student discipline. The writer concludes that a substantial number of Bible colleges are overlooking excellent opportunities to teach their students the democratic processes of self-discipline and self-government.

Placement.-- The data gathered in this study indicates that the majority of Bible colleges do not assume responsibility in helping their graduating students find work in occupations appropriate to the student's interests, abilities, and ambitions.

Research.-- The data gathered in this study strongly indicates that an overwhelming majority of Bible colleges do not provide the means for research and evaluation of their student personnel services program.

3. Recommendations

The forementioned conclusions lead the writer to list certain suggestions regarding the specific student personnel services investigated in this study. It is obvious that these suggestions will not apply to all of the Bible colleges. These suggestions may be interpreted as recommendations by each school which has not yet applied the suggestions in its own program of personnel services.

Orientation.-- The fact that only one orientation service received a majority of responses in the "Very Adequate" category should lead certain Bible colleges to ask themselves the following question: "What can we do to improve our orientation services so that our students will be more satisfied?" The writer suggests that the following implementations in the orientation program may lead to a higher degree of student satisfaction: (1) make an attempt to involve both the students and faculty in the planning and implementation of the orientation program, (2) provide opportunities for students to evaluate the orientation program.

Psychological testing.-- Two suggestions are offered in regard to the psychological testing program: (1) explain test scores to each student and, (2) use personality tests to identify students experiencing emotional difficulties. These two suggestionscan only be implemented by schools which have student personnel trained in the use of psychological tests.

Counseling.-- The writer suggests that certain Bible colleges conduct individual studies in regard to the need for remedial services. The question they may well ask is as follows: "Do we need to provide remedial services for our students?"

In regard to vocational counseling, the fact that approximately half of the student respondents did not respond in either the "Moderately Adequate" or "Very Adequate" categories should lead certain Bible colleges to investigate their philosophy and techniques of vocational counseling.

In regard to personal counseling, it is suggested that certain Bible colleges seriously consider the hiring of a full-time, professionally trained, counselor or psychologist to help students experiencing personal problems.

Health services.-- The fact that all but one service received a majority of student responses in the "Moderately Adequate" category should lead certain Bible colleges to ask the following question: "What can we do to improve our health services so that our students will be more satisfied?" The writer suggests that the following implementations in the health services program may lead to a higher degree of student satisfaction: (1) each college should have an organized health services program with a health council or committee responsible for the overall planning and appraisal of the health program, (2) each college should have an infirmary on

campus, and, (3) at least one full-time nurse should be employed at each school.

Housing.-- The majority of student responses were in the "Moderately Adequate" category in regard to the housing services. Certain Bible colleges should ask themselves the following question: "How can we improve our housing services so that our students will be more satisfied?" The writer offers the following suggestions: (1) an attempt should be made to elicit student opinion as to how the study quarters in their dormitories can be improved, (2) if it is not feasable to hire professionally trained residence hall personnel, an attempt should be made to set up an in-service training program dealing with the handling of problems that arise in residence halls, and, (3) an attempt should be made to integrate the off-campus residence units with the on-campus residence halls.

Extra-curricular activities.-- A survey should be undertaken to ascertain student interest in the following areas: (1) student orchestras, (2) drama societies, and, (3) social clubs.

Financial aid.-- A study should be undertaken at certain Bible colleges to ascertain ways and means to improve both the scholarship and grant-in-aid programs. The group that undertakes the study should be partly composed of students.

Discipline.-- At certain Bible colleges there should be a complete re-evaluation of the student discipline program. The goals and aims of such a program should be established in accordance with the democratic principles of self-discipline and self-government. Again, students should have some representation on the committee that studies the student discipline program.

Research.-- It is recognized by the writer that the matter of finances prohibits some Bible colleges from hiring professionally trained personnel workers who would be able to conduct research on the student personnel services program. It is therefore suggested that these colleges look into the possibility of setting up an in-service training program under the direction of a professionally trained researcher, so that their student personnel staff can begin conducting research on the personnel services. The writer would underscore the fact that research should be the "foundation stone" for student personnel work.

4. Recommendations for further research

The writer offers the following suggestions in regard to further research:

1.) A study similar to this one be undertaken with the associate membership of the American Association of Bible Colleges.

2.) A study similar to this one be undertaken with seminaries of the Roman Catholic Church.

3.) A study be undertaken to ascertain the reactions of "drop out" students to the student personnel services at Bible colleges.

4.) A study be undertaken to ascertain the reactions of former students to the student personnel services at Bible colleges.

5.) Individual Bible colleges would benefit from studies performed on specific personnel services.

6.) Bible colleges would benefit from studies of certain personnel services involving the use of multiple evaluation criteria which would include administrative evaluation, student evaluation, faculty evaluation, and an evaluation by a panel of experts in student personnel work.

7.) Individual Bible colleges would benefit from studies which would explore ways in which the faculty could be used more in the planning and implementation of the student personnel services program.

APPENDICES

APPENDIX A

1. Dr. Dugald S. Arbuckle
   Professor of Education
   Boston University School of Education

2. Dr. Henry Isaksen
   Associate Professor of Education
   Boston University School of Education

3. Dr. Ralph Garry
   Professor of Education
   Boston University School of Education

4. Dr. Paul Johnson
   Professor of Pastoral Counseling
   Boston University School of Theology

APPENDIX B

1. Dr. Terrelle B. Crum
   Student Personnel Dean and Academic Dean
   Barrington College

2. Dr. Hubert Reynhout
   Dean of Men
   Barrington College

3. Dr. Wendell Stern
   Student Personnel Dean
   Berkshire Christian College

4. Dean Beryl Van Pelt
   Dean of Women
   Barrington College

APPENDIX C

1. Dean James Harr
   Dean of Men
   Nyack Missionary College

2. Dean E. W. Moore
   Director of Testing
   Southwestern Bible Institute

3. Dean J. Herbert Kane
   Dean of Men
   Barrington College

APPENDIX D

1. Barrington College
   Barrington, Rhode Island
   Regionally accredited by the New England Association
   of Colleges and Secondary Schools, 1960

2. Biola College
   558 South Hope Street
   Los Angeles, California
   Regionally accredited by the Western College Association,
   1961

APPENDIX E

Questions Asked in Personal Interview with Students

1. Is there an organized program on campus to help students experiencing academic difficulties?

2. If there is no such program to whom would students go for help?

3. If there is no such program do you feel one is needed?

4. Is there an organized program on campus to help students determine their vocational goals?

5. If there is no such program to whom would students go for help?

6. If there is no such program do you feel one is needed?

7. Is there a full-time counselor or psychologist on campus to help students when they are experiencing personal or emotional difficulties?

8. To whom do students go for such help if there is no full-time counselor or psychologist?

9. If there is no full-time counselor or psychologist to help students with emotional proglems, do you feel one is needed on your campus?

APPENDIX F

INQUIRY CONCERNING STUDENT PERSONNEL SERVICES IN BIBLE COLLEGES

BY

LAWRENCE A. DOYLE, DIRECTOR OF TESTING

BARRINGTON COLLEGE, BARRINGTON, RHODE ISLAND

DATA FOR IDENTIFICATION (*anonymity in reporting of results is assured*)

A. Person completing Form:

1. Name .....
2. Official Title .....
3. College .....

. ORIENTATION

A. Does your personnel program include a period of orientation for new students?
Encircle: Yes No

B. If your answer to A is "Yes"

1. Staff member in charge:
.....
(*title*)
2. Length of orientation period is: (*check*)
   - ☐ a. one to three days
   - ☐ b. four days to a week
   - ☐ c. other (*please specify*)
3. Your orientation period is (*check*)
   - ☐ a. required of all new students
   - ☐ b. voluntary for all new students
4. Do upperclass students participate in the planning of orientation activities?
Encircle: Yes No
5. Do members of the faculty, apart from the administrative staff, participate in the planning of orientation activities?
Encircle: Yes No
6. Do students receive an opportunity to evaluate the orientation program?
Encircle: Yes No
   a. If answer is "Yes," how is this accomplished?
   .....
   .....

C. Tests

1. Do you give tests during the orientation period?
Encircle: Yes No
2. Are test results used to supplement information secured from high schools?
Encircle: Yes No
3. Are test results used to aid in the sectioning of classes?
Encircle: Yes No
4. Are test results used to aid in determining the total study load a student should carry?
Encircle: Yes No
5. Are test results used to aid in adjusting the curricula of student needs?
Encircle: Yes No
6. Please specify other uses of test results at your college. .....
.....
.....
.....
7. Do you use Scholastic Aptitude tests?
Encircle: Yes No
8. Do you use Special Abilities tests? (e.g., a reading test, an English placement test)
9. Do you use Achievement tests?
Encircle: Yes No
10. Do you use Interest tests?
Encircle: Yes No
11. Do you use personality tests?
Encircle: Yes No
12. Is it the policy of your school to interpret test results to each student?
Encircle: Yes No
13. Is it your policy not to discuss test results with students?
Encircle: Yes No

D. Objectives of Orientation Program

1. There are numerous services that usually go to make up the orientation week. The services referred to below ar not common to all colleges. Please check the ones that are included in your Orientation program.
   - ☐ a. Registration
   - ☐ b. Testing
   - ☐ c. Meeting Faculty Members and Advisers
   - ☐ d. Meeting Student Leaders
   - ☐ e. Faculty Lectures and Talks
   - ☐ f. Social Events
   - ☐ g. The Giving Out of Information and other Materials
   - ☐ h. Free Time
   - ☐ i. Other (*please specify*)
   .....
   .....

III. COUNSELING

A. Educational Counseling

1. Does your college offer counseling to students who are having educational or academic problems?
Encircle: Yes No
2. Academic Counseling is performed by: (*check*)
   - ☐ a. teachers
   - ☐ b. assigned faculty counselors or advisers
   - ☐ c. specialized personnel workers
   - ☐ d. other (*please specify*)
   .....
   .....
3. Does your college offer remedial work in reading?
Encircle: Yes No
4. Does your college offer remedial work in speech?
Encircle: Yes No
5. Does your college offer remedial work in study habits?
Encircle: Yes No
6. Does your college offer tutoring services for students manifesting difficulties in certain subjects?
Encircle: Yes No

B. Vocational Counseling

1. The college offers the following aids in vocational guidance: (*check items that apply to your college*)
   - ☐ a. printed materials for reference use
   - ☐ b. a college placement program
   - ☐ c. visual materials
   - ☐ d. occupational information conferences
   - ☐ e. opportunities for try-out experiences in students chosen careers
   - ☐ f. observational trips
   - ☐ g. other (*please specify*)

   .....

   .....

c. Personal Counseling

1. Does your college offer counseling to students who have personal or emotional problems?
   Encircle: Yes No
   If "Yes"
   a. This counseling is performed by: (*check all that apply*)
   - ☐ (1) School psychologist
   - ☐ (2) School psychiatrist
   - ☐ (3) Faculty members
   - ☐ (4) Deans
   - ☐ (5) other (*please specify*)

2. Do you utilize such analytical tools as the following: (*check items that apply to your school*)
   - ☐ a. the interview?
   - ☐ b. a testing program?
   - ☐ c. a cumulative record system?
   - ☐ d. rating scales?
   - ☐ e. questionnaires?
   - ☐ f. biographical records?
   - ☐ g. tape recordings and analyses?
   - ☐ h. other (*please specify*)

   .....

   .....

IV. HEALTH SERVICE

A. Does your college offer a health service program?
Encircle: Yes No
If "Yes" answer the following:

1. Do you have an infirmary on campus?
   Encircle: Yes No
2. Do you have any full time physicians on your college health staff?
   Encircle: Yes No

   .....

   If "Yes" — How many students per physician?
3. Do you employ a full-time nursing staff?
   Encircle: Yes No
   If "Yes," — What is the ratio of students per-nurse?

   .....
4. If you do not employ a full-time physician, what arrangements are made for students suffering ill-health? .....

   .....
5. Do you provide the services of a psychiatrist?
   Encircle: Yes No
   If "Yes"
   a/The services of a psychiatrist are: (*check*)
   - ☐ (1) full time
   - ☐ (2) part time
   - ☐ (3) on consultant basis

B. Physical And Medical Examinations

1. Do you require a medical examination of all entering students?
   Encircle: Yes No
2. If your answer to number 1 is "yes," are these examinations required annually?
   Encircle: Yes No

C. Informational Program

1. Do you disseminate information to your students that deals with mental health?
   Encircle: Yes No
2. Do you disseminate to your students information that offers instruction in personal health and preventitive medicine?
   Encircle: Yes No
   If your answers to numbers 1 and 2 are "yes," how do you disseminate this information?

   .....

   .....

D. Organization And Administration

1. Do you have a health council or a committee, which is responsible for overall planning and appraisal of the health program?
   Encircle: Yes No
   If answer is "yes," do the students have representation on this committee?
   Encircle: Yes No
2. At your college, who is the director of the health services?

   .....

   What academic degree has he earned?

   .....
3. The director of the college health service is responsible to

   .....

   (*title*)
4. Do you require each student to pay a health fee in order to finance your health program?
   Encircle: Yes No
5. If your answer to number 4 is "no", how do you finance your health service? .....

   .....

V. HOUSING

A. General Considerations

1. Does your institution assume responsibility for seeing that housing and boarding facilities are provided for your students?
   Encircle: Yes No
2. What per-entage of your student body reside in:
   - (%) a. on campus housing
   - (%) b. off campus housing
   - (%) c. at home

B. Types of Housing Afforded Students

1. Do your residence halls include the following: (*check all that apply*)
   - ☐ a. adequate study quarters?
   - ☐ b. informal recreational rooms
   - ☐ c. student lounges
2. Do operators of private homes which are utilized for housing students, have their homes certain designated standards?
   Encircle: Yes No
3. Do operators of private homes which are utilized for housing students, have their homes inspected at least once annually by your student personnel staff?
   Encircle: Yes No
4. Do operators of private homes which are utilized for housing students cooperate closely with the personnel staff of the institution?
   Encircle: Yes No

C. Organization and Administration

1. Do you have a director of housing?
   Encircle: Yes No
   If "yes," to whom is the director of housing responsible? .....
   (*title*)
2. Do your campus residences have members of the college staff in residence?
   Encircle: Yes No
   a. What is the title given to such resident staff?

   .....

3. The director of housing: (*check all that apply*)
   - ☐ a. supervises periodic inspections of each housing unit (at least annually)
   - ☐ b. has a system of organization which will bring together periodically those persons who are in charge of the respective housing units.
   - ☐ c. conducts a periodic householder training program (this applies to owners of off-campus housing facilities).
4. What are the qualifications for the position of director of housing at your college? (*check all that apply*)
   - ☐ a. college degree
   - ☐ b. specific training in student personnel work
   - ☐ c. other (*please specify*)
5. What are the qualifications for your resident staff personnel? (*check all that apply*)
   - ☐ a. college degree
   - ☐ b. specific training in student personnel work
   - ☐ c. other (*please specify*)
6. Are resident staff usually considered full time?
   Encircle: Yes No
7. What is the ratio of resident staff to on-campus students? .....
8. The function of resident staff members is: (*check all that apply*)
   - ☐ a. to maintain order
   - ☐ b. to serve as counselors
   - ☐ c. other (*please specify*)

   .....
9. Do you have student participation in dormitory or residence hall government?
   Encircle: Yes No

[. EXTRA-CURRICULAR ACTIVITIES

A. Range of Activities

1. Do you have a student government organization on your campus?
   Encircle: Yes No
2. Does your institution make provision for social experiences by such means as banquets, all-school parties, formal affairs, musicals, etc.?
   Encircle: Yes No
3. Do you have an intra-mural sports program?
   Encircle: Yes No
4. Do you have a student newspaper?
   Encircle: Yes No
5. Do you have a student orchestra?
   Encircle: Yes No
6. Do you have a drama society?
   Encircle: Yes No
7. Do you have a "social club" program?
   Encircle: Yes No
8. Please list other extra-curricular activities you you may have! .....
   .....

B. Organization and Administration

1. Who directs your extra-curricular program?
   .....
   (*title*)
   To whom is he or she responsible?
   .....
   (*title*)
2. Do your students have a voice in the planning of your extra-curricular program?
   Encircle: Yes No
   If "yes" in what manner or form is this student representation expressed? .....
   .....
3. Does your institution exercise advisory supervision over the financial transactions of all student activities?
   Encircle: Yes No
4. Do you conduct periodic surveys on your campus in order to ascertain the extent of student participation in activities?
   Encircle: Yes No
5. Do you conduct periodic surveys on your campus to ascertain those activities needed but not available on campus?
   Encircle: Yes No

VII. FINANCIAL AID

A. Some General Considerations

1. Does your institution offer financial aid to its students?
   Encircle: Yes No
   If your answer to number one is "Yes," please answer the following.
2. Do you offer scholarships?
   Encircle: Yes No
3. Do you offer grants-in-aid?
   Encircle: Yes No
4. Do you encourage student employment?
   Encircle: Yes No
5. Do You provide student loans?
   Encircle: Yes No
6. Other (*please specify*) .....
   .....
   .....
7. Who directs your student financial aid program?
   .....
   (*title*)

B. Scholarships, Grants-of-Aid, Loans, Part-Time Employment

1. In what order of importance do you consider the following factors when granting scholarships? (answer by placing the number 1 next to the most important number 2 next to the second most important factor, etc.)
   - ☐ a. scholastic ability
   - ☐ b. personality and character
   - ☐ c. preparation for a special field
   - ☐ d. recommendation of others
   - ☐ e. financial need
2. To what extent do you take into consideration the following factors when granting loans? (place a number next to each item in accordance with its importance — number 1 for the most important item, number 2 for the next important, etc.)
   - ☐ a. scholastic standing
   - ☐ b. level of scholastic advancement
   - ☐ c. financial need
   - ☐ d. expendiency of return of the loan
   - ☐ e. personality and character
3. To what extent do you take into consideration the following factors when giving grants-of-aid: (place a number 1 next to the most important item, number 2 next to second most important item, etc.)
   - ☐ a. scholastic standing?
   - ☐ b. level of scholastic advancement?
   - ☐ c. financial need?
   - ☐ d. personality and character?
   - ☐ e. preparation for a special field?
4. Do you provide an organized program to help students procure part-time employment?
   Encircle: Yes No

C. Organization and Administration

1. Who formulates your policy on financial aid to students? .....

2. Do the students have a representative voice in the formulation of your policy on financial aid to students?
Encircle: Yes No
3. From what sources does most of the support for your financial aid program come? .....
.....
4. Do you have set regulations governing maximum hours of work per week?
Encircle: Yes No
If your answer to number 4 is "yes," what is the maximum number of hours a student may work? .....

VIII. DISCIPLINE

A. General Considerations

1. Who administers student discipline on your campus? .....
2. Do students have a part in the administering of student discipline?
Encircle: Yes No
If your answer is "yes," please explain their part .....
.....
3. Do your students have a representative voice in the formulation of discipline policy?
Encircle: Yes No
If your answer is "yes," how are they represented? .....
.....
.....
.....
4. Do you have a student court?
Encircle: Yes No
If your answer is "yes," what types of disciplinary are handled by the student court?
.....
.....
What types of problems are not handled by the student court? .....
.....
5. Do you have an Honors System?
Encircle: Yes No

B. Types of Problems

1. Please list the major causes of disciplinary action at your college. List them in the order of their most frequent occurrence .....
.....
.....
2. Please list the kinds of disciplinary action that might possibly be taken for the above mentioned problems. Please list the problem and then describe your disciplinary action. .....
.....
.....
.....
.....
.....
.....

IX. PLACEMENT

A. General Considerations

1. Does your college have a placement program?
Encircle: Yes No
If your answer to number 1 is "Yes," who administers the placement program?
.....
(*title*)
To whom is he or she responsible?
.....
(*title*)
2. Does your placement program arrange for personal interviews between employers and students?
Encircle: Yes No
3. Does your placement program assist each student to clarify his or her vocational objectives?
Encircle: Yes No

B. Records

1. Does your college keep placement records c
each student?
Encircle: Yes No
If your answer to number 1 is "yes," wh
kinds of data do you keep on your placeme
records? (*please list*)
.....
.....
.....
.....
.....

C. Information

1. Does your placement program have an occup
tional information bureau?
Encircle: Yes No
If your answer to number 1 is "yes," does
maintain a shelf of books and pamphlets c
placement, techniques of the interview, lette
of application, and other information n
gotten ordinarily in class room or course

D. Follow-Up Program

1. Does your placement office have a follow-u
program?
Encircle: Yes No
2. Does your placement office secure from form
students reactions to and suggestions co
cerning possible ways to improve the servic
of the office?
Encircle: Yes No
3. Does your placement office provide placeme
services to students after they leave t
college?
Encircle: Yes No

X. RESEARCH

A. General Considerations

1. Does your institution provide the means f
research and evaluation of your student pe
sonal services program?
Encircle: Yes No
If your answer to number 1 is "yes," wh
directs your research and evaluation program
.....
(*title*)
To whom is he or she responsible?
.....
(*title*)
2. Does your research program reveal the exte
to which the student personnel program a
proximates its purposes, goals, and standard
Encircle: Yes No
3. Does your research program provide convin
ing evidence to those skeptical of the benef
of the student personnel program?
Encircle: Yes No
4. Do members of the student personnel sta
have time alloted to them for research a
evaluation of their activities?
Encircle: Yes No
5. Do you have people on your student personn
staff who have a broad, thorough knowled
of research and evaluation methods?
Encircle: Yes No
6. Do you make follow-up studies of those
whom admission is refused?
Encircle: Yes No
7. Do you make follow-up studies of those wh
have left college prior to graduation?
Encircle: Yes No
8. Do you make follow-up studies to determi
the effect that training in higher educati
has had upon vocational adjustment?
Encircle: Yes No
9. Do you make follow-up studies to discov
those individuals on campus who have co
tributed most toward personal adjustment?
Encircle: Yes No
If "yes" — please describe briefly below.
.....

APPENDIX G

Official Listing of A.A.B.C. Members

CALIFORNIA
- Azusa College
- Bethany Bible College
- Biola College
- Simpson Bible College
- Southern California College
- Western Baptist Bible College

FLORIDA
- South-Eastern Bible College

GEORGIA
- Toccoa Falls Institute (Bible College)

ILLINOIS
- Lincoln Bible Institute
- Moody Bible Institute

INDIANA
- Fort Wayne Bible College

IOWA
- Chicago Evangelistic Institute

KANSAS
- Manhattan Bible College

MASSACHUSETTS
- Berkshire Christian College

MICHIGAN
- Detroit Bible Institute
- Owosso College

MINNESOTA
- Minnesota Bible College
- St. Paul Bible College

MISSOURI
Central Bible Institute
Kansas City Bible College
Midwest Bible College

NEBRASKA
Grace Bible Institute

NEW JERSEY
Northeastern Bible Institute

NEW YORK
Nyack Missionary College

NORTH CAROLINA
Piedmont Bible College

OREGON
Multnomah School of the Bible

PENNSYLVANIA
Eastern Pilgrim College
Philadelphia College of Bible

RHODE ISLAND
Barrington College

SOUTH CAROLINA
Central Wesleyan College
Columbia Bible College

TENNESSEE
Free Will Baptist Bible College
Lee College (Bible College Division)

TEXAS
Southwestern Bible Institute (Bible College Division)

WASHINGTON
Northwest Bible College

CANADA
London Bible Institute
Mennonite Brethren Bible College

ASSOCIATE SCHOOLS

COLORADO
Rockmont College

DISTRICT OF COLUMBIA
Washington Bible College

ILLINOIS
Emmaus Bible School

KANSAS
Friends Bible College

MICHIGAN
Reformed Bible Institute

MINNESOTA
North Central Bible College

NEW YORK
Buffalo Bible Institute

PENNSYLVANIA
Berean Bible School
Eastern Bible Institute
Lancaster School of the Bible

APPENDIX H

May I introduce to you Laurence A. Doyle. Mr. Doyle is an instructor in our Education and psychology Department. He is a graduate of both Barrington College and Boston University.

Mr. Doyle is doing a study on the Student Personnel Services offered by the Accredited member schools of the Accrediting Association of Bible Colleges. Mr. Doyle is attempting to survey and evaluate the scope of the student personnel programs at our schools.

I personally feel that Mr. Doyle's study will be of great value to the Bible College and Bible Institute movement.

The enclosed questionnaire will require approximately a half hour of your time. Mr. Doyle has assured me that the anonymity of your return will be preserved.

Your cooperation in this study will be greatly appreciated.

Sincerely yours,

Terrelle B. Crum
Secretary-Treasurer
Accrediting Association of
Bible Colleges

TC/ac

Enc.

APPENDIX I

Dear

My name is Laurence A. Doyle. I am director of psychological testing at Barrington College.

I am undertaking a study which will survey and evaluate the scope of the student personnel services offered by the member schools of the Accrediting Association of Bible Colleges.

I would be deeply grateful to you if your school would participate in this study. Enclosed is a copy of the questionnaire I am using to gather data for this study. If you will participate in this study, please fill out and return the enclosed questionnaire.

Sincerely yours,

Laurence A. Doyle
Director of Psychological Testing

APPENDIX J

Dear

Recently I sent you a letter describing a study I am conducting. At the present time _____ Bible colleges have filled out and returned their questionnaires.

We would greatly appreciate your participation in this study.

Sincerely yours,

Laurence A. Doyle
Director of
Psychological Testing
Barrington College

APPENDIX K

INQUIRY CONCERNING STUDENT EVALUATION OF PERSONNEL SERVICES IN BIBLE COLLEGES

by

Laurence A. Doyle, Director of Testing
Barrington College, Barrington, Rhode Island

****

DATA FOR IDENTIFICATION (anonymity in reporting of results is assured)

Person completing Form:

1. Sex..... 3. Age.....
2. College..... 4. Denominational Affiliation.....

DIRECTIONS: Make a check mark in the column which most nearly indicates the degree of adequacy or level of satisfaction you have experienced with each of these services.

Column 1: The service is NOT AVAILABLE so far as I know.
Column 2: I have FELT A NEED for this service.
Column 3: The service is available but I have NOT USED it.
Column 4: I have found this service to be NOT ADEQUATE.
Column 5: I have found this service to be MODERATELY ADEQUATE.
Column 6: I have found this service to be VERY ADEQUATE.

. ORIENTATION

Column 1 NOT AILABLE	Column 2 FELT NEED	Column 3 NOT USED		Column 4 NOT ADEQUATE	Column 5 MOD. ADEQUATE	Column 6 VERY ADEQUATE	
____	____	____	An orientation program for new students.	____	____	____	1.
____	____	____	Contact with upper class students who helped you when you needed it.	____	____	____	2.
____	____	____	Contact with faculty members who helped you when you needed it.	____	____	____	3.
____	____	____	An opportunity for you to evaluate the orientation program.	____	____	____	4.

I. COUNSELING

A. EDUCATIONAL COUNSELING

____	____	____	Counseling to meet educational and academic problems.	____	____	____	5.
____	____	____	Counseling for students on probation.	____	____	____	6.
____	____	____	Faculty counselors who help you when you have difficulties with your studies.	____	____	____	7.
____	____	____	Tutoring when you have trouble in any given subject.	____	____	____	8.
____	____	____	A program to help correct reading difficulties.	____	____	____	9.
____	____	____	A program to help correct speech difficulties.	____	____	____	10.
____	____	____	A program to help correct poor study habits.	____	____	____	11.

B. VOCATIONAL COUNSELING

____	____	____	Assistance in determining your vocational goals.	____	____	____	12.
____	____	____	Pamphlets and books on vocational opportunities.	____	____	____	13.
____	____	____	Visual materials such as films about the "world of work."	____	____	____	14.
____	____	____	Occupational information conferences.	____	____	____	15.
____	____	____	Opportunities for "try-out" experiences in your chosen career. e.g. an opportunity to work at your chosen vocation while attending college to determine whether or not you are suited for it.	____	____	____	16.
____	____	____	An occupational information bureau to which you can go for vocational guidance.	____	____	____	17.
____	____	____	Information given to you concerning how to write a letter of application to a prospective employer.	____	____	____	18.
____	____	____	Information given to you concerning the techniques of the interview. (Employment interview.)	____	____	____	19.

II. COUNSELING Continued

C. PERSONAL COUNSELING

	Column 1 NOT AVAILABLE	Column 2 FELT NEED	Column 3 NOT USED		Column 4 NOT ADEQUATE	Column 5 MOD. ADEQUATE	Column 6 VERY ADEQUATE
20.	___	___	___	A faculty counselor who counsels you when you have personal or emotional problems.	___	___	___
21.	___	___	___	A college Dean who counsels you when you have personal or emotional problems.	___	___	___
22.	___	___	___	A school psychologist who counsels you when you have personal or emotional problems.	___	___	___
23.	___	___	___	A school psychiatrist who counsels you when you have personal or emotional problems.	___	___	___

III. HEALTH SERVICE

24.	___	___	___	An infirmary on campus.	___	___	___
25.	___	___	___	A full time physician to help you when you have physical ailments.	___	___	___
26.	___	___	___	A part time physician to help you when you have physical ailments.	___	___	___
27.	___	___	___	A full time nurse to help you when you have physical ailments.	___	___	___
28.	___	___	___	A part time nurse to help you when you have physical ailments.	___	___	___
29.	___	___	___	An organized program which provides you with information concerning mental health. (Examples: A course in mental hygiene; special lectures in mental hygiene.)	___	___	___
30.	___	___	___	An organized program which provides you with information concerning personal health and preventive medicine.	___	___	___

IV. HOUSING

A. Campus Residence Halls

31.	___	___	___	On-campus residence halls. (Example: college dormitory)	___	___	___
32.	___	___	___	Study quarters in your dormitory. (Example: special rooms in your dormitory for studying.)	___	___	___
33.	___	___	___	Facilities for studying in your dormitory room. (The room in which you live.) Examples: desk, chair, lighting, and ventilation.	___	___	___
34.	___	___	___	Informal recreational rooms in on-campus college residence halls (or dormitories) in which you can relax. Examples: a room in which you can play games such as ping pong etc.	___	___	___
35.	___	___	___	Student lounges in which you can entertain friends.	___	___	___

B. Off Campus Residence Quarters. (Do you now or have you previously lived off campus while attending college?)

36.	___	___	___	Assistance given to you in locating suitable off campus residence in private homes.	___	___	___
37.	___	___	___	Adequate study facilities for you in private off campus homes.	___	___	___

IV. HOUSING Continued

C. Personnel

Column 1 NOT AVAILABLE	Column 2 FELT NEED	Column 3 NOT USED		Column 4 NOT ADEQUATE	Column 5 MOD. ADEQUATE	Column 6 VERY ADEQUATE	
___	___	___	Dormitory counselors (college staff members) who counsel you when you are experiencing personal or educational difficulties.	___	___	___	38.
___	___	___	Dormitory counselors (students appointed by the college) who counsel you when you are experiencing personal or educational difficulties.	___	___	___	39.

D. Government

___	___	___	Student elected committees, living in the resident halls (dormitory) who have a voice in the government of the resident halls.	___	___	___	40.

V. EXTRA CURRICULAR ACTIVITIES

___	___	___	A student government that represents the student needs and feelings to the college administration.	___	___	___	41.
___	___	___	College sponsored social experiences such as banquets, all-school parties, formal affairs, musicals, etc.	___	___	___	42.
___	___	___	An organized intra-mural sports program that meets some of your needs for physical exercise and social companionship.	___	___	___	43.
___	___	___	A student newspaper that keeps you informed about campus activities.	___	___	___	44.
___	___	___	A student orchestra that meets your needs for musical expression.	___	___	___	45.
___	___	___	A drama society that meets some of your needs for creative expression.	___	___	___	46.
___	___	___	A "social club" program that meets some of your needs for companionship. e.g. language club, education club, skiing club, music club, etc.	___	___	___	47.
___	___	___	An opportunity for you to have a voice in the planning of extra curricular activities.	___	___	___	48.

Please list any other student activities offered at your college.

___	___	___	_____	___	___	___	49.
___	___	___	_____	___	___	___	50.
___	___	___	_____	___	___	___	51.
___	___	___	_____	___	___	___	52.

VI. FINANCIAL AID

A. Some General Considerations

___	___	___	A scholarship program to help you finance your college education.	___	___	___	53.
___	___	___	A grant-in-aid program to help you finance your college education.	___	___	___	54.
___	___	___	Assistance given to you in obtaining part time employment while attending college.	___	___	___	55.
___	___	___	A student loan program to help you when you are having difficulty in meeting your college expenses.	___	___	___	56.

VI. FINANCIAL AID Continued

B. Scholarships

In what order of importance do you think colleges should consider the following factors when granting scholarships? (answer by placing the number 1 next to the most important factor, the number 2 next to the second most important, etc.)

_____ a. scholastic ability

_____ b. personality and character

_____ c. preparation for a special vocation

_____ d. recommendation of others

_____ e. financial need

C. Loans

In what order of importance do you think colleges should consider the following factors when granting loans? (answer by placing the number 1 next to the most important factor, the number 2 next to the second most important factor, etc.)

_____ a. scholastic standing

_____ b. level of scholastic advancement

_____ c. financial need

_____ d. personality and character

_____ e. ability to repay within one year after the loan has been granted

D. Grants-In-Aid

In what order of importance do you think colleges should consider the following factors when giving grants-in-aid? (answer by placing the number 1 next to the most important factor, the number 2 next to the second most important, etc.)

_____ a. scholastic standing

_____ b. level of scholastic advancement

_____ c. financial need

_____ d. personality and character

_____ e. preparation for a special field

VII. DISCIPLINE

Whom do you think should administer student discipline on your campus?_____

	Column 1 NOT AVAILABLE	Column 2 FELT NEED	Column 3 NOT USED		Column 4 NOT ADEQUATE	Column 5 MOD. ADEQUATE	Column 6 VERY ADEQUATE
57.	____	____	____	Student representation in the administrating of student discipline.	____	____	____
58.	____	____	____	A representative voice from the student body in the formulation of discipline policy.	____	____	____
59.	____	____	____	A student court.	____	____	____
60.	____	____	____	A student honor system	____	____	____

VIII. What suggestions would you make for improvements in the Student Personnel Services at your college?

APPENDIX L

Dear

As Secretary of the Accrediting Association of Bible colleges, I wish to express my appreciation to you for your cooperation in Mr. Doyle's study. I personally feel that the results of his study will be most helpful to the Bible college movement in America.

Mr. Doyle has added a second dimension to his study. This second dimension is explained in his letter to you. I would encourage you to participate in this part of his study. Perhaps in the past you have asked yourself the following questions: "How do our students evaluate our personnel services?" "Are we meeting the goals of our personnel program?"

I am sure that Mr. Doyle's study will provide us with some objective evidence concerning the degree of effectiveness of our student personnel services.

I do trust that we can count on you to participate.

Sincerely yours,

Terrelle B. Crum

TBC:bs

APPENDIX M

Dear

I wish to express my appreciation to you for your efforts in filling out and returning the Questionnaire I sent to you last spring concerning the Student Personnel Services at your college. Your cooperation is greatly appreciated.

We are adding another dimension to our study. We feel that it is necessary for proper balance to get consumer reactions to the Personnel Services offered at the Bible colleges. In other words, how do our students react to the personnel services we offer to them.

Enclosed is a copy of the questionnaire devised for student reaction. It is obvious that to administer this questionnaire to all of the students enrolled in our Bible colleges would be a tremendous undertaking involving a large sum of money and a great amount of time. Accordingly it has been decided to attempt the following procedure: the questionnaire will be administered to the Junior Class at each Bible college willing to participate in this phase of our study. The questionnaires will be mailed to the chief personnel officers at the participating colleges. We request the chief personnel officer to administer the questionnaires to the Junior Class at a Junior Class meeting, a regular scheduled class hour or at a specially arranged time decided upon by the chief personnel officer.

We do hope that your answer to the following question will be in the affirmative. Will you participate in this phase of our study?

If you will participate, please state your willingness on the enclosed addressed post card.

Again, we thank you for your cooperation in the first phase of our program.

Sincerely yours,

Laurence A. Doyle

LAD: as

Encls:

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BIBLIOGRAPHY

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