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To the Graduate Council:

I am submitting herewith a dissertation written by Wayne Leroy Breazeale, entitled "A Study of Tennessee Community College Counseling Services." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

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A STUDY OF TENNESSEE COMMUNITY COLLEGE COUNSELING SERVICES

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Wayne Leroy Breazeale

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ABSTRACT

It was the purpose of this study to provide an indication of the extent to which each of the counseling services of the community colleges of the state of Tennessee approximated a model community college counseling service which was developed from current literature in the field of college counseling.

The study included each of the 10 community colleges of the state. A questionnaire for each of the four groups in a college--administrators, faculty, counselors, and students--was developed by the researcher and administered by him at each college.

Responses to the questionnaires were obtained from each of the three chief administrative officials, the president, dean of instruction, and dean of student personnel; a random sample of 10 percent of the faculty; all the full-time counselors; and a random sample of five percent of the degree-seeking students.

The study revealed that, as measured by the questionnaires, administrators as a group saw the counseling service as most like the model community college counseling service. The faculty group was second, followed by counselors. Students saw their respective counseling service as the poorest approximation of the model.

Data were treated by chi-square tests and percentage tables were prepared. Significant differences were found in 20 of the 23 tests.

Based on the results of the study, it was recommended that each of the community colleges attempt to clarify the role and expectations of the four group members with respect to counseling and that this be communicated to the counselors in order that they might work toward goals and in areas where consensus has been achieved.

It was further recommended that the data which supports the thesis that the community college student is different from the traditional college student be reviewed and that those features of the model which seem most likely to meet the needs of the new student be adopted.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the problem	1
	Purpose of the study	1
	Importance of the study	2
	Questions to be answered by the study	4
	Need for the study	5
	Basic assumptions of the study	5
	Delimitations of the study	6
	Hypotheses to be tested	6
	Subject of the study	10
	Definition of terms	11
	Organization of the study	12
II.	REVIEW OF THE LITERATURE	13
	The community college student	13
	The model community college counseling service	17
	Summary	21
III.	METHODS AND PROCEDURES	22
	Development of the items of the questionnaires	24
	How the study was conducted	27
	The population	28

Instrumentation 29
Data analysis 31
IV. RESULTS OF RESEARCH 33
General information 33
Staffs. 34
Survey sample 34
Presentation of data. 34
Plan of presentation. 34
Administrators. 37
Faculty 49
Counselors. 52
Students. 56
Across college groups 69
Percentage data 79
Discussion. 83
Administrators. 84
Faculty 85
Counselors. 87
Students. 89
Across college groups 91
V. SUMMARY, FINDINGS, AND RECOMMENDATIONS. 95
Summary 95
Instrumentation 96
Findings of the study 96
Recommendations 100
Recommendation for further study. 101

BIBLIOGRAPHY 103

APPENDIXES 108

A. Questionnaire A, Administrators. 109

B. Questionnaire B, Faculty 111

C. Questionnaire C, Counselors. 113

D. Questionnaire D, Students. 115

E. List of participating institutions 117

VITA 118

LIST OF TABLES

TABLE		PAGE
I.	Percentages of "Yes" and "No" Responses Grouped According to Position of Respondent, By College	35
II.	Chi-Square Test Number 11, Groups Vs. Yes-No (Items 2A and 5C).	39
III.	Response of the Three Top Administrators and Counselors to the Item "I See the Counseling Center as an Autonomous Unit Free to Respond to the Needs of its Clients as it sees Fit.".	40
IV.	Chi-Square Test Number 14, Groups Vs. Yes-No (Items 3A and 6C).	42
V.	Chi-Square Test Number 10, Group Vs. Yes-No (Items 8A, 1B, and 13C).	45
VI.	Chi-Square Test Number 12, Groups Vs. Yes-No (Items 11A, 11B, and 14C).	47
VII.	Chi-Square Test Number 13, Groups Vs. Yes-No (Items 12A and 7D)	48
VIII.	Chi-Square Test Number 2, Questions Vs. Yes-No for Administrators.	50
IX.	Response of Administrators to the Item "I Believe the Community College, in Meeting the Needs of a Wider Range of Individuals, Must Provide Counseling Services Which	

Are Different From That Traditionally Provided the College Student." and Response of a Sample of the Faculty and all the Full-time Counselors to the Item "The Community College Student is Markedly Different in Several Important Respects than the Traditional College Student, thus his Needs Cannot be Met by Traditional Counseling Methods and Approaches." 53

X. Chi-Square Test Number 4, Questions Vs. Yes-No for Faculty 54

XI. Chi-Square Test Number 6, Questions Vs. Yes-No for Counselors. 57

XII. Chi-Square Test Number 7(b), Yes-No Vs. College Student Groups 58

XIII. Response of Students to the Item "Right Now, I Could use the Help of a Counselor with a Problem that Really Bugs Me.". 70

XIV. Responses by Students to "The Thing I Like Most about the Counseling Center is. . ." (Positive Remarks) and "The Thing I Like Least about the Counseling Center is. . ." (Negative Remarks) 71

XV. Chi-Square Test Number 1, Colleges Vs. Yes-No for Administrators. 72

XVI. Chi-Square Test Number 3, Colleges Vs. Yes-No for Faculty. 73

XVII. Chi-Square Test Number 5, Colleges Vs. Yes-No for Counselors 74

XVIII. Chi-Square Test Number 7(a), Colleges Vs. Yes-No for Students 75

XIX. Chi-Square Test Number 9, Group Vs. Yes-No. 77

XX. Chi-Square Test Number 8, Students Questions Vs. Yes-No 78

XXI. Response of Faculty to the Item "The Community is the Customer of the College, and the College Must be Structured to Meet the Needs of its Customer.". 81

CHAPTER I

INTRODUCTION

Statement of the Problem

The authors of the Carnegie Commission (1973) in their final report stress the importance of self-evaluation by institutions. They further emphasize that institutions must learn to evaluate themselves in much the same way they scrutinize other parts of society since self-knowledge is the basis of future action. In much the same manner, each part of each institution must learn to scrutinize itself; however, many, including counseling authorities, have commented on the lack of research data on the counseling service of two-year (community) college (Wolf and Dameron, 1975; Mozee, 1972; Hinko, 1971). Others have commented upon the general detrimental effect this lack of basic data has when budgetary and other program decisions are made (Krumboltz, 1974; Trembley and Bishop, 1974). Therefore, the purpose of this study was to provide some information from across the entire state of Tennessee in the critical area of counseling and its relationship to the entire educational effort of each community college.

Purpose of the Study

The main purpose of this study was to provide an indication as to the extent each of the 10 community college

counseling services have in operation those programs and practices which can be said to meet the needs of the non-traditional student and others who make up the college's community.

A secondary purpose of the study was to:

1. focus attention on the kinds of service provided by each college counseling service,

2. cause some thought as to what each particular college counseling service was doing and what it might be doing,

3. analyze and interpret the results of the study in such a manner as to benefit each of the cooperating institutions, but especially to benefit the ultimate recipient of the services of the counseling profession--the student, and

4. to provide a model of a responsive community college counseling service derived from current literature.

Importance of the Study

The Pierce-Albright report on higher education in Tennessee was submitted to the Tennessee Legislative Council in 1957. This report emphasized the need that additional higher education opportunities be made available to more residents of the state (Pierce-Albright Report, 1956, page 326).

In response to this report, the Tennessee General Assembly launched the state's community college system by

authorizing the first three, of the present 10 community colleges in 1965. The Fall Quarter 1975 enrollment of 24,507 degree-seeking students in these 10 colleges indicates the great importance of the community college to the state system of higher education.

The community college, however, holds itself out as something new and different in American higher education. Its philosophy is that it is an open-door institution, responsive to the educational needs of all the citizens of its community. Thus the community college commits itself to meet the needs of a wide variety of students--the newly graduated high school valedictorian; the middle-aged high school drop-out; the grandmother who finds she now has time to return to the classroom; and the person who wishes to take a few courses, credit or non-credit, to satisfy a very human urge to learn.

Such a wide variety of needs represented by these students must elicit innovative educational programs. Fragmented approaches to higher education must give way to a concerted effort to educate the whole person. In such an institution, the counseling service should be especially dedicated to meeting the needs of each individual. The counseling service should be the focus of the college effort to provide a humanistic educational environment, in the classical sense, which will place into operation the community college philosophy of meeting the educational needs of the

members of the entire community.

The first recommendation of the Pierce-Albright Report was stated:

> 1. Higher education should provide opportunities for the maximum development of individuals for personal and social usefulness. It should, therefore, be concerned with the individual as a person, the development of his capabilities, his adjustment as a person, his values and ideals, his relationships with others, and his role as a useful, responsible member of society. If these ends are served, the general welfare of society will be enhanced (Pierce-Albright Report, 1956, page 325).

These humanistic goals and concerns are important to the entire college and especially to the counseling service, as they lend emphasis to the human aspects of education.

Questions to be Answered by the Study

To what extent does each of the Tennessee community college counseling services provide comprehensive programs for its clients? Do these programs reflect the current best thinking in the field of community college counseling? To what extent do the views, opinions, and feelings of the counseling service held by the four groups (administrators, faculty, counselors, and students) coincide with those views and opinions expressed in current literature?

These questions were derived from current literature (Brawer, 1972; Creamer, 1972; Cohen and Cross, 1971; Dockus, 1972; Fischer and Rankin, 1973; Graff and Horne, 1973; Hallberg, 1972; Harlacher, 1967; Hauer, 1973; Hodgkinson, 1970; Horne and Graff, 1973; King, 1973; Lanning, 1974;

Leibowitz and Rhoads, 1974; Lombardi, 1974; McIntosh, 1975; O'Banion, 1974; Patterson, 1969; Schlossberg, 1974; Simmons and Kochley, 1974; Warnath, 1971; White, 1974; Wiget, 1974; Williamson, 1961) in the field of community college counseling which is cited in Chapter II.

Need for the Study

Since the first community college in Tennessee began operations over 10 years ago, there has been no state-wide review or evaluation of the community college counseling service. It is the belief of the author that a study at this particular time may influence the growth of the counseling services, as the colleges are still in their formative years, are attempting to define their particular community, their role in the state-wide system of higher education, and are seeking to find ways to meet the needs of their community.

Basic Assumptions of the Study

The basic assumptions made regarding the study were:

1. The questionnaire technique was an acceptable means of collecting data for this study.

2. The questionnaire developed could accurately measure the respondent's awareness of, and feelings about, the services offered by the counseling center and the items written reflect the latest, and best, thinking in the field of community college counseling.

3. Each respondent honestly answered the questions asked.

4. By personally introducing and administering the questionnaire, the author could control for the most severe criticisms of the questionnaire technique for collecting data.

5. Literature published from 1970 to date represents the most current thought in the field of counseling.

Delimitations of the Study

The following limitations were imposed upon this study:

1. The study dealt with only the 10 community colleges of the state of Tennessee; the survey population was similarly limited.

2. The model community college counseling service was developed from literature published, for the most part, since 1970 in professional journals and books. As the future role of the counseling service evolves, that model will change accordingly.

3. Research based upon survey results has certain limitations. (See Chapter III for further explanation).

4. The survey instruments were not validated against groups with known and defined characteristics.

Hypotheses to be Tested

The following hypotheses will be tested for each question on the respective questionnaire for each of four groups--

administrator, faculty, counselor, and student:

1. H_o: There is independence between the yes-no response ratio and the questions asked of the administrator.

H_1: There is dependence between the yes-no response ratio and the questions asked of the administrator.

2. H_o: There is independence between the yes-no response ratio and the questions asked of the faculty member.

H_1: There is dependence between the yes-no response ratio and the questions asked of the faculty member.

3. H_o: There is independence between the yes-no response ratio and the questions asked of the counselor.

H_1: There is dependence between the yes-no response ratio and the questions asked of the counselor.

4. H_o: There is independence between the yes-no response ratio and the questions asked of the student.

H_1: There is dependence between the yes-no response ratio and the questions asked of the student.

5. H_o: There is independence between the yes-no response ratio and the college from which the administrator comes.

H_1: There is dependence between the yes-no response ratio and the college from which the administrator comes.

6. H_o: There is independence between the yes-no response ratio and the college from which the faculty member comes.

H_1: There is dependence between the yes-no response ratio and the college from which the faculty member comes.

7. H_o: There is independence between the yes-no response ratio and the college from which the counselor comes.

H_1: There is dependence between the yes-no ratio and the college from which the counselor comes.

8. H_o: There is independence between the yes-no response ratio and the college from which the student comes.

H_1: There is dependence between the yes-no ratio and the college from which the student comes.

9. H_o: There is independence between the group and the yes-no response ratio for all questions.

H_1: There is dependence between the group and the yes-no response ratio for all questions. (Comparison between groups).

10. H_o: There is independence between the group and the yes-no response ratio to the statement, "I believe personal growth groups, such as those usually led by counselors, have a lasting, positive effect on the development of the individual student."

H_1: There is dependence between the group and the yes-no response ratio to the statement, "I believe personal growth groups, such as those usually led by counselors,

have a lasting, positive effect on the development of the individual student."

11. H_o: There is independence between the group and the yes-no response ratio to the statement, "I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit."

H_1: There is dependence between the group and the yes-no response ratio to the statement, "I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit."

12. H_o: There is independence between the group and the yes-no response ratio for the related questions which involve the belief that the community college must provide counseling services which are different from those services traditionally provided the college student.

H_1: There is dependence between the group and the yes-no response ratio for the related questions which involve the belief that the community college must provide counseling services which are different from those services traditionally provided the college student.

13. H_o: There is independence between the respective group and the yes-no response ratio to the statement, "Our counseling center has been generally effective in facilitating the transition of the individual to the new status of community college student" by administrators and the statement, "The information I received at orientation

and registration was very useful in helping me get started in college" by students.

H_1: There is dependence between the respective group and the yes-no response ratio to the statement, "Our counseling center has been generally effective in facilitating the transition of the individual to the new status of community college student" by administrators and the statement, "The information I received at orientation and registration was very useful in helping me get started in college" by students.

14. H_o: There is independence in the yes-no response ratio and the group from which the respondent comes to the item, "The counseling service has an effective outreach program with an objective of making its various services known to its clients."

H_1: There is dependence in the yes-no response ratio and the group from which the respondent comes to the item, "The counseling service has an effective outreach program with an objective of making its various services known to its clients."

Subject of the Study

The subjects of this study were as follows:

1. Chief college administrators, three from each college, total of 30.

2. Faculty, 10 percent random sample from each college, total of 70.

3. Counselors, all full-time counselors, total of 36.

4. Students, 5 percent random sample from each college, total of 1,283.

Definition of Terms

Counselor--As used in this study, the term counselor denotes that person who spends at least half of his time performing functions normally associated with duties in the counseling service such as individual counseling, group counseling, or teaching human development courses.

Advisor--That person who assists the student in preparing his schedule of classes. This person may be a teacher or a counselor.

Administrators--The three top individuals in the administrative hierarchy of the institution. For example, the president, the dean of instruction, and the dean of students. Different titles for these positions are used in some of the community colleges.

Degree-seeking Student--That student who has enrolled in the college and is taking credit courses which will lead, eventually, to the award of an associate degree. This term is used in contrast to the individual taking non-credit courses for pleasure, or other reason, who does not wish to obtain a degree.

Organization of the Study

This study is composed of five chapters. Chapter I includes a statement of the problem of this study, purpose of the study, importance of the study with a brief historical note, questions to be answered, need for the study, assumptions of the study, delimitations of the study, hypotheses to be tested, subject of the study, definition of terms, and a brief outline of the organization of the study.

Chapter II contains a brief review of current literature on the characteristics of the community college student. A model, or ideal, community college counseling service is developed by a review of appropriate current literature.

Chapter III includes the methods and procedures used in conducting the study, the population is defined, and the instruments used to collect the data are explained.

Chpater IV presents and discusses data collected.

Chapter V summarizes the study, presents findings and implications of the study and recommendations based on the results of the study.

CHAPTER II

REVIEW OF THE LITERATURE

> America, having now accepted the notion of universal secondary education, seems to be gearing up for a new push toward some sort of universal education experience beyond high school. It is difficult to see now exactly what this pattern will be like, but the community college will play a vital role in the determination (Hodgkinson, 1970, page 9).

The Community College Student

A question vital to this study is whether or not the community college student is different in any important respects from the traditional college student, whether the community college student has certain identifiable characteristics, whether these characteristics are widely held, and whether these characteristics are such as to require different approaches to the college learning experience.

Perhaps one of the most widely based and thorough studies of entering college students is presented in Beyond The Open Door (Cross, 1971). This study was concerned mainly with community college students. Most of the data is drawn from four sources which were national in scope. A sample of 9,490 students was drawn from those freshmen entering community colleges who had scored in the lower third (5,488 or 58 percent) of the Comparative Guidance and Placement verbal test and 4,002 (42 percent) who had scored in the upper third of the same test. From this sample and other available data, Cross described the typical community

college student body as follows:

1. Eighty-one percent are from blue-collar homes.

2. Fifty-one percent come from both blue-collar backgrounds and also scored in the lowest third of the verbal test. Therefore, many community college students are doubly disadvantaged.

3. Eighty-one percent of the students from ethnic minority groups are also doubly disadvantaged.

4. A majority of the students from blue-collar backgrounds will enroll in terminal degree programs.

5. Grades are important to the majority of students.

6. Students from blue-collar homes are more likely to have made better grades in high school than their white-collar contemporaries.

7. Students from blue-collar homes have higher academic and vocational motivation than their white-collar classmates.

8. Most will need financial assistance and/or part-time jobs.

Cohen and Brawer (1972) in their study of the community college instructor, warned of the danger in categorizing the community college student and cited several studies which have failed to bear out the theory that the community college student body is homogenous. The authors indicated that there is danger of oversimplification, that students are as varied as the community from which they are drawn. Also, they stressed there is no such thing as the community

college student, that the student body is a collection of individuals. With these reservations, however, the authors cited studies of personality factors such as Warren, Patterns of College Experience, and others, which concluded that private college students are most adventuresome, impulsive, and involved, while the junior college students were described as being cautious, prudent, controlled, and the most apprehensive and rigid in their concern over academic standings.

The community college student is often breaking family tradition by attending college (O'Banion, 1974). In many cases, this may mean that he/she will receive little, or no, family encouragement or support. When lacking, and needed, support for the new endeavor of the student could come from the counseling center staff.

Uncertainty as to career decisions is also cited as a characteristic of over 50 percent of the community college students (Wiget, 1974). This study, however, did not examine the adequacy of decisions and did not eliminate those with unrealistic career aspirations. It is a common experience for community college counselors to encounter the student who is certain that engineering is the vocation choice, yet dislikes mathematics and scores very low on mathematics achievement tests. If some measure could be devised which would eliminate those with unrealistic career aspirations from those who have made career decisions, the reported 50 percent of those who lacked a high degree of certainty

and those who had made unrealistic decisions would increase greatly. It would appear that a majority of community college students need help in making sound career decisions.

O'Banion (1974) listed certain characteristics of the community college student population of the 1970's as including more minority group members, more women, more older people, more students who score lower on traditional measures of academic ability and achievement. More of these students come from lower socio-economic backgrounds and have parents who never attended college. Many are shy, tense, unsure about values and beliefs, exhibit behaviors, and speak private languages that are confusing and sometimes threatening to educators.

In summary, the characteristics of a large part of the community college student body would seem to be as follows:

1. From homes where the father is a skilled or unskilled worker.

2. Neither parent attended college, nor will they offer strong encouragement to the new student.

3. Will score in the lower one-third on academic ability tests.

4. Probably belong to some minority groups--racial, ethnic, or low economic strata.

5. Enrolls in a terminal degree program expecting to learn specific, new skills which will enable them to rise above the socio-economic status of their parents.

6. Considers grade important.

7. Have made "C" grades, or better, in high school, yet will rank below the four-year student.

8. Has higher academic and vocational motivation than their more privileged classmates, but will be less certain about future plans.

9. Has greater financial need and will expect to work.

10. Holds a more practical orientation to life and to college than their more traditional four-year college peers. Will be less intellectually disposed, more rigid in their approach to life, less autonomous, less sure of themselves, more authority-seeking, and more threatened by failure.

The Model Community College Counseling Service

In the previous section, the current literature was reviewed and what appeared to be the best thinking in the field of college counseling was emphasized. From this literature an ideal, or model, community college counseling service will be developed by examination of the total institutional environment in which the model would function, followed by programs and services that would be provided by the model, and important characteristics not previously discussed in this section.

Ideally, the model community college counseling service would operate in a student-centered institution, which would be actively seeking to identify student needs and

attempting to devise programs and procedures to meet those needs.

All members of the faculty and staff would recognize that the needs of community college students are as varied as the individuals making up the student population. The entire college staff, both professional and nonprofessional, would be aware of the characteristics of the respective student body and would attempt to personalize their approach so as to individualize the educational experience of each student (Williamson, 1961).

The model counseling service would be an expansive, student community-centered human resources center as described, in part, by Warnath (1971). The counselor would become involved with student problems where the problems occur--in the student's environment. The counselor would work with anyone concerned to help find solutions to these problems, regardless of the place of origin of the problem. Traditional, rigid role definitions would be broken down and suggestions and observations would be sought and jointly evaluated without regard to source.

The human resources center would have an effective outreach program to make its services known. The counseling staff would become involved in the freshman orientation program to establish rapport with as many new students as possible. There are two reasons, at least, for early involvement in student life. First, it would seem best to

establish contacts with students before problems arise which might overwhelm the student and result in the student dropping out of college. Second, at this critical time of changing roles, students are often forced to give up, or modify, self-identity support systems and need help in integrating their new identity.

The center staff would use group techniques in order to reach a larger number of individuals. The more traditional one-to-one approach would not be abandoned, as it is an effective counseling skill, but group techniques would be used to teach self-evaluation and decision-making skills as well as vocational decision making (Warnath, 1971).

Teaching skills of counselors would be used in groups such as these and also in human development courses which would deal essentially with the experience of the student as content and, thereby, facilitate the growth of the group member as a learner and as a person (Creamer and others, 1972; Ludwig, 1973).

A model human resources center would offer human relations training to any member of the college who needed to improve their interpersonal skills. Paraprofessionals working with other students, the center staff, and others relying upon human relations skills for effective job performance would be included.

Growing out of this counselor-as-teacher role would be a primary aim of the center staff to improve and humanize

both instruction and the curriculum. Counselors are trained to be non-judgmental in the client-counselor relationship. They would begin the process of humanizing instruction and the curriculum by seeking out those who wish to improve their teaching skills, and once these informal contacts were established, begin to advocate a more formal and effective program for improving instruction and, through these contacts, further seek to improve the curriculum.

Willingness of the counselor to assume varied roles would be a distinguishing feature of the model human resources center. Counselors as active committee members would be an effective approach to humanizing the institution, since most colleges frequently use the committee method in finding solutions to problems.

Counselor-as-consultant would be another role of the model center counselor. The counselor will be a human resources specialist who will be available for consultation with anyone or any group--lay counselors, faculty, administrative staff, students, or anyone desiring human resources input.

Self-evaluation is critical to the intelligent growth and progress of the human resources center programs. The self-evaluation would be continuous, but at least once every two years a more extensive evaluation would be completed. In this evaluation, outside consultants and lay members of the community would be used as well as "in-house"

resources such as teaching staff and college administrators (King, 1973; Lanning, 1974).

Summary

The open admissions policy of the community college carries with it the responsibility for helping the student take advantage of all the college services, educational, as well as social. McIntosh (1975) stated it well when she said, "The American experience has shown that extension of opportunity does not ensure that opportunities are taken." (page 171). Ideally, education programs in how to take advantage of all the college offerings would originate in the counseling service. This service would not be the sum total of the student's college experience; rather the total college experience of the student would be viewed as a Gestalt--a wholeness whose meaning would depend upon the integration of a great number of persons' contribution to the whole--contributions by counselors, faculty, support staff, paraprofessionals, and other students (Neher and Potter, 1974). As the classroom has become the focus of the cognitive domain of learning, the counseling service would become the focus of the affective domain, and, by bringing together students, personnel staff, faculty, and administrators, create an atmosphere of mutual sharing and trust that would foster and lend real significance to the learning process.

CHAPTER III

METHODS AND PROCEDURES

Four distinct groups in a given community college can have a direct influence on the kinds of counseling programs which are placed in operation. These groups are:

1. The administrators--the president, the chief educational officer (usually dean of instruction), and the dean of student personnel;
2. The teaching faculty;
3. The counselors; and
4. The students.

A questionnaire was developed which would measure each of the above group member's view of counseling in the particular college. An effort was made to include items on each questionnaire that would indicate how the respondent felt about that college counseling service, as well as measure awareness of and knowledge of, the extent of the activities of the counseling service.

How a particular individual felt toward the college's counseling service was assumed to be important, as it is believed that individual attitudes tend to influence the extent and rate of growth of any college service. For example, if those in a position to influence programs and allocation of funds are convinced of the importance of counseling to the educational process, the counseling service of

that particular college would grow and achieve a more central position in the college programs and there would tend to be more "yes" responses to positive statements on the questionnaire.

If, on the other hand, those in a position to influence programs and allocation of funds were not convinced of the importance of the kinds of services offered by counseling to the educational process, there would tend to be more "no" responses to the items on the questionnaire. The counseling service of that particular college would, then, tend to be restricted in its activities and limited in the services provided. The activities of counselors would tend to be in areas other than those of a counseling nature; for example, more time would be spent by counselors in the classroom teaching subjects not directly related to the counselor's primary training in human relations.

Allocation of funds in situations where there is always, it seems, more need than money, calls for human judgment of the worth of the many different activities of the institution. It is, therefore, inevitable that personal values and personal feelings will influence the amount of money a given activity will receive.

Current literature in the field of community college counseling was reviewed and from this a model community college counseling service was developed. Four types of questionnaires were then developed with items which would

measure, by simple "yes" or "no," responses to what extent the particular counseling service being evaluated approximated that model. An all "yes" response would indicate 100 percent approximation of the model. Conversely, an all "no" response would indicate that, for that individual, the particular counseling service being evaluated did not have any of the characteristics of the model.

Development of the Items of the Questionnaires

Some actual examples are cited to clarify the method used to develop the questionnaire items. An interview with Dr. Lawrence R. Winchell, Jr., President of Atlantic Community College, Mays Landing, New Jersey, was published in the January 1974 issue of College Management. In this interview, Dr. Winchell was asked if there was any limit to the amount of community involvement his particular community college would entertain. He replied,

> The community is the customer and the college must be structured to meet the needs of its customers. As a provider of education, we are here to supply as many opportunities as possible for our communities.

Community involvement is one main idea of the community college movement, yet obtaining and utilizing community input is not easily achieved.

To determine the extent to which community involvement was accepted, or encouraged, by the faculty, item nine on the faculty questionnaire was, "The community is the customer

of the community college, and the college must be structured to meet the needs of its customer."

In another study, the perceived goals and preferred goals of the trustees, administrators, and faculty of all 26 community colleges of the state of Washington was published in the October 1974 issue of the Journal of Higher Education in an article entitled "Trends in Community Colleges." All three groups ranked community college goals both as they were perceived in actual practice and as they would prefer the goals to be. The first seven of the preferred goals were listed in item 10 of the administrators questionnaire and in item four of the faculty questionnaire. Each administrator and faculty member completing the questionnaire was asked if the listing agreed pretty well with his own preferred goal listing.

The model community college counseling service would function in a college which highly values community involvement and will be perceived by both administrators and faculty as offering an important service to the students. Therefore, these items were included in the respective questionnaires. A "yes" response to these items would indicate a likeness to the model. A "no" response would indicate dissimilarity.

One other example will suffice to demonstrate how the items on the questionnaires were written.

Recent publications emphasize the role of counselor as human potential instructor (O'Banion, 1974). Yet to plan such a course and have it incorporated into the curriculum requires the allocation of human resources as well as physical resources such as classroom facilities. There is evidence that communication group (C-group) participants remember their learning experiences in such groups in a positive manner and gain personally through participation (Hodgkinson, 1970). The item which was based on this facet of counseling was, "I believe personal growth groups, such as those usually led by counselor, have a lasting positive effect on the development of the individual student." A "yes" response to this item would indicate an acceptance of the value of having such courses in the curriculum. A "no" response would probably indicate that, for that particular individual, human development courses were a waste of time and resources, that such courses should not be a part of the curriculum, or that the respondent was not familiar with the personal growth group concept.

A similar procedure was followed in the development of all items on the questionnaires. If the item were one to which more than one of the four groups members could respond, it was included in the other questionnaires also.

After the four types of questionnaires were developed, the Community College Council of Presidents were given a study proposal and their support for the study was requested.

This support was extremely critical to the success of the study as the author would have to have their permission to visit each campus and administer the questionnaires, but it was also critical to the study to convince the presidents that each college could profit from the results of the study. After the presidents voted to lend their approval and support, a separate letter was addressed to the Chancellor of the Board of Regents to solicit his approval and support.

Both the Council of Presidents and the Chancellor agreed to support the study provided that:

1. The research was conducted in a professional manner.

2. There would be minimum interruption of normal college activities, and

3. Each college would receive feed-back of the results obtained from the study.

How the Study Was Conducted

In order to satisfy the foregoing requirements, an itinerary was drawn up which allowed one or two days per campus, depending upon the size of the student body. A letter was sent to each college president asking that he designate an individual to assist the author in administering the four types of questionnaires. This letter also outlined the procedure to be followed, the number of questionnaires to be administered, and the approximate time it

would take. A follow-up telephone call was made to establish contact with the designated individual and to answer any questions about the procedure.

If the assisting individual and the president agreed, then a firm arrival time and date was set. Plans for administering the questionnaires were worked out so as to interrupt classes and other activities the least possible.

Because of the severe limitations of the mail questionnaire method, mailing the questionnaires to each community college was not seriously considered. The low response rate usually achieved by the mail-in technique and the inability to check responses or control conditions under which the questionnaire is completed led the author to the inescapable conclusion that he must personally visit each community college campus (Kerlinger, 1964).

The Population

Each of the 10 community colleges in the state system were surveyed during the months of November and December 1975. The following individuals were requested to complete questionnaires:

1. Questionnaire A. Each college president, chief of instruction, and chief student personnel officer. Three questionnaires per college were completed for a total of 30 questionnaires.

2. Questionnaire B. A 10 percent random sample of

faculty was selected and requested to complete Questionnaire B. A total of 70 questionnaires were completed.

3. Questionnaire C. All counselors who devoted 50 percent or more of their time to counseling duties were requested to complete Questionnaire C. A total of 36 questionnaires were completed.

4. Questionnaire D. Classes were randomly selected until approximately 5 percent of the degree-seeking student headcount was achieved. A total of 1,283 questionnaires were completed.

In the Fall Quarter of 1975, community colleges enrolled 24,505 degree-seeking headcount students. The total headcount enrollment of degree-seeking students in state-supported colleges and universities was 132,590. Thus the community colleges enrolled about 18 percent of the students in state-supported institutions of higher learning as of the Fall Quarter 1975. These figures are cited to indicate the importance of the community college to the state-wide system of higher education. It is obvious from the increases in student enrollment that the community college is of growing significance to the state and nation.

Instrumentation

The instruments in this survey research problem were developed by the author. Items were written directly from features of characteristics of a community college counseling

service expressed in recent literature. Where possible, items were included which would be common to two or more of the four groups surveyed.

In order to control for some of the often-expressed disadvantages of the survey research technique, the questionnaires were limited to one page. A multiple page questionnaire could not be expeditiously administered in the classroom; moreover, a lengthy, multiple page questionnaire is often discouraging to those who are asked to complete it. Common sense would seem to indicate a shorter questionnaire would enhance the validity of the responses.

Another limitation of survey research is that of accurately identifying the population (Kerlinger, 1964). Further, the fact that respondents may be somewhat "lifted out of their social context," could have had a significant influence on the survey results or findings, especially when considered without input from those who chose not to respond. To control for these two very major shortcomings, the population was carefully defined in advance. Then the author made a personal visit to each college, passed out the questionnaires, gave a consistent introduction, and collected the questionnaires when completed. In only four cases did he rely on someone else to administer the questionnaires. It is believed the relatively consistent manner in which the questionnaires were introduced, administered, and

collected resulted in more uniform "test" conditions and increased the reliability of the data.

The questionnaires were revised twice. The first revision occurred after the members of the doctoral committee had reviewed the original questionnaire. This first revision was then taken to a randomly selected community college (Cleveland State) and administered to selected individuals from the four groups. After the individual had completed the first revision, the questionnaire was discussed in detail and several items were rewritten to achieve greater clarity. The format of each questionnaire was also changed to facilitate administration and to allow for a qualified "yes" or "no" response.

Data Analysis

The data collected was analyzed and percentage tables were prepared. The responses were then tabulated within groups of administrators, faculty, counselors, and students. Chi-square tests were then performed in order to accept or reject the null or alternative hypothesis as explained in Chapter I.

The data were then categorized according to college from which the respondent came, and again chi-square tests were performed.

Questions common to two or more respondent groups were selected and separate chi-square tests were performed on the responses to that question.

All test results are displayed in tables in Chapter IV.

CHAPTER IV

RESULTS OF RESEARCH

The purpose of this chapter is to present and discuss the data collected on the counseling services of the 10 community colleges of the state of Tennessee. All data discussed were obtained from one or more of the four questionnaires administered at each college by the writer.

Information gathered by use of the questionnaires was in four general areas, which together indicated to what extent a college counseling center approximated a model, or ideal, counseling center:

1. General attitude toward counselors and the educational environment in which they work.
2. Specific attitude toward role of the counselor in the community college.
3. Specific practices of the college in utilization of counselors.
4. Specific practices and programs of the counseling center.

Any of the questionnaires with a "yes" response to all items would indicate a complete approximation of the model as perceived by that respondent.

General Information

Ten community colleges were involved in the study. Head count enrollment of degree-seeking students ranged

from 1,106 to 4,050. Full-time equivalent enrollment of degree-seeking students ranged from 764 to 3,057 (THEC, 1975).

Staffs

Full-time teaching staffs at the community colleges ranged from 37 to 100. Full-time counselors ranged from one to nine.

Survey Sample

The three top administrators at each of the 10 community colleges completed questionnaires for a total of 30 respondents. About 10 percent of the teaching faculty completed questionnaires, a total of 70 respondents. Each full-time counselor at the colleges completed a questionnaire, a total of 36 respondents. Five percent of the student head count enrollment completed questionnaires for a total of 1,283 respondents. A grand total of 1,419 questionnaires were completed. Table I summarizes the responses on each of these questionnaires.

Presentation of Data

Plan of Presentation

The data of this study will be presented in the following order:

1. A review of each item and the responses thereto as it appears on the respective group questionaire. When

TABLE I

PERCENTAGES OF "YES" AND "NO" RESPONSES GROUPED ACCORDING TO POSITION OF RESPONDENT, BY COLLEGE

College*	Administrators N=30		Faculty N=70		Counselors N=36		Students N=1283		Weighted Average% Within Colleges		Within College Range of "Yes" Responses
	Percent		Percent		Percent		Percent		Percent		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
A	78%	22%	81%	19%	81%	19%	64%	36%	66%	34%	64--81%
B	89	11	74	26	77	23	66	34	67	33	66--89
C	67	33	59	41	79	21	60	40	61	39	59--79
D	66	34	74	26	73	27	65	35	66	34	65--74
E	57	43	69	31	87	13	59	41	61	39	57--87
F	74	26	72	28	72	28	60	40	64	36	60--74
G	88	12	74	26	66	34	58	42	62	38	58--88
H	65	35	68	32	54	46	60	40	58	42	54--68
I	94	06	76	24	62	38	63	37	65	35	62--94
J	81	19	91	09	79	21	67	33	69	31	67--91

TABLE I (continued)

Colleges*	Administrators N=30		Faculty N=70		Counselors N=36		Students N=1283		Weighted Average% Within Colleges		Within College Range of "Yes" Responses
	Percent		Percent		Percent		Percent		Percent		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Weighted Average% Within Groups	76%	24%	74%	26%	71%	29%	62%	38%			
Within Groups Range of "Yes" Responses	57--94%		59--91%		54--87%		58--67%				

Percentages of "yes" and "no" responses grouped according to position of respondent, by college.

NOTE: In all tables, percentages have been rounded.

*Listing is in random order.

an identical or closely related item appears on two or more questionnaires, it will be reviewed the first time it appears. Chi-square test results and percentage tables pertaining to specific items will be presented following that item presentation. Data pertaining to administrator groups on questionnaire A will be presented first, followed by faculty (B) group, counselor (C) groups, and student (D) group.

2. Chi-square test results pertaining to each group will be presented following the item reveiw for that group.

3. Chi-square test results (schools vs. yes-no response) by groups of administrator, faculty, counselor, and student will be presented.

4. Percentage data will be presented for each of the four groups, followed by percentage data on selected items from each of the four questionnaires. Related chi-square tests will also be cited.

The data presentation will be followed by a discussion of the data.

Administrators

Item one of Questionnaire A (see Appendix A) was "Counselors at our college teach courses which are directly related to applied student (human) development only, and not such courses as history, general psychology, sociology,

and so forth." This item was also included as item two on the faculty (B) questionnaire and item four on the counselor (C) questionnaire. The three chief administrators agreed uananimously to this statement at two colleges, had divided responses at six, and unanimously disagreed at two college (14 yes, 14 no). Twenty-five of the faculty sample responded positively to this item and 37 responded negatively. Eighteen counselors responded positively to this item and 14 responded negatively.

Item two of Questionnaire A was "I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit." This item was also included as item five on the counselors (C) questionnaire. The three administrators agreed unanimously to this statement at four colleges and had divided opinions at six (21 yes, 7 no). Nineteen counselors responded positively to this item, and 13 responded negatively. Chi-square test (Table II) indicated there was no significant differences in the number of yes-no responses between administrator and counselor groups. A table of percentages of yes-no responses by groups, by college, was also prepared (Table III).

Item three of Questionnaire A was "The counseling center has an active outreach program with an objective of making its various services known to its clients." This item was also included as item six on the counselor (C) questionnaire. The three administrators agreed unanimously

TABLE II

CHI-SQUARE TEST NUMBER 11
GROUPS VS. YES-NO
(Items 2A and 5C)

OBSERVED TABLE

Group	Administrators	Counselors
Yes	21	19
No	7	13

EXPECTED TABLE

Group	Administrators	Counselors
Yes	18.67	21.33
No	9.33	10.67

$x^2=1.009$ on 1 degree of freedom

Not significant

Decision as to Hypothesis 11:

Accept H_0: Independence
Reject H_1: Dependence

TABLE III

RESPONSE OF THE THREE TOP ADMINISTRATORS AND COUNSELORS TO THE ITEM "I SEE THE COUNSELING CENTER AS AN AUTONOMOUS UNIT FREE TO RESPOND TO THE NEEDS OF ITS CLIENTS AS IT SEES FIT." *

College	Percentage Administrators Agreeing	Percentage Counselors Agreeing	Percentage Administrators Disagreeing	Percentage Counselors Disagreeing
A	67%	100%	33%	0%
B	100	60	0	40
C	67	100	33	0
D	100	75	0	25
E	33	100	67	0
F	67	100	33	0
G	100	67	0	33
H	67	100	33	0
I	100	0	0	100
J	67	0	33	100

*Item 2A and 5C

to this statement at six colleges and had divided responses at three (25 yes, 3 no). Nineteen counselors responded positively to this item and 15 responded negatively. Chi-square test (Table IV) indicated that the administrators had significantly greater "yes" responses than did counselors.

Item four of Questionnaire A was "The counseling center trains and uses paraprofessionals and peer counselors." This item was also included as item seven on the counselor (C) questionnaire. The three administrators agreed unanimously to this statement at four colleges, it had divided responses at five, and all administrators at one college responded negatively to it (10 yes, 19 no). Seventeen counselors responded positively to this item and 17 responded negatively.

Item five of Questionnaire A was "The counseling center provides counseling and testing of anyone in the community who desires help in making a career or academic decision." This item was also included as item eight on the counselor (C) questionnaire. The three administrators agreed unanimously to this statement at six colleges and had divided responses at three (26 yes, 3 no). Twenty-six counselors responded positively to this item and eight responded negatively.

Item six of Questionnaire A was "The counseling center offers student development courses as a part of the regular

TABLE IV

CHI-SQUARE TEST NUMBER 14
GROUPS VS. YES-NO
(Items 3A and 6C)

OBSERVED TABLE

Group	Administrators	Counselors
Yes	25	19
No	3	15

EXPECTED TABLE

Group	Administrators	Counselors
Yes	19.87	24.13
No	8.13	9.87

$x^2=6.78$

$6.78 > 6.63$ (1%, 1 degree of freedom)

Decision as to Hypothesis 14:

Reject H_o: Independence
Accept H_1: Dependence

curriculum." This item was also included as item three on the faculty (B) questionnaire and as item 11 on the counselor (C) questionnaire. The three administrators agreed unanimously to this statement at two colleges, had divided responses at six colleges, and responded negatively at two colleges (15 yes, 15 no). Thirty-nine of the faculty sample responded positively to this item, and 24 responded negatively. Twenty-three counselors responded positively to this item, and 11 responded negatively.

Item seven of Questionnaire A was "During the past two years we have had consultation and/or advice from outside the college to help us plan and improve the functions of the counseling center." This item was also included as item 12 on the counselor (C) questionnaire. The three administrators responded positively to this item at two colleges and had divided responses at eight colleges (16 yes, 12 no). Sixteen counselors responded positively to this item, and 15 responded negatively.

Item eight of Questionnaire A was "I believe personal growth groups, such as those usually led by counselors, have a lasting, positive effect on the development of the individual student." This item was also included as item one on the faculty (B) questionnaire and as item 13 on the counselor (C) questionnaire. The three administrators agreed unanimously to this statement at nine colleges; the administrators at one college had mixed opinions (29 yes, 1 no).

Forty-five of the faculty sample agreed to this statement and 12 disagreed. Thirty counselors agreed, and two disagreed. Chi-square test (Table V) indicated the faculty had significantly more "no" answers than did administrators and counselors, but note that these conclusions must be guarded because of small N in Expected Table.

Item nine of Questionnaire A was "The open admissions policy of a community college requires that the administration provide academic programs and facilities to meet a wide range of student needs." The three administrators in each of 10 colleges agreed unanimously to this statement.

Item 10 of Questionnaire A was "Based upon a recent study, the following is an ordered listing of the seven most important preferred goals of a community college by community college administrators (seven goals were then listed; see 10A, Appendix A). Does this listing pretty well agree with your own list of preferred goals?" The three administrators agreed unanimously to the statement at five colleges and had divided opinions at five colleges (23 yes, 6 no total).

Item 11 of Questionnaire A was "I believe the community college, in meeting the needs of a wider range of individuals, must provide counseling services which are different from that traditionally provided the college student." Related items 11B and 14 of the counselor (C) questionnaire was "The community college student is markedly different in

TABLE V

CHI-SQUARE TEST NUMBER 10
GROUP VS. YES-NO
(Items 8A, 1B, and 13C)

OBSERVED TABLE

Group	Administrators	Faculty	Counselors
Yes	29	45	30
No	01	12	02

EXPECTED TABLE

Group	Administrators	Faculty	Counselors
Yes	26.22	49.82	27.97
No	3.78	7.18	4.03

$x^2=7.21$

$7.21 > 5.99$ (5%, 2 degrees of freedom)

Decision as to Hypothesis 10:

Reject H_0: Independence
Accept H_1: Dependence

NOTE: Possibly unreliable test results since 1/3 of the cells are under five in the Expected Table.

several important respects than the traditional college student, thus his needs cannot be met by traditional counseling methods and approaches." The three administrators agreed unanimously to item 11A at nine colleges and had divided opinions at one college (29 yes, 1 no). Fifty of the faculty sample agreed to item 11B, and 16 disagreed. Twenty-six of the counselors agreed to item 14C, and seven disagreed. Chi-square test (Table VI) indicated the faculty had significantly fewer "yes" answers than administrators and counselors. A percentage table of yes-no responses by groups, by colleges, was also prepared (Table I), page 35.

Item 12 of Questionnaire A was "Our counseling center has been generally effective in facilitating the transition of the individual to the new status of community college student." Related item seven on the student (D) questionnaire was "The information I received at orientation and registration was very useful in helping me to get started in college." The three administrators agreed unanimously to statement 12A at seven colleges and had divided responses at three colleges (26 yes, 3 no). Eight hundred and one students agreed to the statement seven, and 421 disagreed. Chi-square test (Table VII) indicated there was a significant difference in the yes-no responses with administrators having more "yes" responses than the students.

TABLE VI

CHI-SQUARE TEST NUMBER 12
GROUPS VS. YES-NO
(Items 11A, 11B, and 14C)

OBSERVED TABLE

Group	Administrators	Faculty	Counselors
Yes	29	50	26
No	1	16	7

EXPECTED TABLE

Group	Administrators	Faculty	Counselors
Yes	24.42	53.72	26.86
No	5.58	12.28	6.14

$x^2=6.15$

$6.15 > 5.99$ (5%, 2 degrees of freedom)

Decision as to Hypothesis 12:

Reject H_o: Independence
Accept H_1: Dependence

TABLE VII

CHI-SQUARE TEST NUMBER 13
GROUPS VS. YES-NO
(Items 12A and 7D)

OBSERVED TABLE

Group	Administrators	Students
Yes	26	801
No	3	421

EXPECTED TABLE

Group	Administrators	Students
Yes	19.17	807.83
No	9.83	414.17

$x^2=6.31$

$6.31 > 5.02$ (2 1/2%, 1 degree of freedom)

Decision as to Hypothesis 13:

Reject H_o: Independence
Accept H_1: Dependence

Chi-square test (Table VIII) indicated that items 3, 5, 8, 9, 11, and 12 on the administrators (A) questionnaire had significantly more "yes" responses; 1, 4, 6, and 7 had more "no" responses.

Faculty

Item one on the faculty (B) questionnaire (see Appendix B) was presented concurrently with item eight A above.

Item two on Questionnaire B was presented concurrently with item one A above.

Item three on Questionnaire B was presented concurrently with item six A above.

Item four on Questionnaire B was "Based upon a recent study, the following is an ordered listing by community college faculty of the seven most important preferred goals of a community college (seven goals were then listed. These goals were different from the goals of administrators listed in item 10A; see item four B, Appendix B). Does this listing pretty well agree with your own list of preferred goals?" Sixty-one of the faculty sample agreed with this item; six did not agree.

Item five of Questionnaire B was "I regularly work with a counselor as a team having as its objective the improvement and humanization of instruction and the curriculum." Twelve of the faculty sample responded positively to this item, and 57 responded negatively.

TABLE VIII

CHI-SQUARE TEST NUMBER 2
QUESTIONS VS. YES-NO FOR ADMINISTRATORS

OBSERVED TABLE

Question	1	2	3	4	5	6	7	8	9	10	11	12
Yes	14	21	25	10	26	15	16	29	30	23	29	26
No	14	07	03	19	03	15	12	01	00	06	01	03

EXPECTED TABLE

Question	1	2	3	4	5	6	7	8	9	10	11	12
Yes	21.24	21.24	21.24	22.00	22.00	22.76	21.24	22.76	22.76	22.00	22.76	22.00
No	6.76	6.76	6.76	7.00	7.00	7.24	6.76	7.24	7.24	7.00	7.24	7.00

$x^2=86.37$

$86.37 > 26.76$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis Two:

Reject H_o: Independence
Accept H_1: Dependence

Item six of Questionnaire B was "I see the counselor as one whose specialized knowledge and skill is in the area of human relations." Sixty-four of the faculty sample responded positively to this item, and five responded negatively.

Item seven of Questionnaire B was "The role of counselor should include emphasis in curriculum development, instruction, and behavioral objectives." Forty-four of the faculty sample responded positively to this item, and 24 responded negatively.

Item eight of Questionnaire B was "When a student's potential and his self-conception of adequacy are not consistent, he is not receptive to learning. This would suggest how a student feels about his abilities is as important as the actual existence of abilities." Sixty-five of the faculty sample agreed with this item, and four disagreed.

Item nine of Questionnaire B was "The community is the customer of the community college, and the college must be structured to meet the needs of its customer." Sixty-five of the faculty sample responded positively to this item, and one responded negatively.

Item 10 on Questionnaire B was presented concurrently with item 11A above.

Item 11 of Questionnaire B was "The community college student is markedly different in several important respects

than the traditional college student, thus his needs cannot be met by traditional counseling methods and approaches." Fifty of the faculty sample agreed with this statement, and 16 disagreed. Percentage data on this item is presented in Table IX.

Chi-square test (Table X) indicated that items two, three, five and seven on the faculty (B) questionnaire had significantly more "no" responses, especially items two and five.

Counselors

Item one of Questionnaire C (see Appendix C) was "In recent years counseling centers have been shifting their program emphasis from dealing with the troubled student to working with all of the students and other college staff members. Do you agree that this is a desirable shift of emphasis?" Thirty-four of the counselors agreed, and one disagreed.

Item two of Questionnaire C was "Have the programs of your counseling center tended to emphasize this shift toward dealing with a wider student population?" Thirty responded affirmatively and five responded negatively.

Item three of Questionnaire C was "At least 30-35 percent of the resources of your counseling center, including counselor time, is devoted to what is generally termed 'preventive mental health' activities." Eleven counselors responded affirmatively, and 22 responded negatively.

TABLE IX

RESPONSE OF ADMINISTRATORS TO THE ITEM "I BELIEVE THE COMMUNITY COLLEGE, IN MEETING THE NEEDS OF A WIDER RANGE OF INDIVIDUALS, MUST PROVIDE COUNSELING SERVICES WHICH ARE DIFFERENT FROM THAT TRADITIONALLY PROVIDED THE COLLEGE STUDENT."*
and
RESPONSE OF A SAMPLE OF THE FACULTY AND ALL THE FULL-TIME COUNSELORS TO THE ITEM "THE COMMUNITY COLLEGE STUDENT IS MARKEDLY DIFFERENT IN SEVERAL IMPORTANT RESPECTS THAN THE TRADITIONAL COLLEGE STUDENT, THUS HIS NEEDS CANNOT BE MET BY TRADITIONAL COUNSELING METHODS AND APPROACHES."+

	Responses By Administrators		Responses By Faculty Sample		Responses By Counselors	
College	Yes	No	Yes	No	Yes	No
A	100%	0%	57%	43%	67%	33%
B	100	0	63	37	80	20
C	100	0	33	67	100	0
D	100	0	83	17	75	25
E	100	0	100	0	100	0
F	100	0	100	0	100	0
G	100	0	88	12	100	0
H	100	0	60	40	50	50
I	100	0	90	10	78	22
J	96	04	75	25	100	0

The general tone of these statements is that the community college student is different and requires specially designed programs to meet his needs.

* Item 11A

+ Items 11B and 14C

TABLE X

CHI-SQUARE TEST NUMBER 4
QUESTIONS VS. YES-NO FOR FACULTY

OBSERVED TABLE

Question	1	2	3	4	5	6	7	8	9	10	11
Yes	45	25	39	61	12	64	44	65	65	65	50
No	12	37	24	06	57	05	24	04	01	04	16

EXPECTED TABLE

Question	1	2	3	4	5	6	7	8	9	10	11
Yes	42.06	45.75	46.49	49.44	50.91	50.91	50.18	50.91	48.70	50.92	48.70
No	14.94	16.25	16.51	17.56	18.08	18.08	17.82	18.08	17.30	18.08	17.30

$x^2=231.51$

$231.51 > 25.19$ (1/2%, 10 degrees of freedom)

Decision as to Hypothesis Four:

Reject H_o: Independence
Accept H_1: Dependence

Item four of Questionnaire C was presented concurrently with item one of Questionnaire A.

Item five of Questionnaire C was presented concurrently with item two of Questionnaire A.

Item six of Questionnaire C was presented concurrently with item three of Questionnaire A.

Item seven of Questionnaire C was presented concurrently with item four of Questionnaire A.

Item eight of Questionnaire C was presented concurrently with item five of Questionnaire A.

Item nine of Questionnaire C was "The counseling center, as an integral part of its total program of service to the student, provides adequate information and counseling to help the student make an informed career decision." Twenty-seven counselors agreed with this statement, and six disagreed.

Item 10 of Questionnaire C was "During group and individual counseling sessions, I deal with clients from the perspective of goals and needs of the individual rather than the goals and needs of the college." Counselors were unanimous in their agreement with this statement.

Item 11 of Questionnaire C was presented concurrently with item six on Questionnaire A.

Item 12 was presented concurrently with item seven on Questionnaire A.

Item 13 was presented concurrently with item seven on Questionnaire A.

Item 14 was presented concurrently with item 11 on Questionnaire A.

Chi-square test (Table XI) indicated that items 3, 4, 5, 6, 7, 11, and 12 on the counselor (C) questionnaire had significantly more "no" responses, especially items seven and 12.

Students

Item one on Questionnaire D (see Appendix D) was "Since becoming a student at this college, I have participated in a human development or a personal growth group." Two hundred seventy-four students replied affirmatively; 978 replied negatively. Chi-square test (Table XII) of item one indicated that Colleges B, D, and I had significantly more "yes" responses.

Item two on Questionnaire D was "Do you know a counselor at your college by name?" Nine hundred seventy-four students replied affirmatively; 303 replied negatively. Chi-square test (Table XII) of item two indicated that Colleges A, B, F, I, and J had significantly more "yes" responses, especially Colleges A and B.

Item three on Questionnaire D was "Would you feel free to approach one of your counselors with a problem involving the following situations:

TABLE XI

CHI-SQUARE TEST NUMBER 6
QUESTIONS VS. YES-NO FOR COUNSELORS

OBSERVED TABLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	34	30	11	19	19	20	17	26	27	33	23	16	30	26
No	01	05	22	13	13	14	17	08	06	00	11	15	02	07

EXPECTED TABLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Yes	24.91	24.91	23.49	22.78	22.78	24.20	24.20	24.20	23.49	23.49	24.20	22.07	22.78	23.49
No	10.09	10.09	9.51	9.22	9.22	9.80	9.80	9.80	9.51	9.51	9.80	8.93	9.22	9.51

$x^2 = 82.98$

$82.98 > 29.82$ (1/2%, 13 degrees of freedom)

Decision as to Hypothesis Six:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII

CHI-SQUARE TEST NUMBER 7(b)
YES-NO VS. COLLEGE STUDENT GROUPS

(Item 1 on Student (D) Questionnaire)
OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	24	70	11	36	13	09	25	20	61	05
No	93	99	81	108	102	50	147	102	143	53

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	25.61	36.99	20.13	31.51	25.17	12.91	37.64	26.70	44.65	12.69
No	91.39	132.01	71.87	112.49	89.83	46.09	134.36	95.30	159.36	45.31

$x^2=74.25$

$74.25 > 23.59$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 2 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	106	142	65	108	83	48	116	72	185	49
No	11	31	28	39	34	11	61	49	28	11

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	89.24	131.95	70.93	112.12	89.24	45.00	135.00	92.29	162.46	45.76
No	27.76	41.05	22.07	34.88	27.76	14.00	42.00	28.71	50.54	14.24

$x^2=66.12$

$66.12 > 23.59$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 3 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	95	140	76	114	91	46	137	106	148	51
No	14	33	14	30	24	10	38	16	38	08

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	89.04	141.33	75.52	117.64	93.95	45.75	142.96	99.66	151.95	48.20
No	19.96	31.67	16.48	26.36	21.05	10.25	32.04	22.34	34.05	10.80

$x^2=8.83$ (9 degrees of freedom)

Not significant

Decision as to Hypothesis Seven:

Accept H_0: Independence
Reject H_1: Dependence

TABLE XII (continued)

(Item 4 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	79	116	57	107	71	30	114	80	130	39
No	37	54	36	42	42	26	63	38	77	20

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	75.89	111.22	60.84	97.48	73.93	36.64	115.80	77.20	135.42	38.60
No	40.11	57.78	32.16	51.52	39.07	19.36	61.20	40.80	71.58	20.40

x^2=9.18 (9 degrees of freedom)

Not significant

Decision as to Hypothesis Seven:

Accept H_o: Independence
Reject H_1: Dependence

TABLE XII (continued)

(Item 5 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	61	100	40	75	56	26	68	55	91	31
No	54	66	51	70	55	32	106	63	119	25

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	55.74	80.46	44.11	70.29	53.80	28.11	84.34	57.20	101.79	27.14
No	59.26	85.54	46.89	74.71	57.20	29.89	89.66	60.80	108.21	28.86

$x^2=21.60$

$21.60 > 19.02$ (2 1/2%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 6 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	79	130	70	102	82	49	134	97	139	49
No	36	32	22	40	29	07	33	25	66	10

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	86.97	122.52	69.58	107.39	83.95	42.35	126.30	92.27	155.04	44.62
No	28.03	39.48	22.42	34.61	27.05	13.65	40.70	29.73	49.96	14.37

$x^2=21.96$

$21.96 > 21.67$ (1%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 7 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	77	107	62	98	73	42	114	65	115	48
No	38	53	31	43	34	17	53	50	91	11

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	75.38	104.88	60.96	92.42	70.14	38.67	109.47	75.38	135.03	38.67
No	39.62	55.12	32.04	48.58	36.86	20.33	57.53	39.62	70.97	20.33

$x^2=22.77$

$22.77 > 21.67$ (1%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 8 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	77	102	62	109	84	39	130	71	159	41
No	38	65	30	35	31	19	43	29	45	19

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	81.85	118.86	65.48	102.49	81.85	41.28	123.13	71.17	145.19	42.70
No	33.15	48.14	26.52	41.51	33.15	16.72	49.87	28.83	58.81	17.30

$x^2=18.12$

$18.12 > 16.92$ (5%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XII (continued)

(Item 9 on Student (D) Questionnaire)

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	69	81	57	104	50	30	97	20	138	41
No	47	84	36	43	58	28	76	55	64	20

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	66.52	94.62	53.33	84.30	61.93	33.26	99.21	43.01	115.84	34.98
No	49.48	70.38	39.67	62.70	46.07	24.74	73.79	31.99	86.16	26.02

$x^2=63.68$

$63.68 > 23.59$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

a. Academic advising
b. Personal relationships with friends
c. Personal relationships with family
d. Career decision
e. Personal relationships with a person of the opposite sex
f. A problem with a teacher
g. A problem with a college administrator
h. A problem of low grades or study habits."

Those students marking four or more "yes" responses to any of the eight subparts of the question were scored as a "yes" response to item three. Those marking five or more "no" responses were scored as a "no" response to item three. One thousand and four students were scored with an affirmative reply; 225 were scored with a negative reply. Chi-square test (Table XII) of item three indicated there was no significant difference between students and the college from which they came.

Item four on Questionnaire D was "Would you feel free to bring a person who is not a student at your college (such as wife/husband, girl/boy friend, family member) with you to a meeting with a college counselor?" Eight hundred twenty-three students replied affirmatively; 435 replied negatively. Chi-square test (Table XII) indicated there was no significant difference between students and the college from which they came.

Item five on Questionnaire D was "Would you feel free to discuss a drug or alcohol problem with your college counselor?" Six hundred and three students replied affirmatively; 639 replied negatively. Chi-square test (Table XII) of this item indicated that Colleges A, B, D,

E, and J had significantly greater "yes" responses, especially College B.

Item six on Questionnaire D was "Do you believe counselors could be helpful in making your classroom instruction more human and relevant?" Nine hundred thirty-one students replied affirmatively; 300 replied negatively. Chi-square test (Table XII) of this item indicated Colleges B, F, G, H, and J had significantly greater "yes" responses, especially College G.

Item seven on Questionnaire D was presented concurrently with item 12 on Questionnaire A. Item seven D was "The information I received at orientation and registration was very useful in helping me to get started in college." Chi-square test (Table XII) of this item indicated Colleges A, B, C, D, E, F, G, and J had a slightly higher "yes" response. H and I had significantly more "no" responses.

Item eight on Questionnaire D was "I believe I would find a peer-counselor helpful, if such a person were first given some training by the counselors in the counseling center." Eight hundred seventy-four students replied affirmatively; 354 replied negatively. Chi-square test (Table XII) indicated Colleges D, E, G, and I had significantly greater "yes" responses.

Item nine on Questionnaire D was "If given the opportunity, I would like to participate in a personal growth group

(either again, or for the first time." Six hundred eighty-seven students replied affirmatively; 511 replied negatively. Chi-square test (Table XII) indicated Colleges A, C, D, I, and J had significantly greater "yes" responses.

Item 10 on Questionnaire D was "Right now I could use the help of a counselor with a problem that really bugs me." Three hundred twenty-five students replied affirmatively; 936 replied negatively. A percentage table by college was prepared (Table XIII).

Item 11 on Questionnaire D was "(Optional) The thing I like most about the counseling center is. . ." Four hundred forty-nine students completed this item with positive remarks.

Item 12 on Questionnaire D was "The thing I like least about the counseling center is. . ." Two hundred eighty-four students completed this item with negative remarks.

Six hundred seventy-two students chose to leave both items 11 and 12 blank. A percentage table of positive, negative, and no remarks by college was prepared (Table XIV).

Across College Groups

To determine if there was a significant difference between the yes-no response ratio of the group (administrator, faculty, counselor, and student) and the college from which each group came, chi-square tests (Tables XV, XVI XVII, and XVIII)were performed. A follow-up chi-square

TABLE XIII

RESPONSE OF STUDENTS TO THE ITEM "RIGHT NOW, I COULD USE THE HELP OF A COUNSELOR WITH A PROBLEM THAT REALLY BUGS ME."*

College	Percent "Yes" Response	Percent "No" Response	Percent No Reply
A	23%	77%	0.000%
B	26	74	.008
C	19	81	.020
D	28	72	.006
E	18	82	.016
F	17	83	.016
G	23	77	.022
H	16	84	.032
I	45	55	.023
J	20	80	.016

*Item 10D

TABLE XIV

RESPONSES BY STUDENTS TO "THE THING I LIKE MOST ABOUT THE COUNSELING CENTER IS. . ."* (POSITIVE REMARKS) AND "THE THING I LIKE LEAST ABOUT THE COUNSELING CENTER IS. . ." (NEGATIVE REMARKS).+

College	Percent Positive Remarks	Percent Negative Remarks	Percent Neutral Or No Remarks
A	45%	17%	38%
B	31	16	53
C	21	22	57
D	36	18	46
E	30	17	53
F	28	13	59
G	27	15	58
H	22	16	62
I	33	33	33
J	38	22	40

*Item 11D

+Item 12D

TABLE XV

CHI-SQUARE TEST NUMBER 1
COLLEGES VS. YES-NO FOR ADMINISTRATORS

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	28	32	24	23	20	26	29	20	33	29
No	08	04	12	12	15	09	04	11	02	07

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	27.31	27.31	27.31	26.55	26.55	26.55	25.03	23.52	26.55	27.31
No	8.69	8.69	8.69	8.45	8.45	8.45	7.97	7.48	8.45	8.69

$x^2=25.48$

$25.48 > 23.59$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis One:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XVI

CHI-SQUARE TEST NUMBER 3
COLLEGES VS. YES-NO FOR FACULTY

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	62	70	38	52	41	44	63	40	85	40
No	15	24	26	18	18	17	22	19	27	04

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	56.82	69.37	47.23	51.66	43.54	45.01	62.72	43.54	82.65	32.47
No	20.18	24.63	16.77	18.34	15.46	15.98	22.28	15.46	29.35	11.53

$x^2=17.39$

$17.39 > 16.92$ (5%, 9 degrees of freedom)

Decision as to Hypothesis Three:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XVII

CHI-SQUARE TEST NUMBER 5
COLLEGES VS. YES-NO FOR COUNSELORS

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	43	49	11	37	34	26	33	13	74	11
No	10	15	03	14	05	10	17	11	46	03

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	37.73	45.56	9.97	36.30	27.76	25.63	35.59	17.08	85.42	9.97
No	15.27	18.44	4.03	14.70	11.24	10.38	14.41	6.92	34.58	4.03

$x^2=18.4763$

$18.4763 > 16.92$ (5%, 9 degrees of freedom)

Decision as to Hypothesis Five:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XVIII

CHI-SQUARE TEST NUMBER 7(a)
COLLEGES VS. YES-NO FOR STUDENTS

OBSERVED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	667	988	500	853	603	319	935	586	1166	354
No	368	517	329	450	409	200	620	427	671	177

EXPECTED TABLE

College	A	B	C	D	E	F	G	H	I	J
Yes	647.72	941.86	518.80	815.44	633.33	324.80	973.15	633.96	1149.63	332.31
No	387.28	563.14	310.20	487.56	378.67	194.20	581.85	379.05	687.37	198.69

$x^2=36.275$

$36.275 > 23.59$ (1/2%, 9 degrees of freedom)

Decision as to Hypothesis Seven:

Reject H_o: Independence
Accept H_1: Dependence

test (Table XII), page 58, was performed on specific items one through nine of the student (D) questionnaire.

An additional follow-up chi-square test (Table XIX) was performed to determine if there was any significant difference between the yes-no ratio and the four groups from all colleges combined.

Results of these chi-square tests were as follows:

1. Chi-square test (Table XV). Administrators at Colleges C, D, E, and H had significantly more "no" responses, and especially College E.

2. Chi-square test (Table XVI). The faculty at Colleges C, E, F, and H had significantly more "no" responses, especially at College C.

3. Chi-square test (Table XVII). The counselors at Colleges G, H, and I had significantly more "no" responses, especially College I.

4. Chi-square test (Table XVIII). Students at Colleges A, B, D, I, and J had significantly greater "yes" responses to all items. Students at Colleges C, E, F, G, and H had significantly more "no" answers.

5. The results of chi-square test (Table XII), page 58, were discussed with the respective item from the student (D) questionnaire.

6. The results of chi-square test (Table XX) indicated that students had more "no" responses to items one, five, and nine and more "yes" responses to items three and six.

TABLE XIX

CHI-SQUARE TEST NUMBER 9
GROUP VS. YES-NO

OBSERVED TABLE

Group	Administrators	Faculty	Counselors	Students
Yes	264	535	331	6971
No	84	190	134	4168

EXPECTED TABLE

Group	Administrators	Faculty	Counselors	Students
Yes	222.83	463.30	297.15	7118.17
No	125.62	261.70	167.85	4020.83

$x^2=71.43$

$71.43 > 12.84$ (1/2%, 3 degrees of freedom)

Decision as to Hypothesis Nine:

Reject H_o: Independence
Accept H_1: Dependence

TABLE XX

CHI-SQUARE TEST NUMBER 8
STUDENTS QUESTIONS VS. YES-NO

OBSERVED TABLE

Questions	1	2	3	4	5	6	7	8	9
Yes	274	974	1004	823	603	931	801	874	687
No	978	303	225	435	639	300	421	354	511

EXPECTED TABLE

Questions	1	2	3	4	5	6	7	8	9
Yes	783.67	799.32	769.27	787.42	777.41	770.52	764.89	768.64	749.87
No	468.33	477.68	459.73	470.58	464.59	460.48	457.11	459.36	448.13

$x^2 = 1435.14$

$1435.14 > 21.96$ (1/2%, 8 degrees of freedom)

Decision as to Hypothesis Eight:

Reject H_o: Independence
Accept H_1: Dependence

7. Chi-square test (Table XIX) indicated that the students from all colleges had significantly more "no" responses than all administrators, all faculty, and all counselors.

Percentage Data

Data compiled for each college in Table I, page 35, indicated that the administrators of College E (57 percent "yes" responses) saw their counseling service as being the least like the model counseling service and the administrators of College I (94 percent "yes" response) most like the model of any of the four groups. Administrators also had the highest weighted average percent of "yes" responses overall of any of the four groups (75 percent) as well as the greatest range.

The faculty, as a group, rated the counseling service with a 73 percent weighted average "yes" response. This was the second highest, after administrators, of the positive ratings. Faculty weighted averages ranged from 59 to 87 percent.

The counselors of the colleges gave their centers the lowest rating (72 percent average) of any of the three professional groups; their positive responses had the second greatest range--from 54 to 87 percent.

As a group, students rated their respective counseling service the lowest--indicating the poorest approximation of

the model. The lowest score was 58 percent for College G, the highest, 66 percent for College J. The range of students' ratings was only eight percentage points, by far the smallest range of the four groups.

The faculty was willing to accept extensive community participation in the college which is indicated by the responses summarized in Table XXI to the item "The community is the customer of the college, and the college must be structured to meet the needs of its customer." Faculty members in eight of the 10 colleges agreed to the statement without qualification. In two colleges, 14 percent and 20 percent of the faculty did not agree with the statement.

A majority (83 percent) of the faculty sample responded negatively to the item "I regularly work with a counselor as a team having as its objective the improvement and humanization of instruction and the curriculum." Seventeen percent responded affirmatively.

Item 10 on the questionnaire for students was "Right now, I could use the help of a counselor with a problem that really bugs me." The item was phrased in this manner to indicate that: (1) The student recognized the existence of a problem, and (2) had accepted as fact that a counselor could be helpful. The highest positive response was 45 percent at College I, and the lowest "yes" response was 16 percent at College H. The lowest negative response

TABLE XXI

RESPONSE OF FACULTY TO THE ITEM "THE COMMUNITY IS THE CUSTOMER OF THE COLLEGE, AND THE COLLEGE MUST BE STRUCTURED TO MEET THE NEEDS OF ITS CUSTOMER." *

College	Percent Of Faculty Sample Agreeing	Percent Of Faculty Sample Disagreeing
A	100%	0%
B	100	
C	100	
D	86	14
E	100	
F	100	
G	100	
H	80	20
I	100	
J	100	

*Item 9B

was 55 percent for College I and 84 percent "no" response (Table XIII), page 70.

Table XIV, page 71, summarizes response by students to two optional completion statements--"The thing I like most about the counseling center is. . ." and "The thing I like least about the counseling center is. . ." Typical positive comments were:

They are informed.
I can talk to them anytime.
They are friendly.
They are willing to help; give good advice.
They are understanding.
They are good for class scheduling.
They are always there when I need help.
I like the confidential atmosphere.
They listen and take time for me.
I like the individual attention.
I can get my problems off my chest.
I like the freedom to go there.

Typical negative responses were:

They pry in my personal life.
Not enough time; I feel rushed.
Office hours too short.
They are inaccessible. (Refers to location of the center).
They neglect part-time students.
There are not enough counselors.
They can't talk to me on my level.
After they get your money, they don't care.
They told me to take the wrong courses.
Not enough students know about it.
I have to tell the secretary why I am there.
I don't like anyone to know my personal problems.

Although responses were optional, over one-fourth of the student population made positive responses, less made negative responses, and about half did not respond or made neutral remarks.

Table III, page 40, summarizes the responses of the college administrators and counselors to the same item "I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit." The item was phrased in this manner to prevent equivocation or modification of meaning. Data presented in the table indicated the two group members have widely varying responses to this item.

Table IX, page 53, indicates to what extent administrators, faculty, and counselors agreed that the community college student is different in several important respects from his/her traditional college-attending contemporaries. The point of view that the community college student is different was reflected by 100 percent agreement by administrators in nine of the 10 colleges. The faculty sample indicated majority agreement with the statement in nine of the 10 colleges. Counselors were convinced of the different characteristics of community college students by a majority in nine of the 10 colleges, with 100 percent agreement in five colleges. See chi-square test (Table VI), page 47.

Discussion

The primary purpose of this study was to provide an indication as to the extent each of the counseling services of the 10 community colleges of the state approximated a model counseling service derived from a review of current

literature in the field of college counseling. The primary purpose of this study is repeated to lend focus to the discussion which follows. Data of this study will be discussed which tend to indicate the degree of model approximation. Data based upon the four groups--administrators, faculty, counselors, and students will be discussed first, using chi-square and percentage data, followed by a discussion of each group across colleges and chi-square test results for selected questionnaire items.

Administrators

The three chief administrators of Colleges B, G, I, and J had more "yes" responses and less "no" responses. The administrators of these four colleges perceived the counseling service as more closely approximating the model described in Chapter II. Administrators at Colleges C, D, E, and H had less "yes" responses and more "no" responses. The administrators of these four colleges perceived the counseling service as less closely approximating the model. The percentage data support the chi-square test results (Table I), page 35. Administrators of College E (57 percent "yes" responses) saw that counseling service as being least like the model. Administrators of College I (94 percent "yes" responses) saw that counseling service as most like the model. This was also the greatest range, indicating administrators within the group have the greatest variation in

their perception of counseling services. Administrators had the highest (76 percent) weighted average of "yes" responses; therefore, most administrators tend to regard the counseling service as much like the model. An additional possible conclusion was that administrators have higher expectations for innovative and comprehensive programs than is presently the case in some college (B, G, I, and J). This conclusion is further supported by the chi-square results (Table VIII), page 50, which indicate more "yes" responses to items 3, 8, 9, 10, 11, and 12 from the administrators questionnaire. "Yes" answers to these items tend to reflect an attitude which would be supportive of the expanded role of counselor such as advocated by Fischer and others (1973), Harlacher (1967), Lombardi (1974), O'Banion (1974), and Warnath (1971).

Faculty

The faculty sample of Colleges A, I, and J had more "yes" responses and less "no" responses. The faculty sample at these colleges perceived the counseling services as more closely approximating the model. The faculty sample at Colleges C, E, F, and H had less "yes" responses and more "no" responses. The sample of faculty at these four colleges perceived the counseling service as less closely approximating the model (Table XVI), page 73. The percentage data supports the chi-square test results (Table I), page 35. The

faculty sample had the second highest (74 percent) weighted average "yes" response, indicating as a group, they perceive the counseling service as approximating the model to a less degree than administrators. Chi-square test (Table X), page 54, results of items five and seven on the faculty questionnaire indicate that faculty did not believe counselors are involved in curriculum development and instruction but by a 2 to 1 margin that the counselors should be involved in curriculum development, instruction and behavioral objectives. The faculty also indicated they did not work as a teacher-counselor team to improve instruction and curriculum. The team approach to humanizing and improving instruction programs as advocated by Hallberg and others (1972), Hauer (1973), and Leibowitz and Rhoads (1974), was not currently being achieved. Involvement of the faculty in the development of counseling programs (Mozee, 1972) and encouragement by administrators and counselors to be involved in and included in departmental curriculum developmental committees might improve faculty acceptance.

A majority of the faculty sample believed in the value of human growth groups, yet a large minority did not. The faculty sample also believed in community involvement in college programs as indicated by the large number of "yes" responses to item nine. The responses to this item indicated a possibility that the faculty of Tennessee community colleges hold different views from the faculty

studied by Leslie and others(1973). Leslie concluded that the sample of his study did not accept the comprehensive community college philosophy, part of which is that the community should be involved in all college programs.

The faculty sample recognized that community college teachers have additional responsibility to devise non-traditional and innovative approaches to instruction, as indicated by the large number of "yes" responses to item 10B. The faculty of the colleges held the related view that the community college student requires non-traditional programs to meet needs differing from those of the traditional college student.

Counselors

The counselors of Colleges A, B, C, D, E, and J had more "yes" responses and less "no" responses; thus, counselors perceived the counseling service as more closely approximating the model in these six colleges. Counselors of Colleges G, H, and I had less "yes" responses and more "no" responses. Counselors at these three colleges perceived the counseling service as less closely approximating the model (Table XVII), page 74. The percentage data supports the chi-square test results (Table I), page 35. Chi-square test (Table XI), page 57, indicated that counselors were in accord with the trend away from working with only the troubled individual and toward working with more students in a preventive mental

health role. This shift in program emphasis is in accord with the belief of authorities such as Warnath (1971) and Williamson (1961). In actual practice, most counselors do not spend much time on preventive mental health programs. This conclusion is based on the great number of "no" responses to item three of the counselor (C) questionnaire.

Most counselors seemed to be teaching courses which are not directly related to the counselors human relations training. This is supported by responses to item one, administrator questionnaire; item two, faculty questionnaire; and item four, counselor questionnaire. This practice is in opposition to the contentions of authorities such as Creamer and others (1972), Ludwig (1973), and O'Banion (1974).

The responses to item seven B indicated that the counseling services did not train and use paraprofessionals, including peer counselors as advocated by Aiken and others (1974), Fields and others (1974), and O'Banion (1972a).

Responses by administrators to item seven A and counselors to item 12C regarding outside consultation to help plan and improve the functions of the center were inconsistent; however, the high "no" response rate by both groups indicates that outside consultation and advice is seldom sought. Hinko (1971) and King and others (1973) emphasized the importance of self-study as they considered self-study critical to the future of college counseling. Lanning (1974)

urged the use of outside consultants, including students and parents, to help plan and improve counseling center programs.

Students

The student sample of Colleges A, B, D, I, and J had more "yes" responses and less "no" responses. The students of these five colleges perceived the counseling service as more closely approximating the model. The student sample at Colleges C, E, F, G, and H had less "yes" and more "no" responses. The sample of students at these five colleges perceived the counseling service as less closely approximating the model (Table XVIII), page 75. The percentage data supports the chi-square results (Table I), page 35. Students had the lowest (62 percent) weighted average percentage of any of the four groups and the smallest range, indicating that, as a group, students had consistently low expectations of the counseling service.

"No" responses to item one indicated the students of the colleges were not participating in human development or personal growth groups, chi-square test (Table XX),page 78. Yet, they felt free to approach a counselor with a variety of problems (item three D). This might indicate that the counselor is accepted in his more traditional role in the colleges, or that time and budget limitations preclude offering personal development group opportunities. When

asked if they desired to participate in a personal growth group, most students believed they would; but many replied negatively. Any such experience offered would have to be carefully explained to students before it would be accepted.

Chi-square test (Table XII), page 58, was performed on items one through nine of the student (D) questionnaire. The following discussion is based upon these tests and percentage data. Results are displayed in Table XII, page 58; Table XIII, page 70; and Table XIV, page 71.

Students from all of the 10 colleges indicated they had participated in a human development or personal growth group. However, the number who had participated was only 21 percent of the student sample. The responses to item nine on the questionnaire indicated that a great number of students would like to have the opportunity to participate in such a group. Over 53 percent of the sample stated they would like to participate; students in Colleges A, C, D, I, and J seemed especially interested.

The responses to items two, three, four, and five were a measure of how well students knew couselors by name, felt about approaching a counselor with a variety of problems, whether the student would bring someone from outside the college to meet with a counselor, and whether the student would feel free to discuss a drug or alcohol problem with a college couselor.

Responses to these four items confirmed that the majority of students knew counselors by name, would feel

free to approach a counselor with a variety of problems, but were hesitant about bringing "outsiders" to the center, and were not certain the counselor could help with a drug or alcohol problem.

Students believed counselors could help to make classroom instruction more relevant; thus, they may be ready to accept the classroom role of the counselor.

Peer-counselors, such as those discussed by Hauer (1973), Hallberg and others(1972), and O'Banion (1974) would probably be accepted by a large number of students. If established, peer-counseling programs would probably be more readily accepted in Colleges D, E, G, and I; but all colleges had a large majority of "yes" responses to the idea of having peer-counselors. There was also a large number of "no" responses. As noted previously, this large minority would have to be considered when the peer-counselor program is initiated. See Table XII, page 58.

Across College Groups

Chi-square test (Table XIX), page 77, indicated that administrators, faculty, and counselors had more "yes" responses and less "no" responses than expected. Students had less "yes" responses and more "no" responses. Administrators, faculty, and counselors see the counseling service as approximating the model to a much greater extent than do students. Students also have the smallest percentage range of any of

the four groups. This might indicate that students have the lowest expectations of the counseling service of the four groups, are unaware of the services offered, are uncertain of the role of counselor in the community college, and/or do not see the counseling service as an important, integral part of the colleges' educational effort. An active student-needs oriented outreach program such as that advocated by Lombardi (1974), O'Banion (1972a), and Warnath (1971) would seem especially appropriate in the community colleges of Tennessee.

Administrators, faculty, and counselors were asked to respond to the same item with regard to the positive, lasting effects of personal growth groups. Administrators and counselors were more convinced of the value of the group experience than were faculty. Again, administrators responded affirmatively by a large majority, counselors by a smaller majority, and faculty by an even smaller majority. It seems that counselors would find support among both faculty and greater support among administrators in establishing such groups (O'Banion, 1972a).

There were conflicting responses by administrators and counselors to the item "I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit." The administrators were unanimous in agreement in four colleges, had majority agreement in five, and minority agreement in only one. Counselors were

unanimous in five colleges, also; but this agreement was in different colleges. In no case did the opinions of the administrators and counselors coincide. Therefore, it may be concluded that freedom intended by one group was not perceived by the other group (Table II), page 39 and (Table III),page 40.

Administrators, faculty, and counselors were asked to respond to a similar item the meaning of which was that the community college student was markedly different from the traditional college student and, therefore, required specially designed programs to meet his needs. Administrators and counselors agreed by a large majority to this item; faculty also agreed, but by a much smaller percent. The findings seem to indicate that administrators and counselors would be more receptive to innovative programs (Cross, 1971).

As a group across colleges, administrators seemed to believe the counseling centers were more effective in facilitating the change of status of the new student than the students were. The administrators agreed with item 12A by a large majority; the students agreed with the related item by a much smaller majority (Table VII), page 48. In a very similar manner, administrators believed the outreach program was much more active than did counselors (Table IV), page 42.

These findings are in accord with the general trends of the data of this study. Administrators, in general, held higher expectations as to the reach and extent of counseling

programs and believed more in their effectiveness than did counselors or faculty. Students had the lowest expectations of any of the three groups.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

The main purpose of this study was to provide an indication as to the extent each of the 10 community college counseling services have in operation those programs and practices which can be said to meet the needs of the non-traditional student and others who make up the college's community.

A secondary purpose of the study was to:

1. focus attention on the kinds of service provided by each college counseling service,

2. cause some thought as to what each particular college counseling service was doing and what it might be doing,

3. analyze and interpret the results of the study in such a manner as to benefit each of the cooperating institutions, but especially to benefit the ultimate recipient of the services of the counseling profession--the student, and

4. to provide a model of a responsive community college counseling service derived from current literature.

Summary

The institutions participating in this study were the 10 community colleges of the state of Tennessee. (See Appendix E).

Instrumentation

There were four questionnaires used to collect data for this study, one each for administrators, faculty, counselors, and students.

Each of these questionnaires were developed by the reseafcher for use in gethering data from members of the four groups. A pilot study was conducted at a randomly selected college, and the instruments were then revised. After this final revision, the researcher personally delivered, administered, and collected the questionnaires. The reported data thereon was then tabulated and appropriate percentages calculated and recorded. Appropriate data were selected and treated by the chi-square technique.

Findings of the Study

The major findings of this study were:

1. The perceptions of the community college counseling services vary greatly both within the four groups (administrators, faculty, counselors, and students) of a given college as well as from college to college depending upon the group from which the respondent came.

2. The community college student was seen as markedly different from the traditional college student by the majority of the respondents of the three groups of administrators, faculty, and counselors. However, a number of faculty members (23 percent) and counselors (19 percent)

indicated that the community college student was no different from the traditional college student. This is in opposition to the belief of authorities, e.g., Cross (1971) cited in this study who contend that community college faculty and staff must accept the community college philosophy and practice the non-traditional educational approaches if the community college is to effectively place into operation the egalitarian aspects of that philosophy. Morrison (1969) stated that it was imperative that faculty of community colleges accept the philosophy and purpose of the community college as their perceptions and attitudes would inevitably exert a major influence on the course of these institutions and their educational effectiveness.

3. A minority of the student sample (26 percent) stated they currently have a problem which they believed a counselor could help them resolve, while the majority (74 percent) indicated they had no problem for which they needed a counselor's help.

4. A large majority of the faculty accept that aspect of the community college philosophy which encourages community participation in all phases of the college activities. In only two colleges did a small minority of the faculty reject the idea of the college being structured to meet the needs of the community.

5. College administrators (75 percent) agreed that they intend for the counseling center to function freely in

meeting the needs of the students. In contrast, the college counselors do not agree (39 percent) that they have the autonomy to change programs and emphasis to meet the needs of their clients.

6. There appeared to be a wide variation of opinion as to what constitutes "consultation from outside the college" in evaluating the effectiveness of counseling programs. There were conflicting replies to this item in eight of the 10 colleges.

7. The expanded role of counselor, which includes emphasis in curriculum development and involvement in instruction, is not generally being accomplished according to the faculty of the colleges; or it may be that this counselor function is not accepted by the faculty as appropriate.

8. The efforts of counselors in assisting the student in the change of status to community college student was rated as effective by 90 percent of the three chief administrators of the colleges. However, 34 percent of the student sample did not believe the information they received at orientation was helpful in getting started in college.

9. The large number of negative remarks (284) and the greater number (672) of students who chose not to make any remark, indicated an appreciable amount of dissatisfaction by students with the services offered by their counseling center. This dissatisfaction may be due, partly, to

unrealistic expectations on the part of the student; or it may be due to failure of the center to meet the needs of the student.

10. Counselors at most colleges taught courses unrelated to human development, and courses dealing with human development were not offered as part of the regular curriculum. However, members of all three professional groups believed courses dealing with human development to have a positive, lasting effect on the individual.

11. The counselors agreed that the counseling centers provided testing and counseling for anyone in the community desiring help in making a career or academic decision.

12. Paraprofessionals, including peer counselors, were not frequently trained and used by the counseling center.

Whether the model counseling service as developed in this study would be possible, or desirable, is a decision which must be made at each institution. For example, providing community-wide services, human development courses, training and using paraprofessionals, and allowing counselors to participate more in curriculum development and the teacher-learner process will require restructuring of priorities, change of role definitions, and some changes of established attitudes and opinions. Changing attitudes and established ways of doing things will not be easy and will come only if the members of colleges sincerely believe they are serving a different student population with different needs.

If the counseling center becomes the human resources center envisioned by the model or adopts some of the characteristics of the model, it must always work within the limits of the role accorded it by group consensus of the particular college and within the administrative hierarchy of the institution. It is not the intent of the writer to suggest otherwise.

Recommendations

The following recommendations are based upon the findings of this study:

1. The role of counselors in the education programs of each community college should be clarified and communicated to the members of the four groups of this study. This process could possibly begin by forming a committee composed of representatives of these four groups which would meet to discuss the role of counselor and the various ways a counselor could assist in the educational efforts of the college. At least one member of the committee should be familiar with the expanded role of counselor as discussed by authorities such as those listed in the bibliography of this study. An informed consensus would enable the counselors to focus their efforts on achieving more clearly defined, and accepted, goals at each college.

2. The practical implication of the community college philosophy should be frequently, and broadly, discussed at appropriate times.

3. The cogent data supporting the thesis that the community college student, as a whole, is different from the traditional college student should be made a matter of common knowledge by administrators, faculty, and counselors. The added responsibilities and opportunities implied in educating the "new student" should be well known and generally approved by members of these three groups.

4. The role of the counselor in the community college and services offered by the counseling center should be constantly publicized by an active outreach program having as its goal an informed student population.

5. The expectations of college administrators should be more clearly defined and communicated to the counselors.

6. Self-evaluation and consultation from outside the college on effectiveness of the programs of counseling centers should be carefully designed by the counseling staff and college administration. Periodic evaluations should become the norm, not the exception.

Recommendation for Further Study

This study had many shortcomings which were recognized after its inception, and perhaps the greatest benefit to be derived from it is to prove a state-wide study of this kind is possible. Similar future studies of counseling services of the community colleges might indicate the direction of the community college movement in Tennessee as well as give

some indication of the current situation. The direction of movement, i.e., toward the more traditional higher education approaches, or toward the less traditional, more innovative approaches, will have a great impact upon the total higher education system in the state and ultimately upon the kind of society in which the citizens of Tennessee live.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE A

ADMINISTRATORS

Please indicate your response to the following statements by checking "Yes" or "No" at the end of each. In the event that you feel a yes or no response is not appropriate, use the reverse side for your response.

	Yes	No	See Reverse Side
1. Counselors at our college teach courses which are directly related to applied student (human) development only, and not such courses as history, general psychology, sociology, and so forth.			
2. I see the counseling center as an autonomous unit free to respond to the needs of its clients as it sees fit.			
3. The counseling center has an active outreach program with an objective of making its various services known to its clients. . .			
4. The counseling center trains and uses paraprofessionals and peer counselors . .			
5. The counseling center provides counseling and testing for anyone in the community who desires help in making a career or academic decision			
6. The counseling center offers student development courses as a part of the regular curriculum			
7. During the past two years we have had consultation and/or advice from outside the college to help us plan and improve the functions of the counseling center			

	Yes	No	See Reverse Side
8. I believe personal growth groups, such as those usually led by counselors, have a lasting, positive effect on the development of the individual student.			
9. The open admission policy of a community college requires that the administration provide academic programs and facilities to meet a wide range of student needs. .			
10. Based upon a recent study, the following is an ordered listing of the seven most important <u>preferred</u> goals of a community college by community college administrators: .			
1. To improve teaching 2. Maintain open admissions policies 3. Provide occupational training 4. Provide student counseling 5. Maintain high achievement standards 6. Maintain interdepartmental communications 7. Solicit enrollment Does this listing pretty well agree with your own list of preferred goals?			
11. I believe the community college, in meeting the needs of a wider range of individuals, must provide counseling services which are different from that traditionally provided the college student.			
12. Our counseling center has been generally effective in facilitating the transition of the individual to the new status of community college student			

THANK YOU FOR YOUR COOPERATION!

APPENDIX B

QUESTIONNAIRE B

FACULTY

Please indicate your response to the following statements by checking "Yes" or "No" at the end of each. In the event that you feel a yes or no response is not appropriate, use the reverse side for your comments.

	Yes	No	See Reverse Side
1. I believe personal growth groups, such as those usually led by counselors, have a lasting, positive effect on the development of the individual student.			
2. Counselors at our college teach courses which are directly related to applied student (human) development only, and not such courses as history, general psychology, sociology, and so forth.			
3. The counseling center offers student (human) development courses as a part of the regular curriculum			
4. Based upon a recent study, the following is an ordered listing by community college faculty of the seven most important <u>preferred</u> goals of a community college: . . .			
1. To develop students' potential 2. To improve teaching 3. Provide student counseling 4. Competitive salaries 5. Occupational training 6. High achievement standards 7. Provide programs which enable employees to achieve their professional goals			
Does this listing pretty well agree with your own list of preferred goals?			

	Yes	No	See Reverse Side
5. I regularly work with a counselor as a team having as its objective the improvement and humanization of instruction and the curriculum			
6. I see the counselor as one whose specialized knowledge and skill is in the area of human relations			
7. The role of the counselor should include emphasis in curriculum development, instruction, and behavioral objectives			
8. When a student's potential and his self-conception of adequacy are not consistent, he is not receptive to learning. This would suggest that <u>how</u> a student feels about his abilities, is as important as the actual existence of abilities			
9. The community is the customer of the community college, and the college must be structured to meet the needs of its customer .			
10. Community college teachers have an added responsibility to devise non-traditional and innovative approaches to instruction . . .			
11. The community college student is markedly different in several important respects than the traditional college student, thus his needs cannot be met by traditional counseling methods and approaches.			

THANK YOU FOR YOUR COOPERATION!

APPENDIX C

QUESTIONNAIRE C

COUNSELORS

Please indicate your response to the following statements by checking "Yes" or "No" at the end of each. In the event that you feel a yes or no response is not appropriate, use the reverse side for your comments.

	Yes	No	See Reverse Side
1. In recent years counseling centers have been shifting their program emphasis from dealing with the troubled student to working with all of the students and other college staff members. Do you agree that this is a desirable shift of emphasis?			
2. Have the programs of your counseling center tended to emphasize this shift toward dealing with a wider student population? . . .			
3. At least 30-35% of the resources of your counseling center, including counselor time, is devoted to what is generally termed "preventive mental health" activities.			
4. Counselors at our college teach courses which are directly related to applied human development only, and not such courses as history, general psychology, sociology, and so forth			
5. I see our counseling center as an autonomous unit, free to respond as it sees fit to meet the needs of its clients			
6. The counseling center has an active outreach program with the objective of making its various services known to its clients. . .			
7. The counseling center trains and uses paraprofessionals and peer counselors.			

	Yes	No	See Reverse Side
8. The counseling center provides counseling and testing for anyone in the community who desires help in making a career or academic decision.			
9. The counseling center, as an integral part of its total program of service to the student, provides adequate information and counseling to help the student make an informed career decision.			
10. During group and individual counseling sessions, I deal with clients from the perspective of goals and needs of the individual rather than the goals and needs of the college.			
11. The counseling staff offers human development courses as a part of the regular curriculum			
12. During the past two years we have had consultation and/or advice from outside the center to help us plan and improve the functions of the counseling center			
13. I believe personal growth groups, such as those usually led by counselors, have a lasting, positive effect on the development of the individual student.			
14. The community college student is markedly different in several important respects than the traditional college student, thus his needs cannot be met be traditional counseling methods and approaches.			

THANK YOU FOR YOUR COOPERATION!

APPENDIX D

QUESTIONNAIRE D

STUDENTS

Please indicate your response to the following statements by checking "Yes" or "No" at the end of each. In the event that you feel that a yes or no response is not appropriate, please use the reverse side for your comments.

	Yes	No	See Reverse Side
1. Since becoming a student at this college, I have participated in a human development or a personal growth group			
2. Do you know a counselor at your college by name?			
3. Would you feel free to approach one of your counselors with a problem involving the following situations:			
a. Academic advising			
b. Personal relationships with friends			
c. Personal relationships with family.			
d. Career decision			
e. Personal relationships with a person of the opposite sex.			
f. A problem with a teacher.			
g. A problem with a college administrator.			
h. A problem of low grades or study habits.			
4. Would you feel free to bring a person who is not a student at your college (such as wife/husband, girl/boy friend, family member) with you to a meeting with a college counselor.			
5. Would you feel free to discuss a drug or alcohol problem with your college counselor?			

	Yes	No	See Reverse Side
6. Do you believe your counselors could be helpful in making your classroom instruction more human and relevant?			
7. The information I received at orientation and registration was very useful in helping me to get started in college			
8. I believe I would find a peer-counselor helpful, if such a person were first given some training by the counselors in the counseling center.			
9. If given the opportunity, I would like to participate in a personal growth group (either again, or for the first time). .			
10. Right now, I could use the help of a counselor with a problem that really bugs me .			

11. (Optional) The thing I like most about the counseling center is

_____

_____

12. (Optional) The thing I like least about the counseling center is

_____

_____

THANK YOU FOR YOUR COOPERATION!

APPENDIX E

LIST OF PARTICIPATING INSTITUTIONS

Chattanooga State Technical Community College
4501 Amnicola Highway
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Cleveland State Community College
P.O. Box 1205
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Columbia State Community College
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Dyersburg State Community College
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Dyersburg, Tennessee 38024

Jackson State Community College
P.O. Box 2467
Jackson, Tennessee 38301

Motlow State Community College
Tullahoma, Tennessee 37388

Roane State Community College
Harriman, Tennessee 37748

Shelby State Community College
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Volunteer State Community College
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VITA

Wayne Leroy Breazeale was born on December 1, 1926, in St. Charles, Virginia. He attended public schools in Wheat and Crossville, Tennessee, and Berea Academy, Berea, Kentucky. After serving in the United States Army in World War II, he returned to the University of Kentucky, Lexinton, in 1947, but did not graduate until 1961 when he was awarded a Bachelor of Science degree in Business Administration. While serving with the United States Army on Okinawa, he attended graduate school with the University of Maryland, Sukiran Center, majoring in Counseling and Guidance. Service in Vietnam interrupted his studies, and he did not return until after retiring from the military service in 1971, when he entered the University of Tennessee, Knoxville. He was awarded a Master of Science degree in Guidance in 1972 and expects to graduate with a Doctor of Education degree in August, 1976.

He is married to the former Akiko Miyatake of Tokyo, Japan, and has two daughters. They plan to move to the Roane State Community College area where he is employed as Veterans Affairs Coordinator.