

Georgia Southern University

Digital Commons@Georgia Southern

Legacy ETDs

Spring 1999

Student Leaders: Are There Differences with Institutional Satisfaction?

Ginny L. Van Rie

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/etd_legacy



Part of the [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Leadership Commons](#)

Recommended Citation

Van Rie, Ginny L., "Student Leaders: Are There Differences with Institutional Satisfaction?" (1999). *Legacy ETDs*. 1051.

https://digitalcommons.georgiasouthern.edu/etd_legacy/1051

This thesis (open access) is brought to you for free and open access by Digital Commons@Georgia Southern. It has been accepted for inclusion in Legacy ETDs by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

STUDENT LEADERS: ARE THERE
DIFFERENCES WITH INSTITUTIONAL SATISFACTION?

Ginny L. Van Rie

LB
2346
.V3
1999



Georgia Southern University
Zach S. Henderson Library

**Student Leaders: Are there
Differences with Institutional Satisfaction?**

**by
Ginny L. Van Rie**

**A Thesis Submitted to the Faculty
of the College of Graduate Studies
At Georgia Southern University
in Partial Fulfillment of the
Requirements for the Degree of
Masters of Education
in the Department of Leadership,
Technology, and Human Development**

Statesboro, Georgia

April 1999

**Student Leaders: Are there
Differences with Institutional Satisfaction?**

by

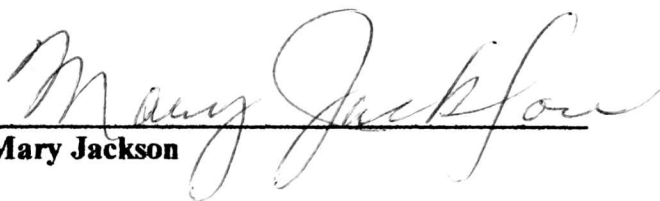
Ginny L. Van Rie



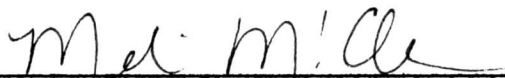
Dr. Dale Grant, Chairperson



Dr. Stephen Jenkins



Dr. Mary Jackson



Dr. Melanie McClellan



G. Lane Van Tassell
**Associate Vice President for Academic Affairs
and Dean of Graduate Studies**

4/27/99
Date

Dedicated to the people who made this degree possible:

Mom, Dad, Kurt,

Dr. Dale Grant, Dr. Stephen Jenkins,

Dr. Mary Jackson, Dr. Melanie McClellan

The Union Programming Office, and

The Department of University Housing

Abstract

This quantitative study investigates differences in student leaders' satisfaction with their institution. An adapted form of the ACT Student Opinion Survey (four-year-form) is administered to 103 student leaders representing two types of leadership positions, those selected or hired by the institution and those elected by their peers. Descriptive statistics and independent t-tests indicate only 2 significant differences in the satisfaction areas assessed. Both groups of student leaders tend to have moderate to high levels of satisfaction with their institution. However, selected/hired student leaders have more homogeneous satisfaction scores than the student leaders elected by their peers. Hired student leaders indicate moderate to high levels of satisfaction with student affairs professionals. This study aids in understanding of how student leader satisfaction varies based on different aspects of the institution which is beneficial when working with student leaders.

Table of Contents

APPROVAL PAGE	ii
DEDICATION	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
INTRODUCTION	1
REVIEW OF LITERATURE	3
METHODS	12
PARTICIPANTS	12
INSTRUMENT	15
PROCEDURE	16
RESULTS	19
DISCUSSION	28
LIMITATIONS	33
IMPLICATIONS FOR PRACTICE	34
FUTURE RESEARCH	35
REFERENCES	37
APPENDIX A	39
APPENDIX B	40
APPENDIX C	41
APPENDIX D	42

Introduction

Colleges and universities have recently become more interested in student satisfaction. A reason for this surge of interest by institutions is the positive relationship Astin (1993) found between student satisfaction, retention, and persistence to graduation. Administrators are interested in raising student satisfaction with their institutions with the intention of increasing retention and persistence which is an indicator of institutional effectiveness.

There are many factors that may contribute to student satisfaction with the institution including institution size (Astin, 1993), student-to-faculty interaction (Pike, 1991), student classification (Astin, 1987), and the campus environment (Astin, 1993). A way student satisfaction is increased is through involvement. Students that are involved on campus tend to be more satisfied with their institution and they have higher GPA's than uninvolved students (Astin, 1993; Pike, 1991). Therefore both the student and the institution potentially benefit from student involvement on campus by increased institutional satisfaction.

Two forms of involvement on campus that may increase student satisfaction are becoming a member of a student organization or assuming a leadership position on campus. Students that hold leadership positions on campus tend to be more involved than members of student organizations. Student leaders are an important part of the campus population because of their contributions to both their peers and the institution. Thus it would benefit university administrators to assess what aspects of the institution affect student leader satisfaction.

There are different variables that need to be considered when assessing student satisfaction with an institution. Hallenbeck (1978) found that there are different factors that influence male and female satisfaction with an institution and Astin, Korn, & Green, (1987) found that upperclassmen tend to have different opinions in the area of institutional satisfaction than underclassmen. Therefore these variables affecting student satisfaction may also have an influence on student leader satisfaction.

Another variable that may need to be considered when investigating student leader satisfaction is the nature of the leadership position. Two distinctly different leadership positions can be identified on most campuses. These two types of leadership positions include those student leaders selected or hired by the university and those that are elected to their positions by their peers. Therefore this study assessed the institutional satisfaction of these two groups of student leaders by addressing the issues of gender, classification, and GPA to ascertain if there were differences between the two groups of student leaders.

Review of Literature

Recently many institutions of higher education have become very interested in student satisfaction. This surge of interest in student satisfaction is related to student retention and persistence to graduation (Astin, Korn, & Green, 1987). Since there is a relationship between student satisfaction and retention in college (Astin, 1993; Earwood & Colbert, 1989), institutions that can increase student satisfaction tend to also increase retention. "Many college and university administrators view retention rates and satisfaction data as one set of key indicators about something broadly defined as 'institutional effectiveness' " (Astin et al., 1987, p. 36). If students are satisfied with their overall education, then they will continue to enroll in that institution. Institutional effectiveness is very important to many administrators because of their need to increase or maintain enrollment in their institution. Thus, it is important for colleges and universities to increase or maintain the level of student satisfaction in order to increase or maintain retention. Knowing more about the influences on student satisfaction would help those efforts.

In addition to increasing retention, another benefit of satisfied students is higher GPA's. Astin (1993) found a positive association between student satisfaction, undergraduate GPA, and retention. Students that are satisfied with their college environment will perform better academically (Pike, 1991). Hence, these students will have higher persistence and retention rates than students who are not satisfied.

Student satisfaction is influenced more by the college environment than by dependence on entering student characteristics (Astin, 1993). Although there are many different aspects of colleges and universities that affect student satisfaction, an important

aspect of a college's environment is student satisfaction with the area of Student Life. Student Life according to Astin (1993), "includes social life, opportunities to attend cultural events, opportunities to participate in extracurricular activities, and regulations governing campus life" (p. 284). Thus, an expectation is that the more opportunities students have to participate in these types of activities, the higher their satisfaction with the institution. Earwood and Colbert (1989) demonstrated in their study that campus environment changes affect student satisfaction. Institutions that wish to improve their institutional effectiveness can do so by making changes or adaptations in the campus environment to meet the needs of the students.

"Although students report generally high levels of satisfaction with their college experience, studies suggest there is much that colleges and universities can do to enhance learning opportunities, to make campuses more interesting and engaging places, to provide more and better assistance in a range of non-classroom services, and to retain students" (Astin et al., p. 42). With increased interest in determining what they can do to improve student satisfaction, many colleges and universities are willing and able to make changes and adjustments to improve student satisfaction which will increase their institutional effectiveness.

It is often difficult for institutions to make improvements that will benefit all students universally. Therefore determining what aspects of the college experience contribute to the students' satisfaction or dissatisfaction with the institution is beneficial for allowing that institution to make the necessary changes or adjustments to the college environment to better serve students and to improve their quality of life on campus (Earwood-Smith & Colbert, 1989).

Administrators have the very difficult task of meeting the needs of the wide range of students who attend their institutions. Students are similar to consumers; if they are happy with their environment and education, they will be satisfied with their educational

experience and will continue to enroll at that institution (Earwood-Smith & Colbert, 1989). Some environmental variables are more easily controlled by an institution than are others. Institutions can increase student to faculty interaction or offer more extracurricular activities, but they cannot change their location. One way administrators determine what aspects of the institution students are satisfied with as well as the areas students would like to see improvements made is by using student opinion surveys.

One instrument that is used to assess student satisfaction at various institutions is the American College Testing (ACT) Student Opinion Survey (4-year form) (American College Testing (ACT), 1995). This survey is used to assess student opinions about an institution's environment, services, and programs (ACT, 1995). ACT (1995) provides this survey to over 70 different colleges and universities around the country. The company also provides the institution with a list of normative data that directly relates to the specifics of that institution (ACT, 1995). The ACT Student Opinion Survey (4-year form) contains three sections. Section 1 is a collection of background information about the student including social security number, age, race, class level, reason for entering this college, sex, marital status, number of hours a week of employment, current enrollment status, type of tuition the student pays, type of residence classification for the institution, education prior to entering this college, college residence, financial aid status, student major, and occupational choice. Section 2 of this survey asks the student to determine if a service is available at his/her institution or if he/she used the service, and his/her ranking of satisfaction for each service for 23 different college services or programs. Section 3 assesses student satisfaction with the college environment. This section is divided into six categories which include academic, admissions, rules and regulations, facilities, registration, and general. Colleges and universities can use the results of this survey to determine what aspects of the institution students are satisfied with as well as what areas of the institution need improvement to increase student satisfaction with the institution.

Institution size has its advantages. "Larger institutions tend to have the resources to offer students more social experiences, cultural events, a greater number of extracurricular activities and fewer regulations governing campus life" (Astin, 1993, p. 284). Thus, larger institutions can offer students a wide range of extracurricular activities that are more likely to maintain a higher level of satisfaction with the institution. Therefore the greater range of activities offered by larger institutions increases the likelihood of capturing the interests of a broader segment of the student population.

Another variable that should be taken into account when making changes to enhance student satisfaction is the gender of the student. Those males and females who interacted with faculty reported greater developmental gains due to their interaction with faculty than those who didn't interact with faculty; however the gains were different by areas of development for each gender (Kuh, 1995). These gains can be associated with satisfaction since developmental increases tend to increase satisfaction. This finding is very important to university administrators if they wish to maintain or improve satisfaction for the entire student population at a coeducational or single gender institution. Hallenbeck's (1978) research showed that social/relational factors have a greater effect on satisfaction for women than for men. Thus it may be important to provide many opportunities to build relationships for women in order to increase institutional satisfaction among the female students. "Major and occupational certainty were significantly related to satisfaction for men but not women" (Hallenbeck, 1978). Thus institutions might increase satisfaction among male students by giving the males experiences that will benefit them professionally.

Along with institution size, environment, and gender another factor that affects institutional satisfaction among students is classification. Astin et al. (1987) reported that upperclassmen usually have different opinions and perceptions than those of freshmen in the area of student satisfaction. Upperclassmen are more critical of the environment

(Astin et al., 1987). Therefore, it is conceivable that upperclassmen would rank their institutional satisfaction lower than underclassmen.

An aspect of Student Life that is associated with student persistence, retention and satisfaction is student involvement (Astin et al., 1987). Students who are involved on campus tend to have higher satisfaction with the institution than students who are not involved. Student-to-student interaction, “has a positive correlation with satisfaction with Student Life” (Astin, 1993, p. 385). Students have the opportunity to increase their student-to-student interaction through involvement in student organizations or by assuming leadership roles on campus.

Students can become involved on a college or university campus in many different ways and at different levels. Students can join various student organizations, attend campus activities, or apply for leadership positions. “Students learn by becoming involved” (Astin, 1985, p. 36). Student involvement has “tremendous potential for enhancing most aspects of the undergraduate student’s cognitive and affective development” (Astin, 1993, p. 394). The developmental benefits of students contribute to student satisfaction because as students learn and grow in these areas, they benefit more from their experience thus increasing their satisfaction with the institution. However, these may not be immediate indicators of satisfaction. Often students do not see their growth and development until after graduation and they begin working professionally (Bialek & Lloyd, 1998).

One way to increase student involvement is to encourage membership in student organizations. Members of student organizations benefit more than non-members in the area of educational involvement (Cooper, Healy & Simpson, 1994). The act of being involved on campus increases student satisfaction and has a positive effect on the student’s educational experience. Students that are involved in student organizations have more

opportunities to interact with faculty and administrators as well as greater access to awareness of other opportunities for involvement on campus.

Astin (1993) stated that “students that leave home to attend college are more likely to join social organizations, be elected to a student office, or attend cultural events than are other students” (p. 366-367). Another factor that Astin (1985) pointed out as affecting persistence is full time enrollment. Usually students that leave home to attend college would fulfill both of these criteria, thus enhancing their chances for involvement.

“The key to an effective learning experience is student involvement” (Astin, 1985). A student who is involved is likely to be more satisfied with his/her college or university experience. Students that are members or leaders in student organizations build stronger relationships through formal and informal involvement (Cooper, Healy, & Simpson, 1994). Students who have strong relationships with peers at an institution are likely to feel a connection with that institution. Thus it is conceivable that students who are involved at their institution will have higher levels of satisfaction and the level of satisfaction may be dependent on their level of involvement.

One group of students that can be considered highly involved would include students that hold leadership positions on campus. Several authors have identified student leadership positions as resident advisors, orientation leaders, student judicial board members, (Floerchinger, 1988) student union programming board members (Martin, Cherrey & Gawinski, n.d.), student government association officers (Astin, 1984), and fraternity or sorority officers (Posner & Brodsky, 1994). All of these student leadership positions provide involvement opportunities that can affect satisfaction with the institution. As a result of their experiences in their positions, student leaders benefit not only in the areas of student development and increased leadership skills, but also improved self-confidence (Astin, 1984; Astin, 1993; Romano, 1996). In these positions, students have increased opportunities to interact regularly with faculty, administrators and peers.

Pike (1991) found that interaction with peers as well as frequent student-to-faculty interaction are positively related to satisfaction with the institution. Astin (1984) reported that satisfaction with college is closely related to interaction with faculty. Many faculty serve as student organization advisors, mentors or supervisors for student leaders, thus increasing the interaction between student leaders and faculty.

Virtually all student leaders interact regularly with their peers through their various leadership positions. Astin (1993) found “a pervasive pattern of positive benefits associated with frequent student-student interaction” (p. 385). Student leaders report many gains in the area of leadership abilities due to their frequent interaction with other students (Astin, 1993; Kuh, 1995). Cooper, Healy, and Simpson (1994) found that student leaders scored higher on several aspects of a student development inventory than non-leaders and attributed the increase in their scores to their experiences and regular interactions with peers through their leadership position. These benefits contribute to students’ satisfaction with their institution.

As mentioned earlier students are more likely to get involved if they leave home to attend college. By being involved on campus students increase their opportunities for leadership experiences through organizations or by their interaction with faculty/staff or peers. Astin (1993) found that attending college away from home has a positive effect on the personality traits associated with leadership. Thus students that leave home to attend college should be more likely to hold leadership positions than those who live at home and commute to college.

Student leadership at the college level is a widely studied topic for many reasons. Administrators are interested in how student leaders develop and what affect the leadership experience has on the student after graduation (Gordon & Sindon, 1989; Kuh, 1995). Post graduation studies of the affects of leadership experiences during college could prove to be extremely beneficial for college administrators. If colleges and

universities identify what student leader skills are used most after graduation. more time can be devoted to develop those skills in current campus leaders.

Many studies have been conducted to determine if there are differences between male and female leaders (Posner & Brodsky, 1994; Komives, 1994; Romano, 1996). Differences have been found in the leadership styles of males and females (Komives, 1994; Posner & Brodsky, 1994), but no differences were found in their effectiveness as student leaders based on gender (Posner & Broadsky, 1994). One study found that women seem to strive for relationships and collaborative work as student leaders (Posner & Broadsky, 1994) and suggested that females should be encouraged to use relationships and collaborative work to empower their leadership (Komives, 1994). Based on this research it can be hypothesized that female student leaders may be affected more positively or negatively by interactions with faculty and peers because of the finding that female student satisfaction is affected by relationships.

There are two major types of leadership positions on campuses that can be identified, the first group of student leaders includes those who are selected or hired through an application or interview process. They serve in the roles of resident advisors, orientation leaders, minority mentors, complex advisors, student union programming board members, and residence hall judicial board members. The second identifiable group of student leaders includes those that are elected by their peers. This group of student leaders refers to presidents of student organizations, sorority or fraternity officers, and student government officers.

The research has indicated that student satisfaction with the institution differs based on gender, classification, and levels of student involvement on campus and that interaction with faculty and peers tends to increase satisfaction, and that satisfied students tend to have higher GPA's and persist to graduation. No research has been identified that addresses theses issues specifically for student leaders based on the nature of their

leadership position. Therefore the reason for this study was to determine if there were any statistically significant differences in the institutional satisfaction between the two different groups of student leaders.

Thus the four primary research questions that guided this study are: (1) Are there differences in student leader satisfaction with the institution based on the two different types of leadership positions? (2) Do upperclassmen student leaders rank their satisfaction with the institution lower than underclassmen? (3) Is there a difference in male and female student leader satisfaction with the institution? (4) Is there a difference in GPA's between the two different student leadership positions?

Methods

Participants

This study was conducted at a mid-sized university in the Southeastern United States with a total undergraduate population of 12,386 students in the Fall of 1998. Participants for this study were undergraduate students who held leadership positions in the Fall of 1998. Many of the student leaders on campus work closely with one or more departments within the Division of Student Affairs on this campus. This institution has a comprehensive Student Affairs Division which includes the departments of University Housing, Admissions, International Student Programs, Multicultural Programs, Orientation/New Student & Parent Programs, Volunteer Services, Judicial Affairs, Financial Aid, Registrar, Campus Recreation & Intramural Sports, Greek Life, Programs/Student Activities, Union Administration, Counseling Services, Career Development, and Health Services.

The student leaders that participated in this study represent two different types of leadership positions on campus. The first group identified as student leaders were either hired or selected by university officials through an interview or screening process. The second group of student leaders included students that were elected into their leadership positions by their peers. There are differences in the responsibilities that the students have between the groups. Many of the leaders in the selected/hired group are also employees of the university and thus they have responsibilities to the university as well as to their peers. These student leaders are either selected or employed by the university to serve and work with other students. Student leaders that are elected by their peers primarily have a responsibility to their constituency.

The group of student leaders who were hired or selected by university officials have specific job descriptions and expectations of them by the University. They are also required to have for consideration and maintain a minimum GPA to serve in their position which is usually higher than the university's minimum GPA to be involved in an organization on campus which is a 2.0 (Baynes & Neville, 1998). They tend to report directly or indirectly to a university official. They are hired or selected to serve their peers in various leadership positions. Some of these leadership positions include resident advisors, minority advisement program sponsors, apartment complex advisors, student orientation leaders, residence hall judicial board members, and student programming board members. Although they are selected or employed by university officials, their role in their positions is to lead and serve their peers.

The leaders elected by their peers usually hold less well defined positions. These positions may be identified in the organization's constitution; however an exact description of their responsibilities is usually not included. The constitution usually states that the offices of President, Vice President, Secretary, and Treasurer must be filled and criteria or limitations may be included for running for an office (such as the Presidential candidate must have been involved in the organization for at least one academic year). Job descriptions are seldom specified for these positions. Student leaders that are elected by their peers are required to meet the institution's minimum GPA requirement for involvement which is a 2.0 (Baynes & Neville, 1998). However, they may not interact with a faculty or staff member as regularly as someone who is employed by the university. They may consult the organization's advisor or the department that oversees the organization. This contact may be often or infrequent since these leaders are mainly responsible to their peers. These leadership positions include, student organization presidents, student government association executive board and senators , and presidents of Greek organizations.

There were approximately 400 hundred students identified as student leaders by the university student programming office which keeps up to date records of student organizations and student leaders. This study contacted 291 student leaders because the other 109 or more leadership positions were seasonal. The seasonal leaders were involved with intramural sports. The reason the seasonal leaders were not contacted was because the individuals in these positions are hard to identify and change frequently. The student leaders that were contacted for this study served in their positions for at least one semester.

The 291 student leaders that were contacted for this study served in one of the two types of leadership positions mentioned earlier. One hundred thirty six individuals were in the hired/selected sample and 155 individuals were in the elected sample. The usable data collected was supplied by 103 participants, 65 of whom were from the hired/selected group and the remaining 38 were from the elected group of student leaders. There were 46 males, 44.7%, and 57 females, 55.3%, represented in the total sample of student leaders. The hired/selected group had 31 males, 48%, and 34 females, 52% represented. The elected student leaders had 15 males, 39%, and 23 females, 61%, represented. The mean age of the participants was 21 with a mean age of 20.4 for the hired/selected group and 21.6 for the elected student leaders. There were 11 freshmen, 19 sophomores, 17 juniors, and 18 seniors in the hired/selected group and no freshmen, 2 sophomores, 7 juniors, and 29 seniors in the elected student leader group. The hired/selected group of student leaders was comprised of 49% African American, 40% Caucasian, 3% Hispanic, 7% other and 1% that did not state their race. The elected group of student leaders included 29% African American, 63% Caucasian and 8% that did not identify their race. Determination of the race categories were based on the ACT Student Opinion Survey (4-year form).

Instrument

An informed consent letter explained the purpose of the study, approximately how long the survey would take to complete, the reason for requesting permission to use his/her GPA for the study, the date by when to return the survey, and the Institutional Review Board contact information if the participant had any questions.

The instrument used in this study was adapted from the ACT Student Opinion Survey (4-year form) with ACT's permission. The ACT instrument has seven sections of opinion questions which include college service or program, academic, admissions, rules & regulations, facilities, registration, and general. The purpose of the ACT Student Opinion Survey (4-year form) is to assess satisfaction of students with multiple aspects of an institution. However, the purpose of this study was to ascertain student leader satisfaction with selected aspects of an institution. Therefore the items selected for this study focused on those aspects of Student Life which the researcher thought would differ based on existing research and the nature of an individual's leadership position. The questions on the survey were intended to allow the student leaders the opportunity to comment on their satisfaction with most of the major components of the university that affect them as student leaders.

For the purpose of this study, each question adapted from ACT's Student Opinion Survey (4-year form) was made into two questions. The first of each pair of questions asked about student satisfaction and the second asked about student leader satisfaction. This differentiation between the questions allowed the student leaders to look at each satisfaction item as both a student and a student leader which helped the student leader distinguish between his/her roles as a student and a student leader.

Sixteen of the twenty satisfaction items on the one page survey developed for this study were adapted from three different sections of the ACT Student Opinion Survey (four-year-form) which included four questions from the academic section, two questions

from the rules and regulations section, and ten questions from the general section. The first seven questions on the survey developed for this study asked for background information including gender, age, classification, race, college residence, type of enrollment, and number of months serving in a leadership position. Questions 8 through 27 asked for the opinions of student and student leader satisfaction about the attitude of faculty, attitude of student affairs professionals, attitude of non-teaching staff, voice in university policy, concern for you, racial harmony at this university, amount of responsibility, opportunities for involvement on campus, preparation for future occupation, and this university in general.

The student leaders were asked to rank their satisfaction for questions eight through twenty-seven on a Likert scale of 1-5 with 1 being very dissatisfied, 2 dissatisfied, 3 neutral, 4 satisfied, and 5 very satisfied. They circled their choices on the form which helped alleviate confusion and errors associated with transferring answers to another form.

Another form developed for this study was the Permission to Obtain GPA. This was a permission form that student leaders filled out and returned with their surveys if they gave permission for their GPA to be used for this study. This form explained the reason for using the GPA and that the information would be held in confidence. Each student leader printed his/her name, signed his/her name, and dated the form before returning it with his/her completed survey.

Procedure

Once the informed consent letter, survey, and permission to obtain GPA form were developed, all of the materials were submitted to the Institutional Review Board for approval. This study was approved by this university's Institutional Review Board before any materials were distributed to the participants.

The advisors or supervisors of the selected/hired student leaders and the Russell Union programming office, which maintains a data base of all student organizations and

their presidents, were asked for their permission to contact the student leaders they work with for this study. These individuals and offices provided the names and contact information for the student leaders involved in this study. They also wrote letters granting permission for their student leaders to participate in this study.

To prepare for data analysis a coding system was developed for data collection. A list of the subjects was compiled based on the information received from the student leader employers or advisors and a coding system developed to code the individual surveys. Two databases were created, one for each group of student leaders. Included in each database was student name, organization or position of leadership on campus, mailing address, a space to indicate whether or not they returned their survey, a place to indicate if they gave permission to obtain their GPA, a space for their social security number, a space for fall semester 1999 GPA, a space for cumulative GPA, and the 4 digit hand written number code of their particular survey. The social security number, semester and cumulative GPA spaces were only used if the individual gave permission to obtain his/her GPA for the purpose of this study. These databases were not used for data analysis, but to keep accurate records of who returned surveys and if they gave permission to use their GPA.

The participants were contacted through their employer, advisor, or through their on campus mail boxes. All received an informed consent letter, the survey and request to obtain GPA, and a self addressed return envelope. Student leaders that participated in this study did so voluntarily. The student leaders were not penalized for choosing not complete the survey, GPA permission form, or both. Individual surveys were used if they were returned completed, even if the individual chose not to allow his/her GPA to be used for this study. None of the student leaders filled out the permission to obtain GPA form without filling out the survey, therefore this was not an issue.

The hired/selected group's hand written 4 digit code began with a 1 and the elected group of student leader's code began with a 2. The other three digits of the code were in sequential order. Then each code was matched with a name on the initial tracking database which allowed the surveys to be separated into their appropriate group during data analysis as well as allowing the ability of relating specific surveys to individuals through the other three digits in the code. This was necessary to ensure that an individual was not duplicated and to track who turned in his/her survey for follow up contact.

The Associate Vice President's office provided the individual GPA's for the purpose of this study. The office used the initial databases to find the GPA's since names and Social Security Numbers were included in those databases. The secretary for the Associate Vice President wrote the GPA's in the appropriate places on the printed copies of the databases. Only the student leaders that volunteered to have the GPA's used were printed from these initial databases for the use of the Associate Vice President's Office. This office also agreed to store the Permission to Obtain GPA forms for five years.

Once the surveys were collected from the two different groups of student leaders, the data was analyzed using the computer program Statistical Product and Service Solutions (SPSS). Once the GPA's were verified they were analyzed as group statistics and not paired with their individual survey results. All of the data collected was used for different types of group analysis and not as individuals. The data was treated anonymously for all purposes of this study. Once the data was collected, analyzed, and the thesis defended successfully the student's individual information was destroyed.

Results

The analysis of data from the survey was designed to investigate the following research questions: (1) Are there differences in student leader institutional satisfaction based on the two different types of leadership positions? (2) Do upperclassmen student leaders rank their satisfaction with the institution lower than underclassmen? (3) Is there a difference in male and female student leader satisfaction with the institution? (4) Is there a difference in GPA's between the two different student leadership positions?

One hundred and three or 35% of the 291 surveys sent were returned. The selected/hired group of student leaders returned 65 of the 136 which was a return rate of 48%, while the elected group of student leaders returned 38 of the 155 surveys sent which was a return rate of 25%.

Table 1 compares the satisfaction means of students in each type of leadership position to all of the individual satisfaction items on the survey. According to the results of the independent t-test, no significant differences on any specific survey items were found. No statistically significant difference is present between the two types of leadership positions and satisfaction with the institution. The criterion for statistical significance for this study was 0.003. This was obtained by dividing the number of satisfaction items (i.e. 20) into the traditional level of statistical significance (i.e. 0.05).

The hired/selected group of student leaders had slightly higher satisfaction means than the elected group on 13 out of the 20 satisfaction items; 6 of the 13 higher means were for items dealing with student leader satisfaction. The six as student leader satisfaction items include satisfaction with: attitudes of Student Affairs professionals toward student leaders ($M = 4.02, 3.70$), attitudes of non-teaching staff toward student

leaders ($M = 3.67, 3.58$), concern for you as a student leader ($M = 3.66, 3.42$), racial harmony at this university as a student leader ($M = 3.44, 2.89$), preparation you are receiving for your future occupation as a student leader ($M = 4.12, 3.95$), and this university in general as a student leader ($M = 4.02, 3.71$).

The group of selected/hired student leaders had satisfaction means lower than the elected group on four of the as leader satisfaction items which included: attitude of faculty toward student leaders ($M = 4.00, 4.03$), student leader voice in university policies ($M = 3.09, 3.24$), amount of responsibility you have as a student leader ($M = 3.81, 4.21$), and opportunities for personal involvement in campus activities as a student leader ($M = 4.11, 4.24$).

The two groups had almost the same means for two questions. On the first item, attitude of faculty toward student leaders, the hired selected group had a mean of 4.00 and the elected group had a mean of 4.03. On the second question, student voice in university policy, the hired/selected student leaders had a mean of 2.73 and the elected student leaders had a mean of 2.79.

The largest discrepancy between the means of the two groups of student leaders for any one survey item was on the item, racial harmony at this university as a student. The hired/selected group of student leaders had a mean was 3.17 and the elected student leader group mean was 2.58. The group of hired/selected student leaders mean score for their satisfaction with this item was .59 higher than the elected group.

The five satisfaction items that had the highest means for the hired or selected group included: preparation you are receiving for your future occupation as a student leader ($M = 4.12$), opportunities for personal involvement in campus activities as a student ($M = 4.11$), opportunities for personal involvement in campus activities as a student leader ($M = 4.11$), attitude of student affairs professionals toward student leaders ($M = 4.02$), and this university in general as a student leader ($M = 4.02$). The five satisfaction items

that had the highest means for the elected group of student leaders included: opportunities for personal involvement in campus activities as a student leader ($M = 4.24$), amount of responsibility you have as a student leader ($M = 4.21$), amount of responsibility you have as a student ($M = 4.05$), attitude of faculty toward student leaders ($M = 4.03$), and preparation you are receiving for your future occupation as a student leader ($M = 3.95$). The two items that were among the top five highest means for both types of student leaders were: opportunities for personal involvement in campus activities as a student leader and preparation you are receiving for your future occupation as a student leader.

Differences were also found in the standard deviations for the two groups. Hired/Selected student leaders had lower standard deviations for 16 out of the 20 satisfaction items in comparison with the elected group of student leaders. The hired/selected student leaders had a standard deviation range for all 20 opinion items from 0.65 to 1.03 and the elected group of student leaders had a standard deviation range for all 20 opinion items from 0.73 to 1.17.

Table 1

Satisfaction Item Means and Standard Deviations and Independent t-test Results for
Hired/Selected versus Elected Student Leaders

Items	Hired/Selected Student Leaders		Elected Student Leaders		t	P
	M	SD	M	SD		
Attitude Fac S	3.88	0.65	3.74	0.95	0.89	0.380
Attitude Fac L	4.00	0.66	4.03	0.88	-0.17	0.860
Attitude SAP S	3.83	0.76	3.59	0.96	1.40	0.170
Attitude SAP L	4.02	0.74	3.70	1.02	1.78	0.080
Attitude NTS S	3.45	0.86	3.55	1.13	0.50	0.620
Attitude NTS L	3.67	0.73	3.58	1.03	0.51	0.610
S Voice Policy	2.73	0.90	2.79	1.17	-0.30	0.760
L Voice Policy	3.09	1.03	3.24	1.10	-0.68	0.500
Concern S	3.43	0.90	3.37	1.08	0.32	0.750
Concern L	3.66	0.87	3.42	1.06	1.25	0.220
Racial Harm. S	3.17	1.02	2.58	1.03	2.83	0.006
Racial Harm. L	3.44	1.02	2.89	1.09	2.55	0.010
Respon. S	3.66	0.82	4.05	0.73	-2.44	0.020
Respon. L	3.81	0.91	4.21	0.78	-2.26	0.030
Personal Inv. S	4.11	0.81	3.90	1.01	1.17	0.240
Personal Inv. L	4.11	0.88	4.24	0.88	-0.73	0.470
Prep. Occ. S	3.77	0.91	3.50	1.10	1.37	0.170
Prep. Occ. L	4.12	0.79	3.95	0.73	1.02	0.310
General S	3.91	0.76	3.79	0.84	0.74	0.460
General L	4.02	0.81	3.71	1.01	1.68	0.100

Note. The survey items are abbreviated to fit in the table, they are in the same order as they were on the survey, S represents response as student and L represents response as student leader.

The second question addressed by this study asked if there were differences in student leaders' institutional satisfaction by their classification. All of the participants were included as one sample of student leaders to determine if there was a difference in

upperclassmen and underclassmen student leader satisfaction with the institution since no significant differences were found between the hired/selected and elected student leaders. Additionally this analysis was not calculated by type of leadership position because the small numbers in the breakdown of each class group. The elected group of student leaders had zero freshmen and only two sophomores, thus the group of elected student leaders would have had satisfaction means of 0 for freshmen and the sophomore means would have been very skewed because of the low group number.

Table 2 indicates that there were significant differences found between classification groups for two satisfaction items. Freshmen ($M = 3.80$, $SD = 0.63$) were significantly more satisfied ($p < .05$) with racial harmony at this institution than seniors ($M = 2.65$, $SD = 1.06$). Seniors ($M = 4.25$, $SD = 0.70$) had significantly greater ($p < .05$) satisfaction with the amount of responsibility they have as student leaders than sophomores ($M = 3.52$, $SD = 0.70$).

Table 2

Descriptive Statistics for Satisfaction Items by
Undergraduate Class Standing

	Fresh		Soph		Junior		Senior			
Items	M	SD	M	SD	M	SD	M	SD	F	P
Attitude Fac S	3.90	0.74	3.90	0.62	3.71	0.69	3.83	0.88	0.28	0.840
Attitude Fac L	4.20	0.42	4.00	0.63	3.92	0.65	4.02	0.89	0.34	0.800
Attitude SAP S	4.20	0.63	3.86	0.65	3.48	1.00	3.74	0.82	2.00	0.120
Attitude SAP L	4.40	0.52	3.85	0.59	3.52	1.12	4.02	0.79	3.28	0.020
Attitude NTS S	3.50	1.35	3.71	0.64	3.12	0.67	3.58	1.09	1.79	0.150
Attitude NTS L	3.90	0.74	3.76	0.54	3.44	0.58	3.62	1.06	0.92	0.430
S Voice Policy	3.40	0.84	2.90	0.54	2.44	1.04	2.71	1.11	2.50	0.080
L Voice Policy	3.60	0.97	3.00	0.71	2.76	1.13	3.31	1.11	2.35	0.770
Concern S	3.50	0.71	3.52	0.60	3.13	1.12	3.48	1.05	0.91	0.440
Concern L	4.00	0.94	3.52	0.75	3.42	1.02	3.58	0.99	0.92	0.440
Racial Harm. S	3.80	0.63	3.10	1.00	3.08	1.04	2.65	1.06	4.09	0.009
Racial Harm. L	4.10	0.74	3.33	0.86	3.20	1.15	3.04	1.11	2.90	0.040
Respon. S	3.60	1.08	3.62	0.74	3.80	0.58	3.94	0.87	1.01	0.390
Respon. L	4.00	0.93	3.52	0.75	3.75	1.11	4.25	0.70	4.28	0.007
Personal Inv. S	4.00	0.67	4.00	1.05	3.84	0.90	4.15	0.85	0.66	0.580
Personal Inv. L	4.10	0.99	4.14	0.85	3.92	0.76	4.29	0.92	1.00	0.400
Prep. Occ. S	3.50	0.85	4.05	0.80	3.44	1.08	3.67	1.00	1.63	0.190
Prep. Occ. L	4.00	0.82	4.15	0.81	3.96	0.89	4.06	0.70	0.24	0.870
General S	4.00	0.47	3.90	0.77	3.88	0.87	3.87	0.79	0.26	0.850
General L	4.20	0.42	3.81	0.81	3.80	0.87	3.94	1.02	0.57	0.640

Note. The survey items are abbreviated to fit in the table, they are in the same order as they were on the survey, S represents response as student and L represents response as student leader.

The third question investigated by this study was to determine if there were any differences in student leader satisfaction based on the gender of the leader and the category of his/her leadership position. Table 3 indicates that there were no significant gender differences for the twenty satisfaction items. No significant interactions were found between the type of student leadership position, gender, and the twenty satisfaction items. Lack of interaction indicates that there were no satisfaction differences when examining gender and leadership group in combination.

Table 3

Statistics for Satisfaction Items
by Gender within Group

Items	Hired/Selected Student Leaders				Elected Student Leaders				Interaction	
	Males		Females		Males		Females		F	P
	M	SD	M	SD	M	SD	M	SD		
Attitude Fac S	3.97	0.56	3.80	0.72	3.60	0.91	3.83	0.98	1.49	0.230
Attitude Fac L	3.97	0.67	4.03	0.66	4.13	0.92	3.96	0.88	0.56	0.450
Attitude SAP S	3.74	0.89	3.91	0.61	3.40	1.06	3.73	0.88	0.20	0.660
Attitude SAP L	3.97	0.76	4.06	0.73	3.40	1.18	3.91	0.87	1.40	0.240
Attitude NTS S	3.45	1.03	3.46	0.70	3.73	0.96	3.43	1.24	0.57	0.450
Attitude NTS L	3.81	0.79	3.54	0.66	3.53	1.06	3.61	1.03	0.92	0.340
S Voice Policy	2.71	0.86	2.74	0.95	2.80	1.37	2.78	1.04	0.01	0.910
L Voice Policy	2.94	1.00	3.23	1.06	2.93	1.22	3.43	0.99	0.23	0.630
Concern S	3.39	0.80	3.47	0.99	3.33	0.98	3.39	1.16	0.00	0.950
Concern L	3.55	0.85	3.76	0.89	3.33	0.90	3.48	1.16	0.03	0.860
Racial Harm. S	3.23	0.96	3.11	1.08	2.93	0.96	2.35	1.03	1.27	0.260
Racial Harm. L	3.58	1.03	3.13	1.02	3.13	1.06	2.74	1.01	0.09	0.770
Respon. S	3.74	0.73	3.59	0.89	4.07	0.59	4.04	0.82	0.16	0.690
Respon. L	3.63	0.93	3.97	0.88	4.20	0.86	4.22	0.74	0.79	0.380
Personal Inv. S	4.10	0.75	4.11	0.87	3.53	1.19	4.13	0.81	2.57	0.110
Personal Inv. L	3.97	0.95	4.23	0.81	4.00	0.85	4.39	0.89	0.13	0.720
Prep. Occ. S	3.77	0.88	3.77	0.94	3.27	1.16	3.65	1.03	0.92	0.340
Prep. Occ. L	4.03	0.85	4.17	0.75	3.87	0.74	4.00	0.74	0.00	0.990
General S	3.81	0.87	4.00	0.64	3.80	0.94	3.78	0.80	0.41	0.520
General L	3.87	0.96	4.14	0.65	3.53	0.92	3.83	1.07	0.00	0.950

Note. The survey items are abbreviated to fit in the table, they are in the same order as they were on the survey, S represents response as student and L represents response as student leader.

The final research question addressed by this study was to determine if there was a difference in GPA's based on the type of leadership position.. Table 4 indicates that there were no significant differences between the semester or the cumulative GPA's for the two types of leadership positions. However, the mean semester and cumulative GPA's were higher for the elected student leaders. The standard deviations for two types of student leaders were very close for both the semester and cumulative GPA's.

Table 4

GPA Means and standard deviations; and independent t-test Results
for Selected/Hired versus Elected Student Leaders

Type GPA	Selected/Hired Student Leaders		Elected Student Leaders		t	P
	M	SD	M	SD		
Sem GPA	2.93	0.83	3.07	0.81	-0.81	0.420
Cum GPA	3.00	0.54	3.02	0.53	-0.2	0.840

Discussion

The first research question was concerned with determining if there were differences with institutional satisfaction based on two different types of leadership positions. There were no differences in satisfaction based on the nature of the student leadership position. Both the hired/selected and the elected group of student leaders were relatively satisfied with the institution. The finding that most of the student leaders in either group tended to be satisfied with most of the items on the survey seems to confirm Astin's (1993) finding that involvement is positively related to institutional satisfaction.

The differences in means for the satisfaction items were small and insignificant. Thus the two types of student leaders appear to have more similarities than differences with their institutional satisfaction. A reason that the satisfaction means are so close for the two types of student leaders may be that they are leaders first, and foremost, independent of whether they were hired/selected or elected to their position. Individuals in both types of leadership positions are intended to be leaders among their peers and share satisfactions commensurate with their leadership roles. Thus it may be the peer interaction aspect of the leadership position that influences institutional satisfaction.

There was one satisfaction item on which both groups of student leaders had relatively low means in comparison with the rest of the items. That item was student voice in university policies. The hired/selected student leaders had a mean of 2.73 and the elected student leaders had a mean of 2.79. These lower means could indicate ambivalence or uncertainty with this particular item or it may highlight a concern for both groups of student leaders. However, the mean is not low enough to dictate a definite dissatisfaction among all of the student leaders involved in this study.

The only item that even approached statistical significance was the item racial harmony at this university as a student. The hired/selected student leaders had a mean of 3.17 and the elected student leaders had a mean of 2.58 with $p = 0.006$. This is an interesting finding since there were fewer minorities represented in the elected group (29%) of student leaders than in the selected/hired sample (59%). Such a finding may indicate that the students in the elected group are basing their opinions on their constituents or that they perceive there to be discord between races on campus. Perhaps also when there is greater participation on the part of minority groups, there is greater racial harmony.

Another possible reason that the selected/hired group was more satisfied with the item, racial harmony at this university as a student, may be related to the substantial diversity training they receive through their leadership positions. Most of the student leaders included in the selected/hired group attend extensive training in the areas of diversity and race relations. These individuals also have many opportunities to discuss diversity issues with their supervisors or to plan programs on the topic of diversity for their peers. Therefore their training in the area of diversity may positively influence their satisfaction with racial harmony at this university.

Student leaders that were hired or selected had slightly higher mean satisfaction scores with the items, attitude of Student Affairs professionals toward students and attitude of Student Affairs professionals toward student leaders by a mean difference of 0.24 and 0.32 respectfully. These are subtle, but important differences, because according to Love (1995), student affairs professionals are not included in research projects as a separate set of university employees that influence students, but are usually combined with all non-teaching staff. Many of the individuals in the hired/selected group are associated with the area of Student Affairs because of their positions, such as resident advisors, minority advisement program sponsors, orientation advisors, student programming board

members, and residence hall judicial board members. Thus their regular interaction with student affairs professionals seemed to contribute to their satisfaction with this institution.

The finding that the hired/selected student leaders had lower standard deviations on 16 of the 20 satisfaction items is another subtle difference that was noted in the results. A lower standard deviation indicates that the individuals in the hired/selected group ranked their satisfaction closer to each other than the individuals in the elected group. The larger standard deviations of the elected group implies that there was a larger variance of individual opinions within the group for those specific satisfaction items. This may be attributed to individual differences and concepts of the terms very dissatisfied through very satisfied or it may indicate that the selected/hired group of student leaders is more homogeneous, which indicates that people in this group are more similar to one another concerning these satisfaction items. This may be attributed to the fact that these individuals are selected/hired for their leadership positions and that there may be more similarities between individuals in this group because they are selected/hired by administrators and the criteria for selection may be similar.

The second research question asked if upperclassmen student leaders ranked their satisfaction with the institution lower than underclassmen. This study found two significant differences in satisfaction due to classification. It was found that freshmen were significantly more satisfied with racial harmony at this university than seniors. This finding supports the previous research that upperclassmen were more critical of the environment than underclassmen (Astin et al., 1987). A possible explanation of this difference may be the sensitivity of seniors. Seniors may be more sensitive to issues of diversity and racial harmony at the university because of their education and experiences. Since they have been on campus longer and have had more experiences at the university, they may be more aware of subtle racial discord than freshmen.

The second significant difference for this study was that seniors are significantly more satisfied with the amount of responsibility they have as student leaders than sophomores. This finding does not agree with previous findings, however, this difference may be attributed to the type of question. This question asks the student leaders about their responsibility and not about the college environment. Another reason for seniors to be more satisfied with their responsibility as student leaders than sophomores may be the type of responsibilities they have.

These were the only two significant differences found for classification groups on the twenty satisfaction items. Therefore the lack of differences in satisfaction for the other eighteen satisfaction items may suggest that the items did not assess aspects of the institution that would vary based on classification or that holding a leadership position may differentiate satisfaction independent of classification.

The third research question asked if there were differences between male and female student leader satisfaction with the institution. No significant differences were found which suggests that there were not differences in satisfaction based on the gender of the student leaders.

However, the literature stated that different factors affected satisfaction for males and females (Hallenbeck, 1978). As stated earlier in this paper, female satisfaction tends to be influenced by social/relational factors and male satisfaction tends to be affected by major/occupational certainty (Hallenbeck, 1978). Other literature indicated that there may be differences in male and female student leader satisfaction was the differences in leadership styles for male and female leaders (Posner & Brodsky, 1994; Komives, 1994; Romano, 1996). Female student leaders tended to use relationships and collaborative work in their leadership positions according to Posner and Brodsky (1994). However, all of the student leaders in this study regardless of gender indicated that they were fairly satisfied with the institution. Therefore results of this study indicate that either the needs

are being met for both male and female student leaders or that the different factors mentioned in the literature may no longer be valid.

The fourth research question asked if there was a difference in GPA's for student leaders dependent on the two different types student leadership positions. This study did not find any significant differences in either semester or cumulative GPA's between the two different groups of student leaders. However, both groups of student leaders had higher mean cumulative GPA's than the average cumulative GPA for the total undergraduate population in the Fall of 1998. The Fall 1998 mean cumulative GPA for the hired/selected group was 3.00 and the elected group was 3.02, while the average cumulative GPA for all undergraduate students at this institution was 2.45. Both groups of student leaders were 0.55 or more higher than the average of all undergraduates at this institution. The finding that student leaders at this institution on the average have higher GPA's than their peers may indicate a benefit of holding a leadership position at this institution.

This difference between average undergraduate GPA and the student leaders' GPA may link many of the concepts of the literature review together. Astin (1993) and Pike (1991) both found that a student that is satisfied with his/her institution will have a higher GPA. One way student satisfaction is increased is through involvement (Astin 1993) and one form of involvement is assuming a leadership position on campus. Thus according to previous findings student leaders should be more satisfied with their institution and have higher GPA's than other uninvolved students. Therefore the findings of this study seem to confirm most of the previous findings that involved students which can be identified as student leaders have higher GPA's than their peers and are generally satisfied with their institution.

Limitations

The participants in this study may not be representative of all of the student leaders in either group due to the low number of surveys returned. The hired/selected group returned 48% of their surveys and the elected group returned 25%. For both groups, 39% of the population returned surveys. One explanation for the reason the elected group of student leaders had lower return rate was that they all received their surveys though the mail. Most of the individuals in the selected/hired group received their surveys through their advisors or supervisor. Due to the low return rate, the results of this study are limited and should not be generalized.

The samples were not even in relation to classification or race. The hired/selected student leader sample had more minorities and underclassmen represented than the elected student leader sample. Since the elected student group had no freshmen and only 2 sophomores, the data could not be analyzed using separate samples for the two types of leadership position for the second research question which asked if there were differences in satisfaction based on classification. Another concern is that since there were fewer minorities represented in the elected student group, it is hard to generalize the findings for that group to all student leaders on campus since minorities representation was lower in the elected group of student leaders.

The survey used for this study was designed for this study only. Although the questions were adapted from the *ACT Student Opinion Survey (four year form)*, only a small percentage of all of the ACT questions were used. The final form of the adapted survey was only piloted on a small sample for understanding. The survey was not tested for reliability or validity. Thus the survey may not have accurately measured student leader satisfaction with the university.

Implications for Practice

This type of study is important to all university administrators who work with student leaders. Student leaders are valuable resources on campus. They help the university as well as their peers. Thus if university administrators can determine what aspects of the institution affect student leaders' satisfaction with the institution, they can make changes and adjustments in the environment (Eared & Colbert, 1989) to improve student leader satisfaction which will encourage student leaders to continue as students and as leaders at the institution. Students that are satisfied with their institution should also have higher GPA's (Astin 1993).

Student leaders in this study were found to be moderately to highly satisfied with the institution. Thus the institution may be able to increase overall student satisfaction by encouraging more student involvement on campus. Along with encouraging student involvement, institutions may need to create more leadership positions for students to be involved on campus at a higher level.

Another important aspect of this study was that it's purpose was to investigate to determine if there were differences in institutional satisfaction between two different types of leadership positions. According to the literature review, no other studies were found that distinguished between the two types of leadership positions. However, it may be important to distinguish these two different types of leadership positions since one group is hired/selected by university officials and the other is elected by peers. The differences in how they assume the leadership positions are vastly different and may need to be considered when trying to improve student leader satisfaction with the university if differences in satisfaction are found between the two types of leadership positions in future studies.

This study also differentiated between student affairs professionals and other non-teaching staff. This differentiation proved to be valuable since, the hired/selected

student leaders rated their satisfaction with student affairs professionals fairly high. Thus indicating that student affairs professionals seem to have an impact on student leader satisfaction. Therefore institutions may want to encourage more interaction between student affairs professionals and students and student leaders.

Future Research

A study with a higher return rate at the same university or at a similar university may yield differences in the two types of leadership positions and satisfaction with the institution. Another recommendation would be a study that used student leaders in both types of leadership positions from several institutions that are similar. This larger scale study may be beneficial in determining differences or lack of differences in what affects satisfaction for the two types of student leadership position. A future study may also want to use a stratified sample group to ensure that minorities and different classifications are represented equally in both types of student leadership positions.

Another addition to this type of study that would help with data analysis would be to included a control sample of uninvolved students. This would aid in determining the exact benefits of involvement on campus. The differences between the two types of leadership positions may be more identifiable if each leadership position is compared to the same control group of uninvolved students.

A well developed opinion survey that has been tested for reliability and validity should be beneficial in more accurately determining satisfaction with the institution. Surveys used for a future study should be tested for content validity as well to ensure that the questions are relevant to the setting and leadership positions. Use of a survey that the institution uses on its student population maybe helpful since the results of this study could be compared to the results for the entire student population. Thus differences could be determined between the two different groups of student leaders and all of the students at

the institution. Also the instrument would have developed norms which would aid in the interpretation of the results.

Bibliography

American College Testing (ACT). (1995). The ACT Evaluation/Survey Service For Educational Institutions and Agencies. (7th ed.). Iowa, Iowa City: Author.

Astin, A. W. (1985). Involvement The Cornerstone of Excellence. Change, 17(4), 35-39.

Astin, A. W. (1984). Student Involvement: A Developmental Theory for Higher Education. Journal of College Student Personnel, 25, 297-309.

Astin, A. W., Korn, W., & Green, K. (1987). Retaining and Satisfying Students. Educational Record, 68(1), 36-42

Astin, A. W. (1993). What Matters in College? Four Critical Years Revisited. San Francisco, CA: Jossey-Bass Inc.

Baynes, E. & Neville, B. (Eds.). (1998). Georgia Southern University Student Conduct Code Policies & Procedures. Statesboro, GA: Georgia Southern University.

Bialek, S. C. & Lloyd, A. G. (1998). Post Graduation Impact of Student Leadership. Alexandria, VA: American Coll. Personnel Association. (ERIC Document Reproduction Service No. ED 417 669)

Cooper, D., Healy, M. A., & Simpson, J. (1994). Student Development through Involvement: Specific Changes Over Time. Journal of College Student Development, 35(2), 98-102.

Earwood-Smith, G., & Colbert, M. (1989). Student Satisfaction: A Key Factor in Retention. College Student Affairs Journal, 9(1), 14-20.

Floerchinger, D. S., (1988). Student Involvement Can Be Stressful: Implications and Interventions. Campus Activities Programming, 21(6), 60-63.

Hallenbeck, T. R. (1978). College Student Satisfaction: An Indication of Institutional Vitality. NASPA Journal, 16(2), 19-25.

Komives, S. R. (1994). Women Student Leaders: Self-perceptions of Empowering Leadership and Achieving Style. NASPA Journal, 31(2), 102-112.

Kuh, George, D. (1995). The Other Curriculum: Out-of-Class Experiences Associated with Student Learning and Personal Development. Journal of Higher Education, 66(2), 123-155.

Love, P. C. (1995). Exploring the Impact of Student Affairs Professionals on Student Outcomes. Journal of College Student Development, 36(2), 162-170.

Martin, D., Cherrey, C., & Gawinski, B. (n.d.). Experiential Team Building for Student Leaders in Union Activities and Residence Halls. (ERIC Document Reproduction Service No. ED 188 027)

Pike, G. R. (1991). The Effects of Background, Coursework and Involvement on Students' Grades and Satisfaction. Research in Higher Education, 32(1), 15-30.

Posner, B. Z. & Brodsky, B. (1994). Leadership Practices of Effective Student Leaders: Gender Makes No Difference. NASPA Journal, 31(2), 113-120.

Romano, C. R. (1996). A Qualitative Study of Women Student Leaders. Journal of College Student Development, 37(6), 676-673.

Appendix A

Student Leader Satisfaction Survey

Student Leadership Survey

Background Information

1. Gender ☐ Male ☐ Female
2. Age: _____ years old
3. Classification ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior
4. Race/Ethnicity ☐ African American ☐ Native Indian ☐ Caucasian
☐ Mexican American ☐ Asian American ☐ Hispanic
☐ Other _____ ☐ I prefer not to answer
5. Indicate your current college residence:
☐ Residence Hall ☐ Fraternity or Sorority House ☐ Off Campus in Statesboro
☐ Home of parents or relatives ☐ Own Home ☐ Other _____
6. Current Enrollment Status: ☐ Full Time Student ☐ Part Time Student
7. Number of months you have served in a student leadership position at this university: _____

Questions 8-27: Below are a number of statements about your satisfaction with your institution.
Please circle the number that best indicates your feeling expressed in each statement.

I am	1) Very Dissatisfied	2) Dissatisfied	3) Neutral	4) Satisfied	5) Very Satisfied
with:					
	VD	D	N	S	VS
8. Attitude of the faculty toward students	1	2	3	4	5
9. Attitude of faculty toward student leaders	1	2	3	4	5
10. Attitude of Student Affairs professionals toward students	1	2	3	4	5
11. Attitude of Student Affairs professionals toward student leaders	1	2	3	4	5
12. Attitude of university non-teaching staff toward students	1	2	3	4	5
13. Attitude of university non-teaching staff toward student leaders	1	2	3	4	5
14. Student voice in university policies.....	1	2	3	4	5
15. Student leader voice in university policies.....	1	2	3	4	5
16. Concern for you as a student	1	2	3	4	5
17. Concern for you as a student leader	1	2	3	4	5
18. Racial harmony at this university as a student	1	2	3	4	5
19. Racial harmony at the university as a student leader	1	2	3	4	5
20. Amount of responsibility you have as a student	1	2	3	4	5
21. Amount of responsibility you have as a student leader	1	2	3	4	5
22. Opportunities for personal involvement in campus activities as a student	1	2	3	4	5
23. Opportunities for personal involvement in campus activities as a student leader	1	2	3	4	5
24. Preparation you are receiving for your future occupation as a student	1	2	3	4	5
25. Preparation you are receiving for your future occupation as a student leader	1	2	3	4	5
26. This university in general as a student	1	2	3	4	5
27. This university in general as a student leader	1	2	3	4	5

Appendix B

Informed Consent Letter

October 20, 1998

Dear Student Leaders,

My name is Ginny Van Rie and I am currently a graduate student at Georgia Southern University completing my Masters Degree in Higher Education Student Services. I am working on my thesis and am interested in studying student leadership as it relates to leaders' views of the value of involvement and participation as student leaders, student leader satisfaction with their institution and student leader academic performance. I am asking that you take approximately fifteen minutes to complete a survey for my study. Your participation is very important.

I am asking you to complete a confidential survey about your satisfaction with Georgia Southern University. I would like your permission to obtain your GPA to determine if there is a relationship between GPA and Student leader satisfaction. In order to have permission to obtain your GPA I need you to fill out the second page of this letter and return it to me with your survey.

Completion of the survey will be considered permission to use your data in this study. Completion of the second page of this letter will be considered permission to use your GPA in this study. The surveys are number coded to allow me to do a second mailing if the number of responses is not high enough and to avoid duplication. This code will also allow me to enter GPA's and responses together for analysis of group data. However, your individual responses to the survey will not be associated with your individual GPA and you will not be identified in the results of the research. All data collected will be used to determine how groups of student leaders respond, not individuals. Once the data is analyzed and my thesis has been successfully defended the data collected will be destroyed.

If you are under 18 years of age, please do not complete the survey. No penalty will be incurred should you not complete the survey. Simply return the blank form to me. Should you choose not to grant me permission to obtain your GPA, please return the blank form with your completed survey. Your Social Security Number will be used by the Associate Vice President of Student Affairs office to obtain and verify correct GPA's only.

Your honest responses are of great importance to this study. You may refuse to answer any of the questions. Once I receive your completed survey and permission form, your answers will be held in the strictest confidence.

Please return the survey and "Permission to obtain GPA" form by **October 30, 1998**. If you have any questions about this research project, please call me at 688-2272. If you have any questions or concerns about your rights as a research participant in this study you may contact the Institutional Review Board Coordinator at the Office of Research and Sponsored Programs at (912) 681-5456.

Thank you in advance for your assistance with this study. The results will allow college and university officials to have a better insight as to how being a student leader affects student satisfaction with the university. If you would like to know the results of this study, my thesis will be available in the GSU library by Fall, 1999.

Respectfully,



Ginny L. Van Rie

Appendix C

Permission to Obtain GPA Form

Permission to obtain GPA
Student Leader Study
Ginny L. Van Rie

I understand that by filling out this form I give permission for my GPA to be used for this study. My GPA will be provided to the researcher by the Associate Vice President of Student Affairs Office. I know that my GPA will be kept confidential and will only be used for group statistical analysis. I understand that I do not have to give permission to obtain my GPA, but that I am doing so voluntarily. No penalty will be incurred if I do not give permission. I understand that my Social Security Number will be used only to obtain and verify correct GPA.

Print Your Full Name

Social Security Number

Signature

Date

*Please return in the enclosed envelope with your survey by **October 30, 1998***

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A.
 ing blocks by blackening the single most appropriate oval in each case.

A	SOCIAL SECURITY NUMBER (Identification Number)	B	AGE <input type="radio"/> 16 or Under <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 to 25 <input type="radio"/> 26 to 29 <input type="radio"/> 30 to 39 <input type="radio"/> 40 to 49 <input type="radio"/> 50 to 59 <input type="radio"/> 60 or Over	C	RACIAL/ETHNIC GROUP <input type="radio"/> African American/Black <input type="radio"/> Native American (Indian, Alaskan, Hawaiian) <input type="radio"/> Caucasian/White <input type="radio"/> Mexican American <input type="radio"/> Asian American (Chinese, Japanese, Korean, Filipino, Vietnamese, etc.) <input type="radio"/> Pacific Islander <input type="radio"/> Puerto Rican <input type="radio"/> Other (Specify: _____) <input type="radio"/> Prefer Not to Respond	D	INDICATE YOUR CLASS LEVEL AT THIS COLLEGE <input type="radio"/> Freshman <input type="radio"/> Sophomore <input type="radio"/> Junior <input type="radio"/> Senior <input type="radio"/> Graduate or Professional Student <input type="radio"/> Special Student <input type="radio"/> Other/Unclassified <input type="radio"/> Does Not Apply to This College	E	FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One) <input type="radio"/> No Definite Purpose in Mind <input type="radio"/> To Take a few Job Related Courses <input type="radio"/> To Take Courses for Self Improvement <input type="radio"/> To Take Courses Necessary for Transferring to Another College <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Complete a Vocational/Technical Program <input type="radio"/> To Obtain an Associate Degree <input type="radio"/> To Obtain a Bachelor's Degree <input type="radio"/> To Obtain a Master's Degree <input type="radio"/> To Obtain a Doctorate or a Professional Degree	F	SEX <input type="radio"/> Male <input type="radio"/> Female	G	MARITAL STATUS <input type="radio"/> Unmarried (Including Single, Divorced and Widowed) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Prefer Not to Respond	H	INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED <input type="radio"/> 0 or Only Occasional Jobs <input type="radio"/> 1 to 10 <input type="radio"/> 11 to 20 <input type="radio"/> 21 to 30 <input type="radio"/> 31 to 40 <input type="radio"/> Over 40	I	WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE? <input type="radio"/> Full-Time Student <input type="radio"/> Part-Time Student	J	WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE? <input type="radio"/> In-State Tuition <input type="radio"/> Out-of-State Tuition <input type="radio"/> Does Not Apply to This College	K	WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE? <input type="radio"/> In-State Student <input type="radio"/> Out-of-State Student <input type="radio"/> Non-U.S. Citizen	L	WHAT TYPE OF SCHOOL DID YOU ATTEND PRIOR TO ENTERING THIS COLLEGE? <input type="radio"/> High School <input type="radio"/> Vocational/Technical School <input type="radio"/> 2-year College <input type="radio"/> 4-year College or University <input type="radio"/> Graduate/Professional College <input type="radio"/> Other	M	INDICATE YOUR CURRENT COLLEGE RESIDENCE <input type="radio"/> College Residence Hall <input type="radio"/> Off-Campus Room or Apartment <input type="radio"/> Home of Parents or Relatives <input type="radio"/> Home of Others <input type="radio"/> Other	N	DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.) <input type="radio"/> Yes <input type="radio"/> No	O	INDICATE YOUR COLLEGE MAJOR <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>											<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	P	INDICATE YOUR OCCUPATIONAL CHOICE <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>											<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																																																																																																																																																																														

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE WRITE THE COLLEGE CODES FOR YOUR OCCUPATIONAL CHOICE AND YOUR OCCUPATIONAL CHOICES IN THE SPACES AT THE TOP OF BLOCKS O AND P. PRINT ONLY IN THE COLUMN BELOW EACH BOX (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

©2014 by The American College Testing Program. All rights reserved.

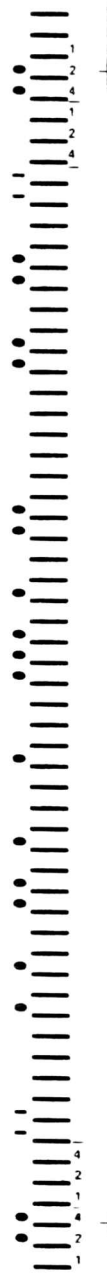
07357-104-854

Revised in 118 A

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part B blank. If a service is offered but you have not used it, mark "I Have Not Used The Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

PART A: USAGE		COLLEGE SERVICE OR PROGRAM	PART B: LEVEL OF SATISFACTION			
NOT AVAILABLE AT THIS COLLEGE	MADE NOT USED THIS SERVICE		VERY SATISFIED	DISSAISFIED	VERY DISSATISFIED	
<input type="checkbox"/>	<input type="checkbox"/>	1 Academic advising services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	2 Personal counseling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	3 Career planning services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	4 Job placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	5 Recreational and intramural programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	6 Library facilities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	7 Student health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	8 Student health insurance program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	9 College-sponsored tutorial services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	10 Financial aid services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	11 Student employment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	12 Residence hall services and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	13 Food services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	14 College-sponsored social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	15 Cultural programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	16 College orientation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	17 Credit by examination program (PEP, CLEP, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	18 Honors programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	19 Computer services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	20 College mass transit services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	21 Parking facilities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	22 Veterans services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	23 Day care services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



PAGE 3

MAKE NO STRAY MARKS ON THIS FORM

SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
RULES & REGULATIONS					
1. Testing graded by item	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Course content in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Instruction in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Out of class availability of your instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attitude of the faculty toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Variety of courses offered by this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Class size relative to the type of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Flexibility to design your own program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Availability of your advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Value of the information provided by your advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Preparation you are receiving for your future occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. General admissions procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Availability of financial aid information prior to enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Accuracy of college information you received before enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. College Catalog admissions publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Student voice in college policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Rules governing student conduct at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Residence hall rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Academic probation and suspension policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Purposes for which student activity fees are used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Personal security safety at this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMISSIONS					
22. General admissions procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Availability of financial aid information prior to enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Accuracy of college information you received before enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. College Catalog admissions publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Student voice in college policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Rules governing student conduct at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Residence hall rules and regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Academic probation and suspension policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Purposes for which student activity fees are used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Personal security safety at this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REGISTRATION					
32. General registration procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Availability of the courses you want at times you can take them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. At academic calendar for this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Billing and fee payment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Concern for you as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Attitude of college non-teaching staff toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Racial harmony at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Opportunities for student employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Opportunities for personal involvement in campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Religious activities and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Campus media (student newspaper, campus radio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. This college in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FACILITIES					
45. Classrooms facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Athletic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Study areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Student union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Campus bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Availability of student housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. General condition of buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. General registration procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Availability of the courses you want at times you can take them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. At academic calendar for this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Billing and fee payment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Concern for you as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Attitude of college non-teaching staff toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Racial harmony at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Opportunities for student employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Opportunities for personal involvement in campus activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Religious activities and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Campus media (student newspaper, campus radio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. This college in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>