A STUDY OF COUNSELING SERVICES IN SELECTED SMALL COLLEGES

by

Martin Elliott Clark

Dissertation submitted to the Graduate Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Counseling and Student Personnel

APPROVED:

D. L. Hummel, Chairman

D. E. Hutchins

C. O. McDaniels

D. E. Hinkle

M. J. Sporakowski

May, 1974

Blacksburg, Virginia

ACKNOWLEDGEMENTS

I would like to express my appreciation to the Virginia Polytechnic Institute and State University faculty members who directed my program of studies and this dissertation. Dr. Dean L. Hummel, Chairman, provided ready and wise counsel throughout my program of studies. Dr. Carl McDaniels, Dr. David Hutchins, Dr. Dennis Hinkle, and Dr. Michael Sporakowski were always willing to give unstintingly of their time and insights to increase the value of my graduate education. I am also indebted to Dr. Lewis Fibel for his perceptive advice in the early stages of this dissertation.

I am also appreciative of the encouragement and counsel given by Dr. Roger Voskuyl and Dr. Gordon Werkema of The Council for the Advancement of Small Colleges.

Finally, to my dear wife, Bonni-jean, I express my deepest gratitude for her constant, loving encouragement and for her numerous sacrifices which made this endeavor possible.

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

A growing emphasis in higher education in the United States in recent years has been on the need to humanize the educational process. Large multiversities functioned effectively to mass produce graduates, but students increasingly felt they were becoming inconsequential to their own education. The overall goal of student personnel work is to humanize the educational process, and the college counseling service has been a basic component in this effort, regardless of the theoretical orientation of the counseling staff. This emphasis can pose a problem for a small college, for on the one hand, the small college might consider it necessary to multiply student personnel services to keep pace with larger institutions and thus continue to attract students. On the other hand, small colleges have historically used their size as an attraction, claiming the size fostered an unique sense of community, thus personalizing education. The sense of community and personal involvement may increase if the college has a unifying philosophy of religious commitment. If this unique sense of community actually exists, perhaps small colleges can accomplish the goals of student personnel functions -- including

counseling -- without the formal programs designed to do so at larger institutions. This study is an attempt to provide descriptive data on counseling services at selected small colleges, with special attention given to church-related colleges. It further attempts to assess student and faculty perceptions of the availability and quality of certain general types of counseling help both at institutions with a formal counseling service and at those without a formal counseling service.

The Need for Research

Oetting, Ivey, and Weigel (1970) have noted that while some studies have dealt with college counseling, relatively few have focused on the counseling service itself as an agency for delivering the help. Efforts at information exchange have primarily focused on administrative topics in surveys such as those by Albert (1968), Clark (1966), Glazer (1964), and Nugent and Pareis (1968). In an effort to keep this data on college counseling administration current, Magoon has begun the annual data bank as a project of the Commission on Counseling of the American College Personnel Association (Oetting, Ivey, and Weigel, 1970).

Counseling services in major universities. Studies on college counseling services have been primarily concerned

with agencies located in major universities. Leonard (1970) investigated student perceptions of the counseling centers at selected large universities. Clark (1966) investigated the counseling centers at thirty-six universities all of which had enrollments in excess of ten thousand. His questionnaire study dealt with factors affecting counseling facilities, such as enrollment, students seen, hours spent with a student, budget, and staff. He also surveyed the services provided, including various types of counseling and testing, orientation, research, and consultant programs. Warman's (1961) study claimed a balance in institutional sizes within his sample, with the exception of institutions with enrollments between twelve thousand and seventeen thousand. An examination of his sample, however, reveals that almost all institutions included have larger enrollments than any institution that is a member of the Council for the Advancement of Small Colleges. Glazer (1964) directed his inquiry into colleges with enrollments in excess of five thousand, and concentrated on data pertaining to such administrative matters as academic rank, singular vs. dual appointments, salary ranges, and education of directors and counselors.

Counseling services in community colleges. With regard to community colleges (to a limited extent, junior

colleges are also included here), several types of studies have been made. Several studies focused on specific counseling programs at a single college, such as Gordon (1970), Hoss (1968), Lake City Community College (1972), Mick (1971), Ravekes (1971), and Ross (1971). Additional studies compared various counseling center features of community-junior colleges within a state or on a state-wide basis. Such studies in California included Girdner (1969, 1972), Rossier (1971), Stensaas (1969), and Clark (1971). DeVolder (1969) conducted such research in Iowa, Kuhl (1969) in Maryland, and the Michigan State Board of Education (1967) in Michigan. Matson (1972) assessed trends in student personnel services on a national level, and included portions on counseling services. However, Hinko (1971) devoted an entire study to the national status of counseling services in large community colleges, focusing on programs and personnel.

Counseling services in small colleges. A few studies have concentrated on the counseling and personnel services at small colleges. Birch (1970) studied the attitudes of administrators in small liberal arts colleges toward the counseling service at their colleges and toward professional counseling. Hardcastle (1972) developed a method for administrators at colleges with less than five thousand enrollment to assess the students' perceptions

of the counseling and advising services at their colleges. Hanfmann, Jones, Baker, and Kovar (1963) reported the formation and functioning of a small college counseling service, stating that flexible institutional policies are basic to the service's effective functioning. They further defined the need for counseling services, not in terms of institutional size or characteristics, but in terms of the psychological needs and adaptability of later adolescent college students. Schoenherr (1965) reported on a thorough program involving both students and faculty at a small college which evaluated and strengthened the freshmen faculty counseling at their college. Krouse (1968) studied the effects of group counseling at a small college that had an open-access counseling center. Since limitations of staff might occasion waiting lists, he postulated that group counseling might handle the backlog, so results of group, individual, and deferred counseling were compared. Since the counseling service must be prepared to work with problem areas identified in the group process, it is conceivable that groups would increase -- not decrease -- counselor case loads. Bixenstein (1959), Deutsch (1958), and Scott (1961) have likewise recounted the development of counseling services at their own small colleges, indicating that counseling objectives must

correspond to particular institutional models.

Magoon (1972) has included small colleges as well as large in his annual data bank, but allowed a wide divergence in describing "small." He classified as "small institutions" those with enrollments ranging from 740 to ten thousand, with a median size of 4,800. Oetting, Ivey, and Weigel (1970) noted the many different kinds of counseling programs at small colleges, and they cited these divergent roles as the factor that made it difficult to find common objectives in small college counseling services. They described several counseling service models that have been adopted in small colleges, the most popular of which is the student personnel model in which the counseling staff is charged with many or all of the functions performed by an entire division in a larger university. The Task Force for Models for Small Campus Counseling Centers reported to the Annual Conference of the University and College Counseling Center Directors that the concerns of large and small campus directors are divergent at times. They saw the small college director as less specialized than his large university counterpart, performing personnel, administrative, and instructional tasks. They further projected that small college counseling center models could become increasingly attractive to larger universities as the latter moved

toward decentralization of services (Norman, 1970). In spite of the problems associated with studying small colleges (primarily, a lack of consensus regarding objectives), their existence in and contributions to American higher education warrants attempts at study. Nearly half of the institutions of higher learning in the United States had enrollments under two thousand in 1972 (David, 1972).

Counseling services in church-related colleges. The literature on counseling services at church-related colleges is relatively sparse. Schneiders (1963) dealt with the role of communicating moral values in counseling, considering both the counselor's responsibility to the client and to an institution that had a specified value system. His statement, however, is theoretical and does not necessarily bear significant resemblance to actual practice. Bitner (1965) compared the religious attitudes, values, and counseling experiences of students at a state college with those of students at a church-related college, finding that students at the church-related college requested and received more religious counseling than did students at the state college. Odle and Cambareri (1966) described the staffing pattern at a small church-related college in which professional counseling was offered through a referral system with a non-resident counselor.

The counselor met with students screened by the student personnel and health services for a specified number of hours each academic year. Wicke (1964) advanced a brief profile of counseling and guidance services at church-related colleges, stating that the smaller, less prosperous colleges had relatively casual and simple counseling services. Freshmen were assigned to a faculty member who became their counselor, thus extending the usual function of academic advisement. Those colleges with more well established counseling programs tended to have professional counselors and made referrals to psychiatrists. He noted that weak points included vocational counseling, and placement services. These weaknesses, if they still exist, may now be increasingly apparent due to the growing emphasis on career development. Krapf (1968) also found that faculty members in private and church-related colleges were active in several types of counseling. Ottoson (1967) studied the expressed needs of students at a midwestern church-related liberal arts college, and he found that only 20 percent of those expressing a problem sought help from the campus sources generally assumed to have competence in the problem area. Over 70 percent of the students shared their problem with a fellow classmate, a family member, or a friend. Cockrum (1966) reported on the vocational guidance activities of the counseling

centers located at twelve colleges associated with the Presbyterian Church in the United States.

Cockrum (1966) has traced the development of the Roman Catholic guidance system. He noted the widespread interest in guidance throughout the Catholic educational system, this interest being shown by numerous guidance councils and the initiation of the journal, The Catholic Counselor. He did not discuss counseling in Catholic colleges, however, other than merely to mention it exists. Most counseling discussed is that based in the secondary schools and dioceses. Even standard works on Catholic higher education (such as Power, 1972; McCluskey, 1970; Hassenger, 1967) failed to include discussions of their counseling services.

More or less tangent to these studies are those by Arbuckle and Doyle (1966) and Spence (1968), who surveyed student personnel services in Bible colleges; Beach (1967), who made a study of students' personality characteristics at a church-related college; and Akers (1966) who studied career stability predictors among a church-related colleges' alumni. Also, Spoor (1973) studied the environmental press at a church-related liberal arts college and found that students, faculty, and administrators often differed in their perceptions of the college environment, the administrators reflecting

a highly idealized picture of the campus in all dimensions. Banzhaf (1973) studied eight colleges of a Protestant denomination and attempted to assess their changing character since their founding. Pattillo and Mackenize's (1966) major study, sponsored by the Danforth Foundation as a "systematic assessment of church-related higher education in the United States," made no mention of counseling or student personnel services. Nor were these services dealt with in Pace's (1972) study of Protestant colleges for the Carnegie Commission.

The relative paucity of data on counseling services in small colleges in general and church-related ones in particular is incongruous with the role these institutions have played in American higher education. According to Pace (1972), Protestants have established well over one thousand colleges in the United States, and evangelical Christianity was a major force in developing higher education in this country and the spread of education throughout the world. Roman Catholics have likewise been quite active in establishing colleges. Between 1850 and 1866, according to Rudolph (1962), Roman Catholics began fifty-five colleges, and they have continued to be active in higher educational endeavors. In fact, the ultimate goal of the early American college was to advance religion (Cash, 1963). According to

Pattillo and Mackenzie (1966), even early state universities were modeled after denominational colleges with the classical curriculum, required chapel, and ministers as presidents. These authors maintained that church-related colleges have given higher education much of its prized diversity, and Engel (1972) has stated that the fulfillment of the democratic ideal in education requires a pluralistic system of the type now related to the churches.

Not only are church-related colleges important because of their past contributions, their current place in higher education is notable. While the rise of the modern universities had reduced the percentage of college students enrolled in church-related colleges, the absolute number enrolled in church-related colleges was well over one million in 1965, and 17.5 percent of the total United States college enrollment that year (Pattillo and Mackenzie, 1966). These institutions also have produced a disproportionately large percentage of graduates who later earned a Ph.D. or M.D. degree, or who became college teachers (Pattillo and Mackenzie, 1966). Furthermore, the mission of most church-related colleges is essentially person-centered, majoring on character, personality, and spiritual development in addition to intellectual enhancement (Christian Methodist Episcopal Church, 1957; Snavely,

1955). This mission should readily foster and nuture a strong counseling program since it acknowledges its objectives include the overall development of the students. Whether such a program exists in church-related colleges is only a matter of conjecture at present; and if it does exist, its general characteristics are unknown.

The Statement of the Problem

It is evident that descriptive research is necessary to establish whether formal counseling services exist in small, church-related colleges. If colleges of this type generally do have counseling services, their characteristics could be noted and compared with those of larger universities. Furthermore, it has been stated that the overall objectives of small, church-related colleges are generally of such a nature as to enhance the development of a broad counseling program. To some extent, however, these goals may be shared by other small institutions that are not church-related. A study of counseling services at small colleges could be of a comparative nature, comparing characteristics of church-related to independent colleges; and further, comparisons can be made between Roman Catholic and Protestant colleges regarding counseling service characteristics. These comparisons are undertaken with the recognition that a wide diversity exists among counseling services in small

colleges and that common elements must be found within groups before comparisons become meaningful.

It is further evident that information regarding student and faculty perceptions of the availability and quality of counseling services at small, church-related colleges would be important for at least two reasons. First, such information is not currently in the literature, and thus an important segment of American higher education is not represented in the data on student and faculty perceptions. Second, the results could provide important information on counseling models in small colleges that would be helpful in developing plans for counseling services. Such information could be helpful in answering the following questions. Are small colleges delivering counseling help by means other than a formal counseling service? If so, do faculty and students perceive this help to be of higher quality than do the students and faculty at small institutions that have a formal counseling center? This could have far-reaching implications in the institutional planning of small colleges, for it could mean that small colleges do not need to imitate larger institutions' counseling programs in order to achieve comparable results. It would be further noteworthy if differences in perceptions of counseling services existed among administrators,

counselors, faculty, and students, for discrepancies here could account for such factors as lack of adequate funding, reluctance to refer, and lack of student confidence.

The Purpose of the Study

The purposes of the study are the following:

1. To investigate the characteristics of counseling services in selected small colleges;

2. To give special attention to church-related colleges and to determine whether they have counseling services that differ from those at other small colleges;

3. To determine whether formal counseling services are necessary for small colleges to meet the needs usually met by counseling services at larger institutions, as perceived by faculty and students.

Research Questions

Question 1. Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to having an identified, formal counseling service?

Question 2. Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to the counseling services available to students as reported on the Counseling Services Survey? Do these differences appear in the following areas:

a. the percentage of students consulting a counselor;

b. the specific counseling services available;

c. the availability and components of a career development program;

d. the staffing of counseling services;

e. the operation of a formal counseling service?

Question 3. Do differences exist in the perceptions by students in institutions with formal counseling services and by students in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?

Question 4. Do differences exist in the perceptions by faculty members in institutions with formal counseling services and by faculty members in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?

Question 5. Do differences exist among the perceptions of the availability and quality of counseling

services in their institutions by administrators, counselors, faculty members, and students?

Definitions

Counseling. For this project, the definition given by Shertzer and Stone (1968) will be used: "Counseling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior [p.26]." This definition is broad enough to encompass whatever particular theories of counseling are espoused by the respondents.

Counseling Services. Counseling services are the opportunities available to students for counseling. This term makes no reference to whether the services are provided through a formal college counseling center or whether they are provided informally through persons not specifically appointed for that purpose. It is a general term which would include various specific types of counseling or other helping roles, depending on the institution involved.

Formal Counseling Service. A formal counseling service is a specific agency provided by a college to offer counseling help to students. As such, it has

specific personnel whose function includes counseling students with problems other than academic advisement. This term is used interchangeably with the designations "counseling center" and "identified student counseling service."

Counselor. As used in this study, the term "counselor" refers to a person whose appointment specifically includes at least a portion of time allocated to helping students with problems other than academic advisement.

Academic Advisement. Academic advisement is that process in which faculty members routinely meet with students to discuss registration, course schedules, and matters related to academic processes. While counseling may occur in such a context, the main purpose of advisement is to gain approval for and facilitate entry into academic courses and programs.

Perception. One's perception is his conscious knowledge or impression of something in the light of pertinent past experience. As used in this study the term "Perceptions of Counseling Services," "perceptions" refers to the impressions of the respondents as expressed on the Perceptions of Counseling Services (PCS) instrument.

Church-related College. A church-related college (or university) is an institution of higher learning that is affiliated with one or more religious organizations. The affiliation may be expressed through administrative control, financial support, or direct ownership through legal charter. Affiliation may or may not be reflected in the exercise of influence on the religious thinking or attitudes on campus. A church-related college is registered as a private corporation in the state in which it is located.

Independent College. An independent college (or university) is an institution of higher learning that does not derive its principal support from public funds and is not affiliated with any religious organization or denomination. It is registered as a private corporation in the state in which it is located. It may offically or unofficially adhere to a specific religious philosophy, but it has no legal ties with a particular denomination.

Limitations of the Study

The first limitation of this study is that it is subject to the factors inherent in the conduct of any survey. The major factor in a direct-mail survey is the lack of control of the number of respondents.

Travers (1969) indicated that a survey that interested the respondents could be expected to show only about a 20 percent return under favorable conditions, with 30 percent reached only after repeated contact with nonrespondents. He indicated that only rarely is a 40 percent response achieved.

Also inherent in the survey technique are factors such as the bias and interest of the respondents, the desire to report data in such a way as to make one's institution appear favorably in comparisons, the time required to complete the instrument, and the possibility of respondents misunderstanding the survey questions. These factors are of increased importance on the Perceptions of Counseling Services project, for the administration of the instruments was handled by a different person at each college and may therefore involve different methods and instructions.

In an attempt to decrease the influence of these factors, several controls were used. On several items on the Counseling Services Survey instrument, respondents were asked whether their answers were estimates or the results of studies. Detailed instructions for administering the PCS were sent in each PCS packet, along with a reporting form for the local administrator to report about how he administered the PCS at his college.

A second limitation is that the PCS survey involved only institutions that had volunteered to participate. It is acknowledged that these volunteering institutions may be substantially different from institutions that did not volunteer.

Third, the study was limited to institutions that are members of The Council for the Advancement of Small Colleges (CASC). Also, the nature of the study dictated the use of descriptive rather than inferential statistics. Consequently, the results should be considered germane only to the participating institutions, for wider inferences are inappropriate. These institutions, while having many similarities, are at the same time quite heterogeneous with regard to institutional objectives, curricula, campus environment, and student body composition.

Fourth, the instructions for administering the PCS included two methods, one resulting in a random sample of students at the colleges and the other resulting in a representative sample. This choice was considered necessary to facilitate adaptation of the instrument to participating colleges, but the results cannot be treated as if all the samples were random. Further, with a different administrator at every college, randomness could not be assured even if the choice were

not offered.

Summary

Counseling services in small colleges have received comparatively little attention in the research on college counseling services. The current study focuses attention on small colleges, both independent and church-related, in the counseling services they make available to students. It further examines the perceptions of counseling services at selected small colleges. Having established the study's justification, purposes, research questions, and limitations, the subsequent chapter includes a discussion of pertinent research studies.

Chapter 2

RELATED RESEARCH

The current study is a descriptive one, focusing attention on the counseling services in selected, small, church-related colleges, and as such it is neither experimental in nature nor does it attempt to test a specific theory of counseling. It is hoped, however, that the results of the study can be used by the colleges involved and by similar colleges outside the study's population as a means for information exchange, for establishing and ordering objectives, and for assessing student and faculty perceptions of counseling services for perhaps the first of several subsequent times. Since institutional objectives vary widely among small colleges, any commonalities that emerge from this study, no matter their importance to the hypotheses, cannot be considered norms for other small colleges. To consider them as norms would be to violate the basic premise that counseling service objectives should reflect and augment the objectives of that institution. Having acknowledged this diversity, it does not appear unreasonable to expect some common objectives and programs to emerge, because the institutions will have several characteristics in common and because the emergence of counseling as a

profession has served to standardize some of its components. Therefore, the review of the literature is designed to treat the following areas: first, the purpose and objectives of college counseling; second, some of the programs in college counseling; and third, the perceptions of college counseling by students and faculty.

The Purposes and Objectives of College Counseling

College counseling as a specific service did not appear suddenly, but developed along with the overall development of higher educational institutions. Fitzpatrick (1968) noted that some student personnel specialists existed in colleges in the mid-nineteenth century, but that these were primarily concerned with alleviating physical needs of students, and counseling was largely ignored. Students either obeyed the college rules or were expelled, and little interest was manifested by the colleges in reasons for student failure or rebellion. Fitzpatrick cited three reasons for this attitude: (1) the colleges emphasized tradition, and this attitude was a part of the tradition; (2) psychology had not as yet emerged as a separate discipline; (3) American colleges were influenced by the German university idea which emphasized the intellectual development of the students to the exclusion of other aspects of their development. He noted that vocational advisement grew as

curricula choices grew, and that G. Stanley Hall pioneered in the development of the mental health concept on the campus through his work at Johns Hopkins and Clark universities.

Shaffer and Martinson (1966) likewise noted that college counseling emerged as a specialty only in this century, but they differed from Fitzpatrick in that they saw a concern manifested for the total welfare of students as an integral part of American higher education from the founding of Harvard College in 1636. They maintained that concern for the moral and spiritual welfare of students was shown by the high percentage of clergymen appointed as college presidents and faculty members. From this starting point, they noted that counseling developed as a general service provided by the total faculty as well as a specialized function of student personnel. Therefore, counseling was not tangential to academic departments, but was an integral part of the educational experience. They further specified five stages for the development of counseling as a specialty. First, the educator of the past was a generalist and had personal influence on his students beyond the classroom instruction. Second, the advance in the fields of knowledge forced these educators to concentrate on their subject areas, decreasing their role as generalists. Third, increased enrollments in

higher education lessened student-faculty contact. Fourth, specialists emerged whose specialty was to deal with student problems. And fifth, the complexity of the decisions facing the current collegians requires specialists to help them through the decision-making process. The authors also noted that the specific roles of the counseling specialists would vary considerably between institutions, but they would always be concerned with students who were experiencing difficulties in making adjustments to educational, vocational, or personal-social problems.

Following the trend to specialization in counseling, and perhaps even before that specialty has been established as a legitimate profession in higher education, new roles and relationships have been advocated by and for some college counselors. Berrick (1968) observed that "college counseling is what college counselors do," and he felt he could not safely be more specific in his definition because of the diversity of practice. He concluded that an objective of college counseling was to aid students to deal with the college in ways that satisfied their goals and needs, and this involves exploring goals and needs as well as examining other possibilities before them. Mueller (1961) commented that every campus gave the word "counseling" an unique meaning by somewhat forming the nature of the

activity by the nature of the campus. These comments indicate further the diversity in counseling services between campuses, but should not be used as a reason for operating without specific objectives on a single campus. Rothney (1970) stated that one of the problems with evaluating counseling is that counselors are vague and ambiguous concerning their objectives. Patterson (1967) also objected to the idea that whatever a college counselor does is college counseling, pointing out that some behavioral techniques may indeed effect behavior change but that change does not constitute the technique as counseling. He stated that counseling involved verbal interchange in an interview setting. Beyond the stated definition, this paper will make no attempt to define "counseling" since many definitions have been proffered and to contrast them would be to enter into the area of counseling theory, which is not the present purpose.

Counseling service models. The shape of the counseling service, hopefully congruent with overall institutional objectives, may fit one of several models, or a combination of models. Oetting, Ivey, and Weigel (1970) have delineated several models in an attempt to categorize essential characteristics of existing centers. First, the vocational guidance model emphasizes testing and counseling for vocational choice as primary functions.

Second, the personnel services model, occuring almost exclusively in smaller institutions, combines most student personnel services in the counseling agency. Third, the academic affairs model emphasizes the institution's academic goals and deals with students in terms of optimum classroom performance. Fourth, the psychotherapy model places emphases on treating the students' emotional problems. Fifth, the training model occurs when the counseling service, perhaps as a part of an academic department, functions to provide a clientele for training graduate students. Sixth, the consultation model emphasizes the use of personnel as mental health consultants to the campus community, shaping and mobilizing community resources instead of providing direct service. Seventh, the research model places primary emphasis on counseling research with the service function taking a secondary place. Eighth, the traditional counseling model offers several types of short-term counseling, a limited amount of longer term counseling, testing, remedial services, and is further characterized by giving high priority to quality, professional service. These same authors gave special emphasis to counseling models for small colleges, citing the student personnel center as the most common model. These centers absorb whatever personnel functions have

not been assigned to other departments. Second, centers that are a part of a psychology department provide a dual role of teaching and counseling for all personnel. Third, some centers have no full time personnel, but their staff consists of a director and several counselors whose appointment within a psychology or education department allows a small percentage of time for counseling. Fourth, some small colleges have a staff member who provides study, vocational, and personal counseling, and they consider all faculty as available for counseling. Fifth, a service prominent in theological colleges provides religious advice or counseling, but no vocational testing. Sixth, a one-man center, when staffed by an unusually gifted individual and a competent secretary, can accomplish much in a small college with regard to both counseling and college affairs. Seventh, some small colleges have a part-time director, several part-time staff members, and consider the dormitory head residents as staff members. Eighth, a center may function as a career development agency, or may, ninth, serve as a referral agent to diagnose students' problems and refer them to a local mental health service. The authors noted that the more stable centers emphasize service and mental health, while more dynamic colleges have centers that actively plan and involve student personnel functions.

The cloister model has been proposed as an addition to these other models (Models of Counselling Centers, n.d.). This cloister concept views the counseling service as a place of relaxation, letting one's hair down, and assured confidentiality. These authors commented further on the religious counseling model mentioned above, calling it a "missionary for the right way of life" on the campus. They noted that the student development concept emphasized facilitation of student growth, prevention of campus problems, and mobilization of campus resources.

Penney (1972) has commented on the clinical or therapy model, stating that this concept, patterned after the medical model, has in fact inhibited the development of counseling centers. His criticism is twofold. First, this model implies service "after the fact," assuming a problem must already exist before the counselor can act and thus eliminating a preventive function. Second, the clients see the counselors in the latters' offices, not where the problem exists, and thus the counselors assume a remote and authoritative position.

The various authors' attempts to delineate models with discreet characteristics have value in attempting to focus attention on the major purposes and objectives of counseling services. As Oetting, Ivey,

and Weigel (1970) pointed out, however, probably no counseling service exists that fits any one of these models without overlapping other models. So even though the models are not mutually exclusive, they may be useful in identifying major priorities or characteristics of centers.

Counselor roles. From the issue of counseling center models derives the question of whether or not the college counselor should diminish his one-to-one interviews in favor of becoming a facilitator of change in the campus community. This question was identified by Cross (1972) in the following manner. Counseling in college assumes its major task is to help the student get the most from his education. This assumes that if there is a problem the student must change to fit the institution and not vice versa. Should the college meet students' needs, or should the college change the students so they have more uniform needs? Warnath (1972) pointed out that institutional objectives and expectations may bear only slight resemblance to high priority needs of students. He further stated that students reject those counseling services that have as their highest priority to start the students on the path toward traditional middle-class values. Counselors who are promoters of the status quo have minimal effectiveness when the help

some students need would necessitate a change in the system. Both Hedlund (1971) and Hurst and Ivey (1971) proposed changes in traditional student personnel so that all staff members are facilitators of human development rather than reactors to crises. Service agencies of student personnel would give way to an office of campus consultants whose function would be the reshaping of the entire campus for human development.

Eckerson (1971) issued a call for counselors to abandon the traditional roles, which she characterized as marked by complacency, and to find ways to humanize environments, to become advocates of people of all ages, and to respond positively to the complexities of modern life. Such challenges may be emotionally moving to some, in spite of their proclivity for vague and idealistic generalities. Sansbury (1971) posed the question of ethics: To what extent can the counselor, employed by the university, agitate for student grievances and challenge administrative policy? Schmidt (1969) proposed positive action for counselors during times of student unrest, and his various proposals amount to the counselor becoming a go-between, and perhaps an arbitrator, between the sides.

Shoben's (1966) thesis was that all student personnel staff should concentrate on creating an

atmosphere of community on the college campus. He proposed doing this by identifying appropriate administrators, faculty, and students, and bringing them together to influence their college. Danskin (n.d.) proposed another approach, namely assisting the classroom teachers to find ways and resources for focusing on the human concerns of the students. A method for accomplishing this goal would be for counselors to employ program assessment measures and thereby aid faculty and students in understanding the changing nature of life at their institution. Counseling centers would decrease their direct care for students and would instead generate attention on the educational processes and their effects on the students. Walker (1970) likewise foresaw future counselors as spending less time in counseling centers and more time in dormitories, meetings with spontaneous groups, campus movements, and attempts to restructure institutional environment so that it would be compatible with mental health concepts. Consultation with communities and groups, according to Walker, will find an equal status with therapy for individual clients. Maes (1967) advocated consultation with administrators on the human development aspects of their policies, and a counseling service structure with a dual approach. One facet would be a loose and flexible consortium of

professionals with an on-the-spot team approach to situational problems, and the other facet would be a stable center for educational and therapeutic purposes. Penney (1972) also advocated counselors as consultants to faculty and administrators, helping them diagnose problems and formulate workable solutions.

Such proposals for a counselor to have more of a preventative function by active participation in institutional decisions affecting students have implications for small colleges. First, Oetting, Ivey, and Weigel (1970), have shown that counselors at small colleges enjoy an ease of communication with faculty and administrators that establishes effective, informal working relationships for transmitting the counselor's viewpoint. Second, the same authors found that small college counselors were already heavily involved in duties other than traditional counseling, and the counselors often viewed this as unfortunately diversionary from their counseling functions. If a small college has only one or two counselors, they may, as consultants in campus mental health, already have a sizeable influence as change agents, but may have little time left for traditional interview counseling.

Moral values. Finally, moral values in counseling may have a different priority in the objectives

of different college counseling centers. Much has been written in the area of counseling theory and practice about the extent to which the counselor should reveal his own value system to the client. Cash (1963) found administrators and counselors he questioned felt that neutrality, acceptance, and understanding should exist in a counseling situation with regard to the client's moral values. They noted as an exception those institutions that had stated their position on a moral issue. This exception is crucial for church-related colleges, for the colleges themselves or their supporting religious bodies quite frequently state a position on a moral issue. To what extent then is a counselor employed by the institution free to accept expressions of values in opposition or even antagonistic to those values promulgated by the institution? Schneiders (1963) addressed this problem and concluded that while a counselor could not rightly impose his value system on the student, he could and indeed should make moral judgements. While remembering the client's personal rights, the counselor needs to remember the institutional objectives and expectations.

Summary. In summary, the review of literature in this area illustrates that counseling developed historically as an integral part of collegiate education.

Research and analysis are available which delineate major objectives of college counseling, and these objectives have been stereotypically combined into various models. It has also been shown that some controversy exists over the role the counselors should play on the campus and the degree to which they should reflect institutional moral values in their counseling. This controversy may be especially pertinent for counseling services at church-related colleges.

Programs of College Counseling Activities

Principal activities. Several studies have surveyed counseling centers in order to ascertain current activities. Clark (1966) based his data on returns from thirty six institutions with enrollments over ten thousand. These respondents indicated principal services of their centers, with over half listing three or more principal services. These principal services, in order of frequency, were vocational counseling (71 percent), educational and occupational information counseling (67 percent), personal adjustment counseling (60 percent), testing (14 percent), professional counseling (12 percent), psychotherapy (6 percent), and research (6 percent). While a precise degree of emphasis is unknown, vocational, educational, and personal counseling were listed as related

services offered by over 80 percent of the college counseling services surveyed. Clark found that the counseling services saw, on an annual basis, about 12 percent of the student body for some type of counseling. These students were seen for a mean of 3.31 hours, with a range from one to eight hours. He found no significant correlation between the size of the university and the number of students seen at the counseling center.

Nugent and Pareis (1968) surveyed all college counseling centers in the United States and received a response from 67 percent of them. This study included minimal information on counseling center activities, dealing mainly with administrative characteristics. These authors found that 50 percent of responding centers offered group counseling, 39 percent utilized a standard test battery, and 71 percent maintained an occupational library. Shaffer and Martinson (1966), in listing standard counseling services, listed, in addition to those mentioned above, foreign student advising, disciplinary counseling, and remedial services. They found that problems of an educational nature comprised about one-third of the counselor's case load.

Oetting, Ivey, and Weigel (1970) reported on the results they obtained from 286 college counseling centers. Concerning academic counseling, 93 percent of the

counseling centers provided counseling for study problems, and 87 percent for choice of major field. Almost all (96 percent) offered counseling for personal problems, while only 27 percent provided long-term counseling. Faculty members with personal problems were accepted at 33 percent of the centers, and a student's spouse was eligible for counseling help at 40 percent of the centers. Only 20 percent of the centers provided disciplinary counseling. Regarding other service functions, 25 percent provided remedial reading, 69 percent provided counseling for faculty regarding student problems, 41 percent provided pre-college counseling, and 34 percent conducted summer orientation. Smaller colleges usually assumed numerous student personnel functions, the most frequent being foreign student advising (42 percent of colleges with enrollment under one thousand). The authors found relatively few centers involved in outreach programs such as drug education (19 percent), personal development courses (13 percent), human relations training (13 percent), student-faculty interaction programs (9 percent), and programs to improve teaching effectiveness (4 percent). Their results are important to the present study because the results were reported according to institutional size, making possible a focus on small colleges. Small colleges were found to be less likely than the larger to

provide academic counseling, group counseling, counseling for a student's spouse or for a faculty member with personal problems, and research. On the other hand, small institutions were more likely than larger ones to provide religious counseling, disciplinary counseling, and evaluations for admissions or readmissions. Smaller colleges delegated more student personnel functions to their counseling centers, while larger ones participated more actively in supervising intern and practicum students.

Magoon (1972), in his annual data bank, has included several items on counseling center activities. During the 1970-71 year, clients with vocational-educational problems comprised from 5 percent to 68 percent (median = 40 percent) in counseling centers at large universities, and from 3 percent to 77 percent (median = 35 percent) at small colleges. The percentages were about equal for small and large colleges with regard to education skills development, ranging from 1 percent to about 50 percent (median = 10 percent). Concerning emotional-social concerns, both large and small institutions had a low of 10 percent and a median of 50 percent, but small colleges went as high as 95 percent and larger universities to 90 percent. Concerning group counseling, large institutions had centers that conducted from

zero to 140 groups in 1970-71 academic year (median = twelve), while small college centers conducted from zero to forty groups (median = four). This substantiates the findings of Oetting, Ivey, and Weigel (1970) that smaller colleges are less likely to offer group counseling than larger colleges. However, encounter-growth-sensitivity type groups enjoyed a popularity among some small colleges with the number of participants in these high range colleges exceeding the high range in larger institutions. Both large and small institutions reported a general role shift of the counseling service toward one of a student development center. While Magoon's classification of "large" and "small" are rather broad, there seem to be no radically divergent trends between the counseling activities at these institutions.

Hamann (1970) studied counseling center functions as considered desirable by faculty and students. While the mean value of desirability was at no point equal for faculty and students, their ranking priorities were identical. Both students and faculty ranked personal counseling as the most desirable counseling function, followed in order by educational counseling, vocational counseling, educational programs, personal growth and development counseling, and professional and university service.

When Harman (1971) surveyed students who had completed counseling at the University of Kentucky Counseling and Testing Center, he found that 58 percent of the students classed their problem as vocational, 29 percent as personal, and 13 percent as educational. The problem's cause, according to 44 percent of the respondents, was a lack of information about themselves; and according to 34 percent, a conflict within themselves. Harman gathered his data with the Counseling Services Assessment Blank, which is a follow-up questionnaire designed to provide descriptive and evaluative data on a counseling service (Hurst and Weigel, 1968).

While the problems of the students is a determining factor in the services offered in a counseling center, another factor is the manner in which counseling center personnel view the appropriateness of the various services. Moughler (1967) found that counselors and counselor educators assigned more importance to counseling functions of counselors than did student personnel administrators, who supported the idea of counselors assuming more student personnel roles. Overall, all three groups ranked counselor duties, in order of importance as (1) counseling (both educational-vocational and personal-social), (2) administrative duties, and (3) supervision, teaching and research. The overall

group tended to reject student personnel functions as a counselor's responsibility. This conclusion could be expected since the sample consisted of 190 counselors, 190 student personnel administrators and 290 counselor educators.

Warman (1961) surveyed counselors at twenty one college counseling centers regarding the types of problems they considered appropriate for discussing in their centers. Of three general types of problems, the counselors considered vocational choice problems most suitable for discussion with college counselors, followed by problems of adjustment to self and others, and problems with institutional routine. He found that the counselor at smaller colleges ranked the adjustment problems as more appropriate for discussion than did counselors at large institutions. He conjectured that the reason for this difference was not so much in the greater concern at smaller institutions for overall student development as it was in the different programs and pressures in larger colleges. Larger institutions might have more referral sources, for instance, and counselors there neither have the time nor are they promoted for using their time in adjustment problems. He concluded that smaller colleges generally consider it more appropriate counseling for the full range of student problems than

do larger ones, and they usually have a student-counselor ratio favorable for dealing with these varied problems.

Warman's (1966) study, several years old now, suggested that counseling activities be flexible according to the changing needs of the students at the individual institutions. Sims (1972) compared the counseling services at the state colleges in Oregon with national norms, and found that counseling centers generally instituted new programs and activities to meet increased and changing student needs. He further found that increased numbers of students received the services in spite of the fact that budgets had not increased concurrently and in some cases had even decreased. Yet many of the counseling centers' staff expressed their belief they were unable to meet students' needs due to paucity of resources.

Shaffer and Martinson (1966) found that counselors dealt with students who had problems of an educational nature about one-third of the time. These authors listed, in addition to educational, vocational, and personal-social counseling, the following services as standard in college counseling centers: (1) testing programs, (2) academic advising, (3) foreign student advising, (4) disciplinary counseling, and (5) remedial services.

Kirk, et. al. (1971), in setting guidelines for

college and university counseling services, noted the rapid growth of counseling services and their increasingly frequent appearance in smaller college campuses. Based on a concept of providing both remedial and developmental services, the guidelines listed services that should be available to students. Various types of counseling and psychotherapy were advocated, including educational, vocational, personal, marital, developmental, and social. Group counseling as well as consultation with other campus agencies regarding students were seen as necessary activities. Remedial services would deal with improvement of techniques in reading, writing, study, speech, and examination skills. The counseling service should also be involved with the campus community in interpreting students to faculty and staff, consultation and training for various campus personnel, assessment of student body characteristics, and participation in program development that affects students. Training graduate students may be appropriate, depending on the nature of the institution. The counseling service should continually be employing evaluation techniques to discern the agency's effectiveness. These guidelines were proposed as a base from which counselors could conceptualize, and thus it is a theoretical statement. The authors cited no studies to indicate current or projected counseling service functions.

Activities in community colleges. Several studies have concentrated on counseling services at community colleges. Among them is the study by the Michigan State Board of Education (1967) which surveyed the counseling programs in that state's public junior and community colleges. Their findings indicated that the counselors' daily activities, in order of frequency, were the following: (1) counseling for academic achievement problems, (2) interpreting test results, (3) counseling for vocational decisions, (4) counseling for choice of major, (5) helping plan students' schedules for transfer requirements, and (6) counseling for personal problems. This priority given to academic achievement counseling does not correspond to Harman's (1971) findings, but does with Clark's (1966) and Oetting, Ivey, and Weigel's (1970). The relatively low amount of counseling for personal problems does not correspond with any surveys of counseling in four-year colleges and universities. Johnson, et. al. (1970), reported on an educational development program that replaced the traditional counseling service at one community college. This program involved activities to anticipate problems and assist individuals to gain the most value from their education, as well as the more traditional activities of helping students already in difficulties. Hinko (1971),

in his national study of community college counseling, found that 100 percent of his sample centers offered vocational, educational, and personal-social counseling; 85 percent had testing services, and 93 percent had responsibility for academic advising. He found that the greatest amount of counseling time within the centers was devoted to counseling for educational problems. These and similar studies contribute to the overall picture of counseling services and therefore have some bearing on the topic of this paper. Different institutional purposes between community colleges and small, church-related colleges render a more exhaustive literature review on community college counseling of questionable relevance.

Specific activities. Several studies have reported on specific activities on specific campuses. Winter (1968), for instance, reported the development of outreach programs on one state college campus. Both Peer Program and the Minority Group Program used sensitivity and encounter group techniques in classes and other groups to emphasize the affective experiences of the students' education. Demos and Swan (1970) listed several outreach programs, most of which involved counseling center personnel providing instructional or counseling experiences for students and faculty in groups.

Outreach programs were also reported by Kadota and Menacker (1971) and Ware and Gold (1971) which sought to recruit and retain students from racial minority groups as well as the culturally, economically, and socially disadvantaged. Irvin (1970), Pappas (1969), and Packard (1969) described intake procedures at several counseling services. Sarrel and Sarrel (1970) reported on the sex counseling service they established at Yale, and Valine (1970), on the use of feedback from videotape in college counseling.

Myers' (1971) study of career development called for ways to aid students in their exploratory behavior. He stated that since three-fourths of students change their career plans after entering a four-year college, they need to have help in selecting what to try, asking relevant questions, evaluating answers to their questions, and relating this process to future decisions. Wicke's (1964) profile of church-related colleges noted that, at that time, career emphasis consisted of occasional career convocation programs in which prominent alumni represented their professions.

Several colleges and universities have crisis centers that have various degrees of relationships with counseling centers. McCarthy and Berman (1971) reported on a student-operated crisis center that had professional

counselors on call in case the students could not handle a particular problem. Dilley, Lee, and Verrill (1971), Schmitz and Michelson (1972), and Mick (1971) also described student-run counseling and crisis centers. Walker (1970) predicted that the counselor's role would change to include more crisis intervention, whether in telephone counseling, suicide prevention, or crisis teams that go out from the center to see individuals or groups through crises.

Several studies have focused attention on group counseling in college counseling services. Krouse (1968) studied group counseling in a small college and found that individuals in groups and those who had to wait for counseling increased in aggressiveness. His theory was that with group counseling, a smaller number of staff members could work with a larger number of students. Hewer (1967) found no significant difference among group, individual, and a combination of group and individual counseling on several criteria pertaining to vocational choice. Maloney (1971) evaluated thirty one reported experiments in group counseling and concluded that the research neither proved nor disproved the usefulness of group counseling in improving academic achievement, changing attitudes, or modifying personality traits. Magoon's (1972) study cited earlier, showed that larger

colleges had gone further in utilizing group counseling and therapy than had smaller colleges. The results reported by Oetting, Ivey, and Weigel (1970) concurred, showing that 38 percent of counseling services at colleges under one thousand enrollment offered group counseling, while 83 percent of counseling services at colleges of enrollments of fifteen thousand to twenty thousand offered it. They found that overall, 50 percent of the counseling centers offered group counseling, a figure which corresponds to that reported by Nugent and Pareis (1968). While a distinction is made in the literature among the sizes of colleges regarding group counseling, none is made among the various types of colleges.

Summary. The literature on the activities of college counseling programs, then, seems to be divided into (1) a few studies that surveyed institutions and reported their findings in terms of institutional size, and (2) several studies that reported on a specific program at a specific counseling center.

Staffing Patterns

Staffing patterns have been of interest to researchers because the counselor/student ratio is somewhat determinative of the amount of counseling available to students. Also, information on staffing

is used to establish norms for staff responsibilities and educational requirements.

Oetting, Ivey, and Weigel (1970) have investigated the position of Counseling Director and have found that the person occupying this position usually holds a doctorate, particularly in larger institutions. In colleges with less than one thousand enrollment, 44 percent of Counseling Directors held an M.A., 27 percent a Ph.D., 25 percent an Ed.D., and 4 percent a B.A. There was an inverse relationship between institutional size and the amount of time the Counseling Director spent in counseling, ranging from a mean of 51.8 percent of time for Directors in schools under one thousand, to a mean of 10 percent for those in colleges of over twenty thousand enrollment. The percentage of time spent in administrative duties is directly proportionate to the institution's enrollment. Kirk, et. al. (1971), have proposed educational, personal, and experiential qualifications for the Director as well as other staff members.

Oetting, Ivey, and Weigel (1970) have also investigated staff counselors with regard to educational background, duties, and other related items. They found that in all the institutions surveyed, slightly over one-half (51 percent) of the counselors had an M.A. as

their highest degree, 31 percent held a Ph.D., and 9 percent an Ed.D. In small colleges, 66 percent of the counselors had an M.A. as their highest degree, 26 percent a Ph.D., and 1 percent an Ed.D. In Hinko's (1971) survey of community college counseling centers, he found that in 51 percent of the institutions all staff members had at least a master's degree, with 5 percent of the staff holding doctorates. Paraprofessional staff were also utilized in some centers, as reported by Walker (1970), Halberg, Karr, and Skrip (1972), and San Joaquin Delta Community College District (1971).

The counselor/student ratio likewise varied widely among institutions, and Kirk, et. al. (1971), did not prescribe a specific ratio but rather they recommended continual review for each institution in the light of current enrollments. Girdner (1969, 1972) studied the counselor-student ratio at California community colleges on two occasions. In 1969 the ratios varied from 1:167 to 1:1221, with a median of 1:536. In 1972 the ratios varied from 1:287 to 1:1667, with a median of 1:501. Clark (1966) found that in large universities, the ratios varied from 1:1116 to 1:15,333. The mean ratio was 1:2988. Demos and Swan (1970) have proposed, as minimal, one counseling psychologist per one thousand regular students, and one psychometrist per

eight counselors.

Danskin (1965) has proposed a staffing pattern in which each counselor would hold academic rank in an academic department. The counselor, in addition to his own counseling, would supervise a small group of graduate students from his department in their counseling practicum experiences. The overall effect is a team approach in which the counseling service can offer more hours of counseling without increasing counselors' loads. This plan, however, would have little if any relevance to centers at small colleges, since most of them would not have graduate programs in appropriate disciplines.

Odle and Cambareri (1966) proposed and operated a staffing plan for a small, church-related college. The college entered a contractual arrangement with a clinical director of a mental health clinic, so that he would spend a specified number of hours per week on campus. He acted as a counselor to the students and as a consultant to the student personnel staff. The dean of students acted as a screening agent to refer students to the counselor. While disadvantages were noted, certain advantages existed in this plan. The students viewed the counselor as a therapist and not as an arm of the administration, and he also escaped undue identification with either faculty or students. The plan provided a person with specialized

skills for the students who needed his skills, and did so at a minimal cost to the college. The cost factor was important, for the authors noted that small colleges are often severely limited in financial resources and tend to give higher priority to instructional than to clinical services. A similar plan was reported by Rohen, Cadoret, and Clodfelder (1972) in which a larger university contracted for the services of two psychiatrists who each spent one-half day per week on campus. While the counseling service screened students who were to see the psychiatrists, the psychiatrists considered themselves as working in a cooperating arrangement with the counselors.

Smaller colleges tend to have counselors with less formal education than do larger institutions, but not less than the overall mean. Counselor/student ratios vary among colleges, but the mean ratio of about 1:3000 is somewhat inapplicable to small colleges, since this would mean that most of the colleges included in this present study would have less than one-third of one full time appointment for counseling. Much more appropriate for consideration by small colleges are the results Albert (1968) received in his survey of 379 senior colleges. The median ratio in his study was 1:770, with 25 percent of the colleges having ratios of 1:308 or smaller.

Perceptions of College Counseling

Most of the literature items dealing with the topic emphasize that whatever else a counseling service does (e.g., training, research), its primary function is one of service. To be of service to the college community, however, the students and faculty must perceive it as a service agency and have at least a minimal perception of the type of services it offers. Publicity is an important aspect of the counseling center's functioning, because those who do not know of its services will not use them. Bigelow, Hendrix, and Jensen (1968) showed that there was a statistically significant difference at the .01 level between students who received a descriptive brochure and those who did not with regard to their seeking help from the counseling center.

Perceptions of counseling services compared. Hamann's (1970) study, mentioned earlier, assessed the order of desirability of counseling services as perceived by faculty and students, and he found that, though they differed in the degree of desirability, they agreed in the order of priority, placing counseling for personal concerns as first. Barnes (1970) surveyed students, faculty, and administrators at an university and found that faculty perceived the counseling center significantly more appropriate for discussing matters of personal and

interpersonal adjustment than did students and administrators. Barnes' sample, then, revealed less unanimity in desirable counseling center functions than did Hamann's sample. Mozee (1972) found that faculty members in community colleges perceived the role of the college counselor differently than did the counselors themselves. The faculty felt vocational counseling should have top priority, followed in second place by counseling for personal problems.

Birch (1970) stated that lack of finances was a major cause for the underdevelopment of counseling services at small liberal arts colleges. He also found that among the administrators of these colleges whom he surveyed, only a bare majority felt that professional counseling services had proven their effectiveness. The small college administrators did agree that counseling services were desired at their colleges, but without more financial support, formal counseling programs would be developed at a relatively slow rate.

Holmberg (1970) tested the degree of congruence between (1) the perceptions of counseling services by faculty, administrators, and students, and (2) the actual tasks performed by counselors. He found that the administrators were the group best informed about the actual task of counselors, and the students were the least well

informed. It is important to note, however, that all three groups were significantly different (at the .05 level) from the counselor's actual activities.

In gauging student perceptions of a counseling service, Snyder, et. al., (1969) assumed a negative stance and investigated why some students did not use the college's counseling facilities. Their subjects included 28 percent who had utilized the counseling services. While the stigma of seeking counseling was of little concern to them, the subjects generally had little information about the counseling center or counseling process. The students suggested that the counseling services be more informal and that counselors be available to see students in the students' own environment.

Leonard (1970) studied student perceptions of counseling centers at large universities and found that a majority of the students who had received counseling had positive perceptions of their experience. These students, however, felt that the worth of the counseling service had not been effectively communicated to the total population of students. McMillian and Cerra (1972) surveyed students at a midwestern university to find what they knew about the college counseling service, only to discover that over 25 percent of the students were unaware of the existence of the service prior to receiving

the questionnaire. Minge and Cass (1966) found, however, that students at the university they studied had a fair perception of the counseling service, although 14 percent of the students had not heard of the service. Students least well informed were males, married students, freshmen, and off-campus students. An apparent double standard became evident, for 22 percent of the respondents said they would not use the counseling service themselves, but only 6 percent said they would not refer a friend to the counseling service. The most common way of a student hearing about the counseling service was from a friend, and the least frequent way was from a faculty advisor or instructor. This may reveal that students perceived the counseling center more favorably than did faculty members. Counseling should be perceived by the students as a natural, integrated part of their total educational program, and not merely a special service for those with maladjustments or personality problems (Harcum Junior College, 1967). Because of the reported sense of community on small college campuses, a disfavorable attitude by faculty members may prove detrimental to the counseling service. Faculty who do not refer students to the counseling service may have an unfavorable perception of the service, or they may look on the referral as an admission that they could not help the

student themselves (Harcum Junior College, 1967).

Patterson (1968) studied the perceptions of student personnel administrators, faculty members, and students of student personnel programs at the senior colleges of the American Lutheran Church. He found that the three groups differed in their perceptions of the quality of the services more often than they did in their perceptions of the scope of the services. Counseling services were consistently rated by all three groups in every college studied to be either very high or outstanding in quality.

Meyer (1973) concentrated his attention on the perceptions of students, faculty, and counselors at a major public university regarding the appropriateness of certain topics for discussion with a counselor. He found that freshmen students considered problems of a vocational nature most appropriate, while older students perceived personal problems as those most appropriate for the counseling service.

Of interest to small college counseling services could be the move toward decentralized counseling services at larger universities and community colleges. This effort to bring counseling services closer to the students is striving for an objective which small colleges have always realized. Rossier (1971) found that overall,

the students favored the decentralized system.

Also of interest to small college counseling services is the study of DeIulic (1970) on counselors who also functioned as teachers. As noted earlier, small colleges may provide counseling by assigning faculty members to part-time counseling duties. Several theoretical statements have favored this dual role, such as Glanz (1961), Williamson (1962), and Kierman (1964). Others have maintained that the counselor's skills render him a purist, and teaching would make him an ineffective counselor. Stating this second position have been Rogers (1942), Farwell (1962), and Arbuckle (1966). DeIulic's experiment studied students who were assigned a counselor who was also their psychology instructor and students who were assigned a counselor not an instructor. He found no significant difference in the ways the groups perceived their counselors' interpersonal responses or in the types of problems brought to the counselor. He concluded that the teacher-counselor role did not limit the number or nature of counseling contacts, and no evidence was produced against having a student counseled by one who also teaches him.

Perferred sources of help. Some research has also focused on the sources of counseling preferred by students. DeVolder (1969) found that students viewed

the counseling service at their community college as an appropriate place for receiving help for educational or vocational concerns, but counselors felt that their most appropriate function was providing help for personal concerns. Corwin (1972) likewise found that students preferred to go to counselors for help with general, vocational, or academic concerns, but also preferred to go to fellow students with personal and social problems. Smith (1972) also found that students generally preferred a fellow student over a professional counselor for help with a social problem, but peer help was the least preferred for vocational problems. He further found that almost 20 percent of the respondents indicated that they would not seek help for any problem.

Donk and Oetting (1967) surveyed students during their first and sixth quarters at a major state university regarding where they would go for help with an academic or personal problem. Concerning an academic problem, there was a statistically significant (.05) decrease over the five quarters in the students' willingness to go to the Dean of Men or Women, a head resident, or a student assistant. There was a significant increase in their willingness to go to an instructor or to no one at all. There was a decrease in willingness to go to the counseling center, but it was not statistically

significant. Concerning a personal problem, there was a statistically significant decrease in willingness to go to the Dean of Men or Women, or a student assistant, and a significant increase among those who said they would seek help from no one. The percentage willing to seek help from the counseling center increased slightly (to 19 percent), but not significantly. The authors concluded that there seemed to be a shift away from the student personnel division as a source of help for both types of problems.

Kinnane (1967) studied the preferences for help expressed by college women, and found that there was an increasingly less reliance on the college counseling center as students progressed from freshmen to seniors. The college chaplain was a frequent source of help for both freshmen and senior women, and there was no difference in preference for the chaplain's help between students at denominational colleges and students at independent colleges and universities. The study also found that senior women were much more likely to look for help from their homes than were freshmen.

Ottoson (1967) made a longitudinal study of expressed student needs at a church-related liberal arts college. He found that the most frequently expressed student problem was adjustment to college work, followed

in order by (2) morals and religion, (3) courtship, sex, and marriage, (4) health and physical development, (5) curriculum and teaching procedures, and (6) home and family. Upperclassmen more frequently consulted the counseling service than did freshmen and sophomores. Overall, the students preferred their friends as a source of help in almost 70 percent of the cases, and women students relied more heavily on their friends for help than did men students.

Summary. The literature on perceptions of counseling centers shows that most segments of the college community have little correct information about counselors' activities. While these studies indicated large segments of students would not use a counseling service, this response does not necessarily indicate their conviction that they do not need its services. Several literature items indicated that the counseling center was not the first choice as a source of help, even for those problems for which the counseling center was prepared to offer professional help.

Summary

A review of the literature in each of the areas covered in this chapter indicates the following:

1. Small colleges are developing counseling

services, and several models for small colleges have emerged. An increasing amount of literature on issues in college counseling calls for counselors in all colleges to assume roles in institutional planning and change, roles which counselors in small colleges have performed because of the multi-faceted nature of their appointments.

2. Several research projects have, in recent years, compiled data on the characteristics and activities of counseling centers. Because larger institutions characteristically have more well developed counseling services, a number of studies have focused on this group. Some studies recognized both large and small institutions in reporting counseling center activities, but no distinction was made regarding types of institutions or variant institutional objectives. Studies on small college counseling services have largely reported specific programs at specific colleges. Smaller colleges tend to have counselors with less formal education than do larger institutions, but no distinction has been made among various types of small colleges.

3. Studies of perceptions of counseling services by faculty and students revealed that students and faculty generally were unaware of specific counseling service functions, or assigned a different priority to them than did counselors. Some studies are available

which include small colleges, but no comparison has been made among types of small colleges. Furthermore, since small colleges with a specific ideological basis offer an unique sense of community, it may be that students and faculty will perceive certain types of counseling help to be available and of high quality, even if they are not available through a counseling center.

Chapter 3

METHODOLOGY

Introduction

In focusing attention on counseling services in small, church-related colleges, this study approached its descriptive goal with two surveys. The first collection of data sought to determine what counseling services were available to students in the colleges and specified characteristics of these services. Analysis consisted of a comparison of data from church-related small colleges to independent small colleges to determine if differences existed in the counseling services they provided. The second source of data attempted to assess student and faculty perceptions of the counseling services available at their colleges, some of which have formal counseling services and some of which do not.

Population of the Study

The population for this study was the 135 colleges that are member institutions of The Council for the Advancement of Small Colleges (CASC). CASC is a national educational association which directs its attention to small, private, independent, four-year colleges of liberal arts and science. It includes both accredited and

unaccredited institutions, and acts as a service and consultative organization for its constituency. Its member institutions have less than two thousand full-time equivalent students, and affiliate with CASC because they seriously seek improvement in their educational program and administrative processess (The Council for the Advancement of Small Colleges, n.d.). It includes both church-related (Roman Catholic and Protestant) colleges and colleges that are independent of church affiliation. CASC colleges that participated in this study are listed in Appendix A.

The Counseling Services Survey (CSS) was sent to the chief student personnel officer of each member college of CASC. The Perceptions of Counseling Services (PCS) questionnaire packet was sent to a designated person at colleges who volunteered to participate. It is recognized that this latter group was not a random sample, and so the conclusions drawn from it necessitate acknowledging this limitation.

Instruments

The Counseling Services Survey. The Counseling Services Survey (CSS) was designed for this project by adapting items from the survey used by Oetting, Ivey, and Weigel (1970) and from the questionnaire used by the

American Board on Counseling Services to accredit college counseling centers (Selected agency characteristics and operations, n.d.). While reliability data were not available on either of these instruments, they possess a high degree of face validity. Items from these instruments were selected for the CSS on the basis of two criteria: (1) their applicability to counseling in any setting, and (2) their special applicability to counseling in small colleges. Included on the basis of the first criterion were items such as the number of client interviews per counselor, nature of assessment procedures, confidentiality policies, and referral channels. Included on the basis of the second criterion were items such as the nature of dual appointments of counselors and the student personnel functions assigned to the counseling service. Items concerning career development were added since neither of the above mentioned instruments included questions to assess career development programs. The CSS included twenty five items, some of which have more than one part, and was designed to be of value in assessing what counseling services were available to students both in colleges with formal counseling services and in colleges without formal counseling services. The CSS was evaluated by the chief student personnel officers of three small colleges in an effort to attain high validity for

the instrument prior to its administration to all CASC colleges. A copy of the CSS is included in Appendix B.

Attached to the CSS was an explanation of the subsequent Perceptions of Counseling Services questionnaire, briefly explaining its purpose and its method of administration. An opportunity was provided to accept or reject the invitation to participate in the subsequent study, or to request additional information prior to making a decision.

The Perceptions of Counseling Services. The Perceptions of Counseling Services (PCS) attempted to assess the perceptions of faculty, students, counselors, and administrators regarding the availability and quality of the counseling services at their institutions. This instrument included seven general problem areas and asked respondents to indicate whether they perceived help for problems of those types to be available from any source at their college. If they perceived it to be available, they were asked to rate its quality on a four point scale. Also, the respondents were asked to rank, in order, their preferences for sources of help for various problem types on a chart adapted from the concept used by Appley and Lee (1967) in their survey of counseling centers in Canadian universities. A copy of the PCS instrument is included in Appendix B.

The PCS was field tested at two small colleges in order to gain an appraisal of its reliability. Since the PCS instrument was not constructed to yield a single numerical score, common approaches to reliability were questionable. Therefore, an indirect method using a Principal Components Factor Analysis was selected for deriving the reliability coefficient. In this analysis, four factors were identified and the cumulative proportion of the total variance that could be attributed to the four factors was determined, i.e., the multiple correlation coefficient, squared, between items on the instrument, considered collectively, and the factors. In that the reliability coefficient is defined as the proportion of attributable variance, this methodology provided an indirect estimate of reliability on a single observation case. The reliability coefficient derived in this manner was found to be .78.

Data Collection

Travers (1969) has criticized the survey technique as a relatively crude method of appraisal, but conceded that its deficiencies in validity may be compensated by its service function for the respondents. To date, the major studies of counseling services have used the survey method as the means of gathering data, and surveys combined with personal visits as the

procedure for accreditation.

The CSS was mailed to the chief student personnel officer at each of the CASC member institutions during the fall quarter, 1973. A cover letter from the executive director of CASC explained the project and urged cooperation by the recipients. Upon receipt of the completed CSS, the PCS questionnaire packet was mailed to the designated person at colleges accepting the invitation to participate. The packet contained thirty two copies of the PCS, to be distributed to a sample of twenty-five students and five faculty members. The PCS was also to be completed by one administrative dean and one counselor (if the college had a counseling center). The designated person collected the completed questionnaires and returned them for processing. A summary of the finding was available to participating colleges, with confidentiality of individual colleges maintained. The findings of the individual colleges were available to those colleges, with confidentiality of individual respondents maintained. These findings may be useful for administrative decisions and planning, as administrators at individual colleges compare their results with the summary of all participating institutions. The various letters involved in the data collection are included in Appendix C.

Data Analysis

Group classification. The CSS included questions for gathering basic demographic information from the colleges used for classification. The classification of primary interest in this study was the college affiliation: Roman Catholic, Protestant, or independent of church relationship. While the church relationship was of primary interest, observable trends in results warranted comparisons using other criteria on selected items. The responses were coded for analysis by computer.

The PCS also included questions of a demographic nature. For Research Questions 3 and 4, classification was determined by whether or not the respondent's college had a formal counseling service. For Research Question 5, respondents were classified according to their institutional roles (i.e., student, faculty member, counselor, administrator).

Research Question 1. Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to having an identified formal counseling service?

To determine if differences existed among the three small college types, the responses on the CSS item yielding this information were compared. Due to the nature of the research question, descriptive statistics

were employed. These statistics included frequency counts and percentages. Also, the contingency coefficient was used as a descriptive statistic to reveal the degree of relationship among the college types on the variable under consideration. The contingency coefficient is the method of measuring the degree of relationship that exists between variables for which only categorical information is available (McNemar, 1969). In addition to comparison by institutional affiliation, responses were compared by college size.

Frequency counts were derived by using the Statistical Package for the Social Sciences SPSSH--Version 5.01 (Nie, Bent, and Hull, 1970). This program yielded a crosstabulation which reported responses by college type, and was utilized for the first and second research questions.

Research Question 2. Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to counseling services available to students as reported on the Counseling Services Survey? Do these differences appear in the following areas:

a. the percentage of students consulting a counselor;

b. the specific counseling services available;

c. the availability and components of a career development program;

d. the staffing of counseling services;

e. the operation of a formal counseling service?

To determine whether differences existed among the three small colleges types, the responses on the CSS items relating to the above categories were compared. Once again, frequency counts and percentages were used most frequently, with the contingency coefficient also used where appropriate. Several items elicited numerical responses, and these responses were described in terms of their ranges, means, and medians. Several CSS items asked the respondents to specify their answers if they differed from the listed responses, and also to list such things as their counseling priorities and the tests they customarily used. These type responses were noted and reported in terms of common factors among the institutions. Also, the CSS lends itself to several internal comparisons, and correlations between related items were noted in the text.

In addition to describing the responses in terms of comparisons, the results were also noted on most items in terms of the entire group of respondents. These notations picture the overall response as an addition to the responses compared by institutional affiliation.

Research Question 3. Do differences exist in the perceptions by students in institutions with formal counseling services and by students in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?

To determine whether differences existed in their perception of these items, the students' responses on PCS items were compared. Comparison was between the responses of students in colleges with formal counseling services and the responses of those in colleges without formal counseling services. As with the preceding question, data is reported in terms of frequency counts and percentages. Where appropriate, a contingency coefficient is also reported. The frequency counts were derived for Research Questions 3, 4, and 5 by using the Statistical Package for the Social Sciences (Nie, Bent, and Hull, 1970), a program which yielded crosstabulations reporting responses by the classification of the respondents.

The responses to the PCS items eliciting the preferred sources of help for various types of problems are reported by listing the five most frequently named sources for first, second, and third choices. Along with listing the source, the frequencies of which those

sources were selected are also reported.

Research Question 4. Do differences exist in the perceptions by faculty members in institutions with formal counseling services and by faculty members in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?

Because this research question is identical to Research Question 3, except that it deals with faculty members instead of students, the responses were analyzed and are reported in the same manner as that used in the preceding question.

Research Question 5. Do differences exist among the perceptions of the availability and quality of counseling services in their institutions by administrators, counselors, faculty members, and students?

PCS responses were compared using the classification of the respondents as administrators, counselors, faculty members, and students. No differentiation was made between colleges with and without formal counseling services, nor was the institutional affiliation of the respondent's college considered. Responses are reported

using frequency counts and percentages by classification of respondents. Contingency coefficients are reported where appropriate. In addition to describing the responses in terms of comparisons, the results were also noted in terms of the entire group of respondents, thus giving an overall picture of all the responses.

Chapter 4

RESULTS

Counseling Services Survey: Institutional Participation

The CSS was sent to the chief student personnel administrator in each one of 135 colleges that hold membership in CASC. Of these, eighty-seven were completed and returned, and their distribution was as shown in Table 1. The CSS instruments returned amounted to 64.4 percent of those mailed. When the χ^2 test of independence was applied to the number of instruments returned, no significant difference at the .1 level was found among the three groups of colleges. The eighty-seven colleges responding reported a total composite enrollment of about sixty thousand students. The colleges had a mean enrollment of 689.9 and a median enrollment of 628. Eighty colleges were coed, five enrolled women only, and two enrolled men only.

Research Question 1: Existence of Formal Counseling Services

The first research question asked the following: "Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to having an identified, formal counseling service?" Those responding

Table 1

CSS Instruments Returned

Institutional Affiliation	Returned		Not Returned		Total
	N	%	N	%	N
Catholic	19	55.9	15	44.1	34
Protestant	44	63.8	25	36.2	69
Independent	24	75.0	8	25.0	32
Total	87	64.4	48	35.6	135

to the CSS answered a question to this effect, and their answers are shown in Table 2. Little correlation existed between the type of institution and the existence of a counseling service, as shown by a contingency coefficient of .1024. The contingency coefficient, used frequently in this study, is a measure of the degree of correlation existing between variables. Built upon the χ^2 statistic, it is applicable to comparisons in which only categorical information exists. Possible values for the contingency coefficient range from zero to slightly less than one, the maximum value being determined by the number of categories in the comparison (McNemar, 1969).

Further, no unexpected correlation existed between the size of the colleges and the existence of a counseling service, with the larger colleges more often having a counseling service than smaller ones, but of even the smallest colleges, 60 percent had a counseling service. Table 3 shows the existence of formal counseling services in the colleges, by college size. Only one college with an enrollment in excess of one thousand reported not having a formal, identified counseling service.

Research Question 2: Characteristics of Counseling Services

The second research question asked the following: "Do differences exist among Roman Catholics, Protestant, and independent colleges with regard to the counseling

Table 2

Existence of an Identified, Formal Counseling Service

Institutional Affiliation	Existence					
	Yes		No		Missing	
	N	%	N	%	N	%
Catholic	15	78.9	4	21.1	0	0.0
Protestant	34	77.3	10	22.7	0	0.0
Independent	20	83.3	3	12.5	1	4.2

Table 3

Existence of a Formal Counseling Service by College Size

College Size	Number of Colleges in in Size Group	% of Colleges which have a Counseling Service
1 - 250	5	60.0
251 - 500	25	72.0
501 - 750	26	84.6
751 - 1000	17	76.5
1001 - 1250	7	85.7
1251 - 1500	5	100.0
1501 - 1750	1	100.0
1751 - 2000	1	100.0

services available to students as reported on the Counseling Services Survey? Do these differences appear in the following areas:

a. the percentage of students consulting a counselor;

b. the specific counseling services available;

c. the availability and components of a career development program;

d. the staffing of counseling services;

e. the operation of a formal counseling service?" Consideration of the various points of this research question follow in the order stated in the question.

The percentage of students consulting a counselor. The percentage of students consulting a counselor varied to both extremes (1 percent to 100 percent) among the responding colleges. Further, there was a wide range among the colleges with regard to the manner in which the students came to the counseling service. Table 4 compares these items by college type.

As noted in Table 4, the mean percentages of students using the counseling service do not vary greatly among the institutional types, and median percentages vary somewhat more. Several respondents noted that 100 percent of their colleges' students consulted a counselor as a result of a mandatory requirement to do so or because

Table 4

Student Use of a Counseling Service

Institutional Affiliation	Descriptor	% of students who see a counselor	% of students who come by			
			self-referral	faculty-referral	disciplinary referral	other
Catholic	Number	16	14	11	4	6
	Mean	33.5	83.6	14.3	4.25	8.5
	Median	25	82.5	10	3	7.5
	Range	1-100	60-100	2-30	1-10	2-20
Protestant	Number	40	34	34	30	22
	Mean	42.9	59.4	21.4	8.1	18.64
	Median	35	65	10	5	16
	Range	5-100	10-98	1-75	1-25	3-80
Independent	Number	20	19	19	12	12
	Mean	27.5	65.1	16.8	6.7	22.1
	Median	15	70	15	5	12.5
	Range	1-100	2-99	1-50	1-25	2-55

consultation with a counselor was an integral part of some program in which all students participated. Furthermore, 92.1 percent of those responding to the item indicated that they were estimating the percentages, their responses not being the result of some study conducted at their institutions. Evidently, such studies are generally considered unimportant in the operation of small college counseling services.

The responses indicate that the overwhelming percentage of students using the counseling services come by self-referral, and this condition is consistent with the counseling ideal that those who take the initiative to secure counseling help are more likely to benefit from it than are those who are coerced into counseling. Faculty referrals also account for a fair percentage, but faculty referrals may differ among institutions. In some colleges, faculty referral may mean the faculty member encourages the student to seek counseling; at other institutions the faculty member may contact the counseling service which will summon the student. Both may be faculty referrals, but they are quite different in actual operation. Disciplinary referrals accounted for a quite small percentage of counseling service use. The percentages of those who came by other means varied among institutions. Several respondents indicated that in-house referrals among

student personnel staff influenced students into counseling. Also listed was peer influence as a motive for seeking counseling help.

Overall, the student personnel administrators responded that a mean of 34.6 percent of their students utilized the counseling services at their institutions.

The specific counseling services available. Small colleges may offer counseling services both through a formal counseling service and through other campus agencies or departments. Also, some small college counseling services assume responsibility for other student personnel functions which are administered separately in larger institutions. Consequently, the CSS listed a number of counseling and student personnel functions and respondents were asked to indicate whether that function was handled at their college by a counseling service or by another department or agency elsewhere in the college. It was assumed that a lack of response indicated that the specific service was not available at that college. Specific counseling and student personnel services are examined separately and generally in the order in which they appeared on the CSS.

1. Counseling for study problems. Counseling for study problems is a general category which would include

development of study skills or dealing with problems encountered in studying in general. Remedial reading and subject area tutoring are considered separately. Table 5 compares college types regarding the availability of counseling for study problems.

There does not seem to be a notable correlation between institutional type and availability of counseling for study problems. Almost all institutions (96.6 percent) provided this service, and over half (59.8 percent) did so through a counseling service.

2. Counseling for choice of major. Counseling for choice of major would include academic and vocational concerns, and while academic advisors may do this counseling, it goes beyond the normal activities of academic advisement. Table 6 compares college types regarding the availability of counseling for choice of major.

As seen in an examination of the percentages and the contingency coefficient, the college types were practically equivalent in offering this service. All respondents indicated their colleges offered this help, and 54 percent did so through a counseling service.

3. Counseling for personal problems. This category is a general one, and various subsequent categories deal with specific areas of personal concern.

Table 5

Availability of Counseling for Study Problems

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	11	57.9	8	42.1	0	0.0
Protestant	28	63.6	13	29.5	3	6.9
Independent	13	54.2	11	45.8	0	0.0

Contingency coefficient = .2276

Table 6

Availability of Counseling for Choice of Major

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	11	57.9	8	42.1	0	0.0
Protestant	23	52.3	21	47.7	0	0.0
Independent	13	54.2	11	45.8	0	0.0

Contingency coefficient = .0209

All respondents indicated this help was available at their colleges, as shown in Table 7.

Both Protestant and independent colleges have a tendency to offer personal counseling through a counseling service more frequently than do Catholic colleges. Overall, 77 percent of the colleges offered personal counseling in a counseling service, in addition to whatever formal or informal counseling for personal problems occurred elsewhere in the colleges.

4. Short-term counseling for severe emotional problems. This category attempted to assess the involvement of college counseling services in the severe emotional problems of students. This particular category dealt with involvement on a short-term basis, and Table 8 indicates the return.

Independent colleges tended to offer this service more frequently than did either of the church-related types. Overall, 60.9 percent of the colleges offered this help through a counseling service, and an additional 23 percent offered it elsewhere in the institution.

5. Long-term counseling for severe emotional problems. This category is an extension of the previous one, attempting to assess the involvement of colleges with the students who have severe emotional problems if that

Table 7

Availability of Counseling for Personal Problems

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	11	57.9	8	42.1	0	0.0
Protestant	36	81.8	8	18.2	0	0.0
Independent	20	83.3	4	16.7	0	0.0

Contingency coefficient = .2302

Table 8

Availability of Short-term Counseling for Severe Emotional Problems

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	12	63.1	2	10.5	5	26.4
Protestant	23	52.3	14	31.8	7	15.9
Independent	18	75.0	5	20.8	1	4.2

Contingency coefficient = .2840

involvement entails a long-term commitment. Table 9 indicates the response.

Long-term counseling for severe emotional problems was available at less than half (47.1 percent) of the responding institutions. This, with the preceding category, would be especially difficult to interpret, since each respondent may have a different definition for "long-term" or for "severe emotional problems."

6. Group counseling. Group counseling is here used as a general category, not specifying the particular type of group involved. A later item explores career group counseling as a specific area. Table 10 indicates the response regarding group counseling.

Both Catholic and independent colleges reported offering more group counseling experiences than did Protestant colleges. Overall, 47.1 percent of the colleges offered group counseling in their counseling services, and an additional 17.2 percent offered it elsewhere in the college.

7. Disciplinary counseling. Student personnel officers often must perform different functions in small colleges, and a conflict often is reported when discipline and counseling are mixed. Table 11 indicates the offerings in disciplinary counseling in responding colleges.

Table 9

Availability of Long-term Counseling for Severe Emotional Problems

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	6	31.6	8	42.1
Protestant	8	18.2	10	22.7	26	59.1
Independent	8	33.3	4	16.7	12	50.0

Contingency coefficient = .1897

Table 10

Availability of Group Counseling

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	10	52.6	2	10.6	7	36.8
Protestant	18	40.9	8	18.2	18	40.9
Independent	13	54.2	5	20.8	6	25.0

Contingency coefficient = .1905

Table 11

Availability of Disciplinary Counseling

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.0	8	42.1	7	36.9
Protestant	18	40.9	22	50.0	4	9.1
Independent	9	37.5	11	45.8	4	16.7

Contingency coefficient = .2824

Of respondents, 35.6 percent overall offered disciplinary counseling through a counseling service and 47.1 percent offered it through another agency. Perhaps this would indicate that the emphasis was more on the administration of discipline than it was on counseling in a disciplinary context. The contingency coefficient analysis indicated that Catholic institutions had less disciplinary counseling than expected, and Protestant colleges had more.

8. Diagnosis for other schools or agencies. Some college counseling services have served other schools or agencies by providing diagnostic services. The data indicates that such a function is not common among responding institutions as shown in Table 12.

9. Remedial reading. Study skills and reading deficiencies may cause numerous concerns for students, and so remedial work is often provided by the college. The location of remedial reading help in responding institutions is seen in Table 13.

The colleges overall provided remedial reading, 31 percent of them through a counseling service and 50.6 percent of them through another agency. Independent colleges tended to provide it through a counseling service, while church-related colleges usually provided

Table 12

Availability of Diagnosis for
Other Schools or Agencies

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	3	15.8	5	26.3	11	57.9
Protestant	6	13.6	5	11.4	33	75.0
Independent	7	29.2	4	16.6	13	54.2

Contingency coefficient = .2402

Table 13

Availability of Remedial Reading

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	11	47.4	3	26.3
Protestant	11	25.0	25	56.8	8	18.2
Independent	11	45.8	8	33.3	5	20.9

Contingency coefficient = .2222

it through another campus department.

10. Tutoring in academic subject area. While academic departments customarily provided help in their areas, sometimes a student personnel agency coordinated a tutor system. The availability of a tutorial system in responding colleges is seen in Table 14.

Overall, 62 percent of the responding colleges offered tutoring outside the counseling service, and 20.7 percent offered it through the counseling service. It is interesting to note that 17 percent of the colleges offered no tutoring and 18.4 percent offered no remedial reading.

11. Pre-college counseling. Counseling students prior to their matriculation seemed to be a function of an agency other than the counseling service, and perhaps it is admissions. Table 15 indicates the availability of pre-college counseling.

Overall, 18.4 percent of responding colleges offered the service through a counseling service, while 44.8 percent offered it elsewhere in the college.

12. Summer orientation program. Conducting an orientation program for incoming students can be a student personnel function. The extent of involvement of counseling services in orientation programs is seen in

Table 14

Availability of Tutoring in Academic Subject Area

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.1	11	57.8	4	21.1
Protestant	10	22.7	28	63.6	6	13.7
Independent	4	16.7	15	62.5	5	20.8

Contingency coefficient = .1088

Table 15

Availability of Pre-College Counseling

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	3	15.8	8	42.1	8	42.1
Protestant	9	20.5	21	47.7	14	31.8
Independent	4	16.6	10	41.7	10	41.7

Contingency coefficient = .1058

Table 16.

Comparatively little difference occurred between types of colleges, but all three types failed to record a summer orientation program at all in a sizeable percentage of cases. Overall, 24.1 percent of the colleges offered orientation through a counseling service, and 29.9 percent offered it elsewhere.

13. Counseling faculty regarding student problems. As consultants in mental health to the college community, the counseling service may have opportunities to consult with faculty regarding problems which students have brought to the faculty. Table 17 indicates the involvement in counseling services in counseling faculty regarding student problems.

The colleges overall offered this service through a counseling service in 45.9 percent of the instances, and through another department in 25.3 percent of the instances. No important differences occurred among college types.

14. Counseling faculty regarding personal problems. While college counseling services are generally for service to students, faculty members may occasionally experience problems of such a nature as to benefit from use of the counseling service. Table 18 indicates the

Table 16

Operation of Summer Orientation Program

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.4	7	36.8	7	36.8
Protestant	8	18.2	13	29.5	23	52.3
Independent	8	33.3	6	25.0	10	41.7

Contingency coefficiency = .1769

Table 17

Involvement in Counseling Faculty Regarding Student Problems

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	10	52.6	3	15.8	6	31.6
Protestant	19	43.2	13	29.5	12	27.3
Independent	11	45.8	6	25.0	7	29.2

Contingency coefficient = .1232

Table 18

Involvement in Counseling Faculty
Regarding Personal Problems

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	3	15.7	4	21.1	12	63.2
Protestant	8	18.2	11	25.0	25	56.8
Independent	12	50.0	7	29.2	5	20.8

Contingency coefficient = .3559

extent to which colleges in this study offered such help to faculty members.

Independent colleges apparently provided more counseling for faculty for personal problems than did either category of church-related colleges. Overall, 23.7 percent provided this service through a counseling service and 25.3 percent provided it elsewhere in the college. Consequently, a counseling service was not available to faculty at over one-half of the responding colleges.

15. Counseling a student's spouse. The extent to which counseling services were available to a student's spouse at the responding institutions may be seen in Table 19.

When considering all the colleges, 34.5 percent offered this service through a counseling service, and 12.6 percent offered it through another campus agency. It should be noted that 31.6 percent of the Catholic colleges responding to the CSS enrolled only male or only female students, and while no information was available on student marital status, the single-sex enrollment may have affected the response from Catholic colleges on this variable.

Table 19

Availability of Counseling for a Student's Spouse

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.1	1	5.2	14	73.7
Protestant	16	36.7	6	13.3	22	50.0
Independent	10	41.7	4	16.6	10	41.7

Contingency coefficient = .2479

16. Student loans and scholarships. Table 20 indicates the pattern of handling student loans and scholarships in the responding institutions. These items are considered together since they are related by nature of activity and since responses were idential for both items.

As Table 20 shows, there was little difference among types of colleges regarding the availability of student loans and scholarships. Overall, 19.5 percent of responding colleges provided this service through a counseling service and 77 percent provided it through another agency. This would indicate that in a large majority of the colleges, financial aid offices were separate from the counseling services.

17. Recruiting students. In small colleges, student recruitment and admissions are responsibilities occasionally assigned to student personnel departments, and counseling services often follow a student personnel model. Table 21 indicates the relationship between counseling services and student recruitment.

The results indicate that most responding colleges were involved in student recruitment, but only 16.1 percent of them conducted recruitment as a counseling service function.

Table 20

Involvement in Student Loans and Scholarships

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	3	15.8	16	84.2	0	0.0
Protestant	9	20.4	33	75.0	2	4.6
Independent	5	20.8	18	75.0	1	4.2

Contingency coefficient = .1174

Table 21

Involvement in Student Recruitment

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	2	10.5	16	84.2	1	5.3
Protestant	7	15.9	35	79.5	2	4.6
Independent	5	20.8	18	75.0	1	4.2

Contingency coefficient = .0969

18. Foreign student advising. Because foreign student advising usually involves more varied involvement than does advising of other students, it is a function sometimes assumed by a counseling service. Table 22 indicates the pattern of involvement with foreign student advising in responding colleges.

Overall, 23 percent of the responding colleges offered foreign student advising through a counseling service, 55.2 percent offered it elsewhere in the college, and 21.8 percent did not offer it at all.

19. Training residence hall staff. Residence hall staff are sometimes considered as an integral part of a college's counseling effort, and so training of these persons can also be a function of a counseling service. Table 23 shows the involvement of responding institutions with training residence hall staff.

Overall, 46 percent of the responding colleges indicated that training residence hall staff was a counseling service function, and 39.1 percent indicated the training was handled by another department. Church-related colleges more frequently assigned this function to the counseling service than did independent colleges.

20. Off-campus housing. Table 24 shows the pattern of handling off-campus housing in responding

Table 22

Availability of Foreign Student Advising

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	10	52.6	4	21.1
Protestant	10	22.7	25	56.8	9	20.5
Independent	5	20.9	13	54.1	6	25.0

Contingency coefficient = .0616

Table 23

Involvement in Training Residence Hall Staff

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	9	47.4	5	26.3	5	26.3
Protestant	23	52.3	15	35.3	6	12.4
Independent	8	33.3	14	58.3	2	8.4

Contingency coefficient = .2731

Table 24

Involvement in Off-campus Housing

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	1	5.3	8	42.1	10	52.6
Protestant	10	22.7	22	50.0	12	27.3
Independent	2	7.9	15	62.5	7	29.6

Contingency coefficient = .2801

institutions.

The respondents indicated that, overall, their colleges assigned off-campus housing to a counseling service in 14.9 percent of the cases, and assigned it elsewhere in the college in 51.7 percent of the cases. One-third of the respondents indicated that this service was not available at their college, perhaps reflecting the priority attached to residential rather than commuter students at these small colleges.

21. On-campus housing. Counseling services were somewhat more involved in on-campus housing than in off-campus housing, as shown in Table 25.

The three college types were quite similar in their handling of on-campus housing, 31 percent doing so through a counseling service and 55.2 percent doing so through some other department. Counseling services were apparently more frequently involved in training residence hall staff members than they were in administering the residence halls.

22. Evaluating all admissions. Relatively few colleges involved counseling services in evaluating all applicants for admission, as shown in Table 26.

Only 11.5 percent of the responding colleges involved a counseling service in evaluating admissions,

Table 25

Involvement in On-campus Housing

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	10	52.6	3	15.8
Protestant	15	34.1	24	54.5	5	11.4
Independent	6	25.0	14	58.3	4	16.7

Table 26

Involvement in Evaluating All Admissions

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	2	10.6	15	78.8	2	10.6
Protestant	6	13.6	27	61.4	11	25.0
Independent	2	8.4	17	70.8	5	20.8

Contingency coefficient = .1624

and little variation existed among types of colleges.

23. Evaluating borderline admissions. A few colleges (10.3 percent) involved a counseling service in evaluating borderline admissions that did not involve the counseling service in evaluating all admissions. Table 27 indicates the pattern for evaluating borderline admissions.

Little variation existed among types of colleges regarding this category, with 21.8 percent of the colleges involving a counseling service in evaluating borderline applicants for admission.

24. Recommend readmission after failure (all cases). Generally, few responding colleges involved a counseling service in assessing applicants who apply for readmission after a previous failure, as shown in Table 28. Overall, counseling services in 20.7 percent of responding colleges were involved in this function, with little variation among college types.

25. Recommend readmission after withdrawl for emotional problems. More colleges involved their counseling services in this function than in the preceding one. Table 29 shows the involvement of counseling services in this evaluative service.

Considering all college types, the respondents indicated that 41.4 percent of their institutions viewed

Table 27

Involvement in Evaluating
Borderline Admissions

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	12	63.2	2	10.5
Protestant	10	22.7	28	63.6	6	13.7
Independent	4	16.7	16	66.6	4	16.7

Contingency coefficient = .0953

Table 28

Involvement in Recommending Readmission after Failure

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	10	52.6	4	21.1
Protestant	8	18.2	29	65.9	7	15.9
Independent	5	20.8	16	66.7	3	12.5

Contingency coefficient = .1260

Table 29

Involvement in Recommending Readmission after Withdrawl for Emotional Problems

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	11	57.9	3	15.8	5	26.3
Protestant	17	38.6	20	45.5	7	15.9
Independent	8	33.3	13	54.2	3	12.5

Contingency coefficient = .2740

this function as appropriate for a counseling service, and 41.4 percent assigned it to another department. Catholic institutions more frequently assigned this task to counseling services than did Protestant or independent colleges.

26. Pastoral or religious counseling. Pastoral or religious counseling may occur through a counseling service or through some other agency, such as a chaplain's office. Table 30 shows the responses concerning the availability of this service at the respective colleges.

A total of 94.25 percent of the respondents indicated that their college offered this service, 42.75 percent of them through a counseling service and 50.5 percent of them through another agency. While respondents were asked to check "counseling" or "elsewhere," it is probable that, especially in church-related colleges, such counseling occurs in numerous settings. While independent colleges attributed less religious counseling to a counseling service than did church-related schools, the independent colleges had more religious counseling occurring elsewhere than did the church-related ones.

27. Veterans advisory service. Veterans advisory services have become a part of student personnel activity, and the pattern of this service in participating colleges

Table 30

Availability of Pastoral or Religious Counseling

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	9	47.4	9	47.4	1	5.2
Protestant	22	50.0	21	47.7	1	2.3
Independent	7	29.2	14	58.3	3	12.5

Contingency coefficient = .2282

is shown in Table 31.

As the table indicates, counseling services in the Catholic colleges were more actively involved with veterans advising than were counseling services at Protestant and independent colleges. Both of the latter, however, reported the service was generally available from some other department. Overall, 11.5 percent provided it through a counseling service, while 56.3 percent provided it elsewhere in the college.

28. Marriage counseling. The availability of marriage counseling in participating colleges is shown in Table 32.

Overall, 41.4 percent of the participating colleges offered marriage counseling through a counseling service, and 34.5 percent did so through another department. As with availability of counseling for a student's spouse, the Catholic colleges differed from the independent and Protestant institutions in not making marriage counseling available as frequently. It should be noted that 31.6 percent of the participating Catholic colleges enrolled only male or only female students.

29. Administering entrance examinations. The extent of involvement of counseling services in participating colleges in administering entrance examinations is

Table 31

Availability of Veterans Advisory Service

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	5	26.3	9	47.4
Protestant	4	9.1	26	59.1	14	31.8
Independent	1	4.2	18	75.0	5	20.8

Contingency coefficient = .3333

Table 32

Availability of Marriage Counseling

Institutional Affiliation	Availability					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.1	7	36.8	8	42.1
Protestant	22	50.0	14	31.8	8	18.2
Independent	10	41.7	9	37.5	5	20.8

Contingency coefficient = .2572

shown on Table 33.

Independent colleges apparently concentrated the administration of these examinations outside of the counseling service, while Protestant and Catholic colleges were fairly well divided with regard to handling the examinations. A sizeable percentage of each college type did not report any involvement with entrance examinations. Overall, 34.5 percent administered entrance examinations through a counseling service, and 33.3 percent did so through another department.

30. Administering standardized tests. The function of administering standardized tests is sometimes seen as a function of a counseling service, and this viewpoint is occasionally demonstrated by the word "testing" in a counseling service title. Table 34 indicated the extent of involvement with standardized tests in participating colleges.

All three types of colleges were represented by over 50 percent of the counseling services providing this service. Overall, 56.3 percent of the participating colleges provided the service through a counseling service, and 33.3 percent provided it elsewhere in the college.

Table 33

Involvement in Administering
Entrance Examinations

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	5	26.3	8	42.1
Protestant	19	43.2	13	29.5	12	27.3
Independent	5	20.9	11	45.8	8	33.3

Contingency coefficient = .2332

Table 34

Involvement in Administering Standardized Tests

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	10	52.6	8	42.1	1	5.3
Protestant	26	59.1	14	31.8	4	9.1
Independent	13	54.2	7	29.2	4	16.6

Contingency coefficient = .1568

31. Advising campus student groups. The extent of involvement of the counseling services in advising student groups is seen in Table 35.

The participating college types apparently concentrated this service in areas other than in a counseling service, but especially was this concentration noted in independent schools. Overall, 28.7 percent of respondents indicated this service was provided through a counseling service, and 62.1 percent indicated it was provided elsewhere in the college.

32. Evaluate all disciplinary cases. The extent to which counseling services in participating colleges evaluated all disciplinary cases is indicated in Table 36.

Evaluation of disciplinary cases was handled primarily outside the counseling services (57.5 percent), with the counseling services handling only 26.4 percent of the cases. A noticeable difference occurs among the colleges regarding the comparatively high incidence of missing data from Catholic colleges on this item.

33. Evaluate referred disciplinary cases. While a counseling service may not review all disciplinary cases, it may have occasion to evaluate those referred for that purpose. Table 37 shows the extent to which the counseling services were involved in this activity.

Table 35

Involvement in Advising Campus Student Groups

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	11	57.9	3	15.8
Protestant	17	38.6	25	56.8	2	4.6
Independent	3	12.5	18	75.0	3	12.5

Contingency coefficient = .2718

Table 36

Involvement in Evaluating All Disciplinary Cases

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.1	9	47.4	6	31.5
Protestant	15	34.1	25	56.8	4	9.1
Independent	4	16.7	16	66.6	4	16.7

Contingency coefficient = .2688

Table 37

Involvement in Evaluating Referred Disciplinary Cases

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	7	36.8	6	31.6
Protestant	15	34.1	23	52.3	6	13.6
Independent	9	37.5	12	50.0	3	12.5

Contingency coefficient = .2024

The performance of this function appeared fairly uniform among the counseling services of the three college types, but in all types, the handling of disciplinary cases was usually done outside of the counseling service. Overall, 34.5 percent of participating colleges performed this function within a counseling service, and 48.3 percent performed it elsewhere in the college.

34. Counseling all students on academic probation. The involvement of the counseling services in counseling students who are placed on academic probation is shown in Table 38.

Protestant institutions placed slightly more emphasis on this function in counseling services, but Catholic and independent colleges placed greater emphasis outside the counseling service. Overall, 80.45 percent of the participating institutions had a program for all probationary students, 32.2 percent through a counseling service and 48.25 percent through another agency.

35. Responsibility for fraternities and sororities. Few of the counseling services at participating institutions had responsibility for fraternities and sororities, as shown in Table 39.

The results indicate that independent colleges had

Table 38

Involvement in Counseling All Students on Academic Probation

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	10	52.6	3	15.8
Protestant	17	38.6	19	41.2	8	20.2
Independent	5	20.8	13	54.2	6	25.0

Contingency coefficient = .1661

Table 39

Involvement in Responsibility for Fraternities and Sororities

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	1	5.3	5	26.3	13	68.4
Protestant	3	6.9	9	20.4	32	72.7
Independent	1	4.2	12	50.0	11	45.8

Contingency coefficient = .1900

a greater involvement with fraternities and sororities than did church-related colleges. Among the college types there was general agreement that where fraternities and sororities exist, they were supervized by an agency other than the counseling service. Overall, only 5.7 percent offered this service through a counseling service and 29.9 percent assigned it to another department.

36. Freshman testing. Testing of freshmen students is occasionally a counseling service function, as seen in Table 40.

Protestant colleges apparently concentrated freshman testing in the counseling services more frequently than did independent and Catholic colleges, the latter two assigning this testing to another department. Overall, 48.3 percent of participating colleges assigned freshman testing to a counseling service, and 37.9 percent assigned it to another department.

37. Studies of student characteristics. Some counseling services have as one of their functions the study of the characteristics of the student body. Involvement of counseling services in participating colleges in these studies is shown in Table 41.

Counseling services in independent colleges appeared to be more frequently involved in this task than

Table 40

Involvement in Freshman Testing

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	7	36.8	8	42.1	4	21.1
Protestant	25	56.8	14	31.8	5	11.4
Independent	3	12.5	18	75.0	3	12.5

Contingency coefficient = .2718

Table 41

Involvement in Studies of
Student Characteristics

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	4	21.1	7	36.8	8	42.1
Protestant	8	18.2	17	38.6	19	43.2
Independent	10	41.7	4	16.6	10	41.7

Contingency coefficient = .2473

were their counterparts in church-related colleges. The college types were quite uniform regarding a failure to report any service of this type. Overall, 25.3 percent of participating colleges provided this service through a counseling service, and 32.2 percent did so through another college agency.

38. Research consultant to other departments. The involvement of the counseling services as research consultants to other departments is shown in Table 42.

Counseling services at Catholic colleges were more active than counseling services at Protestant or independent colleges in this capacity, although Protestant and independent colleges provided research consultants in other departments. Overall, 16.1 percent of the participating colleges had assigned this function to their counseling services.

39. Consultant to faculty on career development. Since a career development program ideally includes faculty participation, consultation to faculty in this area is sometimes the function of a counseling service. The pattern of this involvement in participating colleges is shown in Table 43.

Overall, 27.6 percent of the colleges utilized counseling service personnel in this manner, and an

Table 42

Involvement as Research Consultants to Other Departments

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	3	15.8	11	57.9
Protestant	5	11.4	14	31.8	25	56.8
Independent	4	16.6	7	29.2	13	54.2

Contingency coefficient = .1843

Table 43

Involvement as Consultants to Faculty on Career Development

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	7	36.8	3	15.8	9	47.4
Protestant	9	20.4	12	27.3	23	52.3
Independent	8	33.3	9	37.5	7	29.2

Contingency coefficient = .2424

additional 27.6 percent used personnel of other departments for this service. Independent colleges offered consultation to faculty more frequently than did church-related colleges. Other components of career development programs will be discussed later.

40. Consultant to administration on student affairs. The counseling services at participating colleges were involved in consultation to administration concerning student affairs according to Table 44.

As the table indicates, little variation existed among the types of colleges regarding this function. Overall, 43.7 percent of participating colleges offered this service in a counseling service, and 33.3 percent offered it in another department.

41. Placement. The involvement of the counseling services in placement duties is shown in Table 45.

More church-related colleges failed to report the existence of a placement effort than did independent schools. In all college types, about one-third of the colleges assigned this function to a counseling service and a larger number handled the function elsewhere in the college.

42. Tests. Respondents were asked to indicate which standardized tests, inventories, or questionnaires

Table 44

Involvement in Consultation to Administration or Student Affairs

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	9	47.4	5	26.3	5	26.3
Protestant	19	43.2	15	34.1	10	22.7
Independent	10	41.7	9	37.5	5	20.8

Contingency coefficient = .0830

Table 45

Involvement in Placement

Institutional Affiliation	Involvement					
	Counseling		Elsewhere		Missing	
	N	%	N	%	N	%
Catholic	7	36.8	10	52.6	2	10.6
Protestant	15	34.1	21	47.7	8	18.2
Independent	8	33.3	15	62.5	1	4.2

Contingency coefficient = .1830

were customarily used in the counseling service at their institutions. Of the total respondents, 27.6 percent indicated their counseling service provided such tests but did not indicate which tests were provided. Of those who did list available tests, the Strong Vocational Interest Blank was listed most frequently, followed by the Minnesota Multiphasic Personality Inventory, the Kuder Form DD - Occupational Interest Survey, the Edwards Personal Preference Schedule, and the Wechsler Adult Intelligence Scale. The three types of colleges were quite similar in their use of tests: tests were available in 63.1 percent of Catholic colleges, 59.1 percent of Protestant colleges, and 58.3 percent of independent colleges.

43. Additional activities. Respondents were asked to list any important functions of their counseling services which had been omitted from the CSS form. Very few listed any, and there was no pattern or repetition among those listed. In almost every case, the item added could be classified as a specific example of a general category that was listed and to which the respondent had already responded.

44. Priorities of counseling services. Respondents were asked to list in order the priorities of the counseling services of their institutions.

A wide variety of items were listed, but at the same time, certain commonalities existed. All three college types had a great emphasis on personal counseling as a first priority, and this included both counseling for personal problems and counseling for personal development. The three types of colleges differed somewhat in assigning priorities beyond the first priority, and Table 46 shows the rank order derived from the frequencies.

While not ranking as highly as the priority items in Table 46, two other functions did receive notable mention: disciplinary counseling and acting as a liaison between students and other members of the academic community. Only five church-related colleges (7.9 percent) listed religious-pastoral-spiritual counseling as a priority item, while 12.5 percent of independent colleges listed it as a priority item.

45. Summary. Counseling services available to students at small colleges varied widely and formal counseling services handled a wide variety of functions. However, enough commonalities existed among types of colleges that significant differences did not occur among college types on the availability of any single counseling function.

Table 46

Listing of Priority Counseling Functions

Catholic		Protestant		Independent	
Rank	Counseling Function	Rank	Counseling Function	Rank	Counseling Function
1	Personal	1	Personal	1	Personal
2	Vocational/Career	2	Academic	2	Vocational/Career
3	Academic	3	Vocational/Career	3	Academic
4	College Adjustment	4	Testing	4	College Adjustment
5	Placement	5	Faculty Consultation	5	Testing

The availability and components of a career development program. The national educational emphasis on career development has affected the counseling offerings in small, private colleges just as it has affected public education. While overall, 63.2 percent of responding colleges had a career development program in operation, several more indicated they were in the process of beginning one. The existence of a career development program in the different types of colleges is shown in Table 47.

While the differences that existed among the types of colleges were relatively small, it is apparent that both Catholic and independent colleges more frequently had career development programs than did Protestant colleges. These career development programs were administered according to the pattern in Table 48. Overall, 43.6 percent of the programs were administered by a counseling service, 41.8 percent did not respond. The respondents were asked to indicate what department administered the career development program if it was other than counseling, and the two most common responses were placement services and education departments.

Table 49 indicates the components of career development programs. Three components were extremely common: career library, library of college catalogs, and

Table 47

Existence of a Career Development Program

Institutional Affiliation	Existence					
	Yes		No		Missing	
	N	%	N	%	N	%
Catholic	15	78.9	4	21.1	0	0.0
Protestant	24	54.5	18	40.9	2	4.6
Independent	16	66.7	8	33.3	0	0.0

Contingency coefficient = .1783

Table 48

Administration of a Career Development Program

Institutional Affiliation	Administration by Counseling Service		Administration by Other Department		Missing	
	N	%	N	%	N	%
Catholic	7	46.7	6	40.0	2	13.3
Protestant	9	37.5	11	45.8	4	16.7
Independent	8	50.0	6	37.5	2	12.5

Table 49

Components of a Career Development Program

Institutional Affiliation	Career Library	Group Career Counseling	Career Newsletters, Bulletins, etc.	Library of College Catalogs	Advertising Job Openings and Requirement	Resource Center for Classroom Teachers	Consultation with Academic Advisors
Catholic	100%	46.7%	80.0%	100%	100%	33.3%	73.3%
Protestant	79.2%	45.8%	50.0%	100%	100%	37.5%	83.3%
Independent	100%	56.2%	62.5%	81.2%	93.7%	25.0%	43.7%

Percentages are the percent of those colleges with a career development program that report these components as part of their program.

advertisement of job openings. Consultation with academic advisors was somewhat less frequent, with church-related colleges reporting more frequency in this function than independent colleges. Next least frequent was the use of career newsletters, followed by group career counseling. The least frequent activity was the provision of a resource center for use by classroom teachers.

Career development programs are a growing part of the services offered by small colleges to their students, and these programs customarily included the standard components for information and exploration of self and careers.

The staffing of counseling services.

1. Appointments. The participating colleges provided a wide range of methods for providing a counseling service staff. Very few personnel (eleven persons in all participating colleges) had assignments devoting 100 percent of their time to counseling. The remainder had appointments allocating from 2 percent to 90 percent to counseling and the remainder to instruction or administration. Because the staffing configuration varied so widely among the colleges, no statistical correlation was considered meaningful. Instead, Table 50

Table 50

Personnel Designated for Counseling Functions

Catholic		Protestant		Independent	
Position	Number	Position	Number	Position	Number
Housing Personnel	9	Housing Personnel	36	Dean of Students	10
Director of Counseling	6	Dean of Students	30	Counselor	7
Counselor	6	Counselor	19	Instructional Personnel	7
Chaplain	5	Director of Counseling	16	Director of Counseling	6
Dean of Students	4	Assistant Dean of Students	11	Housing Personnel	6
Assistant Dean of Students	4	Chaplain	9	Assistant Dean of Students	5
Clinical Psychologist	2	Dean of Women	7	Mental Health Consultant	3
Instructional Personnel	1	Instructional Personnel	6	Student Work Director	1
Veterans Advisor	1	Dean of Men	3	Director of Financial Aid	1
Director of Placement	1	Registrar	3	Director of Social Services	1
		Director of Testing	3	Chaplain	1
		Consulting Psychologist	3	Nurse	1
		Director of Student Center	3	Director of Testing	1
		Director of Placement	3	Counseling Intern	1
		Director of Financial Aid	2		
		Academic Dean	2		
		Assistant Director of Counseling	2		
		Director of Health Service	2		
		Director of Learning Center	1		
		Director of Career Planning	1		

Numeral indicates the number of colleges indicating that counseling functions were assigned to these personnel. "Housing personnel" includes all positions in housing, and in several instances, more than one position per college is included.

lists the persons designated as counseling personnel by the frequency they were so designated by the respondents. Table 51 then lists the highest earned degree of these personnel, by college type. The most frequently mentioned disciplines in which the degrees were earned are indicated in Table 52, followed by the professional affiliations indicated in Table 53.

As indicated in Table 50, persons in a number of different positions had counseling roles as a part of their job descriptions. The Dean of Students seemed to be officially involved in counseling more frequently in Protestant and independent colleges than in Catholic institutions. Housing personnel on all levels were active in counseling in all three types of colleges. Instructional personnel were designated as counselors more frequently in independent colleges than in Catholic or Protestant institutions.

With regard to degrees held by persons designated as counselors, persons holding terminal degrees generally held higher administrative positions than did those with less academic preparation, although there were isolated exceptions. A number of theological degrees are listed, as might be expected due to the religious nature of more than two-thirds of the institutions and due also to the inclusion of the campus chaplain in some counseling

Table 51

Highest Degree Held by Personnel Designated for Counseling Functions

Catholic		Protestant		Independent	
Position	Number	Position	Number	Position	Number
Ph.D.	8	Ph.D.	21	Ph.D.	11
Ed.D.	1	Th.D	2	Ed.D.	3
M.Ed.	2	Ed.D.	7	M.Ed.	2
MM.S.	5	D.D.	1	M.S.	7
M.A.	18	Th.M.	3	M.A.	17
M.Div.	1	S.T.M.	1	M.S.W.	1
M.B.A.	1	M.Div.	4	B.A.	3
B.A.	8	M.Ed.	9	R.N.	1
		M.S.	14		
		M.A.	45		
		M.F.A.	1		
		B.A.	24		
		B.S.	8		
		R.N.	2		
		A.A.	1		

Table 52

Most Frequently Designated Subject Area in Which Highest Degrees were Earned by Personnel Designated as Counselors

Catholic		Protestant		Independent	
Subject Area	Number	Subject Area	Number	Subject Area	Number
Counseling	7	Counseling	38	Psychology	16
Psychology	4	Psychology	20	Counseling	13
Theology	4	Education	14	Pastoral Care	3
Philosophy	3	Theology	11	Social Work	3
Student Personnel	3	Student Personnel	6	Education	3
		Nursing	4		
		Sociology	4		
		History	4		
		Mathematics	3		

Table 53

Selected Professional Affiliations of Personnel Designated as Counselors

Institutional Affiliation	APA	APGA	NASPA
Catholic	9	16	5
Protestant	11	35	23
Independent	8	10	7

programs. Most of the baccalaureate level degrees were held by lower-level housing personnel who had responsibilities in counseling. Well over one hundred institutions were represented in the respondents' listing of the grantors of the degrees held by counseling personnel. Relatively few persons held their highest degree from the institution at which they were employed. The academic disciplines of these degrees, as seen in Table 52, reflect a primary concentration in psychology and counseling in the three college types.

Regarding professional affiliations, membership in the three selected organizations was represented across college types. The most common affiliation is with the American Personnel and Guidance Association, as shown in Table 53.

2. Number of full-time equivalent counselors. Since almost all persons designated as providing counseling do so in a dual appointment, the number of full-time equivalent counselors can be quite different from the number of persons participating. Table 54 shows the relationship of the reported full-time equivalent counselors to college type. The median numbers of the college types did not differ greatly.

The number of full-time equivalent counselors can be related to college enrollment to find the counselor-

Table 54

Full-Time Equivalent Counselors

	Catholic	Protestant	Independent
Number Responding	17	37	23
Mean	2.1	1.91	1.1
Median	1.5	2	1
Range	.25-8	.25-4	.1-4

student ratios by college type. While the mean ratios vary greatly, and while the ranges also vary widely, the median ratios do not vary as widely. Protestant colleges have the lowest median counselor-student ratio, and independent colleges have the highest as shown in Table 55.

3. Classification of counselors. Counselors may, in certain circumstances, find their job either facilitated or hindered by their classification in the college structure. The usual classification of counselors in participating colleges is shown in Table 56.

It should be noted that 31 percent of the participating colleges had designated counseling personnel, some of whom were classified as faculty and some as administrators. As Table 56 indicates, the predominate classification for counselors in all three college types is that of administrator.

4. Psychiatric services. Small colleges may occasionally require assistance in counseling beyond what the counseling services can provide, and they secure these services through an arrangement with a psychiatrist. Table 57 indicates the pattern in which the college types utilize psychiatric services.

The college types have percentages adding to over one hundred because the responses were not discrete. Of

Table 55

Counselor-Student Ratios

	Catholic	Protestant	Independent
Number Responding	17	37	23
Mean	1:770.2	1:507	1:1012.7
Median	1:518.4	1:412.5	1:600
Range	1:44.1-1:4336	1:73.3-1:1800	1:161-1:3120

Table 56

Classification of Counselors

	Classification					
	Faculty		Administration		Missing	
	N	%	N	%	N	%
Catholic	7	36.8	9	47.4	3	15.8
Protestant	16	36.7	18	40.9	10	22.4
Independent	7	29.2	14	58.3	3	12.5

Table 57

Use of Psychiatric Services

	Pattern of Use							
	Staff Member		Consultant		Referrals		Missing	
	N	%	N	%	N	%	N	%
Catholic	3	15.8	4	21.0	11	57.9	6	31.6
Protestant	3	6.8	8	18.2	24	54.5	17	38.6
Independent	0	0.0	5	20.8	17	70.8	7	29.2

participating colleges, 19.5 percent utilized psychiatrists in more than one capacity. Church-related colleges exceeded independent institutions in the frequency of utilizing psychiatrist as staff members. The college types were practically equivalent regarding use of psychiatrists as consultants, while independent colleges used them slightly more often for referrals than did church-related colleges.

5. Summary. Personnel patterns used by small colleges to provide counseling services vary widely, but most colleges utilize persons who have an administrative or instructional appointment for part-time counseling. The persons doing the counseling have a wide range of academic backgrounds, and more colleges classify them as administrators than faculty. A majority of participating colleges utilize a psychiatrist for referrals.

The operations of a formal counseling service.

1. Written objectives for a counseling service. While written objectives may be crucial to accomplish counseling functions in a college without a formal counseling service, it was assumed that those with formal counseling services would be more likely to have written objectives. The responses to the CSS question regarding written objectives are seen in Table 58.

Table 58

Written Objectives for Counseling Services

	Existence of Objectives					
	Yes		No		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	12	63.2	1	5.2
Protestant	9	20.4	30	68.2	5	11.4
Independent	8	33.3	13	54.2	3	12.5

Contingency coefficient = .1634

Independent and Catholic colleges have written objectives for their counseling services more frequently than do Protestant colleges. Only one-third of the number of colleges reporting having a formal counseling service reported having written objectives for their services.

2. Confidentiality policies. The CSS investigated only one aspect of confidentiality, the availability of a counseling service's confidential files to persons outside of the counseling service. Table 59 shows the responses to this inquiry.

Both Catholic and independent colleges reported more stringent confidentiality policies than did Protestant colleges. All of the colleges which allowed use of confidential files by persons other than counselors were Protestant colleges.

3. Publicity for counseling services. Since counseling services must communicate their availability to their constituency, the methods of publicity were investigated. Table 60 indicates the methods used by participating colleges, with all colleges using more than one method.

Table 60 indicates the college types generally follow the same pattern in publicizing their counseling

Table 59

Confidentiality Policies

	Files Available					
	Yes		No		Missing	
	N	%	N	%	N	%
Catholic	0	0.0	17	89.5	2	10.5
Protestant	6	13.6	35	79.5	3	6.9
Independent	0	0.0	22	91.7	2	8.3

Table 60

Publicity for Counseling Services

Publicity Method	Institutional Type					
	Catholic		Protestant		Independent	
	N	%	N	%	N	%
Orientation	17	89.5	35	79.5	20	83.3
Brochures	5	26.3	13	29.5	4	16.7
Campus Newspaper	8	42.1	12	27.3	13	54.2
Bulletin Boards	9	47.4	20	45.4	11	45.8
College Catalog	16	84.2	34	77.3	15	62.5
Compulsory Interviews	3	15.8	9	20.4	4	16.7

services, all three types using new student orientation most frequently as the method of informing students of counseling services. Second most frequent for all college types was college catalog announcements, and all agreed that the least frequently used method was compulsory interviews for all incoming students. The only major departure from uniformity was that independent colleges tended to use the campus newspaper more frequently than did church-related colleges.

4. Service to non-students. The availability of counseling services at participating colleges to persons not matriculated at the colleges is seem in Table 61.

Overall, 31 percent of the participating colleges reported making their counseling services available to non-students, the independent colleges doing so more frequently than the church-related colleges. This compares only roughly to two items discussed earlier: 23.7 percent reported their counseling service dealt with faculty members concerning personal problems, and 34.5 percent reported their services were available to a student's spouse.

5. Number of interviews weekly by a counselor. The CSS asked respondents to indicate the average number of client interviews per week handled by a full-time

Table 61

Availability of Service to Non-Students

	Availability					
	Yes		No		Missing	
	N	%	N	%	N	%
Catholic	5	26.3	13	68.4	1	5.3
Protestant	12	27.3	31	70.4	1	2.3
Independent	10	41.7	14	58.3	0	0.0

Contingency coefficient = .1334

equivalent counselor at their institutions, and the results are found in Table 62.

While the means do not differ greatly among college types, the medians do differ, and the medians are perhaps better measures of central tendency in these cases since all three groups have one or two extreme scores. The median for Protestant colleges is somewhat higher than the medians for Catholic or independent institutions, indicating more interviews per week in Protestant colleges.

6. Number of interviews for a student. The CSS also asked respondents to indicate the average number of interviews for a student at their institutions' counseling services, and their responses are shown in Table 63.

Problem type was not included in this question in order to arrive at an overall average by not excluding a specific type of counseling. Notations on returned instruments, however, evidenced that this lack of specification produced difficulty in answering for some respondents. The responses indicate very close agreement among institutional types on the mean number of student interviews, and further, they indicate relatively insignificant involvement in long-term counseling in the participating colleges.

Table 62

Number of Interviews per Week by a Full-Time Equivalent Counselor

	Institution Type		
	Catholic	Protestant	Independent
Number Responding	12	32	20
Mean	18.7	21.0	19.9
Median	12.5	20.0	14.5
Range	10-45	2-60	5-50

Table 63

Number of Interviews for a Student

	Institution Type		
	Catholic	Protestant	Independent
Number Responding	11	26	20
Mean	3.7	4.2	4.85
Median	3.0	3.0	3.5
Range	2-10	2-20	1-15

7. Support personnel. The existence of secretarial and clerical support for counseling services at participating colleges was indicated by respondents and is shown in Table 64. Very little difference existed in the number of support personnel at institutions responding to the CSS item, but differences did exist among institutional types in the number of respondents who answered the question. If it may be assumed that a lack of response indicates a lack of personnel, then Protestant colleges exceeded Catholic and independent institutions in the employment of secretaries, and Catholic colleges led in the employment of clerical help.

8. Evaluation of adequacy of personnel and facilities. The CSS respondents were asked to express their opinions regarding the adequacy of personnel and facilities at their counseling services, and their responses are shown in Table 65 and Table 66. Since these were opinions, they bore no necessary resemblance to the amount of staff and facilities currently provided.

Respondents at independent colleges expressed satisfaction with staffing most frequently, but they expressed least satisfaction with facilities. Overall, 58.6 percent of the respondents indicated their counseling service lacked adequate staff, and 46.0 percent responded that they lacked adequate facilities.

Table 64

Existence of Support Personnel

	Institution Type		
	Catholic	Protestant	Independent
Secretarial			
Number Responding	9 (47.4%)	30 (68.2%)	11 (45.8%)
Mean	.98	1.2	1.0
Median	1.0	1.0	1.0
Range	.3-2	.5-3	.5-2
Clerical			
Number Responding	7 (36.8%)	11 (25.0%)	2 (8.3%)
Mean	.86	.87	.62
Median	.5	1.0	.62
Range	.5-2	.25-2	.25-1

Table 65

Opinions of Staff Adequacy

	Adequacy					
	Adequate		Not Adequate		Missing	
	N	%	N	%	N	%
Catholic	6	31.6	12	63.2	1	5.2
Protestant	11	25.0	27	61.5	6	13.6
Independent	8	33.3	12	50.0	4	16.7

Table 66

Opinions of Facility Adequacy

	Adequacy					
	Adequate		Not Adequate		Missing	
	N	%	N	%	N	%
Catholic	9	47.4	7	36.8	3	15.8
Protestant	19	43.2	18	40.9	7	15.9
Independent	5	20.8	15	62.5	4	16.7

9. Student evaluation of counseling services. Table 67 indicates the number of institutions that reported having attempted to assess student satisfaction with the counseling services the college provides.

A majority (60.9 percent) of all three types of institutions had not attempted to assess student satisfaction with the counseling services provided by the colleges. Protestant institutions attempted this evaluation slightly less frequently than did Catholic or independent colleges.

10. Summary. The participating colleges differed on several operational items, but these differences were not significant when comparisons were made by college types. In the opinion of the majority of respondents, their counseling services would benefit from additional staff. A majority of institutions had not attempted to assess student satisfaction with existing counseling services. Support personnel, when present, were few in number for all three college types. A relatively low number of interviews per student indicated that the participating colleges were generally not offering long-term counseling.

Summary

The responses from Roman Catholic, Protestant, and

Table 67

Student Evaluation of Counseling Services

	Evaluation					
	Assessment		No Assessment		Missing	
	N	%	N	%	N	%
Catholic	8	42.1	11	57.9	0	0.0
Protestant	14	31.8	29	65.9	1	2.3
Independent	10	41.7	13	54.2	1	4.1

independent institutions were examined for differences regarding the following:

a. the percentage of students consulting a counselor;

b. the specific counseling services available;

c. the availability and components of a career development program;

d. the staffing of counseling services;

e. the operation of a formal counseling service.

Differences among institutional types on individual items were noted, as were the similaries on the vast majority of items. No differences among institutional types were observed that were of the magnitude to suggest that differences derived from the institutional type.

Perceptions of Counseling Services: Institutional Participation

Of the eighty-seven respondents to the CSS, forty-eight volunteered to administer the PCS at their institutions. Of those volunteering, thirty-seven actually completed the project. Nine colleges without formal counseling centers volunteered, and eight completed the PCS project, yielding an 88.9 percent completion rate. These colleges had enrollments ranging from 237 to 850, with a median enrollment of 566. They included six

Protestant, one Roman Catholic, and one independent colleges. Thirty-eight colleges with formal counseling services volunteered, and twenty-nine completed the PCS, yielding a 74.3 percent return rate. These colleges had enrollments ranging from 223 to two thousand, with a median enrollment of 642. They included eighteen Protestant, five Roman Catholic, and six independent colleges.

A total of 701 students completed the PCS, 559 (79.7 percent) of them from colleges with formal counseling services and 142 (20.3 percent) of them from colleges without formal counseling services. Among the students, more females completed the PCS than males in both college groups, but the difference was greater in colleges without formal services. Table 68 shows student participation by sex, and Table 69 shows them by academic rank.

Faculty participants in the PCS study numbered 144 and of this number, 111 (77.1 percent) were from from colleges with formal counseling services. One counselor was to complete the PCS form at colleges that had a formal counseling service, and twenty-one did so. Also, one administrator at each college was asked to complete the PCS form and thirty-five did so, twenty-eight (80.0 percent) at colleges with formal counseling

Table 68

PCS Student Respondents, by Sex

Formal Counseling Service Existence	Sex					
	Male		Female		Missing	
	N	%	N	%	N	%
Yes	255	45.6	300	53.6	4	.8
No	53	37.3	88	62.0	1	.7

Contingency coefficient = .0671

Table 69

PCS Student Respondents, by Academic Rank

Formal Counseling Service Existence	Academic Rank									
	Freshmen		Sophomores		Juniors		Seniors		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	151	27.0	128	22.9	159	28.4	110	19.7	11	2.0
No	54	38.0	33	23.2	24	16.9	23	16.2	8	5.6

services and seven (20.0 percent) at colleges without formal counseling services. Among colleges with formal counseling services, several institutions submitted a PCS form from more than one administrator.

Research Question 3: Perceptions of Counseling Services by Students.

The third research question asked the following: "Do differences exist in the perceptions by students in institutions with formal counseling services and by students in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling services?"

Rather than reporting the source and perceived quality of the counseling services in separate sections, these results are reported with the availability of the specific counseling service.

Perceived existence of a formal counseling service. Respondents were asked to indicate whether their college had a formal counseling service, and the results are shown in Table 70. The response of the chief student personnel officer to this item on the CSS was used to establish whether the college had a formal

Table 70

Existence of a Formal Counseling Service as Perceived by Students

Formal Counseling Service Existence	Existence					
	Answer Correct		Answer Incorrect		Missing	
	N	%	N	%	N	%
Yes	418	74.8	115	20.6	26	4.7
No	76	53.5	65	45.8	1	.7

Contingency coefficient = .2138

counseling service, and the student responses were judged as correct or incorrect according to their agreement with this norm. Overall, 70.6 percent of the students answered the question correctly for their college, with students at colleges without formal counseling services being incorrect more frequently than students at colleges with formal counseling services.

Among responding students at colleges with formal counseling services, 29.0 percent reported having utilized the counseling service at their institutions.

Help for academic problems. Students perceived help for academic problems to be available at their respective institutions, as shown in Table 71. Overall, 93.7 percent of the students responded that help for academic problems was available at their institutions, and no practical difference existed between the responses from the two groups.

Students rated the quality of the help for academic problems, as shown in Table 72.

Overall, 89.4 percent of those who rated it gave this service a positive rating (very good or good) at their institutions. Students at institutions with formal counseling services rated the service very good more frequently than did students at colleges without formal counseling services.

Table 71

Availability of Help for Academic Problems
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	524	93.7	30	5.4	5	.9
No	133	93.7	9	6.3	0	0.0

Contingency coefficient = .0141

Table 72

Quality of Help for Academic Problems
as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	196	35.1	275	49.2	43	7.7	5	.9	40	7.2
No	28	19.7	82	57.7	18	12.7	3	2.1	11	7.7

Contingency coefficient = .1442

The most frequently preferred sources of help for academic problems are shown in Table 73. The five most frequently mentioned sources are listed in the table for each of the choices. The patterns of preferences were identical between the two college groups for the first choice. For the second and third choices, the same sources were indicated by respondents in both groups of colleges, but the order of preferences varied somewhat between the groups. While the N's are not directly comparable between college groups, they are included in this and similar tables to show the relationship between sources within the choices.

Help for personal problems. Students perceived help for personal problems to be available at their respective institutions, as shown in Table 74.

The responses in the two groups of colleges were practically equivalent, with almost 88 percent overall of the respondents indicating the help was available at their institutions.

Student respondents rated the quality of help for personal problems at their colleges, as shown in Table 75. Students at colleges with formal counseling services rated the quality of help for personal problems higher than did students at colleges without formal counseling services. In both instances, however, a favorable rating was given

Table 73

Preferred Sources of Help for Academic Problems
as Reported by Students

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Faculty Advisor	191	Faculty Advisor	48
	Faculty, not Advisor	102	Faculty, not Advisor	31
	Friends	102	Friends	31
	Academic Dean	84	Academic Dean	12
	Parents	33	Parents	10
Second Choice	Faculty Advisor	156	Faculty, not Advisor	32
	Faculty, not Advisor	111	Faculty Advisor	27
	Academic Dean	101	Academic Dean	25
	Friends	71	Friends	22
	Parents	54	Parents	21
Third Choice	Academic Dean	123	Academic Dean	33
	Friends	98	Faculty Advisor	24
	Faculty, not Advisor	88	Faculty, not Advisor	22
	Parents	70	Parents	20
	Faculty Advisor	60	Friends	17

N=the number of respondents indicating this choice

Table 74

Availability of Help for Personal Problems
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	481	86.0	67	12.0	11	2.0
No	125	88.0	15	10.6	2	1.4

Contingency coefficient = .0173

Table 75

Quality of Help for Personal Problems
as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	196	35.1	224	40.1	44	7.9	10	1.8	85	15.2
No	19	13.4	74	52.1	19	13.4	8	5.6	22	15.5

Contingency coefficient = .2076

by a strong majority of those responding. Overall, 36.2 percent of those rating the service rated it very good, and 50.2 percent rated it good.

The most frequently preferred sources of help for personal problems are shown in Table 76. Friends and parents play a predominate role in both college groups. The counseling service, a faculty member other than one's advisor, and the chaplain are prominent institutional sources in colleges with formal counseling services. Several students in colleges without formal counseling services yet indicated the counseling service as their first choice for help. Faculty advisors and residence hall advisors were seen as sources of help in colleges without formal counseling services, while they did not appear so prominently in this role in colleges with formal counseling services.

Help for social problems. Students perceived help for social problems to be available at their institutions, according to Table 77. Students at colleges with formal counseling services more frequently perceived help for social problems to be available at their college than did students at colleges without formal counseling services. Overall, 70.2 percent of the students perceived this service available at their colleges.

Table 76

Preferred Sources of Help for Personal Problems as Reported by Students

Choices	Sources of Help: Colleges with Formal Counseling Services — Source	N	Sources of Help: Colleges without Formal Counseling Service — Source	N
First Choice	Friends	321	Friends	82
	Parents	93	Parents	31
	No One	36	Faculty, not Advisor	5
	Counseling Service	24	Chaplain	5
	Chaplain	23	Counseling Service	4
Second Choice	Parents	183	Parents	54
	Friends	114	Friends	37
	Counseling Service	47	Residence Hall Advisor	10
	Faculty, not Advisor	45	Faculty, not Advisor	8
	Residence Hall Advisor	42	Faculty Advisor	7
Third Choice	Parents	83	No One	25
	Chaplain	67	Faculty, not Advisor	18
	Faculty, not Advisor	65	Parents	16
	No One	63	Chaplain	14
	Counseling Service	61	Residence Hall Advisor	14

N=the number of respondents indicating this choice

Table 77

Availability of Help for Social Problems
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	403	72.1	130	23.3	26	4.7
No	89	62.7	48	33.8	5	3.5

Contingency coefficient = .1131

Student respondents rated the quality of this help at their colleges as shown in Table 78. The students in colleges with formal counseling services gave the help at their colleges a higher rating than did the students at colleges without formal counseling services. While the latter did not give significantly more unfavorable ratings, their favorable ratings were fewer and the percentage of missing ratings was higher. Overall, 12.0 percent rated the service very good and 41.9 percent rated it good.

Concerning the preferred sources for help for social problems, the responses are shown in Table 79. Parents and friends ranked higher than any institutional service in both groups of colleges. Friends were the overwhelming preference for help, and a great difference existed between friends and the second most frequent preference. The counseling service figured prominently in the preferences, and it even occurred as a preference of a number of respondents in colleges that had no formal counseling services. Residence hall advisors and faculty members other than advisors also were perceived as sources of help by students in both groups of colleges.

Religious or pastoral counseling. Responding students perceived religious or pastoral counseling to be available at their colleges, according to Table 80.

Table 78

Quality of Help for Social Problems
as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	79	14.1	242	43.3	67	12.0	9	1.6	162	29.0
No	5	3.5	52	36.6	20	14.1	7	4.9	58	40.8

Contingency coefficient = .1752

Table 79

Preferred Sources of Help for Social Problems as Reported by Students

Choices	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Friends	340	Friends	94
	Parents	54	Parents	16
	No One	41	Residence Hall Advisor	7
	Counseling Service	37	Chaplain	5
	Chaplain	15	Faculty, not Advisor	5
Second Choice	Parents	159	Parents	55
	Friends	94	Friends	19
	Residence Hall Advisor	63	Residence Hall Advisor	16
	Counseling Service	54	Faculty Advisor	10
	Faculty, not Advisor	41	Faculty, not Advisor	10
Third Choice	Parents	75	No One	21
	No One	72	Faculty, not Advisor	20
	Faculty, not Advisor	59	Parents	17
	Counseling Service	58	Counseling Service	15
	Residence Hall Advisor	53	Friends	13

N=the number of respondents indicating this choice

Table 80

Availability of Religious or Pastoral Counseling as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	464	83.0	83	14.8	12	2.2
No	117	82.4	22	15.5	3	2.1

Contingency coefficient = .0000

The responses from the two groups of colleges were almost equivalent, with students at colleges without formal counseling services perceiving this service to be available almost as frequently as did students at colleges with formal counseling services.

The responding students rated the quality of religious or pastoral counseling, as shown in Table 81. While students from both groups of colleges were almost equivalent in perceiving the availability of this service, a more marked difference occurred in their perceptions of its quality. Students at colleges with formal counseling services rated religious counseling at their institutions higher than did students at colleges without formal counseling services. The CSS results indicated that this counseling was offered somewhat more frequently through another agency than it was through a counseling service.

The student respondents expressed their preferences for sources of religious or pastoral counseling as shown in Table 82. Once again, friends were the most frequently preferred source of help, with the chaplain also frequently preferred in both college groups. The counseling service ranked among second choices, in both groups of colleges. A faculty member other than the advisor was frequently preferred, as were parents. The

Table 81

Quality of Religious or Pastoral Counseling as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	264	47.2	154	27.5	26	4.7	8	1.4	107	19.1
No	36	25.4	51	35.9	14	9.9	9	6.3	32	22.5

Contingency coefficient = .2142

Table 82

Preferred Sources of Religious or Pastoral Counseling as Reported by Students

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges with Formal Counseling Services — Source	N
First Choice	Friends	166	Friends	40
	Chaplain	160	Chaplain	32
	Parents	75	Parents	20
	No One	55	No One	15
	Faculty, not Advisor	16	Faculty, not Advisor	7
Second Choice	Friends	117	Parents	34
	Parents	111	Friends	28
	Chaplain	107	Chaplain	22
	Faculty, not Advisor	43	Counseling Service	5
	Counseling Service	29	No One	5
Third Choice	Friends	97	Friends	21
	Chaplain	89	Parents	20
	Parents	77	Chaplain	18
	Faculty, not Advisor	50	No One	13
	No One	44	Faculty, not Advisor	11

N=the number of respondents indicating this choice

rankings of the first choices for this help was identical for both groups of colleges. The second and third choices included the same sources of help for both college groups, but they differed in the order of preference.

Career planning. Responding students perceived career planning assistance to be available as shown in Table 83. While a great difference did not exist, students at colleges with formal counseling services did perceive career planning help to be available at their institutions more frequently than did students at institutions without formal counseling services. Overall, 82.2 percent of the students responded that this help was available at their colleges.

The students rated the quality of the career planning help at their colleges as shown in Table 84. Students at colleges with formal counseling services gave a higher rating to the career planning help at their colleges than did students at colleges without formal counseling services. Overall, 61.9 percent of responding students listed the career planning help at their colleges as very good or good, and 18.0 percent rated it as inadequate or very inadequate.

Students listed their preferred sources of help

Table 83

Availability of Career Planning Help
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	467	83.5	74	13.2	18	3.3
No	109	76.8	31	21.8	2	1.4

Contingency coefficient = .1034

Table 84

Quality of Career Planning Help
as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	109	19.5	249	44.5	83	14.8	14	2.5	104	18.6
No	21	14.8	55	38.7	22	15.5	7	4.9	37	26.1

Contingency coefficient = .1025

for career planning as shown in Table 85. Student respondents from both groups of colleges expressed similar preferences, the order of their preferences varying somewhat. Faculty advisors were preferred sources of help for career planning, with counseling services being listed several times by students in both groups. Parents and friends were often preferred. Colleges with formal counseling services had those services mentioned as preferred source of help by a moderate number as first, second, and third choices.

Study skills. Responding students perceived help for study skills improvement to be available at their colleges as shown in Table 86. Students in colleges with formal counseling services perceived this help to be available more frequently than did students in colleges without formal counseling services. Overall, 69.0 percent of the students perceived this service to be available at their institutions.

The students rated the quality of the study skills help available at their colleges, as shown in Table 87. The ratings given by students at colleges with formal counseling services were higher than those given by students at colleges without formal counseling services. Of the former, 54.9 percent gave a favorable rating, compared to 38.7 percent by the latter.

Table 85

Preferred Sources of Career Planning Help
as Reported by Students

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Faculty Advisor	210	Faculty Advisor	38
	Parents	107	Parents	37
	Counseling Service	64	Faculty, not Advisor	19
	Friends	52	Friends	17
	Faculty, not Advisor	46	Counseling Service	10
Second Choice	Faculty Advisor	126	Parents	33
	Parents	104	Faculty Advisor	27
	Faculty, not Advisor	97	Faculty, not Advisor	26
	Friends	71	Friends	15
	Counseling Service	47	Counseling Service	14
Third Choice	Parents	108	Friends	26
	Friends	86	Faculty Advisor	22
	Counseling Service	79	Parents	21
	Faculty, not Advisor	77	Faculty, not Advisor	20
	Faculty Advisor	46	Academic Dean	18

N=the number of respondents indicating this choice

Table 86

Availability of Study Skills Help
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	403	72.1	132	23.6	24	4.3
No	81	57.0	58	40.8	3	2.1

Contingency coefficient = .1559

Table 87

Quality of Study Skills Help as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	94	16.8	213	38.1	71	12.7	10	1.8	171	30.6
No	11	7.7	44	31.0	18	12.7	3	2.1	66	46.5

Contingency coefficient = .1510

The responding students listed their preferred sources of help for study skills problems as shown in Table 88. Faculty members, both advisors and others, were perceived as sources of study skills help more frequently by students in colleges with formal counseling services than by students in colleges without formal counseling services. The second choice preferences were identical for both college groups. The counseling service was seen as a source of help, even in colleges without a formal counseling service. Friends, also, were frequently mentioned in both groups, and were the most frequently mentioned first choice among students at colleges without formal counseling services.

Financial advisement. Responding students perceived financial advisement to be available at their colleges as shown in Table 89. Students in both groups of colleges were almost equivalent in their perceptions of the availability of financial advisement at their institutions. Students in colleges without formal counseling services perceived this service to be available at their colleges slightly more frequently than did students at colleges with formal counseling services. Overall, 87.2 percent of the students perceived this service to be available at their colleges.

Table 88

Preferred Sources of Study Skills Help
as Reported by Students

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Faculty Advisor	140	Friends	34
	Friends	109	Faculty, not Advisor	33
	Faculty, not Advisor	91	Faculty Advisor	28
	No One	61	No One	14
	Counseling Service	45	Counseling Service	10
Second Choice	Faculty Advisor	131	Faculty Advisor	40
	Faculty, not Advisor	112	Faculty, not Advisor	29
	Friends	71	Friends	19
	Counseling Service	50	Counseling Service	8
	Academic Dean	35	Academic Dean	5
Third Choice	Friends	95	Academic Dean	19
	Faculty, not Advisor	78	Faculty, not Advisor	18
	Academic Dean	54	Faculty Advisor	13
	Faculty Advisor	52	Friends	13
	Counseling Service	45	Residence Hall Advisor	12

N=the number of respondents indicating this choice

Table 89

Availability of Financial Advisement
as Perceived by Students

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	484	86.6	60	10.7	15	2.7
No	127	89.4	14	9.9	1	.7

Contingency coefficient = .0538

The ratings given by the responding students to the quality of financial advisement are shown in Table 90. The ratings given this service by students in both groups of colleges were equivalent, with no practical difference existing between the two groups. Overall, 68.9 percent of the students gave this service a favorable rating.

The students expressed their preferences for sources of financial advisement as shown in Table 91. The students overwhelmingly preferred their parents and the financial aid advisors at their colleges, in that order, with a great distance between these two and the third most frequently preferred source of help. The students of the two groups of colleges were roughly congruent in their preferences.

Perceptions of confidentiality. The students responded to four items dealing with the confidentiality of information revealed to counselors at their colleges. These four items represent four levels of confidentiality, and the results are reported in Table 92 with the four items included in the same table. Students at colleges with formal counseling services generally perceived a higher level of confidentiality at their colleges than did students at colleges without a formal counseling service. The former gave a more favorable rating at

Table 90

Quality of Financial Advisement as Perceived by Students

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	148	26.5	238	42.6	72	12.9	15	2.7	86	15.4
No	32	22.5	65	45.8	21	14.8	5	3.5	19	13.4

Contingency coefficient = .0510

Table 91

Preferred Sources of Financial Advisment
as Reported by Students

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Service — Source	N
First Choice	Parents	243	Parents	66
	Financial Aid Advisor	240	Financial Aid Advisor	58
	Friends	22	*	
	No One	16	*	
	*		*	
Second Choice	Financial Aid Advisor	195	Financial Aid Advisor	53
	Parents	152	Parents	32
	Friends	42	Faculty Advisor	12
	Faculty Advisor	40	*	
	Counseling Service	22	*	
Third Choice	No One	82	No One	21
	Friends	79	Academic Dean	18
	Faculty Advisor	70	Faculty, not Advisor	15
	Financial Aid Advisor	53	Parents	14
	Counseling Service	49	Friends	14

N=the number of respondents indicating this choice

*The response was too low to be meaningful.

Table 92

Perceptions of Confidentiality by Students

Confidentiality Level	Colleges with Formal Counseling Services		Colleges without Formal Counseling Services	
	N	%	N	%
Released all over campus	17	3.0	8	5.6
Released to faculty and administrators as a matter of routine	56	10.0	20	14.1
Released in instances that would benefit the student	259	46.3	61	43.0
Held in strict confidentiality	218	39.0	46	32.4
Missing	9	1.7	7	4.9

Contingency coefficient = .1241

every level than did the latter. It is uncertain who the students at colleges without formal counseling services had in mind when responding to these items. Consequently, it is surprizing that their perceptions of confidentiality were as high as they were.

Summary. The results of the PCS survey of students were reported. The students at colleges with formal counseling services generally exceed those at colleges without formal counseling services in the frequency with which they perceived the specific services to be available and the estimation of quality they attached to the services. The exceptions occur in the perceptions of the availability of financial advisement. The preferred sources of help for the specific problem areas were similar for both groups of colleges, and students at colleges without formal counseling services specified the counseling service as their preference for help in a number of cases. This is not too surprizing, since almost one-half of the students at colleges without counseling services indicated their colleges did have counseling services. A frequent preference for non-institutional sources of help for all problem areas was noted in students in both groups of colleges.

Research Question 4: Perceptions of Counseling Services by Faculty

The fourth research question asked the following: "Do differences exist in the perceptions by faculty members in institutions with formal counseling services and by faculty members in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling services?"

As with the preceding research question, the three parts of the research question are not considered in separate sections, but the results are reported as the specific counseling services are considered.

Perceived existence of a formal counseling service. Respondents were asked to indicate whether their college had a formal counseling service, and the results are shown in Table 93. The response of the chief student personnel officer to this item on the CSS was used to establish whether the college had a formal counseling service, and faculty responses were judged as correct according to their agreement with this norm. Faculty members at colleges with formal counseling services were more frequently correct than were faculty members at colleges without formal counseling services.

Table 93

Existence of a Formal Counseling Service as Perceived by Faculty

Formal Counseling Service Existence	Existence					
	Answer Correct		Answer Incorrect		Missing	
	N	%	N	%	N	%
Yes	97	87.4	12	10.8	2	1.8
No	18	54.5	14	42.4	1	3.1

Contingency coefficient = .3333

Overall, 79.9 percent of the faculty members answered the question correctly for their colleges.

Help for academic problems. Faculty members perceived help for academic problems to be available at their institutions, as shown in Table 94. Overall, 97.9 percent of the faculty members responded that help for academic problems was available at their college, and only a slight difference existed between the groups of colleges.

Faculty members rated the quality of the help for academic problems, as shown in Table 95. Faculty members in colleges with formal counseling services more frequently rated this specific service very good than did faculty members at colleges without formal counseling services. When considering the two positive ratings together, the groups of faculty were quite close. Overall 91.7 percent rated the service positively (either good or very good).

Faculty perceived students seeking help from the sources shown in Table 96. The three most frequently mentioned sources are listed in the table for each of the choices. The patterns of perceived preferences were identical for the two college groups on the first choice, and they were similar but not identical to the preferences

Table 94

Availability of Help for Academic Problems as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	108	97.3	1	.9	2	1.8
No	33	100.0	0	0.0	0	0.0

Table 95

Quality of Help for Academic Problems
as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	44	39.6	59	53.2	4	3.6	0	0.0	4	3.6
No	6	18.2	23	69.7	3	9.1	1	3.0	0	0.0

Contingency coefficient = .2282

Table 96

Preferred Sources of Help for Academic Problems
as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Sources of Help: Colleges without Formal Counseling Services — Source	N
First Choice	Faculty Advisor	53	Faculty Advisor	12
	Friends	28	Friends	10
	Faculty, not Advisor	15	Faculty, not Advisor	7
Second Choice	Faculty, not Advisor	42	Academic Dean	10
	Faculty Advisor	29	Faculty Advisor	9
	Academic Dean	13	Faculty, not Advisor	6
Third Choice	Academic Dean	30	Faculty, not Advisor	10
	Faculty, not Advisor	26	Academic Dean	9
	Friends	16	Faculty Advisor	9

N=the number of respondents indicating this choice

expressed by the students themselves. College academic personnel were seen as primary sources for this help by faculty members in both groups, the exception being the relatively high role they assigned to students' friends.

Help for personal problems. Faculty members perceived help for personal problems to be available at their institutions as shown in Table 97. The faculty members from the two groups of colleges gave fairly equivalent responses, with 94.4 percent overall of them indicating the help was available at their institutions.

The respondents rated the quality of this help at their colleges, and the results are shown in Table 98. Faculty members at colleges with formal counseling services rated the help for personal problems higher than did their collegues at colleges without formal counseling services. In both instances, however, a favorable rating was given by a strong majority of those responding.

Faculty members perceived students to be seeking help from sources shown in Table 99. The first choice rankings were the same for faculty from both college groups, and this included a ranking for the counseling service in colleges without a formal counseling service. Friends were seen overwhelmingly as students' first choice.

Table 97

Availability of Help for Personal Problems
as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	106	95.5	1	.9	4	3.6
No	30	90.9	2	6.1	1	3.0

Table 98

Quality of Help for Personal Problems
as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	34	30.6	49	44.1	18	16.2	1	.9	9	8.2
No	7	21.2	15	45.5	5	15.1	3	9.1	3	9.1

Contingency coefficient = .2256

Table 99

Preferred Sources of Help for Personal Problems as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Sources of Help: Colleges without Formal Counseling Services — Source	N
First Choice	Friends	66	Friends	23
	Faculty, not Advisor	9	*	
	Counseling Service	8	*	
Second Choice	Faculty, not Advisor	20	Parents	8
	Chaplain	17	*	
	Residence Hall Advisor	17	*	
Third Choice	Counseling Service	36	Faculty, not Advisor	7
	Faculty, not Advisor	17	Parents	6
	Chaplain	16	*	

N=the number of respondents indicating thos choice

*Response was too low to be meaningful.

for help with personal problems, with a faculty member other than the advisor also a desired helper, regardless of the college group. The counseling service was a strong preference only on the third choice.

Help for social problems. Faculty members perceived help for social problems to be available at their colleges, as shown in Table 100. Overall, 83.3 percent of the faculty members responded that help for social problems was available at their institutions, with faculty members at colleges without formal counseling services perceiving it to be available slightly more frequently than faculty members at colleges with formal counseling services.

The responding faculty members rated the quality of the help for social problems as shown in Table 101. Faculty members at institutions with formal counseling services rated this help higher than did faculty members at colleges without formal counseling services. Overall, 53.5 percent of the respondents gave a favorable rating to the quality of this service at their colleges.

The faculty members perceived students to be seeking help from the sources as shown in Table 102. Faculty respondents at both groups of colleges perceived students seeking this help from their friends as an

Table 100

Availability of Help for Social Problems
as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	92	82.9	8	7.2	11	9.9
No	28	84.8	4	12.1	1	3.1

Contingency coefficient = .1221

Tabel 101

Quality of Help for Social Problems
as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	19	17.1	44	39.7	25	22.5	2	1.8	21	18.9
No	2	6.1	12	36.4	10	30.3	2	6.1	7	21.1

Cotingency coefficient = .1766

Table 102

Preferred Sources of Help for Social Problems as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Sources of Help: Colleges without Formal Counseling Services — Source	N
First Choice	Friends	69	Friends	24
	Residence Hall Advisor	11	*	
	Counseling Service	10	*	
Second Choice	Residence Hall Advisor	23	Parents	10
	Counseling Service	19	Residence Hall Advisor	8
	Faculty, not Advisor	18	*	
Third Choice	Faculty, not Advisor	29	Faculty, not Advisor	8
	Counseling Service	23	Parents	7
	Parents	8	*	

N=the number of respondents indicating this choice

*Response was too low to be meaningful.

overwhelming first preference, and they further acknowledged an active role by faculty other than advisors. Faculty at colleges with formal counseling services reported a fairly active interest in the counseling service as a source of help for social problems.

Religious or pastoral counseling. Responding faculty members perceived religious or pastoral counseling to be available at their colleges as shown in Table 103. Very little difference emerged between the perceptions of the faculty members at the two groups of colleges regarding the availability of this service. Those at colleges without formal counseling services perceived it to be available slightly more frequently than did those at colleges with formal counseling services. Overall, 91.0 percent of the respondents reported the service was available at their colleges.

The quality of this service was rated by respondents, and their ratings are shown in Table 104. Faculty at colleges with formal counseling services rated the quality of this service higher than did faculty at colleges without formal counseling services. Overall, 81.3 percent of the respondents gave a favorable rating to this service at their colleges.

Table 103

Availability of Religious or Pastoral Counseling as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	100	90.1	6	5.4	5	4.5
No	31	93.8	1	3.1	1	3.1

Table 104

Quality of Religious or Pastoral Counseling
as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	50	45.0	43	38.7	4	3.6	1	.9	13	11.8
No	10	30.3	14	42.4	5	15.1	2	6.1	2	6.1

Contingency coefficient = .2565

The responding faculty members perceived the students at their colleges to be seeking religious or pastoral counseling from the sources shown in Table 105. Friends were seen to be sought for religious counseling in both college groups, but more in colleges without formal counseling services than in those with formal counseling services. The latter group, however, only infrequently reported students seeking religious counseling at the counseling services. Faculty members other than advisors were frequently perceived as sources of this help in colleges in both groups.

Career planning. Responding faculty members perceived help for career planning to be available at their colleges as shown in Table 106. The faculty members in the two groups were practically equivalent in the frequency with which they perceived this service to be available. Those in colleges without formal counseling services reported the availability of career planning help slightly more frequently than did faculty members in colleges with formal counseling services.

The faculty members rated the quality of the career planning help at their colleges, and their ratings are shown in Table 107. While faculty at colleges with formal counseling services rated this

Table 105

Preferred Sources of Religious or Pastoral Counseling as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Chaplain	51	Friends	13
	Friends	27	Chaplain	9
	Faculty, not Advisor	11	*	
Second Choice	Friends	28	Friends	8
	Chaplain	25	Faculty, not Advisor	
	Faculty, not Advisor	14	*	
Third Choice	Faculty, not Advisor	25	Parents	7
	Friends	15	Faculty, not Advisor	7
	Parents	13	Chaplain	6

N=number of respondents indicating this choice

*Response was too low to be meaningful.

Table 106

Availability of Career Planning Help
as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	96	86.5	10	9.0	5	4.5
No	29	87.9	3	9.1	1	3.0

Table 107

Quality of Help for Career Planning
as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	12	10.8	48	43.2	30	27.0	5	4.5	16	14.5
No	1	3.0	16	48.5	8	24.2	3	9.1	5	15.2

Contingency coefficient = .1425

service as very good more frequently than did those at colleges without formal counseling services, the two groups were practically equivalent in the frequency they gave favorable ratings.

The respondents perceived students to be seeking help for career planning from the sources shown in Table 108. Faculty advisors and other faculty members were perceived as frequent sources of help preferred by students at both groups of colleges. Faculty members at colleges with formal counseling services differed from those at colleges without formal counseling services in that the former perceived a quite active role of the counseling service in providing this assistance.

Study skills. Faculty members responding to the PCS perceived study skills help to be available at their institutions as shown in Table 109. Faculty members at colleges with formal counseling services exceeded those at colleges without formal counseling services in the frequency with which they perceived this service to be available at their institutions. Overall, 78.5 percent said the service was available.

The responding faculty members rated the study skills help at their colleges as shown in Table 110. Faculty members at colleges with formal counseling

Table 108

Preferred Sources of Career Planning Help
as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Faculty Advisor	48	Faculty Advisor	13
	Counseling Service	23	Faculty, not Advisor	6
	Friends	12	Parents	6
Second Choice	Faculty, not Advisor	36	Faculty Advisor	7
	Faculty Advisor	24	Counseling Service	7
	Counseling Service	11	Friends	6
Third Choice	Counseling Service	24	Friends	7
	Faculty Advisor	18	Faculty Advisor	6
	Faculty, not Advisor	15	Faculty, not Advisor	5

N=the number of respondents indicating this choice

Table 109

Availability of Study Skills Help
as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	93	83.8	12	10.8	6	5.4
No	20	60.6	12	36.4	1	3.0

Contingency coefficient = .2773

Table 110

Quality of Study Skills Help as
Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	18	16.2	45	40.5	26	23.4	2	1.8	20	18.1
No	3	9.1	8	24.2	8	24.2	1	3.0	13	39.5

Contingency coefficient = .2254

services were much more favorable in rating the quality of study skills help at their colleges than were faculty members at colleges without formal counseling services. Of the former, 56.7 percent gave a favorable rating, compared to 33.3 percent of the latter.

Faculty members reported students seeking study skills help as shown in Table 111. With only one exception, respondents in both groups of colleges perceived the same three sources of help, but they ranked the sources differently. The three common sources were faculty members (both advisors and others) and friends. The differences in ranking do not include variation due to the inclusion of the counseling service as a source of this help, even in colleges that have a formal counseling service.

Financial advisement. Responding faculty members reported financial advisement to be available to students at their colleges as shown in Table 112. The responses of the faculty members in the two college groups were quite similar. Those in colleges with formal counseling services exceeded only slightly those in colleges without formal counseling services in the frequency in which they reported the availability of this service. Overall, 86.1 percent perceived this help to be available.

Table 111

Preferred Sources for Study Skills Help
as Reported by Faculty

	Sources of Help			
	Colleges with Formal Counseling Services		Colleges without Formal Counseling Services	
Choice	Source	N	Source	N
First Choice	Faculty, not Advisor	29	Friends	10
	Faculty Advisor	23	Faculty Advisor	7
	Friends	19	Faculty, not Advisor	6
Second Choice	Faculty Advisor	33	Faculty Advisor	9
	Faculty, not Advisor	26	Faculty, not Advisor	8
	Friends	15	*	
Third Choice	Faculty, not Advisor	21	Friends	6
	Friends	16	Faculty, not Advisor	6
	Faculty Advisor	15	No One	5

N=the number of respondents indicating this choice

*The response was too low to be meaningful.

Table 112

Availability of Financial Advisement
as Perceived by Faculty

Formal Counseling Service Existence	Available		Not Available		Missing	
	N	%	N	%	N	%
Yes	96	86.5	8	7.2	7	6.3
No	28	84.8	5	15.2	0	0.0

Contingency coefficient = .1606

The ratings of the quality of the financial advisement are shown in Table 113. Very little difference occurred between the two groups' ratings of the quality of the financial advisement at their institutions. Those at colleges without formal counseling services rated the service favorably slightly more frequently than did those at colleges with counseling services.

The respondents reported students seeking financial advisement from the sources listed in Table 114. Faculty at both groups of schools perceived students seeking their parents and the financial aid advisor as primary sources of financial advisement, although the order of preference differed between the groups. Those at colleges with formal counseling services reported the counseling service as a secondary source of financial advisement.

Perceptions of confidentiality. The participating faculty members responded to the four items on the PCS instrument dealing with the confidentiality of information revealed to counselors at their colleges. Table 115 shows the results, with the four items included on the same table. Faculty members at colleges with formal counseling services generally perceived a higher level of confidentiality at their colleges than did faculty members at

Table 113

Quality of Financial Advisement as Perceived by Faculty

Formal Counseling Service Existence	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Yes	20	18.0	62	55.9	9	8.1	1	.9	19	17.1
No	5	15.2	20	60.6	2	6.1	0	0.0	6	18.1

Contingency coefficient = .0616

Table 114

Preferred Sources of Financial Advisement
as Reported by Faculty

Choice	Sources of Help: Colleges with Formal Counseling Services — Source	N	Colleges without Formal Counseling Services — Source	N
First Choice	Financial Aid Advisor	50	Parents	16
	Parents	38	Financial Aid Advisor	12
	*		*	
Second Choice	Financial Aid Advisor	42	Financial Aid Advisor	13
	Parents	22	Parents	6
	Counseling Service	9	*	
Third Choice	Faculty Advisor	21	Friends	6
	Counseling Service	17	Faculty Advisor	6
	Parents	13	Academic Dean	6

N=the number of respondents indicating this choice

*Response was too low to be meaningful.

Table 115

Perceptions of Confidentiality by Faculty

Confidentiality	Colleges with Formal Counseling Services		Colleges without Formal Counseling Services	
	N	%	N	%
Released all over campus	0	0.0	1	3.0
Released to faculty and administrators as a matter of routine	2	1.8	1	3.0
Released in instances that would benefit the student	59	53.2	18	54.5
Held in strict confidentiality	42	37.8	8	24.2
Missing	8	7.2	5	15.3

Contingency coefficient = .1794

colleges without formal counseling services. The former gave a more favorable rating on every level than did the latter. Without a formal counseling service, it is uncertain whose confidentiality was being rated by faculty in that group.

Summary. The results of the faculty members' responses to the PCS survey were reported. Those in colleges with formal counseling services more frequently were correct in answering whether or not their college had a counseling service than were those in colleges without the service. Of the specific services, faculty in colleges without a formal counseling service exceeded those in the other group in the frequency in which they perceived help to be available for academic, social, religious, and career planning problems. The latter group exceeded the former in the frequency of noting the existence of help for personal, study skills, and financial problems. With the exception of help for financial problems, those in colleges with formal counseling services rated the quality of the specific services higher than did the other group. The groups showed similarity in their perceptions of the sources from which students sought specific types of help, with the exception that those in colleges with formal

counseling services expressed an active role for this service in several problem areas.

Research Question 5: Comparisons of Perceptions of Counseling Services by Students, Faculty, Counselors, and Administrators.

The fifth research question asked the following: "Do differences exist among the perceptions of the availability and quality of counseling services in their institutions by administrators, counselors, faculty members, and students?" In contrast to the previous research questions, this question does not require the division of respondents into subcategories based on institutional affiliation or the existence of a formal counseling service. The criterion for establishing subgroups for this question was the self-classification of the respondents in the categories of student, faculty member, counselor, and administrator. In the cases of the few individuals who held a dual classification, the classifications were decided for them by a random choice of one of the classifications, as long as that choice did not result in exceeding the limits for that particular college of twenty-five students, five faculty members, one counselor, and one administrator.

Existence of a formal counseling service. The respondents perceived their college to have a formal counseling service with the frequencies shown in Table 116. The student respondents were the least well informed about the existence of a formal counseling service, followed in ascending order by the administrators, faculty, and counselors. It is surprizing that the counselors failed to achieve 100 percent correct answers on this item, since their existence as counselors would presuppose the existence of a counseling service. Perhaps the discrepancies between their answers and those of the chief student personnel officers at their colleges is due to a semantic misunderstanding.

Help for academic problems. The respondents perceived their colleges to provide help for academic problems as shown in Table 117. Students perceived the help to be available least frequently, followed in ascending order by administrators, faculty, and counselors. Overall, 94.7 percent of the respondents perceived this service to be available in their respective colleges.

Faculty members gave the highest quality rating to the help for academic problems, as shown in Table 118. Their ratings may reflect their own involvement in this

Table 116

Existence of a Formal Counseling Services as Perceived by all Classifications

Classifications	Existence					
	Answer Correct		Answer Incorrect		Missing	
	N	%	N	%	N	%
Student	494	70.4	181	25.8	27	3.8
Faculty	115	79.9	26	18.0	3	2.1
Counselors	18	85.7	3	14.3	0	0.0
Administrator	27	77.2	8	22.8	0	0.0

Contingency coefficient = .0806

Table 117

Availability of Help for Academic Problems
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	658	93.7	39	5.6	5	.7
Faculty	141	97.9	1	.7	2	1.4
Counselors	21	100.0	0	0.0	0	0.0
Administrators	34	97.1	0	0.0	1	2.9

Table 118

Quality of Help for Academic Problems as Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	224	31.9	358	51.0	61	8.7	8	1.1	51	7.3
Faculty	50	34.7	82	56.9	7	4.9	1	.7	4	2.8
Counselor	5	23.8	14	66.7	2	9.5	0	0.0	0	0.0
Administrator	10	28.6	20	57.1	2	5.7	0	0.0	3	8.6

Contingency coefficient = .1091

process. Students were least favorable in rating the service, but even so, 82.9 percent of them rendered a favorable rating. Overall, 84.6 percent of the respondents gave a favorable rating and 9.0 percent gave an unfavorable rating.

Help for personal problems. The respondents perceived help for personal problems to be available at their colleges as shown in Table 119. All classifications of persons perceived this help to be available quite frequently, for the students who perceived it least frequently still had 86.5 percent reporting its presence. Overall, 88.4 percent of the respondents reported this help was available at their colleges.

Administrators gave the highest quality rating to the help for personal problems, and faculty gave the lowest, as shown in Table 120. These favorable ratings are composed of a combination of very good and good ratings. The faculty's low rating was not due to missing responses, since they gave the highest percentage of unfavorable ratings.

Help for social problems. Respondents perceived help for social problems to be available at their colleges as shown in Table 121. The students reported the service least frequently, followed, in order of

Table 119

Availability of Help for Personal Problems
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	607	86.5	82	11.7	13	1.8
Faculty	136	94.4	3	2.1	5	3.5
Counselors	21	100.0	0	0.0	0	0.0
Administrators	33	94.2	1	2.9	1	2.9

Table 120

Quality of Help for Personal Problems as Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	215	30.6	299	42.6	63	9.0	18	2.6	107	15.2
Faculty	41	28.5	64	44.4	23	16.0	4	2.8	12	8.3
Counselor	8	38.1	10	47.6	3	14.3	0	0.0	0	0.0
Administrator	13	37.1	18	51.4	1	2.9	0	0.0	3	8.6

Contingency coefficient = .1476

Table 121

Availability of Help for Social Problems
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	493	70.2	178	25.4	31	4.4
Faculty	120	83.4	12	8.3	12	8.3
Counselors	21	100.0	0	0.0	0	0.0
Administrators	33	94.2	1	2.9	1	2.9

ascending frequency, by faculty members, administrators, and counselors. Overall, 73.9 percent of the respondents perceived the service to be available at their colleges.

The respondents also rated this service at their college, and these ratings are reported in Table 122. While counselors most frequently perceived the availability of the service, the administrators gave it the highest percentage of favorable ratings. Faculty members were least favorable, by giving the least percentage of favorable ratings and the highest percentage of unfavorable ratings.

Religious or pastoral counseling. The respondents' answers regarding the availability of religious or pastoral counseling are shown in Table 123. Administrators were most frequent in perceiving the availability of this service, and students were least frequent. Overall, 85.0 percent of the respondents reported this service was offered at their colleges.

The same pattern is shown in Table 124 regarding the perceived quality of this service, for students gave it the lowest number of favorable responses and administrators gave it the highest. Overall, 74.2 percent of the respondents gave this service at their colleges a favorable rating.

Table 122

Quality of Help for Social Problems as Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	84	12.0	295	42.0	87	12.4	16	2.3	220	31.3
Faculty	21	14.6	56	38.9	35	24.3	4	2.8	28	19.4
Counselors	5	23.8	11	52.4	5	23.8	0	0.0	0	0.0
Administrators	5	14.3	23	65.7	2	5.7	0	0.0	5	14.3

Contingency coefficient = .1980

Table 123

Availability of Religious or Pastoral Counseling as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	582	82.9	105	15.0	15	2.1
Faculty	131	91.0	7	4.9	6	4.1
Counselors	20	95.2	1	4.8	0	0.0
Administrators	34	97.1	1	2.9	0	0.0

Table 124

Quality of Religious or Pastoral Counseling as Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	301	42.9	205	29.2	40	5.7	17	2.4	139	19.8
Faculty	60	41.7	57	39.6	9	6.3	3	2.1	15	10.4
Counselors	6	28.6	10	47.6	3	14.3	0	0.0	2	9.5
Administrators	10	28.6	20	57.1	3	8.6	0	0.0	2	5.7

Contingency coefficient = .1673

Career planning. Respondents perceived help for career planning to be available at their colleges, as shown in Table 125. Students perceived this help to be available least frequently, and counselors perceived it to be available most frequently. The responses by counselors and administrators were practically equivalent. Overall, 83.7 percent of the respondents perceived career planning assistance to be available at their colleges.

Table 126 shows the quality ratings given to this service by the respondents. Unlike previously mentioned services, on this service students gave the most favorable ratings and counselors gave the least favorable. Also, the administrators gave lower ratings to this than to previously mentioned services. Overall, only 59.7 percent of the respondents gave this service a favorable rating, and the lowest rating came from the counselors, the group that most frequently perceived the service to be available.

Study skills. Respondents perceived help for study skills problems to be available at their colleges with the frequencies shown in Table 127. Students were least aware of the service's existence, and administrators most frequently reported its availability. Overall, 71.5 percent of the respondents perceived this service to be available at their colleges.

Table 125

Availability of Career Planning Help
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	577	82.2	105	15.0	20	2.8
Faculty	125	86.8	13	9.0	6	4.2
Counselors	20	95.2	1	4.8	0	0.0
Administrators	33	94.3	2	5.7	0	0.0

Table 126

Quality of Career Planning Help as
Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	130	18.5	305	43.4	105	15.0	21	3.0	141	20.1
Faculty	13	9.0	64	44.4	38	26.4	8	5.6	21	14.6
Counselors	3	14.3	7	33.3	8	38.1	2	9.5	1	4.8
Administrators	5	14.3	12	34.3	15	42.9	0	0.0	3	8.5

Contingency coefficient = .2186

Table 127

Availability of Study Skills Help
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	485	69.1	190	27.1	27	3.8
Faculty	113	78.5	24	16.7	7	4.8
Counselors	17	81.0	4	19.0	0	0.0
Administrators	30	85.7	5	14.3	0	0.0

Contingency coefficient = .1166

Table 128 shows the quality ratings given by respondents to the study skills help at their colleges. While counselors gave more very good ratings than did the others, the percentages of favorable ratings were similar for all four groups. Only 1 percent separated the least favorable rating (faculty, 51.4 percent favorable) from the most favorable rating (counselors, 52.4 percent favorable). This congruity of perceived quality represents both the lowest and the most consistent ratings given in the study.

Financial advisement. The respondents' perceptions of the availability of financial advisement at their institutions are shown in Table 129. Faculty members perceived this service to be available least frequently, followed in ascending order by students, administrators, and counselors. Overall, 87.7 percent of the respondents reported the availability of this service at their colleges.

Counselors, who most frequently reported the availability of this service, also gave it favorable ratings most frequently. Students gave the lowest percentage of favorable ratings, as shown in Table 130, and faculty members gave the lowest percentage of very good ratings. Overall, 70.6 percent of the respondents rated the financial advisement services at their colleges as very good or good.

Table 128

Quality of Study Skills Help as
Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	105	15.0	258	36.8	89	12.7	13	1.9	237	33.6
Faculty	21	14.6	53	36.8	34	23.6	3	2.1	33	22.9
Counselors	5	23.8	6	28.6	5	23.8	0	0.0	5	23.8
Administrators	5	14.3	13	37.1	9	25.7	2	5.7	6	17.2

Contingency coefficient = .1634

Table 129

Availability of Financial Advisement
as Perceived by All Respondents

Classification	Available		Not Available		Missing	
	N	%	N	%	N	%
Students	612	87.2	74	10.5	16	2.3
Faculty	124	86.1	13	9.0	7	4.9
Counselors	21	100.0	0	0.0	0	0.0
Administrators	34	97.1	1	2.9	0	0.0

Table 130

Quality of Financial Advisement as Perceived by all Respondents

Classification	Quality									
	Very Good		Good		Inadequate		Very Inadequate		Missing	
	N	%	N	%	N	%	N	%	N	%
Student	181	25.8	303	43.2	93	13.2	20	2.8	105	15.0
Faculty	25	17.4	82	56.9	11	7.6	1	.7	25	17.4
Counselor	8	38.1	10	47.6	3	14.3	0	0.0	0	0.0
Administrator	7	20.0	21	60.0	2	5.7	2	5.7	3	8.6

Summary. The PCS results concerning the availability and quality of counseling services were reported and compared by the classification of respondents. On the availability of specific counseling services, students and faculty were usually less frequent in reporting their availability than were counselors and administrators. The same division usually occurred in rating the quality of the specific services. Among the exceptions to these general statements was the quality rating given to career planning assistance, in which students gave the highest rating. Fairly high frequencies were reported for perceiving the services' availability, and fairly high quality ratings were reported on all services except study skills help. Respondents generally perceived the various services to be available and to be of favorable quality.

Chapter 5

DISCUSSION

Counseling Services in Participating Colleges

The respondents in the CSS study indicated a fairly uniform pattern regarding the existence of formal counseling services at their institutions. Institutional affiliation did not appear to be a factor in whether or not a college had a formal counseling service, for close to 80 percent of responding institutions in the three college types reported the existence of such a service. This finding supported that by Kirk, et. al. (1971) which noted the rapid growth of counseling services and their increasingly frequent appearance in small colleges. Rather than related to institutional affiliation, it appears as if the existence of a formal counseling service is a function of college size. While 60 percent of the colleges in even the smallest group (enrollment up to two hundred fifty), had counseling services, the one thousand-student enrollment level seemed to be the point at which almost all colleges reported the service was available. Perhaps this enrollment figure represents a stage in an institution's growth at which student needs become more pressing than faculty members wish to accomodate in their informal counseling. Or, perhaps

this figure represents the availability of financial resources for student personnel program development at that particular level of college growth. Only one participating college with an enrollment exceeding one thousand reported not having a formal counseling service, and its enrollment did not greatly exceed one thousand.

Characteristics of Counseling Services

Students consulting a counselor. Several of the participating colleges reported programs in which all their students consulted a counselor at some point in their academic career. Most of the respondents, however, reported somewhat less than 100 percent student utilization. The median percentages of students consulting a counselor ranged from 15 percent for independent colleges to 35 percent for Protestant institutions, with Catholic colleges reporting 25 percent. All of these exceed the figure reported by Clark (1966) who found that about 12 percent of student bodies of larger institutions were seen by their respective counseling services. The independent colleges in the current study most closely approximated the results found by Clark, with church-related colleges usually reporting seeing a higher percentage of their students. This larger involvement by church-related colleges may be limited to the colleges

participating in the study, or it may be a function of a shared institutional mission, student characteristic, or environmental press.

The three college types indicated that a majority of students using their counseling services came by self-referral. Listed in order of decreasing frequency, other methods of referral were faculty referral, other types of referral specified by respondents, and disciplinary referral. Other types most frequently included in-house referrals from other student personnel staff. While self-referral is perhaps the most preferable method, it is surprizing that no more faculty referral occurs than is reported. Some faculty members in small colleges may have selected to teach in small colleges in order to have closer contact with students than they would have at larger institutions, and they might consequently be reluctant to refer students to a counseling center, preferring to provide the help themselves.

Relatively few students come to the counseling service by disciplinary referral (3 percent to 5 percent). Overall, 26.4 percent of the colleges reported evaluating all disciplinary cases, 34.5 percent reported evaluating referred disciplinary cases, and 35.6 percent reported offering disciplinary counseling. The results would indicate that disciplinary counseling is not a frequent

activity of counseling services even at the institutions providing it, for it was very infrequently listed as a priority. Even so, the involvement was slightly higher than that reported by Oetting, Ivey, and Weigel (1970), who found that 20 percent of the colleges they studied offered disciplinary counseling. Independent colleges offered it through a counseling service about twice as frequently as did church-related colleges.

Specific counseling services available. Few major differences occurred among the college types with regard to the specific counseling services available to students either through a college counseling service or through some other college department. No contingency coefficient exceeded .36, indicating generally a small correlation between college type and the availability of the specific service. Consequently, it appears as if counseling service functions in the participating colleges may be described as related to institutinal size rather than to college affiliation.

Oetting, Ivey, and Weigel (1970) found that smaller colleges usually assigned numerous student personnel functions to a counseling service, and they named the student personnel model a standard form for counseling services in small colleges to assume. The CSS listed a number of counseling and student personnel

functions and the results indicated that every function had been assigned to the counseling service in at least some of the colleges. Those items on which a majority of the respondents indicated availability, however, seemed to cluster about the counseling objective rather than the more general student personnel administration areas. Oetting, Ivey, and Weigel (1970) cited foreign student advising as an illustration of such a student personnel function, for it was assumed by 42 percent of the small college counseling services in their sample. The current study, however, found that only 23 percent of the colleges considered foreign student advisement a counseling service function, while 55.2 percent offered it through another department. While it must be noted that counseling service involvement in other student personnel areas is still sizeable in small colleges, perhaps the results of this study indicate a trend toward less involvement in student affairs functions and more specialized involvement in counseling.

A trend toward counseling services specializing in counseling would counter a number of theoretical proposals, such as those by Hedlund (1971), Hurst and Ivey (1971), Ekerson (1971), Walker (1970), and Maes (1967). Each of these authors has proposed that counselors devote less time to traditional counseling activities in order to

concentrate on restructuring the college environment as it relates to the students. It is interesting that small college counselors have been heavily involved in these duties for years, and they have effectively communicated with both faculty and administrators. Yet, it is they who seem to be beginning a trend to more traditional counseling. Those who have had a great impact on their institutions' environments and have had significant input into administrative decisions seem to place their priorties on personal counseling rather than on acting as change agents.

Counseling features occurring at more than half of the participating colleges were the following: counseling for personal problems (77 percent), short term counseling for severe emotional problems (60.9 percent), counseling for study problems (59.8 percent), administering standardized tests (56.3 percent), and counseling for choice of major (54 percent). These priorities generally followed those found by Oetting, Ivey, and Weigel (1970), and by Magoon (1972) in showing a primary interest in personal counseling. They differed from the frequencies found by Clark (1966) and Harman (1971) in large universities and by Hinko (1971) in community colleges in that these investigations showed a greater priority in the frequencies of vocational and academic counseling.

Among the priority counseling functions, the three college types were fairly uniform in the percentage of times they were assigned to the counseling service. The exception to this finding occurred on the CSS item concerning counseling for personal problems, where Catholic institutions appeared to assign this to another department more frequently than did other colleges. Perhaps this reflects an active chaplaincy at Catholic colleges, or perhaps it shows a more active involvement by faculty members who may have ministerial credentials and see themselves as helping persons.

The priority attached to personal counseling further corresponds with Hamann's (1970) finding that students and faculty perceived personal counseling the primary function of a counseling service. Warman (1961) found that counseling services at large colleges considered their primary area that of vocational choice problems, while their small college collegues placed highest priority on students' personal problems. The current study substantiates the concept that a priority is placed on the students' personal concerns at the participating small colleges.

Other activities meeting the students' personal needs were frequently mentioned, although not as frequently as those already cited. These services include long term counseling for severe emotional problems (47.1 percent),

pastoral or religious counseling (43.7 percent), marriage counseling (41.4 percent), and counseling for a student's spouse (34.5 percent). More colleges reported offering marriage counseling than reported offering counseling for a student's spouse, perhaps indicating that the student's spouse would receive help if the problem was marital but would not receive help for other types of problems. The fact that Catholic colleges do not as frequently offer these last two services as do Protestant and independent colleges is probably due to the fact, as noted earlier, that 31.6 percent of the Catholic colleges enroll only men or only women. Also, the 47.1 percent of colleges offering long-term counseling contrasts very favorably with Oetting, Ivey, and Weigel's (1970) finding of 27 percent considering all college sizes.

Pastoral or religious counseling was reported to be available at almost all (94.25 percent) of participating institutions, substantiating the finding by Oetting, Ivey, and Weigel (1970). Church-related institutions reported this service being offered through a counseling service more frequently than did independent colleges, but the latter reported more involvement elsewhere than did the former. This finding probably results from the nature and philosophy of the institutions. Church-related colleges should be expected to reflect a religious

emphasis throughout their programs, so a counseling service could offer pastoral or religious counseling even though a chaplain might have a counseling ministry and religion professors might counsel extensively. Some independent colleges may reflect a similar philosophy since some have a former church affiliation and some have a clearly defined religious orientation without an official denominational connection. If they hold this philosophy, it was not as frequently expressed in their counseling services as in those of church-related colleges. In independent colleges, pastoral or religious counseling was most frequently available in an agency other than a counseling service, and this agency was probably the chaplain's office. A religious emphasis may not be as pervasive in a number of independent colleges as it should be expected to be in church-related institutions.

The current study, like that by Nugent and Pareis (1968), indicates that about one-half (47 percent) of the colleges involved offered some type of group counseling. Oetting, Ivey, and Weigel (1970) found small colleges offering less group counseling than larger colleges, but Magoon (1972) discovered that a few small colleges in his sample were offering group experiences more frequently than were larger institutions. Among the colleges in the current study, Protestant colleges have not offered

group counseling as frequently as have independent and Catholic schools. Perhaps counselors at Protestant colleges have been influenced by the possible reaction of their constituencies to the negative publicity generated by some unconventional group experiences.

Counseling services in participating colleges were somewhat less involved in counseling for academic concerns than they were in counseling for personal problems. Only 20.7 percent of the institutions, for instance, provided a tutorial program through a counseling service, though 62 percent provided it through another agency. No important differences appeared among the types of colleges on the availability of this tutorial service. More colleges, however, offered remedial reading help through counseling services, with independent colleges doing so more frequently than church-related colleges. Church-related colleges frequently offered remedial reading through another department, so its availability from some source at the three college types was fairly uniform. Overall, 31 percent of the colleges offered remedial reading through a counseling service, which exceeds the 25 percent finding of Oetting, Ivey, and Weigel (1970) among colleges of all sizes. Overall, 80.45 percent of the participating colleges had a counseling program that included all students on academic

probation, although these programs more frequently occurred outside than inside a counseling service. While 59.8 percent of the colleges reported providing counseling for study problems in their counseling services, these three components were not as well represented.

It is noteworthy that 17 percent of the colleges did not report offering academic tutoring and 18.4 percent did not report any remedial reading programs. While these were not large percentages, they are important because a common assumption exists that small colleges offer students more individual attention in academic affairs than do larger universities. But at least some small colleges did not report offering these particular services through any campus department.

A number of student personnel programs were assigned to counseling services at some of the colleges. Summer orientation was handled by the counseling service in 24.1 percent of the responding colleges, and student loans and scholarships were administered by counseling personnel in 19.5 percent of the colleges. Foreign student advising was assigned to counseling services in 23 percent of the colleges, on-campus housing in 31 percent of the colleges, off-campus housing in 14.9 percent of the colleges, veterans advisory service in 11.5 percent of the colleges, advising campus groups in

28.7 percent of the colleges, responsibility for fraternities and sororities in 5.7 percent of the colleges, training residence hall staff in 46 percent of the colleges, and placement in 33 percent of the colleges. No noticeable difference occurred among the three college types in the frequency with which these services were provided, except in following cases.

Concerning training residence hall staff, independent colleges had training programs more frequently than did church-related schools, but the majority of these training programs were conducted by a department other than the counseling service. Church-related colleges, however, more frequently assigned this task to counseling services. Protestant colleges exceeded both Catholic and independent institutions in the frequency of assigning responsibility for off-campus housing to a counseling service, but the college types did not show the same differences regarding on-campus housing. Church-related colleges more frequently assigned responsibility for advising student groups to a counseling center than did independent colleges, but independent colleges provided this service frequently through another department.

The counseling services of participating colleges were involved in varying degrees in the various admissions functions. Relatively few (16.1 percent) were

involved in student recruitment or evaluation of applicants (11.5 percent). However, 21.8 percent evaluated borderline admissions cases, 18.4 percent offered pre-college counseling, and 20.7 percent were involved in the readmission of students who had previously failed. A larger number of colleges (41.4 percent) utilized the counseling service in the readmission process for students who had withdrawn for emotional problems, with Catholic colleges exceeding the other two types in frequency. With the exception of this last function, no noticeable differences occurred among the college types in their involvement in the various admissions procedures. It can be concluded that counseling services in small colleges were only infrequently involved in the admissions process.

Counseling services may have constituencies other than students. Relatively few (19 percent) of the participating colleges offered diagnositic services for other schools or agencies, and of those who did, independent colleges did so more frequently than church-related colleges. One might expect church-related colleges to have offered this service more frequently in the light of the study by Cockrum (1966). He found that a number of Protestant denominations as well as the Roman Catholic Church had counseling services

located at their related colleges, but the services were controlled by the denominations and were for the use by their constituencies in that geographical area.

As consultants in mental health for the academic community, a counseling service may offer certain services to faculty members. Slightly less than one-half of the participating colleges had counseling services that offered consultation to faculty regarding student problems, but only 23.7 percent of the colleges provided counseling to faculty who themselves were experiencing personal problems. Independent colleges reported that counseling was available for faculty members' personal concerns much more frequently than did church-related colleges. Perhaps faculty members in church-related colleges see themselves in jeopardy of losing their identities as helping persons if they utilize the counseling services. Counseling services at relatively few colleges (16.1 percent) reported involvement as consultants in research to other departments, but somewhat more (27.6 percent) reported acting as consultants to the faculty regarding career development.

Almost half (48.3 percent) of the respondents indicated that the counseling services at their colleges participated in a freshman testing program, but the

extent of their involvement was not clear. Some administered the entire testing program, while others administered a personality inventory and the academic departments administered the tests appropriate to their disciplines. Counseling services in Protestant colleges were slightly more active in freshmen testing than were their counterparts in Catholic and independent colleges. Counseling services in independent colleges, however, were more frequently involved in studies of student characteristics than were the counseling services at church-related colleges. The three college types seemed fairly uniform in the frequency in which counseling services served as consultants to the administration regarding student affairs. Overall, 43.7 percent were involved in this type of consultation, fulfilling the ideal advanced by Hedlund (1971) and Hurst and Ivey (1971). This figure might be somewhat misleading, however, since a great number of the counselors themselves hold dual appointments with administrative duties.

In summary, the results showed only minimal differences among the three college types in the specific services offered through a counseling service. Different models for counseling services could not be derived, therefore, for the three types of colleges. The services available in the participating colleges

seemed to be a function of the small size of the college rather than of an institutional affiliation. Data derived in this study compared with that from other studies indicate that the counseling services in participating colleges compared very favorably with those participating in other studies, both large and small colleges. The overall emphasis, indicated both by respondents' reported activities and by their priorities, was on counseling for personal concerns. This emphasis substantiated the earlier finding by Warman (1961) that smaller college counseling services place a greater emphasis on personal counseling than do those in larger colleges.

Availability and components of a career development program. The widespread interest in career development has been reflected in small private colleges just as it has been in public education. Of participating colleges, 63.2 percent had already begun career development programs. Wicke (1964) had scored church-related colleges for a lack of career emphasis, but the present study did not fully support his criticism. Catholic colleges reported that of their number, 78.9 percent had career development programs. They were followed in frequency by independent (66.7 percent) and Protestant (54.5 percent) colleges. While Protestant

colleges appeared slowest to implement career development programs, Roman Catholic colleges most frequently had programs in operation. Both Catholic and independent colleges also more frequently aligned career development with a counseling service than did Protestant colleges. Protestant colleges' comparative reticence in implementing career development programs was noteworthy because the historical American work ethic is commonly called the "Protestant work ethic." Protestant bodies have placed a theological emphasis on the value of personal industry and productivity. This historical emphasis did not manifest itself in an exemplary commitment to career development programs.

Those colleges with career development programs almost always included three components: a career library, a library of college catalogs, and a system for advertising job openings and requirements. Nugent and Pareis (1968) found in their national study of counseling centers that 71 percent of their respondents indicated the utilization of a career library, which figure is surpassed by this current study. A number of respondents indicated that career development programs were currently being planned, showing that such programs are a growing part of the services offered by small colleges to their students.

The staffing of counseling services. Almost all of the participating colleges provided counseling services by dual appointments of personnel, allocating a percentage of their time to counseling and the remainder to an administrative or faculty post. Usually, the staff member's primary appointment was in counseling or student personnel administration (as indicated by job titles), with teaching responsibilities added. Only fourteen persons in all responding colleges were listed with titles indicating instructional positions who had time allocated to counseling. The predominate pattern, then, in dual appointments appeared to be a primary appointment in a student personnel position with a percentage of time allocated to counseling and a percentage of time to an academic department. Such appointments were usually classified as administrative. Combination appointments involving counseling with administration and instruction would make these colleges an appropriate population for research into the question of the counseling effectiveness of one who also exercises administrative authority or academic evaluations.

Persons holding appointments in counseling ranged from Deans of Students to residence hall advisors, and their academic credentials varied widely as might be expected. A number of respondents did not indicate the

academic credentials of the counselors at their institutions, but of those who did, they yielded a distribution comparable to that found in other studies. Oetting, Ivey, and Weigel (1970) found that in the institutions in their sample, 51 percent of the counselors had a masters degree as their highest degree and 40 percent held either a Ph.D. or Ed.D. Hinko's (1971) survey of community college counselors yielded results indicating 51 percent of the institutions employed counselors all of whom had masters degrees. In the current study, 56.4 percent of the counselors listed held a masters degree and 21.5 percent held a doctorate. Nine different masters degrees were listed, the M.A. being the most frequently listed. Several of the masters-level degrees were seminary degrees which require three to five years of study beyond the baccalaureate degrees. The three college types differed somewhat in the degrees held by counselors. In Roman Catholic colleges, 61 percent held the doctorate, compared to 60 percent for independent and 53.8 percent for Protestant schools. In independent schools, 31 percent held a masters degree, compared to 21.7 percent in Protestant and 20.4 percent in Catholic colleges. Respondents in Protestant colleges listed more residence hall staff as counselors than did Catholic or independent colleges, and these persons usually held

bachelors degrees, thus lowering the overall educational averages for Protestant colleges. One independent and two Protestant colleges showed an interesting connection between their health services and counseling services in that they included nurses among their designated counselors.

The academic background of counseling personnel was most frequently in counseling or psychology in all three types of colleges. All three types also included personnel whose background included seminary. Most of the more frequently mentioned disciplines bore a direct or indirect relationship to counseling, Protestant colleges employing personnel with more diverse backgrounds than the other two types. The professional organization most frequently joined by counseling personnel in all three college types was the American Personnel and Guidance Association, followed by the American Psychological Association. Counselors at both Catholic and independent colleges were more frequently involved in the selected professional organizations that were counselors at Protestant colleges. Several other professional organizations exist for counselors and student personnel administrators employed at Christian colleges, and these organizations are somewhat congruent to the selected organizations listed on the CSS. Perhaps smaller colleges do not provide the financial resources for

travel to professional association meetings as do larger colleges, which might be reflected in a reluctance to join by qualified personnel.

While a number of persons may be involved part-time in a counseling program, the median number of full-time equivalent counselors was 1.5 for Catholic colleges, two for Protestant colleges, and one for independent colleges. While these are obviously low, the counselor-student ratios for all three colleges compare quite favorably with those found by Girdner (1972) in community colleges and Albert (1968) in colleges of various sizes. The median counselor-student ratios for all three college types were far superior to those found by Clark (1966) in major universities. While this might be expected from small colleges which advertise more individual attention to students than larger colleges, it can serve to reinforce the extent of service actually available to students. A counseling service with only one counselor might seem very inadequate when compared to a fully staffed counseling service at a major university. But when the enrollments of the institutions are compared, the one-counselor service may be seen to be more adequate than the larger service.

The current study indicated that psychiatrists were used for referrals in a majority of the colleges in

all three college types. Independent colleges reported utilizing a psychiatrist for referrals and consultation more frequently than did church-related colleges. Such an arrangement with an outside specialist was similar to the plan proposed by Odle and Cambareri (1966) and was executed not only with psychiatrists in private practice but also through contractual agreements with local mental health clinics. Some church-related and religious-oriented independent colleges may still be reluctant to utilize the services of a psychiatrist because their theological perspective counters what they understand to be Freudian presuppositions.

In summary, the persons holding appointments in participating colleges that allocate a portion of their time to counseling have academic qualifications similar to persons holding counseling appointments in other types of institutions. As an exception, however, a slightly lower percentage of counselors in participating colleges held a doctorate than did their counterparts in larger universities. Few differences existed among the three types of colleges in this study, except that counselors in Protestant colleges tended to have slightly less academic background than did counselors in other college types. The counselor-student ratio was more favorable than that reported in larger colleges, and a

majority of the colleges utilized the services of a psychiatrist for consultation or referrals.

The operation of a formal counseling service. The counseling services at participating colleges should be expected to show some variation in design since the colleges of which they are a part have different objectives. While no major differences were found among the three college types, differences existed in individual colleges and several slight variations appeared among the college types. The CSS included several items eliciting operational information not yet discussed.

Only one-third of the number of colleges that reported having a counseling service also reported having written objectives for that counseling service. Pressures from financial limitations and accountability could result in curtailment of counseling services if the services could not demonstrate they were meeting a need, and clearly defined objectivies would facilitate this evaluation. The absence of written objectives would not necessarily mean the absence of objectives, for the counseling service director and his associates might have a mutural understanding of their objectives. If written objectives were a characteristic of an efficient organization, two-thirds of the reported counseling services would be deficient in this area, and Protestant

colleges less frequently had counseling service objectives than did Catholic or independent institutions. Perhaps counseling personnel feel the lack of specified objectives enables them to be more flexible to meet changing needs, or perhaps the lack of objectives is a characteristic of the student personnel divisions of which the counseling services are a part. Kirk, et. al. (1971), in setting guidelines for counseling services assumed that the counseling services would have definitive statements of their objectives, and Rothney (1970) stated that vague and ambiguous objectives by counselors create grave problems in evaluation. Such statements would be particularly crucial in small colleges due to the dual appointments of most of the counselors. Without clearly defined objectives, a counselor's time could easily be shifted into other areas where objectives were defined.

Concerning confidentiality, all three college types were overwhelmingly supportive of the strict confidentiality of the counseling service files on students. Protestant colleges were somewhat less stringent, however, than Catholic and independent institutions, for all six colleges reporting their files were available to persons outside the counseling service were Protestant colleges. In every instance, the six respondents made some qualification of their answer,

indicating that the information was guarded but that in selected instances it was available to certain administrators. A counselor's close working relationship with faculty and administrators in a small college could produce conflicts in enforcing a strict confidentiality policy, since faculty members who have a concern for particular students may expect information from the students' counseling sessions. Counselors who are also administrators might experience conflicts concerning the use of information given them in confidence in a counseling situation to influence administrative decisions about a student.

Most of the respondents indicated that their counseling services publicized their services through their colleges' orientation programs for new students, and a majority also used the college catalog for publicity. A minority used campus bulletin boards, campus newspapers, brochures, and compulsory interviews. While the two most frequently used methods usually involved a minimum of time and financial expenditure, they might not be the best vehicles for conveying an adequate picture of the counseling services since both involved so much information on various subjects. Brochures, campus newspaper announcements, and bulletin board announcements might require effort and expense,

but they might be more effective in communicating counseling service functions to students at the times of students needs. Bigelow, Hendrix, and Jensen (1968) found a significant difference between students who received a descriptive brochure and those who did not with regard to their seeking help from a counseling service. Independent colleges utilized campus newspapers more frequently than did church-related colleges for counseling service publicity, but this finding could reflect a lack of student newspapers at church-related colleges as much as a lack of use of newspapers as a publicity medium. The fact that all respondents indicated their counseling services used more than one publicity medium could show a commitment to disseminating information about the services.

Independent colleges made their counseling services available to non-students more frequently than did church-related colleges. Perhaps this involvement with non-students shows a commitment to serve the local community, or perhaps it is a means of financing the counseling services if non-students are charged fees. If a college were attempting to contribute to its locality by outreach programs, making counseling services available to local residents could be an appropriate outreach. Outreach programs, such as those

reported by Kodota and Menacker (1971) and Demos and Swain (1970) were aimed at current or prospective students and not at non-students. Perhaps church-related colleges would be expected to have more incentive to help non-students since they would have an identity with a ministering philosophy and since they would have a church constituency with whom to work.

Full-time equivalent counselors at Protestant colleges were reported to see a greater median number of students per week than were counselors at Catholic or independent institutions. Perhaps this was due to the more frequent involvement of housing personnel in counseling at Protestant colleges than at the other two types, and perhaps a number of administrative functions within housing involved counseling. The range of counseling interviews per week by a full-time equivalent counselor was very wide at Protestant colleges (two to sixty). Those who responded at the lower end of the range may not have understood the question. Those who responded on the higher extreme might have reflected an extremely busy counseling service, or an inflated estimate of the counselors' activities, or a counseling schedule that allows only a minimum amount of time to each appointment, or a heavy involvement in walk-in interviews. Independent colleges also reported a wide

range, but Catholic institutions reported a narrower range. A counseling philosophy that emphasizes the giving of information or advice would be reflected in a number of relatively short interviews, while a philosophy that emphasized a deeper involvement with the students would necessitate longer sessions.

The median number of interviews for a student at a counseling service varied only slightly among the college types, indicating that the number of interviews per week by a counselor had no relationship to this variable. Notations on several returned CSS instruments indicated that the item was difficult to answer due to a lack of specification of problem type. The results indicated that the majority of the counseling reported was of a short-term nature. The widest range was among Protestant colleges, but these colleges had the same median as did Catholic colleges, which had the shortest range. This finding concurs with the finding from other CSS items that over twice as many participating colleges offered short-term counseling for emotional problems than offered long-term counseling. It further reflects counseling service involvement in types of student problems requiring only a few number of interviews. Oetting, Ivey, and Weigel (1970) found that when they considered all colleges in their sample regardless of

enrollment, only 27 percent reported involvement in long-term counseling. The fact, then, that the counseling services in colleges participating in this current study did not emphasize long-term counseling did not make them atypical of counseling services in colleges of all sizes. Clark (1966) found that the mean number of interviews for students in large university counseling services was 3.31, which finding compared favorably with the median of the three college types in this current study.

Protestant colleges more frequently reported secretarial help assigned to a counseling service than did the other institutional types, and Catholic colleges reported clerical help more frequently. The median number of secretaries or clerks at all three types of colleges was one or less. Oetting, Ivey, and Weigel (1970) indicated that a counseling service with one full-time counselor and a competent secretary-assistant could often adequately supply the counseling needs of a small college.

Respondents were asked to express their opinions regarding the adequacy of the staff and facilities of the counseling services at their colleges. A minority of respondents from all three college types listed their staff or facilities as adequate. Of course, such opinions were entirely subjective, for one respondent

could be well satisfied with the staff or facilities which another respondent could consider inadequate. To an extent, however, these CSS items showed the extent to which the respondents felt their respective colleges supported their counseling services with these basic provisions. In one sense, it was surprizing that the number that expressed satisfaction did so, for when a program is expanding, one might be likely to express dissatisfaction until his ideal is realized, at which time he would begin working toward another ideal. This, at least, was Sims' (1972) conclusion.

Catholic and independent colleges reported having attempted to assess student satisfaction with counseling services at their institutions more frequently than did Protestant colleges, but the difference was not great. The colleges in all three categories that had attempted such assessment were in the minority. Those who had attempted a systematic assessment indicated that they had used a questionnaire but did not indicate that it was a standard instrument. The availability of an instrument such as the Counseling Services Assessment Blank (Hurst and Weigel, 1968) could prompt small colleges to assess student satisfaction with counseling services more adequately and to compare their results with those from other colleges using the instruments.

It was hoped by the investigator that the lack of previous assessment would motivate a number of the respondents to volunteer to participate in the PCS project, and a good number of respondents did volunteer.

In summary, relatively few counseling services had written objectives and most maintained strict confidentiality regarding client files. Publicity for counseling services followed a fairly uniform pattern among college types. Counseling loads for counselors varied slightly, but the median number of interviews per student was uniform. Reports of availability of support personnel and respondents' opinions of staff and facility adequacy produced no surprizing results. Relatively few colleges had attempted to assess student satisfaction with the services they offered.

Summary. The results from CSS respondents were discussed with reference to differences and similarities among college types, and were compared to the findings of other studies reported in the literature. While differences among college types were noted on several items, the results generally indicated that the counseling services at participating colleges shared more similarities than differences. Comparison of results with those of other studies indicated that, generally, the counseling services involved in this study were not atypical of

those involved in the other studies. Where differences occurred, possible explanations were advanced.

Perceptions of Counseling Services by Students

Existence of a counseling service. The students who participated in the PCS study were asked if their colleges had a formal counseling service other than academic advisement. The response used as a norm for each college was that given by the chief student personnel officer on the CSS form. Students in colleges with formal counseling services answered correctly 74.8 percent of the time, while those in colleges without formal counseling services answered correctly only 53.5 percent of the time. It is interesting to note that almost one-half of the students in colleges without formal counseling services perceived their college to have such a service. Perhaps this reflects a strong commitment to informal counseling by interested faculty members, or perhaps it is due to a misconception of the nature of a formal counseling service.

Over 25 percent of the responding students in colleges with formal counseling services, however, failed to perceive the existence of those services at their colleges. McMillan and Cerra (1972) found a similar percentage of students unaware of the counseling service's

existence at a university somewhat larger than CASC colleges. Minge and Cass (1966) found 14 percent of the students at the university they studied were unaware of the existence of a counseling service. The fact that so many students in this current study were unaware of a counseling service at their college is somewhat surprizing. The ease of communication allegedly existing in small colleges should result in more students being aware of such a service than one would expect at a larger university. Perhaps small colleges assume their programs are being successfully articulated to the students, so they do not expend the effort in communication recognized as a necessity in larger institutions.

Perceptions of help for academic problems. The existence of a counseling service made no difference in students' perceptions of the availability of help for academic problems. In both groups of colleges, 93.7 percent of the responding students reported this service to be available.

When these students rated the quality of help for academic problems, however, those at colleges with formal counseling services gave high ratings more frequently than did those at colleges without formal counseling services. The reason for this is unclear, since few students preferred the counseling service as

a source of this type of help. Overall, 89.4 percent of the students in both groups gave either a very good or a good rating to this service. This pattern of comparatively high rating continued through the other variables as well. This finding is similar to that by Patterson (1968) among small, church-related colleges, who found that his respondents consistently gave extremely high ratings of counseling services. The obvious inference from these ratings is that the students have a high regard for the quality of the services provided them. Hopefully, their high regard for the quality of these services has been prompted by services that have high quality. Perhaps, however, a strong identity with their institutions not found in larger universities would prompt a high regard for its programs irrespective of the merits of the programs.

Students preferred the same sources of help for academic problems whether or not their college had a formal counseling service. Faculty advisors were prominently noted as helping persons. Faculty members other than advisors were also prominent, perhaps indicating the students' reliance on a favorite instructor or on the instructor of the course in which the student was experiencing difficulty. Academic deans were also readily available to students. Students also

expressed frequent preference of friends and parents. The preference of parents is somewhat surprizing, since almost all of the participating college were residential in nature, and so few students would be living with their parents.

The students' perceptions of the availability, quality, and sources of help for academic problems had little relationship to whether their college had a formal counseling service.

Perceptions of help for personal problems. While the difference was extremely small, students at colleges without formal counseling services perceived this type of help to be available more frequently than did students in colleges with formal counseling services. This difference was reversed when the students rated the quality of the service at their colleges, those at colleges with counseling services giving the higher rating.

Several studies had found that students considered the counseling service an appropriate place for discussing personal concerns. Hamann (1970) found that students felt dealing with personal matters should be a counseling service's primary function. Meyer (1973) found that older students preferred the counseling service for personal problems, but Kinnane (1967) and Donk and Oetting (1967)

found less reliance on the counseling center for help with personal problems among older students. Students in colleges with formal counseling services in this current study preferred to receive help from friends, parents, or not to receive help at all, more frequently than to receive it from the counseling center. Students in the other group listed friends most frequently as the preferred source of help, this substantiating the finding of Corwin (1972).

Student preferences for non-institutional sources of help for personal problems may indicate that they consider this type of problem as separated from their connection with their college. The preferences for help from parents could indicate that at least some students have a regard for their parents that causes them to prefer their parents' help to the professional help provided by the college. Other institutional sources preferred were the chaplain, the residence hall staff, and the faculty. The variety of potential and preferred sources indicates that students do not identify the counseling service as a source of help to the extent that they consider the help absent if their college has no formal counseling service.

Perceptions of help for social problems. Students at colleges with formal counseling services more

frequently perceived help for social problems to be available and more frequently rated it as high in quality than did students at colleges without formal counseling services. The reason for this difference is unclear, since students in both groups preferred non-institutional sources of help more frequently than they did the help offered by the colleges. This finding replicates that by Smith (1972) who found that students preferred a fellow student over a professional counselor for help with a social problem.

The fact that residence hall advisors were frequently preferred as sources of help in both groups of schools perhaps indicates that a number of social or interpersonal problems are connected to residence hall living. Faculty members and the chaplain were also frequently preferred, indicating that students would not hesitate to take social problems to them. Parents figured very prominently among the preferences in both groups of colleges, indicating a reliance on them as on friends, regardless of the existence of a formal counseling service.

Perceptions of religious or pastoral counseling. The two groups of students were fairly equivalent in the frequency with which they perceived religious or pastoral

counseling to be available at their institutions, but those in colleges with formal counseling services gave the service a higher quality rating more frequently than did those in colleges without formal counseling services. The counseling service, however, did not figure prominently in the preferred sources of help for this type of problem. First choice preferences were identical in both groups of colleges, with friends listed first by both. A number of students preferred their parents while some preferred not to seek help. Institutional sources were the chaplain and faculty members other than advisors.

The place of religious counseling in the colleges in the current study should be expected to be one of importance, considering the church relationship held by many of them and the religious character of a number of the independent colleges. Bitner (1965) found that students at church-related colleges requested and received more religious counseling than did state college students. The current study indicates that, if Bitner is correct, the students seek this help most frequently from one another. The prominent role of friends as sources of help in this and other problem areas should not be surprizing. Ottoson (1967) found that only about 20 percent of those expressing a problem sought help from

campus agencies assumed to have competence in that area, and over 70 percent shared their problem with a classmate, a family member, or a friend. Members of religion faculties as well as ministerial students are probably perceived as competent to varying degrees to provide this help. On the other hand, the nature of church-related colleges and the existence of a number of helping persons might have an undesirable effect. A number of students indicated they would not seek help for religious problems. Perhaps their reluctance could be due to pressure they feel that it would not be desirable for them to admit having problems of a religious nature.

Parents once again figured prominently in preferred sources of help for religious problems. Perhaps reliance on parents to the extent indicated in this and other areas is a characteristic of students who select small colleges in general or religious colleges in particular.

Perceptions of career planning help. Students at colleges with formal counseling services more frequently perceived career planning help to be available and to be of high quality than did students at colleges without formal counseling services. Perhaps the existence of a counseling service influences the career planning help offered by other departments within the

institutions by giving the programs direction, providing counseling for specific concerns, or providing appropriate tests. The counseling services were perceived as a primary source of career planning help in institutions with formal counseling services, but not nearly as frequently as were faculty advisors and parents. Faculty advisors were the most frequently preferred source of career planning help in both groups of colleges. Perhaps because of his role in helping students plan their academic schedules, the faculty advisor is perceived as a person knowledgeable about the careers related to his specialty. It is interesting that parents are the second most frequently preferred source of career planning help in both college groups, in spite of the fact that many collegians complain that their parents still try to control their lives.

Friends were not as frequently preferred for help in career planning matters as they were in other areas, a finding which agrees with that of Smith (1972). Evidently, the students perceive career planning to require a specialized kind of help or specific information which their friends probably could not supply. The implication is, then, that personal, social, and religious concerns do not require this professional expertise.

Perceptions of study skills help. Students in colleges with formal counseling services more frequently perceived study skills help to be available and to be of high quality than did students at colleges without formal counseling services. While a number of CSS respondents indicated their college offered no remedial reading or tutoring help, the PCS student respondents still responded in a surprizing number that study skills help was not available in their colleges. The response is surprizing because small colleges allegedly provide more individual attention to each student's learning experiences than do larger institutions.

The three most frequently perceived sources of help were the same for both groups of colleges, but their order varied between the groups. Faculty advisors, other faculty members, and friends were seen as primary sources of study skills help. Perhaps this indicates the commitment to their students on the part of the faculty members in these small institutions, and their willingness to help students overcome learning impediments. Occasionally, however, more specialized help is needed which may go beyond the expertise of the faculty member. Students' reliance on their friends may be for relatively elementary study skills help, such as information on how to study for tests given by specific professors or how

to write papers capitalizing on a professor's biases. The counseling services were mentioned fairly frequently by those in colleges with formal counseling services, and and they were evidently active in giving study skills help in a number of institutions.

Perceptions of financial advisement. While the difference between them was not great, students at colleges without formal counseling services more frequently perceived financial advisement to be available than did students at colleges with formal counseling services. The ratings of the quality of the two groups were equivalent. Evidently, financial aid offices operate independently of counseling services. The CSS respondents indicated practically the same thing, for less than 20 percent of the colleges involved the counseling service in student loan or scholarship programs.

Student respondents in both college groups preferred their parents as a primary source of financial advisement, followed closely by the financial aid advisor at their college. This reliance on parents may reflect the students' cognizance of the degree to which their parents are financing their college education. The degree to which financial aid officers give financial advisement no doubt varies from institution to institution.

It is conceivable that a number of students might benefit from counseling concerning their finances, and yet they do not seek the financial aid officer since they need no money. While friends, faculty, and counseling services were mentioned fairly frequently as sources of help, the overwhelming preference was for parents and the financial aid advisor.

Perceptions of confidentiality. Students at colleges with formal counseling services gave a higher confidentiality rating at every level than did students at colleges without formal counseling services. It is uncertain who the latter students were rating, since their colleges had no formal counseling services. While considerable amounts of high quality help may be available to students other than through a counseling service, perhaps the existence of a clearly identified counseling service creates an impression of professionalism, and concurrently, of confidentiality. Faculty members, friends, or administrators may maintain strict confidentiality, but confidentiality is not an integral part of their roles as it is in the role of a counselor.

Summary. The results from the PCS student respondents were discussed with reference to differences and similaries between those colleges having formal

counseling services and those not having them. In most cases, the groups were fairly similar in the frequency with which they perceived specific services to be available and their preferred sources for help. Students at colleges with formal counseling services generally rated the quality of specific services higher than did students at colleges without formal counseling services, even in cases where both groups preferred sources of help other than a counseling service. Perhaps when a college makes a commitment to have a formal counseling service, that commitment evidences a prior attitude of providing high quality service to students through all channels, both formal and informal.

Perceptions of Counseling Services by Faculty

Existence of a counseling service. Faculty members who participated in the PCS study responded to an item on the PCS form which asked whether their colleges had formal counseling services. The response used as a norm was that given by the chief student personnel officer at each college on the CSS form. Those in colleges with formal counseling services answered correctly with significantly greater frequency than did those in colleges without formal counseling services, as evidenced by the comparatively high contingency coefficient of .3333. Only

about one-half of those in colleges without formal counseling services answered correctly. Perhaps at least a part of this misunderstanding results from the fact that counseling is done in small colleges, with or without a formal counseling center. Perhaps faculty members recognize their contributions to counseling students, and they know their colleagues make similar contributions, and so they assume a formal counseling service exists. This impression may be reinforced by their perceptions of the counseling activities of certain student personnel administrators. Evidently, the counseling services that do exist have communicated their existence to most of the faculty, but about 10 percent were incorrect in colleges with formal counseling services.

Perceptions of specific counseling services. Faculty members generally followed the pattern set by students in their perceptions of the availability, quality, and sources of counseling helps. Almost all faculty perceived help for students' academic problems to be available, to be of favorable quality, and to be available from the faculty themselves. While they acknowledged the frequent preference of students for receiving help from their friends, the faculty generally recognized their own role in providing academic help to

students. Faculty respondents' rating of this service, then, was a rating of themselves, regardless of whether their colleges had formal counseling services.

Faculty respondents perceived help for personal problems to be available and to be of favorable quality in both groups of colleges. Those in colleges with counseling services viewed students receiving help from institutional sources more frequently than did those in colleges without formal counseling services. Barnes (1970) found that faculty members perceived the counseling center as the appropriate source of help for personal problems. In spite of what their own preferences were, faculty in this current study perceived students to be seeking their friends or faculty members for this help more frequently than they were seeking institutional sources.

Help for social problems was perceived to be available in both groups of colleges with equivalent frequency, and friends were reported as the most frequently preferred source of this help. Those in colleges with formal counseling services perceived an active role of these services in providing help for social problems. Perhaps the comparatively low quality rating given to the help for social problems reflects an attitude that students need better help than they can receive from

one another. Residence hall staff are noted in colleges with formal counseling services, perhaps indicating the faculty's conviction that many interpersonal problems are connected to residence hall life.

Almost all faculty respondents reported that religious counseling was available at their colleges, but those at colleges with counseling services did not perceive students seeking religious counseling from a counseling service. The chaplain was perceived as the primary source of help in colleges with counseling centers, and friends were noted as primary in colleges without formal counseling services. Even though counseling services were not directly involved, those in colleges with counseling services rated the quality of religious counseling higher than did those in other colleges. Perhaps this indicates a commitment to high quality assistance from all departments by colleges that have formal counseling services.

Faculty members' perceptions of career planning help show a marked advancement beyond the stereotyped status described by Wicke (1964). Mozee (1972) found that faculty members preferred for counseling centers to emphasize student vocational concerns, and the current study shows that those in colleges with formal counseling services perceived students to be seeking career help

from the counseling services. Perhaps because the faculty respondents in both groups of colleges perceived themselves as the primary source of career planning help, their ratings of the quality of the help did not greatly differ.

Faculty respondents in colleges with formal counseling services perceived study skills help to be available more frequently and of a higher quality than did their counterparts at colleges without formal counseling services. Yet, both groups perceived the faculty themselves and the students' friends supplying this help, to the exclusion of the counseling services. Perhaps those at colleges with formal counseling services have more resources and more specialized assistance available to them, thus increasing their confidence in the help they provide.

The two groups of faculty members were fairly equivalent in their perceptions of the availability and quality of financial advisement at their colleges. Several in colleges with formal counseling services perceived students seeking financial advisement from those services. Otherwise, both groups of faculty were equivalent in recognizing that the students were seeking this help primarily from their parents and from the financial aid advisors. Since the latter source was

mentioned most frequently by those in colleges with formal counseling services, perhaps colleges with formal counseling services more frequently have financial aid offices than do colleges without formal counseling services.

Faculty members at colleges with formal counseling services gave a slightly more favorable confidentiality rating than did those at colleges without formal counseling services, although both groups gave extremely few negative ratings. Perhaps the existence of a formal counseling service at a college serves as a reminder to all other helping persons at the college of the need for strict confidentiality.

Summary. The results from the PCS faculty respondents were discussed with reference to differences and similarities between those colleges having formal counseling services and those not having them. In most cases, no great differences were found between the groups in their perceptions of the availability of specific counseling services. Both groups of faculty members perceived themselves as sources of a number of types of help, and those at colleges with formal counseling services generally rated the help higher than did those at other colleges.

Comparison of Perceptions of Counseling Services by Students, Faculty, Counselors, and Administrators

Existence of a formal counseling service. It is somewhat surprizing that at a small college a sizeable proportion of the personnel would not know whether their college had a formal counseling service. Yet, 25.8 percent of the students, 22.8 percent of the administrators, 18.0 percent of the faculty, and 14.3 percent of the faculty incorrectly perceived whether their colleges had formal counseling services. It is interesting that students and administrators were the least well informed. Perhaps confusion resulted from the fact that an explicit definition of a formal counseling service was not included with the question on the PCS form. All the groups exceeded the proportion of students found by Minge and Cass (1966) to be mistaken about the existence of a counseling service at their colleges. In the case of the earlier study, the students were unaware of a counseling service that actually existed. In the case of this current study, the majority of mistaken persons thought their colleges had formal counseling services when in fact they had none. Perhaps persons associated with these small colleges tacitly assumed some counseling structure and coordination existed, since they knew a number of persons counseled students. Perhaps, also, the student personnel administrator whose

answer was used as a norm for responses from that college had a misconception of what composed a formal counseling service, and he may have answered negatively if the service was not as extensive as those of larger universities.

Perceptions of specific counseling services. Holmberg (1970) found that students were least well informed and administrators were the best informed about the actual activities of counselors. Snyder, et. al. (1969) found that the students he studied knew about the counseling center's existence but had little information about the center or about the counseling process. The findings of the current study substantiate their findings that students are least aware of the availability of specific counseling services. Administrators, on the other hand, do not appear to be the best informed about the availability, which is unfortunate because, as Birch (1970) found, faulty administrative perceptions result in inadequate funding for counseling services.

Almost all of the respondents (94.7 percent) agreed that help for academic problems was available at their colleges, with the students acknowledging the help least frequently. Students also gave the lowest quality rating, and administrators rated the service almost as low as did students. Even the lowest rating, however, included over 80 percent of the respondents giving one of the

favorable ratings, and the range of ratings was not great. As noted earlier, a large number of respondents in this study gave high ratings, and it would be interesting to know how their ratings would compare to those given by students at larger institutions to comparable services. The high ratings may be a function of the college size as much as a representation of a high quality of service. Perhaps the high rating for this service given by faculty members reflects their heavy involvement in providing the service.

Help for personal problems was generally perceived to be available by all groups, with students perceiving its availability least frequently at 86.5 percent. All counselors felt the help was available. Both students and faculty rated the service relatively low, with counselors and administrators rating it higher. Both students and faculty respondents perceived that students preferred other students as sources of help for personal problems, and perhaps their low rating was affected by this perception. Faculty members registered negative evaluations more frequently than did other groups, perhaps manifesting a skeptical attitude toward this student personnel service.

Faculty members were least favorable in rating the quality of help for social problems also. Barnes (1970) found that faculty members expected counseling services to

deal with interpersonal problems, so perhaps one reason for their low rating was their perception that the counseling services were not used as much as were friends and residence hall staff members. Students least frequently perceived this service to be available, while administrators were most frequent in reporting its existence. This disparity between students and administrators in their perceptions of their environment occurred on a number of items and perhaps is indicative of the adversary roles adopted by these groups in many contemporary colleges.

The same difference between student and administrator perceptions occurred regarding the availability of religious or pastoral counseling. Administrators not only most frequently reported this service's existence, they also gave it the highest proportion of favorable ratings. Perhaps the comparatively high rating given by faculty and administrators reflects their involvement in religious counseling or their identity with it as an integral part of their mission in church-related colleges. The relatively low rating given by counselors might reveal some uncertainty regarding the validity of this function, for they might see it as the giving of advice on religious questions rather than counseling as they know it.

Since a number of CSS respondents indicated their

colleges were just beginning career development programs, one might expect some confusion in the perceptions of its availability and quality. The same pattern of perceptions continued, however, with students and faculty perceiving its availability less often than counselors and administrators. Students gave favorable ratings to this service more frequently than did the other groups. Meyer (1973) found that younger students felt career questions were the most appropriate areas for discussion with counselors. Perhaps their high rating reflects this preference, for students consulting a counselor for career planning would not have to admit he was experiencing a problem he could not handle. Since the students preferred receiving this help from faculty members as well as the counseling services, their high rating pertains to both of these groups.

Students were least aware of the availability of study skills help, and administrators were most aware of it. Perhaps administrators, in most frequently noting the existence of various counseling services, were merely assuming such services existed, since their perceptions of availability frequently exceeded those of the counselors themselves. Study skills assistance should perhaps receive more attention in a number of participating colleges, for while the four groups were consistent in rating the quality

of this service, only about one-half of any group gave a favorable rating. These ratings might be considered an acknowledgement of the need for developing programs in study skills in participating colleges.

The division in perceptions between students and faculty on one extreme and counselors and administrators on the other appeared again concerning the availability of financial advisement. Counselors, who most frequently reported this service's availability, also most frequently gave it favorable ratings. Since the CSS results indicated most colleges had placed the financial aid advisor in a capacity separate from the counseling service, either praise or criticism of this service at a college usually amounts to praise or criticism of one person. Counselors, who see the financial aid advisor from their perspective, gave favorable ratings most frequently. Students, whose perspective of the financial aid officer would be quite different, least frequently gave favorable ratings. Counselors might view him as a competent colleague, while students could consider him a potential but reluctant benefactor.

Summary. The results from the PCS study were discussed with reference to differences and similarities in the perceptions among students, faculty members, counselors, and administrators. In most cases, students and

faculty members less frequently perceived specific services to be available or to be of high quality than did counselors and administrators. These differences may be due, at least in part, to the different contexts from which they view the service.

Chapter 6

SUMMARY AND RECOMMENDATIONS

Summary

The first purpose of this study was to investigate the characteristics of counseling services in small colleges. Second, special attention was given to church-related colleges to determine whether their counseling services differed from those at other small colleges. The third purpose was to determine whether formal counseling services were deemed necessary for small colleges to meet the needs usually met by counseling services at larger universities, as perceived by faculty members and students.

The first two purposes were accomplished by administering the Counseling Services Survey (CSS) in the colleges associated with The Council for the Advancement of Small Colleges (CASC). The chief student personnel administrator in eighty-seven CASC colleges completed the CSS, thereby giving a description of the characteristics of the counseling services at their colleges. The data from the returned CSS instruments were compared by institutional affiliation to determine if counseling services at church-related colleges differed from the counseling services at independent colleges.

The third purpose was accomplished by administering the Perceptions of Counseling Services (PCS) instrument to students, faculty members, counselors, and administrators at colleges at which the student personnel administrator had volunteered to participate after participating in the CSS study. The PCS instrument listed seven general types of counseling help usually found in well developed counseling services, and respondents were asked to judge whether the service were available at his college, its quality, and its source. Responses from personnel in the twenty-nine colleges with formal counseling services were compared to responses from personnel in the eight colleges without formal counseling services to determine if perceptions of availability, quality, or source of these counseling functions varied according to the existence of a formal counseling service.

Because of the nature of the study, descriptive statistics were used throughout. The responses were reported using frequency counts and percentages. Where appropriate, the contingency coefficient was also used to show the strengeth of relationship between variables. Consequently, the traditional approach of testing hypotheses was replaced with reporting the findings of several research questions.

The first research question was: "Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to having an identified, formal counseling service?" The responses on the CSS item yielding this information were compared by institutional type, and very little difference was found. The existence of a formal counseling service seemed to be a function of college size rather than of institutional affiliation.

The second research question was: "Do differences exist among Roman Catholic, Protestant, and independent colleges with regard to counseling services available to students as reported on the Counseling Services Survey? Do these differences appear in the following areas:

a. the percentage of students consulting a counselor;

b. the specific counseling services available;

c. the availability and components of a career development program;

d. the staffing of counseling services;

e. the operation of a formal counseling service?"

The data for comparison were collected from the CSS responses. No appreciable difference was found among the college types with regard to the frequency with which students consulted a counselor. Counseling services available to students varied widely and formal counseling

services handled a wide range of functions. While minor differences emerged among college types on the availability of specific counseling services, the differences were not sizeable enough to warrant the conclusion that they were related to institutional affiliation. Both Catholic and independent colleges had career development programs more frequently than did Protestant colleges, but the college types were fairly equivalent in the components of their career programs. Personnel patterns used by small colleges varied widely, but the variance was on the institutional level, and apparently not strongly correlated to institutional affiliation. Minor differences were observed, however, such as the more favorable counselor-student ratio among Protestant colleges due to their more frequent utilization of housing personnel as counselors. Institutions varied on several operational items, but these differences were not significant when comparisons were made by institutional type.

The third research question was: "Do differences exist in the perceptions by students in institutions with formal counseling services and by students in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?"

The student responses on the PCS were compared, and those at colleges with formal counseling services generally exceeded those at colleges without formal counseling services in the frequency with which they perceived the specific services to be available and the estimation of quality they attached to the services. Exceptions occurred in the perceptions of the availability of academic counseling and financial advisement. The preferred sources of help were similar for both groups, with those at colleges with formal counseling services specifying the counseling service as a source in a number of cases. Students in both groups of colleges frequently preferred non-institutional sources of help over specific services provided by their colleges.

The fourth research question was: "Do differences exist in the perceptions by faculty members in institutions with formal counseling services and by faculty members in institutions without formal counseling services with regard to the following:

a. availability of different counseling services,

b. who does the counseling,

c. the quality of the counseling service?"

The faculty PCS responses were compared, and those at colleges with formal counseling services more frequently

perceived the availability of help for academic, social, religious, and career planning problems than did faculty at colleges without formal counseling services. The latter exceeded the former, however, in the frequency of noting the existence of help for personal, study skills, and financial problems. Differences between college groups was usually slight. With the exception of financial advisement, the faculty members at colleges with formal counseling services rated the quality of specific services higher than did the other group. The groups showed similarity in their perceptions of sources the students preferred for counseling, with the exception that those in colleges with formal counseling services reported an active role for this service in providing help for personal, social, and career planning problems. Faculty members recognized the non-institutional sources preferred by students for help in a number of problem areas. While they were not great, differences were found between the perceptions of faculty members in colleges with formal counseling services and the perceptions of those in colleges without formal counseling services.

The final research question was: "Do differences exist among the perceptions of the availability and quality of counseling services in their institutions by administrators, counselors, faculty members, and students." The

PCS responses were compared by the classification of the respondents. Students and faculty were generally less frequent to report the availability or high quality of specific counseling services than were counselors and administrators. An exception to this general trend occurred when students gave the highest rating to career planning help. Relatively few unfavorable ratings were given by any classification. Respondents in all classifications generally perceived the services to be available and to be of high quality.

Recommendations

The findings of this current study indicate a need for further study in several areas.

First, the use of the CSS could be replicated in other small colleges to determine if differences in counseling services exist among various types of small colleges. All of the colleges in this current study were private. Replication could include more private colleges as well as small state colleges, small municipal colleges, and small community colleges. Such replication might indicate the similarities and differences in small college counseling services as related to different institutional missions.

Second, the CSS could be replicated on regular intervals to provide a data bank on small college counseling services similar to that compiled regularly for

counseling services in major universities.

Third, the PCS study could be repeated in colleges of various sizes as a means of comparing the perceptions of college counseling services by personnel in colleges of different sizes. Such a study might indicate the degree to which perceptions are associated with college size. College size, in addition to the quality of the counseling service, might affect the frequency with which a student or faculty member gives a favorable evaluation of a service.

Fourth, the PCS study could be combined with a study of the students who choose to attend small colleges or church-related colleges. Perhaps a study of student characteristics would show a common factor or factors in their backgrounds or attitudes that could be correlated with their perceptions of counseling services, and especially, with their preferred sources for counseling help.

Fifth, a PCS study could be combined with a study of student perceptions of their entire academic environment. A standard instrument gauging environmental press could be used in conjunction with the PCS instrument. In this way, the students' overall assessments of their entire college environment with its various presses could be correlated with their perceptions of their college's

counseling services. Perhaps another environmental press factor affects the students' perceptions of counseling services.

Sixth, the CSS results regarding staffing patterns in small college counseling services indicated the prevalence of dual appointments. Such appointments would make these colleges a reasonable sample for testing the effectiveness of counselors who exercise administrative or instructional authority over students with whom they counsel.

Seventh, replication of the CSS could show a pattern of staffing across small college types that would aid counselor educators in designing programs appropriate for personnel in small colleges.

Finally, regular repetition of the PCS could provide data to individual colleges that would assist them in their institutional planning. The PCS could provide college administrators with information on perceived strengths and weaknesses of their colleges' counseling programs. Such information could be essential in allocating resources for program development.

BIBLIOGRAPHY

Akers, G. H. Predictors of career stability among selected male alumni of a church-related liberal arts college. (Doctoral dissertation, University of Southern California) Ann Arbor, Mich.: University Microfilms, 1966. No. 66-10,524.

Albert, G. A survey of college counseling facilities. Personnel and Guidance Journal, 1968, 46, 540-543.

Appley, D.G., & Lee, R. M. A report on university counselling services. 1967. Ed. 025 824.

Arbuckle, D. S. Pupil personnel services in the modern school. Boston: Allyn and Bacon, Inc., 1966.

Arbuckle, D. S., & Doyle, L. A. Student personnel services in Bible colleges. Journal of College Student Personnel, 1966, 7, 172-175.

Barnes, D. B. Analysis of student, faculty, and administrator perceptions of the role of the Acadia University Counselling Center. (Doctoral dissertation, Rutgers University) Ann Arbor, Mich.: University Microfilms, 1970. No. 71-473.

Banzhaf, R. F. The eight colleges of the Evangelical and Reformed Church: A study in changing religious character. (Doctoral dissertation, Columbia University) Ann Arbor, Mich.: University Microfilms, 1973. No. 73-19,341.

Beach, L. R. Study of personality in the church-related liberal arts college. Journal of College Student Personnel, 1967, 8, 105-108.

Berrick, M. E. General, academic, and preprofessional counseling. In M. Siegel (Ed.) The counseling of college students. New York: Free Press, 1968.

Bigelow, G. S., Hendrix, L. R., & Jensen, V. H. Impact of counseling center brochures. Journal of College Student Personnel, 1968, 9, 97-99.

Birch, W. G. Administrators' attitudes toward counseling services for small liberal arts colleges. (Doctoral

dissertation, Indiana University) Ann Arbor, Mich.: University Microfilms, 1970. No. 71-11,339.

Bitner, G. H. Religious attitudes and values and religious activities and counseling experiences at a state and a church college. (Doctoral dissertation, The Pennsylvania State University) Ann Arbor, Mich.: University Microfilms, 1965. No. 66-8,700.

Bixenstein, V. E. Student attitudes and college counseling. Journal of Counseling Psychology, 1959, 6, 280-283.

Cash, W. L., Jr. Opinions of college and university presidents and counselors on college counseling and moral values. Journal of College Student Personnel, 1963, 4, 243-245.

Christian Methodist Episcopal Church. The church college today. Jackson Tenn.: Lane College Press, 1957.

Clark, D. D. Characteristics of counseling centers in large universities. Personnel and Guidance Journal, 1966, 44, 817-822.

Clark, R. N. Counseling offices and facilities: California community colleges. 1971. Ed. 052 784.

Cockrum, L. V. A study of the development of a regional guidance service with counseling centers in twelve church-related colleges. (Doctoral dissertation, University of Virginia) Ann Arbor, Mich.: University Microfilms, 1966. No. 66-15,216.

Corwin, G. L. Factors influential to college student perceptions of the educational counselor's role, functions, and personal-professional characteristics. (Doctoral dissertation, University of Wisconsin) Ann Arbor, Mich.: University Microfilms, 1972. No. 72-23,305.

The Council for the Advancement of Small Colleges. Washington, D.C.: The Council for the Advancement of Small Colleges, n.d.

Cross, K. P. New roles for deans and counselors. Journal of the National Association of Women Deans and Counselors, 1972, 36 (1), 19-26.

Danskin, D. G. My focus for a university counseling center. Journal of College Student Personnel, 1965, 6, 263-267.

Danskin, D. G. The university and a fully-functioning counseling center: A theoretical viewpoint. Paper presented at the meeting of the American Personnel and Guidance Association, Washington, D.C., 1969. Ed. 030 905.

Davis, J. R. A new identity for the small college. The North Central Association Quarterly, 1972, 47, 243-245.

DeIulic, R. S. An analysis of college freshmen perceptions of staff members who functioned as counselors compared to those who functioned as teachers and counselors. 1970. Ed. 049 470.

Demos, G. D., & Swan, R. J. The psychological counseling center -- a point of view. In P. J. Gallagher & G. D. Demos (Eds.), The counseling center in higher education. Springfield, Ill.: Charles C Thomas, 1970.

Deutsch, C. A personal counseling service in a liberal arts college. Personnel and Guidance Journal, 1958, 37, 193-197.

DeVolder, J. P. Community college students define counselor role. 1969. Ed. 030 411.

Dilley, J., Lee, J. L., & Verrill, E. L. Is empathy ear-to-ear or face-to-face? Personnel and Guidance Journal, 1971, 50, 188-191.

Donk, L. J., & Oetting, E. R. Change in college student attitudes toward sources of assistance for problems. Journal of College Student Personnel, 1967, 8, 315-317.

Downie, N. M., & Heath, R. W. Basic Statistical Methods. New York: Harper and Row, 1970.

Eckerson, L. O. The White House Conference: Tips or taps for counselors? Personnel and Guidance Journal, 1971, 50, 167-174.

Engel, R. E. Some considerations regarding goals for church-related colleges. Liberal Education, 1972, 58, 340-346.

Farwell, G. F. Counselors themselves -- an issue. The School Counselor, 1962, 10, 27-31.

Fitzpatrick, R. The history of college counseling. In M. Siegel (Ed.) The counseling of college students. New York: Free Press, 1968.

Girdner, J. H. Counselor-counselee ratios in California junior colleges, 1965-1971. 1972. Ed. 059 712.

Girdner, J. H. Results of questionnaire on counselor-counselee ratio. 1969. Ed. 027 891.

Glanz, E. C. Emerging concepts and patterns in guidance. Personnel and Guidance Journal, 1961, 40, 259-265.

Glazer, S. H. College and university counseling centers pragmatic questions of mutual concern. Journal of College Student Personnel, 1964, 5, 168-169.

Gordon, A. T. Evaluation of the second year of operation of the Costra Costa mobile counseling center. 1972. Ed. 043 332.

Hallberg, E. C., Karr, B., & Skrip, C. Paraprofessionals as counselors. Community and Junior College Journal, 1972, 43, 30 ff.

Hamann, J. B. Desired counseling center functions as perceived by faculty and students. Final report. 1970. Ed. 053 429.

Hanfmann, E., Jones, R. M., Baker, E., & Kovan, L. Psychological counseling in a small college. Cambridge, Mass.: Schenkman Pub. Co., 1963.

Harcum Junior College. Recommended student counseling referral procedures for faculty and house directors. 1967. Ed. 032 884.

Hardcastle, H. O. A method of evaluating the counseling and advising program of a small university, and a comparative analysis of students' perceptions of and expressed needs for counseling and advising. (Doctoral dissertation, University of the Pacific) Ann Arbor, Mich.: University Microfilms, 1972. No. 72-2,175.

Harman, R. L. Client assessment of a university counseling service. Journal of Counseling Psychology, 1971, 8, 496-497.

Hassenger, R. (Ed.) The shape of Catholic higher education. Chicago: University of Chicago Press, 1967.

Hedlund, D. E. Preparation for student personnel: Implications of humanistic education. Journal of College Student Personnel, 1971, 12, 324-328.

Hewer, V. H. Evaluation of group and individual counseling: A follow-up. Journal of College Student Personnel, 1967, 8, 265-269.

Hinko, P. M. A national report on the status of counseling services in large community colleges. Junior College Journal, 1971, 42, 20-24.

Holmberg, B. K. Congruence of perceptions regarding college counseling services. (Doctoral dissertation, University of Idaho) Ann Arbor, Mich.: University Microfilms, 1970. No. 72-2,088.

Hoss, M. A. A study of counseling services and the development of a survey instrument at Miami-Dade Junior College. Paper presented at the meeting of the American Personnel and Guidance Association, Detroit, April, 1968. Ed. 021 265.

Hurst, J. C., & Ivey, A. E. Toward a radicalization of student personnel. The Journal of College Student Personnel, 1971, 12, 165-168.

Hurst, J. C., & Weigel, R. G. The description and evaluation of counseling center needs and services through follow-up questionnaires. 1968. Ed. 035 011.

Irvin, J. A. An assessment of pre-counseling procedures in a university counseling agency. (Doctoral dissertation, University of Missouri-Columbia) Ann Arbor, Mich.: University Microfilms, 1970. No. 71-8,345.

Johnston, E. F., et. al. An educational development services in a community college [sic.] Calgary, Alberta: Mount Royal College, 1970. Ed. 042 180.

Kadota, P., & Menacker, J. Community-based college

guidance for the disadvantaged. Personnel and Guidance Journal, 1971, 50, 175-181.

Kierman, I. R. The clinician as a college teacher. Personnel and Guidance Journal, 1964, 42, 970-975.

Kinnane, M. From whom would college women seek assistance? Journal of College Student Personnel, 1967, 8, 80-84.

Kirk, B., et. al. Guidelines for university and college counseling services. American Psychologist, 1971, 26, 585-589.

Kraph, E. E. Involvement of faculty members as advisors to students in private and church-related colleges. (Doctoral dissertation, United States International University) Ann Arbor, Mich.: University Microfilms, 1968. No. 69-1,723.

Krouse, V. C. Assessment of group counseling procedures on a small college campus. Final report. 1968. Ed. 033 433.

Kuhl, E. C., Jr. Do we make a difference? New directions in evaluation. Paper presented at the meeting of the American Personnel and Guidance Association, Las Vegas, March 1969. Ed. 031 731.

Lake City Community College, Florida. First report of the Creativity Center. 1972. Ed. 066 921.

Leonard, M. A. Student perceptions of counseling centers located in certain large universities. (Doctoral dissertation, Northwestern University) Ann Arbor, Mich.: University Microfilms, 1970. No. 71-1,901.

Maes, J. L. The cloudy crystal ball: A projection of the nature of the university counseling center in the year 2000. 1967. Ed. 044 716.

Magoon, T. Counseling centers annual data bank. Mimeo, University of Maryland, 1972.

Maloney, W. P. A summary and analysis of group counseling and research in higher education. 1971. Ed. 060 475.

Matson, J. E. A perspective on student personnel services. Junior College Journal, 1972, 42, 48-52.

McCarthy, B. W., & Berman, A. L. A student-operated crisis center. Personnel and Guidance Journal, 1971, 49, 523-528.

McCluskey, N. G. (Ed.) The Catholic university: A modern appraisal. Notre Dame, Ind.: University of Notre Dame Press, 1970.

McMillin, M. R., & Cerra, P. Student knowledge about a college counseling center. NASPA Journal, 1972, 10, 138-141.

McNemar, Q. Psychological Statistics. New York: John Wiley, 1969.

Meyer, T. O. Differential perceptions of the student counseling center at Washington State University. (Doctoral dissertation, Washington State University) Ann Arbor, Mich.: University Microfilms, 1973. No. 73-29,291.

Michigan State Board of Education. Direction and analysis. A survey of guidance and counseling programs in Michigan communitiy colleges. Final report. 1967. Ed. 018 830.

Mich, A.,Jr. Macomb County Communtiy College Drop-in Counseling Center: Proposal. Paper presented at the meeting of the Michigan Personnel and Guidance Association, Traverse City, 1971. Ed. 058 598.

Minge, M. R., & Cass, W. A. Student perceptions of a university counseling center. Journal of College Student Personnel, 1966, 7, 141-144.

Models of counselling centers. Calgary, Alberta: Calgary University, 1968. Ed. 027 555.

Moughler, L. A. The functions of college counselors as perceived by college counselors, student personnel administrators, and counselor educators. (Doctoral dissertation, Perdue University) Ann Arbor, Mich.: University Microfilms, 1967. No. 67-16,685.

Mozee, E. Faculty expectations for counselors. Community and Junior College Journal, 1972, 43, 24-25.

Mueller, K. H. Student personnel work in higher education. Boston: Houghton Mifflin, 1961.

Myers, R. A. Career development in the college years. Paper presented that the meeting of the American Personnel and Guidance Association, Atlantic City, April 1971. Ed. 050 372.

Nie, N. H., Bent, D. H., & Hull, C. H. Statistical package for the social sciences. New York: McGraw Hill, 1970.

Norman, P., et. al. Report of Task Force on Models for Small College Counseling Centers. In Proceedings of the 19th Annual Conference of the University and College Counseling Center Directors, 1970.

Nugent, F. A., & Pareis, E. N. Survey of present policies in college counseling centers in the United States of America. Journal of Counseling Psychology, 1968, 15, 94-97.

Odle, S. G., & Cambareri, J. D. Staffing for clinical counseling services in the small college. Journal of College Student Personnel, 1966, 7, 233-235.

Oetting, E. R., Ivey, A. E., & Weigel, R. G. The college and university counseling center. Washington, D.C.: American College Personnel Association, 1970.

Ottoson, J. W. A longitudinal study of the expressed problems of students attending a midwestern church-related liberal arts college. (Doctoral dissertation, Northwestern University) Ann Arbor, Mich.: University Microfilms, 1967. No. 67-15,309.

Pace, C. R. Education and evangelism: A profile of Protestant colleges. New York: McGraw Hill, 1972.

Patterson, C. H. The selection of counselors. Paper presented at the Conference on Research Problems in Counseling, Washington University, St. Louis, January, 1967. Ed. 025 777.

Pattillo, M. M.,Jr., & Mackenzie, D. M. Church-sponsored higher education in the United States. Washington, D.C.: American Council on Education, 1966.

Penney, J. F. Perspective and challenge in college personnel work. Springfield, Ill.: C. C. Thomas, 1972.

Peterson, G. E. The perceptions of student personnel administrators, faculty members, and students of the student personnel programs of the senior colleges of the American Lutheran Church. (Doctoral dissertation, Michigan State University) Ann Arbor, Mich.: University Microfilms, 1969. No. 69-11,145.

Power, E. J. Catholic higher education in America. New York: Appleton-Century-Crofts, 1972.

Ravekes, J. E. Development and evaluation of Essex Community College's revised academic advising system. NASPA Journal, 1971, 8, 237-242.

Rogers, C. R. Counseling and psychotherapy. Cambridge, Mass.: Houghton Mifflin, 1942.

Rohen, T. M., Cadoret, R. J., & Clodfelder, D. L. A model for psychiatric consultation in a university counseling center. Journal of College Student Personnel, 1972, 13, 530-533.

Ross, L. L. The effectiveness of two systems for delivering occupational information: A comapratives analysis. (Masters thesis, University of Oregon) 1971. Ed. 055 332.

Rossier, B. J. Student perceptions of institutional environment and counseling services at selected community colleges utilizing centralized and decentralized systems. (Doctoral dissertation, University of Southern California) Ann Arbor, Mich.: University Microfilms, 1971. No. 71-27,952.

Rothney, J. W. M. Critical comments on counseling circumstances. In W. H. VanHoose & J. J. Pietrofesa (Eds.) Counseling in the twentieth century. Boston: Houghton Mifflin, 1970.

Rudolph, F. The American college and university. New York: Vantage Books, 1962.

San Joaquin Delta Community College District, Calif. The role of paraprofessionals in community college pupil personnel services. Paper presented at the Northern California Presidents Conference, Pacific Grove, 1971. Ed. 054 776.

Sansburg, D. L. Emerging ethical concerns of the counseling center psychologist. Personnel and Guidance Journal, 1971, 50, 318-319.

Sarrel, P. M., & Sarrel, L. J. A sex counseling service for college students. 1970. Ed. 046 045.

Schmitz, M. B., & Michelson, D. J. Hot-line drug counseling and Rogerian methods. Personnel and Guidance Journal, 1972, 50, 357-362.

Schneiders, A. A. Counseling and moral values in the church-related college. Journal of College Student Personnel, 1963, 5, 35-39.

Schoenherr, C. W. Strengthening the freshman faculty counseling program at Wheaton College, Wheaton Illinois, through a faculty-student action research group. (Doctoral dissertation, Columbia University) Ann Arbor, Mich.: University Microfilms, 1965. No. 65-6,175.

Scott, W. L. Student personnel services in small liberal arts colleges. Journal of College Student Personnel, 1961, 2, 19-22.

Selected agency characteristics and operations, Form A. (Mimeo) Washington, D.C.: American Board on Counseling Services, n.d.

Shaffer, R. H., & Martinson, W. D. Student personnel services in higher education. New York: The Center for Applied Research in Education, 1966.

Shertzer, B., & Stone, S. C. Fundamentals of counseling. Boston: Houghton Mifflin Co., 1968.

Shoben, E. J.,Jr. Needed: Fully functioning counseling centers or viable communities? Paper presented at the meeting of the American Personnel and Guidance Association, Las Vegas, 1969. Ed. 033 408.

Sims, W. H. A descriptive analysis of the counseling centers and their activities at selected institutions of the Oregon State system of higher education. (Doctoral dissertation, University of Oregon) Ann Arbor, Mich.: University Microfilms, 1972. No. 73-7,959.

Smith, D. An analysis of university undergraduate students' preferences for counselors and counseling settings. (Doctoral dissertation, Perdue University) Ann Arbor, Mich.: University Microfilms, 1972. NO. 73-6,111.

Snavely, G. E. The church and the four-year college. New York: Harper and Row, 1955.

Snyder, J. E., et. al. Why some students do not use university counseling facilities. 1969. Ed. 052 503.

Spence, A. E. A study of student personnel services in accredited Bible colleges and attitudes of presidents towards these services. (Doctoral dissertation, Southern Mississippi University) Ann Arbor, Mich.: University Microfilms, 1968. No. 68-14,711.

Spoor, E. C. A CUES assessment of the perceived environment of a small church-related liberal arts college by the various groups pertinent to its life. (Doctoral dissertation, University of Southern California) Ann Arbor, Mich.: University Microfilms, 1973. No. 73-14,447.

Stensaas, D. M. The role of the community college counselor as perceived by California community college counselors, presidents, and academic senate presidents. (Doctoral dissertation, Washington State University) Ann Arbor, Mich.: University Microfilms, 1969. No. 70-5,680.

Travers, R. M. W. An introduction to educational research. New York: Macmillan, 1969.

Valine, W. J. Focused feedback with video tape as an aid in counseling underachieving college freshmen. Final report. 1970. Ed. 056 352.

Walker, E. G. The changing role of the counselor in modern society. In O. R. Herron, Jr. (Ed.) New dimensions in student personnel administration. Scranton, Pa.: International Textbook Co., 1970.

Ware, C., & Gold, B. K. The Los Angeles City College peer counseling program. Paper presented at the meeting of the American Association of Junior Colleges, Washington, D.C., 1971. Ed. 047 688.

Warman, R. E. The counseling role of college and university counseling centers. Journal of Counseling Psychology, 1961, 8, 231-237.

Warnath, C. F. College counseling: Between the rock and the hard place. Personnel and Guidance Journal, 1972, 51, 229-235.

Wicke, M. F. The church-related college. Washington, D.C.: The Center for Applied Research in Education, 1964.

Williamson, E. G. The counselor as technique. Personnel and Guidance Journal, 1962, 41, 108-111.

Winter, W. D. Outreach programs: The changing relationships between counseling and campus. 1968. Ed. 030 914.

APPENDIX A: Participating Colleges

Counseling Services Survey Participating Colleges

Averett College
Danville, Virginia

Barrington College
Barrington, Rhode Island

Bartlesville Wesleyan College
Bartlesville, Oklahoma

Biscayne College
Miami, Florida

Bluffton College
Bluffton, Ohio

Bryan College
Dayton, Tennessee

California Baptist College
Riverside, California

Cedarville College
Cedarville, Ohio

Central Wesleyan College
Central, South Carolina

College of Great Falls
Great Falls, Montana

College of St. Francis
Joliet, Illinois

College of St. Scholastica
Duluth, Minnesota

College of the Ozarks
Clarksville, Arkansas

College of White Plaines
White Plaines, New York

Columbia College
Chicago, Illinois

Curry College
Milton, Massachusetts

Davis and Elkins College
Elkins, West Virginia

Dominican College of Blauvelt
Blauvelt, New York

Eastern College
St. Davids, Pennsylvania

Eastern Mennonite College
Harrisonburg, Virginia

Eastern Nazarene College
Quincy, Massachusetts

Edgewood College
Madison, Wisconsin

Eureka College
Eureka, Illinois

Fort Wayne Bible College
Fort Wayne, Indiana

Friends University
Wichita, Kansas

George Fox College
Newburg, Oregon

Gordon College
Wenham, Massachusetts

Grace College
Winona Lake, Indiana

Grand Rapids Baptist College
Grand Rapids, Michigan

Greenville College
Greenville, Illinois

Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania

Houghton College
Houghton, New York

Huntington College
Huntington, Indiana

John Brown University
Siloam Springs, Arkansas

John Wesley College
Owosso, Michigan

Judson College
Elgin, Illinois

King College
Bristol, Tennessee

The King's College
Briarcliff Manor, New York

Lakeland College
Sheboygan, Wisconsin

LaRoche College
Allison Park, Pennsylvania

LeTourneau College
Longview, Texas

Los Angeles Baptist College
Newhall, California

Madonna College
Livonia, Michigan

Marion College
Marion, Indiana

Mars Hill College
Mars Hill, North Carolina

Mary Hardin-Baylor College
Belton, Texas

Mary Manse College
Toledo, Ohio

McKendree College
Lebanon, Illinois

Mercy College of Detroit
Detroit, Michigan

Mercyhurst College
Erie, Pennsylvania

Messiah College
Grantham, Pennsylvania

Mid-America Nazarene College
Olathe, Kansas

Milligan College
Milligan College, Tennessee

Milton College
Milton, Wisconsin

Mobile College
Mobile, Alabama

Mount Mary College
Milwaukee, Wisconsin

Nasson College
Springvale, Maine

Nathaniel Hawthorne College
Antrim, New Hampshire

Northwestern College
Orange City, Iowa

Our Lady of Angels College
Glen Riddle, Pennsylvania

Our Lady of Holy Cross College
New Orleans, Louisiana

Pacific College
Fresno, California

Quincy College
Quincy, Illinois

Ricker College
Houlton, Maine

Rio Grand College
Rio Grand, Ohio

Roberts Wesleyan College
Rochester, New York

Saint Leo College
Saint Leo, Florida

St. Mary College
Xavier, Kansas

St. Meinrad College
St. Meinrad, Indiana

St. Thomas Aquinas College
Sparkill, New York

Salem College
Salem, West Virginia

Shaw College in Detroit
Detroit,Michigan

Silver Lake College of the
Holy Family
Manitowoc, Wisconsin

Southern California College
Costa Mesa, California

Spring Arbor College
Spring Arbor, Michigan

Sterling College
Sterling, Kansas

Tabor College
Hillsboro, Kansas

Texas College
Tyler, Texas

Texas Lutheran College
Seguin, Texas

Trinity Christian College
Palos Heights, Illinois

University of Plano
Plano, Texas

Urbana College
Urbana, Ohio

Ursuline College
Cleveland, Ohio

Warren Wilson College
Swannonoa, North Carolina

Western New England College
Springfield, Massachusetts

Whitworth College
Spokane, Washington

Wilberforce University
Wilberforce, Ohio

Perceptions of Counseling Services Participating Colleges

Averett College
Danville, Virginia

Bartlesville Wesleyan College
Bartlesville, Oklahoma

Bluffton College
Bluffton, Ohio

Bryan College
Dayton, Tennessee

Cedarville College
Cedarville, Ohio

College of the Ozarks
Clarksville, Arkansas

Eastern College
St. Davids, Pennsylvania

Eastern Nazarene College
Quincy, Massachusetts

George Fox College
Newburg, Oregon

Gordon College
Wenham, Massachusetts

Grand Rapids Baptist College
Grand Rapids, Michigan

Greenville College
Greenville, Illinois

Gwynedd-Mercy College
Gwynedd Valley, Pennsylvania

Houghton College
Houghton, New York

Judson College
Elgin, Illinois

LaRoche College
Allison Park, Pennsylvania

Marion College
Marion, Indiana

Mary Hardin-Baylor College
Belton, Texas

McKendree College
Lebanon, Illinois

Mercyhurst College
Erie, Pennsylvania

Messiah College
Grantham, Pennsylvania

Mid-America Nazarene College
Olathe, Kansas

Milton College
Milton, Wisconsin

Mobile College
Mobile, Alabama

Mount Mary College
Milwaukee, Wisconsin

Nasson College
Springvale, Maine

Northwestern College
Orange City, Iowa

Ricker College
Houlton, Maine

Roberts Wesleyan College
Rochester, New York

St. Meinrad College
St. Meinrad, Indiana

St. Thomas Aquinas College
Sparkill, New York

Southern California College
Costa Mesa, California

Sterling College
Sterling Kansas

Tabor College
Hillsboro, Kansas

Ursuline College
Cleveland, Ohio

Western New England College
Springfield, Massachusetts

Wilberforce University
Wilberforce, Ohio

APPENDIX B: Instruments

COUNSELING SERVICES SURVEY*

Introduction

The following items survey the counseling services at small colleges which may or may not have formal counseling centers. Please answer each item that pertains to your college, and feel free to make additional comments, either on this form or on additional pages.

Thank you for your cooperation. Please return this form in the enclosed envelope by December 12, 1973.

Name of College_____

Affiliation: ___Church-related
___Roman Catholic ___Protestant
___Independent

Student Body: ___Coed ___Women Only ___Men Only

Enrollment, Fall 1973: Full-time_____ Part-time_____ FTE_____

Do you have written objectives for your counseling services?
Yes___ No___ If yes, please attach a copy.

What proportion of the students on your campus see a counselor (other than academic advising) at some time during their academic career?
___%
Is this figure an estimate or the result of a study?
Estimate___ Study___

Have you ever attempted to assess student satisfaction with the counseling services your college provides?
Yes___ No___
If answer is yes, please explain.

---

*MEC, 73, VPI&SU
Adapted from:
Appendix B, in Oetting, E.R., Ivey, A.E., & Weigle, R.G., The College and University Counseling Center. Washington, D.C.: American College Personnel Association, 1970.
Questionnaire, Form A, American Board on Counseling Services, Inc.

Following is a list of student personnel and counseling functions. Please check the first column [C] for those functions that are a part of the responsibility of the counseling service, if your college has a formal counseling service. Please check the second column [E] for those functions that your college provides other than through a formal counseling service.

C	E	
___	___	Counseling for study problems
___	___	Counseling for choice of major
___	___	Counseling for personal problems
___	___	Short term counseling for severe emotional problems
___	___	Long term counseling for severe emotional problems
___	___	Group counseling
___	___	Disciplinary counseling
___	___	Diagnosis for other schools or agencies
___	___	Remedial reading
___	___	Tutoring in academic subject areas
___	___	Pre-college counseling
___	___	Summer orientation program
___	___	Counseling the faculty re. student problems
___	___	Counseling the faculty re. personal problems
___	___	Counseling student's spouse
___	___	Student loans
___	___	Student scholarships
___	___	Recruiting students
___	___	Foreign student advising
___	___	Training residence hall staff
___	___	Off campus housing
___	___	On campus housing
___	___	Evaluating all admissions
___	___	Evaluating borderline admissions
___	___	Recommend readmission after failure (all cases)
___	___	Recommend readmission after withdrawl for emotional problems (all cases)
___	___	Pastoral or religious counseling
___	___	Veterans advisory service

C	E	
___	___	Marriage counseling
___	___	Administering entrance examinations
___	___	Administering standardized tests
___	___	Advising campus student groups
___	___	Evaluate all disciplinary cases
___	___	Evaluate referred disciplinary cases
___	___	Counseling all students on academic probation
___	___	Responsibility for fraternities and sororities
___	___	Freshman testing
___	___	Studies of student characteristics within your institution
___	___	Research consultant to other departments
___	___	Consultant to faculty on career development
___	___	Consultant to administration on student affairs
___	___	Placement

Please list other important functions of your counseling services.

_____

_____

_____

_____

_____

_____

How do you publicize your counseling services?

___New student orientation programs
___Brochures (please attach copies)
___Campus newspaper
___Bulletin board displays
___College catalog
___Compulsory interview of all incoming students
___Other (please specify)

Do your counseling services regularly serve others in addition to students?
Yes___ No___
If answer is yes, please explain.

Does your college have a career development program?
Yes___ No___
Is it administered by a counseling service? Yes___ No___
Is it administered by another department? Yes___ No___
What department?_____

Please check the components of your college's career development program.
___Career library
___Group career counseling
___Newsletters, bulletins, etc.
___Library of college catalogs
___Advertising job openings and requirements
___Resource center for classroom teachers
___Consultation with academic advisors
___Other (please specify)

Does your college utilize the services of a psychiatrist, either as a staff member___, or a consultant___, or for referrals___, or other (please specify)___?

Does your college have an identified student counseling service (specific personnel whose function includes counseling students with problems other than academic advisement)?
Yes___ No___

How many full time equivalent counselors are assigned to your counseling services?

_____

How many client interviews, per week, does a full time equivalent counselor handle (approximate average during academic year)? _____interviews/week

What is the average number of interviews for a student at your counseling service?

_____

What assessment procedures in counseling are customarily used by your counseling service (standardized tests, inventories, questionnaires, etc.)? Please list.

Are your counselors classified as faculty___, administration___, or other (specify) _____?

Please list the full time equivalent number of secretaries and other clerical help in your counseling service. Secretaries_____ Clerical_____

In your opinion, does your counseling service have adequate staff and facilities?

Staff: Yes___ No___
Facilities: Yes___ No___

What percentage of your students who use your counseling services come in the following manners?

_____% by self-referral
_____% by faculty referral
_____% by disciplinary referral
_____% by other (please specify)

Does anyone outside of your counseling service have access to your confidential files without the express permission of the student?

Yes___ No___
If answer is yes, please explain.

Please rank in order the top five priorities of your counseling service.

_____
_____
_____
_____
_____

STAFFING PATTERN FOR COUNSELING SERVICES PERSONNEL

Please list personnel whose function includes counseling students with problems other than academic advisement.

Job Title*	% of time allocated to various departments							Academic Qualification			Professional Membership		
	Coun-seling	Teaching of				Research	Other	Highest Degree	Major Field	Institution conferring degree	APA	APGA	NASPA
		Educ.	Psych.	Relig.	Other								

*e.g., Counseling Director, Asst. Prof., Counselor, Dean of Students, Houseparent, etc.

Would you be willing to participate in a subsequent survey, if it were conducted in the following manner? Thirty-two copies of a short questionnaire would be sent to your college to be distributed as follows:

1 Administrative Dean
1 Counselor (if your college has a counseling service)
5 Faculty Members (randomly selected)
25 Students (randomly selected).

Accompanying the questionnaires would be a short list of instructions for administration of the instrument at your institution. The questionnaire will deal with the above persons' perceptions of the counseling services at your college with regard to the following:

(a) the availability of different counseling services
(b) who does the counseling
(c) the quality of the counseling.

It is hoped that both colleges without formal counseling services and colleges with formal counseling services will participate. All questionnaires would be returned in bulk from each college for processing. A summary of the findings would be available to all participating colleges, with confidentiality of individual colleges maintained. The findings from your own college will be available to you at your request.

___Yes, we would like to participate.
___No, we would not like to participate.
___Please contact me with more information.

If answer is yes, please give the name and address of the person at your college to whom the materials should be addressed:

Name_____

Position_____

Address_____

_____

Please sign this form and return it in the attached envelope. Thank you very much for your cooperation.

Signature_____

Position_____

Return to:
Martin E. Clark
c/o Dr. Dean Hummel
4100-A Derring Hall
VPI & SU
Blacksburg, Virginia 24061

PERCEPTIONS OF COUNSELING SERVICES*

Instructions

Please respond to the following questions according to how you perceive the counseling services at your college. There are no right or wrong answers. Please do not sign your name on any part of this survey. Thank you for your cooperation.

Please check your classification:

___Student
___Faculty member
___Counselor
___Administrator

If you are a student, please check the following:

___Male ___Female

___Freshman ___Sophomore ___Junior ___Senior

Does your college have a formal counseling service, other than academic advisement?
Yes___ No___

If your college has a formal counseling service, have you utilized it?
Yes___ No___

At your college, do you perceive the following kinds of help to be available from any source? If the answer to any item is Yes, please give your opinion of the quality of that help.

Help for academic problems

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

Help for personal problems

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

*MEC, 73, VPI&SU

Help for social problems

Yes___
No ____

___Very Good
___Good
___Inadequate
___Very Inadequate

Religious or pastoral counseling

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

Career planning

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

Study skills

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

Financial advisement

Yes___
No ___

___Very Good
___Good
___Inadequate
___Very Inadequate

How do you feel that information revealed to a counselor at your college would be handled? (check one)

___Repeated all over campus
___Released to faculty and administrators as a matter of routine
___Released in instances that would benefit the student
___Held in strict confidentiality

Please mark the order of your preference where you would go (or, if you are not a student, where you perceive students in your college are going) to receive help in the specified areas. The problem areas are listed at the left, and the helping persons across the top of the grid. In each problem area, place a 1 in the box directly under the resource person you would first prefer for helping you with that problem. Place a 2 and a 3 under the persons you would consider as second and third choices. You will be telling us what your first, second, and third choices would be with regard to obtaining help should you have a problem of a particular type. Please express your preferences, not merely what you think is expected by the college.

In the example, please note that the problem regards health. The student would be telling us that if he ever had a health problem, he would first consult his friends, then second, his parents. As a third choice, he would then consult the college health service.

Problem	Academic Dean	Faculty Advisor	Faculty, but not Advisor	Counseling Service	Chaplain	Residence Hall Advisor	Health Service	Financial Aid Advisor	Parents	Friends	No One	Other (specify)
Example: Health							3		2	1		
Academic												
Personal												
Social												
Religious												
Career Plans												
Study Skills												
Financial												

APPENDIX C: Letters Used in the Study

The Council for the Advancement of Small Colleges
ONE DUPONT CIRCLE, WASHINGTON, D.C. 20036 • (202) 659-3795

ROGER J. VOSKUYL, Executive Director

November 21, 1973

Student Personnel Administrators
CASC Colleges

Dear Friend:

The enclosed questionnaire has been designed by Martin E. Clark in preparation of a doctoral thesis at Virginia Polytech Institute and State University. This study is a logical follow-up of our National Institute last summer at Messiah College on the In-Service Team Training in Student Personnel Services: The Student and Campus Environment. It will give you an opportunity to participate in the Counseling Services Survey and also in an in-depth review of the perceptions of counseling on your own campus.

I heartily endorse your participation in this project. The results of the survey and study will be made available to all participants.

Very cordially yours,

Roger J. Voskuyl

RJV:mld
Enclosure

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

December 15, 1973

Student Personnel Administrators
CASC Colleges

Approximately one month ago, you should have received by mail a copy of the Counseling Services Survey along with a letter of introduction from Dr. Roger Voskuyl, Executive Director of The Council for the Advancement of Small Colleges. I wish to emphasize the importance of your participation in this study and ask you to complete the survey instrument and return it as soon as possible. Your cooperation is needed, whether or not your college has a formal counseling service. Your participation will assure you a report of the results, and the confidentiality of the results of individual colleges will be maintained. The stamped, addressed envelope that accompanied the Counseling Services Survey should facilitate your return of the instrument.

In the event that the survey did not reach you, please contact me and I will send you another copy.

Thank you very much for your cooperation.

Sincerely,

Martin E. Clark
c/o Dr. Dean Hummel
4100-A Derring Hall
VPI & SU
Blacksburg, Virginia 24061

PERCEPTIONS OF COUNSELING SERVICES

Martin E. Clark
c/o Dr. Dean Hummel
4100-A Derring Hall
VPI & SU
Blacksburg, Virginia 24061

Thank you very much for completing the Counseling Services Survey form and volunteering to participate in the Perceptions of Counseling Services project. A good number of your associates in The Council for the Advancement of Small Colleges have also volunteered to participate.

I have enclosed 32 copies of the PCS instrument, and would appreciate your distributing them in the following manner:

1 Administrative Dean (or comparable)
1 Counselor (if your college has a formal counseling service)
5 Faculty Members (randomly selected)
25 Students (randomly selected)

The method of administration may depend on the circumstances of your own college situation, but I have listed two methods which will facilitate the study.

Method A Select the students and faculty in a random manner. This may be done by using a random number table to select names from your student or faculty roster. Such a table may usually be found in a statistics or research textbook. Or, if your students are listed by social security numbers, you may select every nth student to the required number. Either way will give a random sample. Once your selection is made, you may send the instruments to the students through the campus mail, and request that they be returned to your office within one week. You may need to follow up with a written reminder or phone call if the questionnaires are not returned to you promptly.

Method B You may wish to select a particular class (or classes) that has a distribution of freshmen, sophomores, juniors, and seniors similar to the representation of these groups in your student body. Then, attend the class and administer the instrument personally. It should require only about 10 minutes of class time. This method will not provide a random sample, but if care is taken in the selection of the class, it can provide a representative sample, which may be of equal or greater value to you. This method will usually result in a higher rate of instruments returned than will Method A.

After the questionnaires have been returned to you, simply return them to me in the enclosed, addressed envelope. When you return the questionnaires, I would appreciate your informing me of the method you used in administering the PCS survey at your institution, and I have enclosed the PCS Reporting Form for your convenience in doing so.

After all participating colleges have returned their questionnaires, I will make available to all participating colleges a summary of the results. The confidentiality of individual colleges will be strictly maintained.

Your cooperation is greatly appreciated. Please administer the PCS at your college and return the questionnaires to me by February 1, 1974.

Sincerely,

Martin E. Clark

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

January 25, 1974

Student Personnel Administrators
CASC Colleges

Thank you for volunteering to participate in the Perceptions of Counseling Services survey. Your PCS packet was mailed the first of this month and you should have received it several days ago. It included the 32 questionnaires and the instructions.

I would like to encourage you to complete the PCS project. As you will notice in the instruction letter, the survey is to be completed in the participating colleges by February 1. If this date creates a hardship for you, please complete the project at your earliest convenience. It is important that the completed questionnaires be returned to me as soon after February 1 as possible. I am sure you appreciate the need to receive the completed questionnaires at the earliest possible date in order that: (1) I may utilize the data in meeting the deadlines for the study, and (2) I will be able to report the results to colleges like yours prior to the end of the school year.

The response among CASC colleges in volunteering for this project has been gratifying. I am grateful for your participation.

Sincerely,

Martin E. Clark
c/o Dr. Dean Hummel
4100-A Derring Hall
VPI & SU
Blacksburg, Virginia 24061

The two page vita has been removed from the scanned document. Page 1 of 2

The two page vita has been removed from the scanned document. Page 2 of 2

A STUDY OF COUNSELING SERVICES IN SELECTED SMALL COLLEGES

by

Martin Elliott Clark

(ABSTRACT)

The purposes of the study were: (1) to investigate the characteristics of counseling services in small colleges; (2) to determine if counseling services at church-related colleges differed from those at other small colleges; (3) to determine whether formal counseling services were deemed necessary for small colleges to meet the needs usually met by counseling services at larger universities, as perceived by faculty members and students.

The Counseling Services Survey (CSS) instrument was adapted from standard instruments and sent to the chief student personnel administrator at each college holding membership in The Council for the Advancement of Small Colleges. Eighty-seven CSS instruments were returned, nineteen from Roman Catholic Colleges, forty-four from Protestant colleges, and twenty-four from independent colleges. CSS responses were compared to answer research

questions regarding the existence, specific services, and operation of counseling services in these colleges.

The Perceptions of Counseling Services (PCS) form was designed as an instrument for finding the perceptions by students, faculty, counselors, and administrator, regarding the availability, quality, and source of counseling for seven general problem areas. Thirty-seven CSS respondents administered the PCS in their colleges, twenty-nine of which had formal counseling services, and eight of which did not have formal counseling services.

Results from the CSS study indicated that, with several minor variations on specific services, the existence of a formal counseling service along with its services and operation were not a function of institutional affiliation. Results from the PCS study showed that students and faculty members at colleges with formal counseling services generally perceived help for various problems to be available and to be of high quality more frequently than did respondents from colleges without formal counseling services. Also, counselors and administrators more frequently perceived most types of counseling help to be available and to be of high quality than did students and faculty members.