

385108

Archives
closed
LB
175
A40K
Th
121

PERCEPTIONS OF THE COUNSELING
AND PSYCHOLOGICAL SERVICES CENTER AT
APPALACHIAN STATE UNIVERSITY

A Thesis Presented to
the Faculty of the Graduate School
Appalachian State University

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

by
Larry Arthur Stancill
August, 1977

Appalachian Room
Appalachian State University Library
Boone, North Carolina

PERCEPTIONS OF THE COUNSELING
AND PSYCHOLOGICAL SERVICES CENTER AT
APPALACHIAN STATE UNIVERSITY

By

Larry Arthur Stancill

August, 1977

Approved by:

Richard H. Levin

Chairman, Thesis Committee

Winard L. Brighen

Major Professor

James D. Long

Major Professor

Jayne G. Crouch

Chairman, Department of Psychology

Richard H. Rupp

Dean of the Graduate School

Acknowledgement

I wish to express appreciation to my thesis committee and especially to my committee chairman, Richard Levin, Ph. D., who supplied much guidance and support.

Loving thanks go to my wife, Joyce, whose encouragement enabled me to devote the many hours of work necessary for this undertaking.

Abstract

The present study sought to learn how the Counseling and Psychological Services Center(Counseling Center) at Appalachian State University is perceived by the students and the professional staff of the Counseling Center in relation to its roles and functions. The roles and functions were defined in terms of what types of problems would be appropriate to bring to the Counseling Center. If the two groups held differing views as to what constitutes an appropriate problem area, then it would be expected that the two groups might have difficulty in establishing a working relationship, with the effectiveness of the Counseling Center being questionable and its use by the students being minimal. Secondly, the study attempted to assess factual and attitudinal information held by the students toward the Counseling Center.

A 30 item questionnaire was administered to a group of 244 students and to the eight professional staff members of the Counseling Center. The questionnaire was based on three factors: College Routine, Vocational Choice, and Adjustment to Self and Others.

Comparisons were made between the two groups on the three factors by the use of t tests, and no significant differences were obtained. Both groups perceived problems related to College Routine as most appropriate for discussion, with Vocational Choice problems being second and Adjustment to Self and Others being last. This congruency of perceptions indicated an effectiveness of the Counseling Center in meeting the needs of its population. It was also ascertained that students view the Counseling Center positively, though there was an indication of a need for more formal publicity by the Counseling Center.

Table of Contents

Acknowledgement -----	iii
Abstract -----	iv
List of Tables -----	vi
Chapter 1: Problem -----	1
Chapter 2: Method -----	5
Chapter 3: Results -----	13
Chapter 4: Discussion -----	18
References -----	23
Appendices -----	26

List of Tables

Table 1	-----	9
Table 2	-----	10
Table 3	-----	14
Table 4	-----	15

Chapter 1

Problem

How effectively do university and college counseling centers meet the needs of their student populations? This vital question of accountability can be considered with two approaches. One approach has been researched extensively and is related to the basic issue of the effectiveness of the counseling or therapy process. This approach is usually concerned with the end result or outcome success of counseling and the factors directly effecting the counseling process, such as theory and type of psychotherapy used, counselor and counselee traits, and other similar topics. Those factors directly effecting the outcome of the counseling process have received exhaustive and needed attention in the research literature(Berdie and Stein, 1966; Grigg and Goodstein, 1957; Heetderks, 1965; Heston and Frich, 1968; Knowles and Shertzer, 1965; Pohlman, 1964; Seigal, 1968).

A second approach to the evaluation of the effectiveness of counseling centers is less obvious and appears to be often overlooked, though in many ways it is more basic than the first approach. The second approach is based upon the philosophy that a service agency, such as a counseling center, is obligated to help not only those persons who actively seek its services, but also to offer its services to those potential clients or non-users who are eligible for and in need of its assistance(Minge and Cass, 1965). If this philosophy is accepted, then the primary function of a service agency or counseling center is related to meeting the needs of the total target population it serves. If the service functions of the counseling center are not congruent

with the needs of the population being served, then the service agency or counseling center is not fulfilling its primary purpose, and certain services of the counseling center will not be used, causing wasted time, energy, and money.

One way in which to evaluate the effectiveness of a counseling center in meeting the needs of its target population is to compare the perceptions of the target population with the perceptions of the counseling center professional staff. The term "perceptions" in this context pertains to the roles and functions of the counseling center and to the types of problems considered as appropriate to bring to the counseling center. The functions and roles that the target population, or potential clients, perceive the counseling center as offering, which have value for them as clients, will determine not only the type of problems they bring to the counseling center, but also whether they will even consider the counseling center as a source of assistance(Grant, 1954).

Since the perceptions of the counseling center professional staff will determine what services are offered and how the roles and functions of the counseling center are in reality defined, a comparison of the perceptions of the student population and the perceptions of the counseling center professional staff concerning what types of problems are appropriate to bring to the counseling center should yield an indication of the degree of congruency between the needs of the population and the services offered by the counseling center. This level of congruency should be a primary indicator of the effectiveness of the counseling center in meeting the needs of its target population.

There has been relatively little research concerned with this second approach. One of the primary studies using this approach was done by Warman(1960). Warman devised and validated an instrument which he used to compare various groups' perceptions of the types of problems appropriate to bring to the counseling center at Ohio State University. His instrument dealt with three areas: vocational problems, problems related to adjustment to self and others, and college routine problems. Warman(1960) found that his college population considered problems concerned with vocational choice as the most appropriate for discussion at the counseling center, followed in order by college routine problems and problems related to adjustment to self and others. It was also found that the counseling center professional staff of this particular college perceived that problems of adjustment to self and others were appropriate for discussion to a significantly greater degree than perceived by the student population, pointing out a most pertinent difference in perceptions. Studies, by King and Matteson(1959), Gelso, Karl, and O'Connell(1972), and Ogston(1970), based on Warman's approach and instrument, have yielded results similar to those of Warman's, with significantly differing perceptions being held by counseling center professional staffs and the target student populations of the various colleges.

Studies of this type yield valuable information, offering feedback from the naive clientele whose needs the counseling center is supposedly designed to meet and whose perceptions of the counseling center control to what extent the facility will be used. Further, it also reflects whether the roles and functions as defined by the professional staff of the counseling center are in reality valid.

With the importance of the second approach and its consideration for student population perceptions and feedback in mind, an attempt was made to identify the counseling function or role of the Counseling and Psychological Services Center(Counseling Center), located on the Appalachian State University campus, as this role is perceived by the undergraduate, full-time student population and the professional staff of the Counseling Center. The function of the Counseling Center was defined in terms of the types of problems which the student subjects and the Counseling Center professional staff felt would be appropriate for discussion with the professional staff at the Counseling Center. The study was based on the research purposes and techniques of Warman(1960).

The null hypothesis was proposed: that there would be no differences in the perceptions of appropriate problems to bring to the Counseling Center by the student population and the Counseling Center professional staff.

Secondarily, an attempt was made to determine the student population's direct knowledge of the Counseling Center, such as its location, and general attitudes toward the Counseling Center concerning such matters as confidentiality and general impressions of the facility.

Chapter 2

Method

1. Instrument

To study the perceptions of role and function, it was decided to use as a basis the instrument developed by Warman(1960), which utilized the attitude-survey approach. A search of the literature did not yield an instrument which more directly dealt with the purpose of this study. This, coupled with the fact that Warman's methodology and instrument had been used in other studies with identical purpose(Gelso, Karl, and O'Connell, 1972; King and Matteson, 1959; and Ogston, 1970) indicated that the Warman instrument was an appropriate choice.

Warman developed his instrument by first collecting a pool of 362 statements which expressed a problem that might be found among a college population. Seven persons, five professional counselors and two non-professionals, sorted the items into subtests or categories, with the agreement between the professionals and non-professionals being significantly consistent. Although the sorters had been provided with 14 categories, five of these categories were dropped because they were infrequently used. For the remaining nine categories, 100 items were selected which had been most reliably sorted and which appeared to represent the total breadth of the categories. These 100 items were then rated on a five-point scale by 250 student subjects. The responses were factor analyzed with four factors, one general and three specific, being derived. Those items which had a high loading on one factor and a relatively low loading on the other factors were then selected to represent that specific

factor. Warman labeled his factors the "General Factor," "Vocational Choice," "College Routine," and "Adjustment to Self and Others."

The General Factor appeared to be a partial base for the other three factors, with this factor being interpreted as a generalized positive attitude toward counseling and with there being some loading of this factor in every item.

The College Routine factor represented adjustment to the necessities and routine of establishing oneself satisfactorily in the academic setting.

The Vocational Choice factor represented concern about long-range career planning, while the Adjustment to Self and Others factor represented both interpersonal and intrapersonal adjustment.

Appendix A gives the specific items and their loadings on the four factors derived by Warman for the College Routine factor(Factor A). Appendix B presents this information on the Vocational Choice factor(Factor B) and Appendix C presents this information for the Adjustment to Self and Others factor(Factor C).

The instrument used in the present study, titled "Counseling and Psychological Services Questionnaire"(CPSQ), can be found in Appendix D. The CPSQ is not identical to the instrument used by Warman in that it was comprised of 10 items for each of the specific factors of College Routine(Factor A), Vocational Choice(Factor B), and Adjustment to Self and Others(Factor C), with the total number of items being thirty. It is hoped that the decrease in the number of items did not significantly effect the reliability of the CPSQ, as the items used were those having the highest loading in each factor(see Appendices A, B, and C). The primary

reason for eliminating some items with lower factor loadings was the need for a short and brief format, as the student respondents filled out the instrument during class time. It was decided that most professors would not object to a maximum loss of 15 minutes from their class periods.

In view of the age of Warman's instrument and items, each professional staff member of the Counseling Center was asked to state an opinion as to the present relevance of the items and factors. The opinion was consistently rendered that the items and factors were relevant to the present.

The CPSQ also differed from that used by Warman in the addition of a section. This section was added upon the request of the director of the Counseling Center and contained four questions requiring a factual response, three questions requiring a rating on a five-point scale, and an open-ended question. The purpose of this section was to obtain factual and attitudinal information and suggestions for possible changes in the Counseling Center operations.

2. Subjects

A total of 310 students took the CPSQ over a six-week period in the middle of the Spring Quarter of 1973 at Appalachian State University. When graduate students, part-time students, and those students having previously used the services of the Counseling Center were eliminated, a total of 244 CPSQ returns was obtained. Users of the Counseling Center were eliminated as their usage of the Counseling Center could be considered as a general perceptual bias in favor of congruency with the professional staff of the Counseling Center due to interactions with the professional staff.

Graduate students were eliminated as they comprised a subgroup which was more likely to be aware of the different service agencies on campus. Part-time students were eliminated due to a possible pronounced lack of awareness of the service agencies by this subgroup. There was no indicated need to control for transfer students as they comprised only approximately 1% of the student population. Age, sex, residence, and marital status were not dealt with as variables. It was assumed that all subjects tested would have been enrolled at the university for at least one-half of an academic quarter.

With 244 student respondents being used, 4.2% of the total full-time, undergraduate student population was tested. Table 1 indicates the distribution of the target student population and the sample population by class. The most notable difference was in the Freshman class, with this difference not being of extreme proportion. Table 2 presents the distribution of the target and sample populations by college division. The target and sample populations were congruent on this factor, thus eliminating the possibility of there being a large subgroup, such as music majors, within the sample population.

Testing was done by groups and not individually. All testing was done in the classroom during regular class meeting times.

Classes to be tested were selected from the "Schedule of Classes, Spring Quarter, 1973." Nearly 1800 classes were scheduled, with laboratory classes, seminars, physical education classes, individual and independent studies, practicums, and thesis categories being eliminated due to their low numbers of students and possible difficulty in test

TABLE 1
 DISTRIBUTION BY CLASS OF TARGET
 AND SAMPLE STUDENT POPULATIONS

Population	Class			
	Freshman	Sophomore	Junior	Senior
Target Population N = 5858*	1348 23%	1216 21%	1653 28%	1641 28%
Sample Population N = 244**	74 30%	46 19%	64 26%	60 25%

* Less than 1% transfer students

** 4.2% of target population

TABLE 2
 DISTRIBUTION BY COLLEGE DIVISION OF
 TARGET AND SAMPLE STUDENT POPULATIONS

Population	College Division				
	General College	College of Education	College of Business	College of Fine and Applied Arts	College of Arts and Sciences
Target Population N = 5858*	2564 44%	1059 18%	470 8%	239 4%	1526 26%
Sample Population N = 244**	120 49%	39 16%	24 10%	5 2%	56 23%

* Less than 1% transfer students

** 4.2% of target population

administration. Approximately 900 possible classes remained to choose from.

Choosing which class periods or sections to test was done in a completely random manner. A table of random numbers was used to select 15 class sections, with it being decided that 15 class sections would yield a large enough number of students to insure a representative sample. Tables 1 and 2 indicate that this randomized approach yielded a representative sample.

The professor of each class section was contacted, the study explained, and a time for testing arranged. The size of the class was unknown at the time the class testing was arranged, with classes ranging in size from five to 32 students. Full cooperation was obtained from the professors of all 15 classes.

3. Procedure

The actual administration of the CPSQ was performed by the author. A brief introduction was given to the students, emphasizing the need to compare their perceptions of the Counseling Center to those of the Counseling Center professional staff as a means of effectiveness evaluation and that the testing was part of the author's thesis. They were assured that their responses were anonymous and urged to answer honestly. The students were encouraged to read the directions and to work at their own pace. The only questions answered by the administrator were those related to the directions or to the purpose of the study. Maximum time needed for the entire operation was under 15 minutes.

The professional staff of the Counseling Center was also asked to

fill out the CPSQ, exclusive of the last section. This was done on an individual basis after the purpose of the study was explained to each of the professional staff.

There were eight professional staff members at the Counseling Center, with each responding. Four of the staff were part-time and all were of the doctorate level except for two master's level members.

Chapter 3

Results

Analysis of the data required two different approaches. In order to measure the primary null hypothesis, that there would be no significant differences between groups on the three factors, t tests were used. Table 3 gives the mean factor score, factor score range, and the factor standard deviation for each group on each factor on the CPSQ.

From the mean factor scores it can be seen that both groups considered Factor A(College Routine) to be the most appropriate type of problem to carry to the Counseling Center, Factor B(Vocational Choice) as being the next most appropriate, and Factor C(Adjustment to Self and Others) as being least appropriate.

While the mean factor scores were not extremely divergent for the student group, the Counseling Center group rated Factor A notably higher than Factors B and C, perhaps indicating a more definite preference for this type of problem area.

The standard deviations for the two groups on the three factors were reasonably in line except for Factor B. Here the Counseling Center group showed a notably higher standard deviation, perhaps indicating a greater divergence of opinion in this problem area.

Table 4 presents the t values, degrees of freedom(df), and the .01 level of significance value for each of the three comparisons. No significant differences were found at the .01 level of significance between the two groups on the three factors, supporting the hypothesis that there would be no significant differences between the groups in their perceptions of the types of problems appropriate to present to the Counseling Center professional staff.

TABLE 3
 CPSQ MEAN FACTOR SCORE, FACTOR SCORE
 RANGE, AND FACTOR STANDARD DEVIATION(SD)
 FOR EACH GROUP ON EACH FACTOR

Group	Factor		
	College Routine (A)	Vocational Choice (B)	Adjustment to Self and Others(C)
Counseling Center Professional Staff N = 8	Mean = 24.13 Range = 13.00 SD = 6.45	Mean = 18.38 Range = 30.00 SD = 10.00	Mean = 16.88 Range = 26.00 SD = 8.65
Students N = 244	Mean = 24.24 Range = 33.00 SD = 6.39	Mean = 21.36 Range = 34.00 SD = 6.92	Mean = 21.06 Range = 40.00 SD = 8.51

TABLE 4
 CPSQ t SCORES, DEGREES OF FREEDOM(df),
 AND .01 LEVEL OF SIGNIFICANCE VALUE
 FOR THE THREE COMPARISONS

Group Comparison	Factor		
	College Routine (A)	Vocational Choice (B)	Adjustment to Self and Others(C)
Counseling Center Professional Staff N = 8 <u>vs.</u> Students N = 244	$t = 0.05$ $df = 244$ $p(.01) = 2.58$	$t = 1.19$ $df = 244$ $p(.01) = 2.58$	$t = 1.37$ $df = 244$ $p(.01) = 2.58$

The second type of analysis dealt with the last section of the CPSQ, which pertained to factual knowledge and general attitudes toward the Counseling Center by the student sample. Question 1, which asked if the exact location of the Counseling Center was known by the student respondent, obtained an 86% affirmative response.

Question 2, pertaining to where the students gained knowledge of the Counseling Center, elicited 16 categories of response, with four categories claiming the majority(79%) of the responses. Students gained knowledge of the Counseling Center from classes or professors in 32% of the cases, 19% from friends, 14% from the sign in front of the Counseling Center, and 14% from freshman orientation.

Question 3, "If you felt it appropriate, would you use the Counseling Center?," obtained over a 99% affirmative response.

Question 4 asked whether the respondent would refer a friend to the Counseling Center. Eighty-nine percent responded affirmatively, 7.5% responded negatively, and 3.5% either were not sure or left the item blank.

Questions 5,6, and 7 were rated on a scale of 1 to 5, with the higher score indicating a positive response. The mean score for question 5, which asked if the student felt confidentiality was maintained at the Counseling Center, was 4.7. The mean score for question 6, which asked if the student felt that the counseling process would be generally positive, was 3.8. Question 7, which asked if the respondent felt that seeking counseling at the Counseling Center showed strength and adequacy, attained a mean score of 3.9. There was a notably greater number of extreme responses on question 7 than on questions 5 and 6.

The last question asked for suggestions regarding changes which the students felt should be implemented at the Counseling Center. Three categories of suggestions obtained 86% of the responses. Within these three categories, 74% of the respondents either did not answer the question or indicated that they had no suggestions for change, 8% suggested the need for more publicity by the Counseling Center, and 4% suggested that some type of crisis intervention service be implemented.

Chapter 4

Discussion

The results indicate that the Counseling Center of Appalachian State University is effective in meeting the needs of its student population, with effectiveness being defined as congruency between the Counseling Center professional staff and the undergraduate, full-time student population in their perceptions of the roles and functions of the Counseling Center. These perceptions, as measured by the CPSQ, did not differ significantly between the two groups on the three factors measured.

Both the Counseling Center professional staff and the student population considered the College Routine factor to be the most appropriate for discussion at the Counseling Center. The items of this factor indicate that problems related to study habits, efficient use of time for academics, dissatisfaction with course of study, and difficulties related to the straightforward management of the academic realm constitute the basic fabric of this factor.

The Vocational Choice factor was considered by both groups to be the next most appropriate type of problem to bring to the Counseling Center. This factor dealt with matters directly related to the students' concerns over what type of vocation or job was best suited for them and how to prepare for employment.

The factor considered least appropriate for discussion with the Counseling Center professional staff was Adjustment to Self and Others. This factor was related to interpersonal relationships, self-concept, values, personal problems, and problem areas typically associated with traditional psychotherapy.

Explanations for the order of these three factors could be many. The

College Routine factor may be most dominant because of its concern with study skills and habits. Since 32% of the student respondents indicated that a professor acquainted them with the Counseling Center, the teaching staff of the university may perceive the Counseling Center as a source of help for students with study problems and make referrals on that basis. The orientation program given to new students may also serve to bias the perceptions of the students toward this or any other factor.

Elements effecting the Vocational Choice factor might be related to the existence of a job placement service for students. This service may draw off some of the potential clients of the Counseling Center. It may also add to the clientele by referring students for vocational testing and counseling. The fact that the Counseling Center handles the group testing for the "Graduate Record Examination" and "The National Teachers' Examination," testing usually associated with students' post-graduate plans, may have an effect.

The perceptions related to the Adjustment to Self and Others factor may reflect a tendency to view these types of problems as being more appropriate for the family, friends, dormitory counselors, professors, pastors, or other professionals. It may also reflect a perceived delineation whereby problems related to school are dealt with at school and by its services, while personal problems are dealt with at home and with important others.

Numerous variables could effect the perceived rank order of these factors. Further research would prove beneficial in clarifying this question. However, regardless of these many variables, the perceptions as defined by this study were congruent between the two groups which reflects that the Counseling Center is an integral part of the university and is performing the functions expected of it by its clientele.

These findings differ from those obtained by Warman. Warman found significant differences between his Counseling Center staff group and student group. The lack of such a finding by the present study might indicate a greater similarity in perceptions between the groups at Appalachian State University that did not exist in the Ohio State University population used by Warman.

There was also an indication that the Counseling Center professional staff had a higher degree of variability in its perceptions of the roles and functions of the Counseling Center. This can be interpreted as positive in that it could reflect diverse backgrounds of the professional staff and an acceptance of a wide range of problems. This increases the probability that a student client could find a professional staff person who could relate to the specific problem of the student client. The intrastaff variability might also be interpreted as negative in that it could indicate an uncoordinated and incohesive philosophy as being present.

This research and its results regarding the hypothesis related to perceptions of the roles and functions of the Counseling Center were reasonably simple and clear-cut. The study barely scratched the surface regarding the variables that could be investigated. Group variables such as sex, marital status, residence, living arrangement, age, student class, prior usage of the services, training of the Counseling Center professional staff person, and whether or not the professional staff person works full or part-time at the Counseling Center might be considered. Much more research can be done.

The CPSQ, the instrument used in this study, might be questioned in two ways. The CPSQ was based on an instrument devised by Warman and might be questioned on the basis of its age and the present relevance of its items

and factors. While it would take a comprehensive additional study to answer this query to any precise degree, the professional staff of the Counseling Center stated a consistent opinion that the items and factors are presently appropriate.

The other primary question concerning the CPSQ is related to the fact that it eliminated some of the items used by Warman. The number of items in each factor was decreased to 10, mainly for brevity and ease of administration. The CPSQ cannot be directly compared with Warman's instrument, as the elimination of the items decreased reliability and basically created an entirely new instrument. While face validity is present, the CPSQ was not formally validated and further research using the CPSQ would require validation procedures.

The secondary purpose of the study was to accumulate and analyze data pertaining to the factual knowledge and general attitudes toward the Counseling Center held by the student population. Analysis of this data indicated that most students (86%) were aware of the location of the Counseling Center. This percentage, while a clear majority, yet leaves 14% being uncertain of the location. This 14% represents a significant number of students and indicates a need by the Counseling Center to make its presence and location more widely known. Also, the majority of the respondents obtained knowledge of the Counseling Center by informal word-of-mouth from friends and professors. This further adds to the need of the Counseling Center to make its presence known in a more formal, visible manner.

Question 3, "If you felt it appropriate, would you use the Counseling Center?," obtained better than a 99% affirmative response. While this

indicates a positive perception, this percentage could be questioned or the item considered vague. The item is leading in that it states "appropriate" as a given, which would tend to lead to agreement by the very definition of the word.

When asked if they would refer a friend to the Counseling Center, 89% of the respondents answered affirmatively. This indicates a positive attitude toward the Counseling Center.

Responses on item 5, 6, and 7 indicated that the students generally had positive perceptions of the Counseling Center in relation to confidentiality, attitude toward the counseling process, and the perception that seeking counseling showed strength and adequacy. The notable scattering of extreme responses on item 7, which dealt with whether or not seeking counseling showed strength and adequacy, indicated varied and strong opinions in this area.

The last item, which was open-ended and requested suggestions regarding changes that might be implemented by the Counseling Center, yielded 84% indicating no need for change or not responding at all. Possible explanations are that the students perceived that the Counseling Center was fulfilling its role adequately or that the respondents did not wish to invest the time in answering the question. Of those who did respond, the majority suggested a need for more publicity and a crisis intervention service.

Generally, the results indicate that the Counseling Center is meeting the needs of its clientele in a positive manner. The most notable need for change as indicated by the analysis is for more publicity about the Counseling Center so that its existence might be more widely known.

References

- Berdie, R. F., and Stein, J. A. A comparison of new university students who do and who do not seek counseling. Journal of Counseling Psychology, 1966, 13, 310-317.
- Brough, J. R. Sources of student perceptions of the role of the counselor. Personnel and Guidance Journal, 1965, 43, 597-599.
- Bruning, J. L., and Kintz, B. L. Computational handbook of statistics. Atlanta: Scott, Foreman and Company, 1968.
- Foulds, A. C., and Guinan, B. The counseling service as a growth center. Personnel and Guidance Journal, 1969, 48, 111-118.
- Frankel, P, and Perlman, S. Student perceptions of the student counseling service function. Journal of College Student Personnel, 1969, 10, 232-235.
- Franklin, B. J. A scale for measuring attitudes toward student health services. Journal of Psychology, 1967, 66, 143-147.
- Gelso, C. J., Karl, N. J., and O'Connell, T. Perceptions of the role of a university counseling center. Journal of College Student Personnel, 1972, 13, 441-447.
- Grant, C. W. How students perceive the counselor's role. Personnel and Guidance Journal, 1954, 32, 386-388.
- Grigg, A. E., and Goodstein, L. D. The use of clients as judges of the counselor's performance. Journal of Counseling Psychology, 1957, 4, 31-36.
- Heaps, R. A. Characteristics and perceptions of actual and potential counseling center clients: Implications for program development. Research and Development Report #27, University of Utah Counseling Center, 1970.

- Heetderks, A. J. The effectiveness of an orientation in changing student counseling expectations. Unpublished doctoral dissertation, Indiana University, 1965.
- Heston, J. C., and Frick, W. B. Counseling for the liberal arts campus. Yellow Springs, Ohio: Antioch Press, 1968.
- Kahne, M. J. The influence of friends on student use of college counseling resources. The Journal of the American College Health Association, 1970, 18, 301-305.
- King, P. T., and Matteson, R. W. Student perceptions of counseling center services. Personnel and Guidance Journal, 1959, 37, 358-364.
- Knowles, R. T., and Stertzner, B. Attitudes toward the school counselor's role. Counselor Education and Supervision, 1965, 5, 9-20.
- LeMay, M. L., and Warmath, C. R. Student opinion on the location of occupational information on a university campus. Personnel and Guidance Journal, 1967, 45, 821-823.
- Minge, M. R., and Cass, W. A. Student perceptions of a university counseling center. Journal of College Student Personnel, 1966, 7, 141-144.
- Ogston, D. G. Problems appropriate for discussion in university counseling centers. Journal of Counseling Psychology, 1970, 16, 361-364.
- Pohlman, E. Should clients tell counselors what to do? Personnel and Guidance Journal, 1964, 42, 456-458.
- Richardson, L. A comparative evaluation of counseling by clients and students. Journal of Counseling Psychology, 1954, 1, 119-120.
- Rust, R., and Davie, J. S. The personal problems of college students. Mental Hygiene, 1961, 45, 247-257.

- Shumate, T., and Oelke, A. Counselor function inventory. The School Counselor, 1967, 15, 130-133.
- Siegel, M. The counseling of college students. New York: Free Press, 1968.
- Strowig, R. W., and Sheets, S. E. Student perceptions of counselor role. Personnel and Guidance Journal, 1967, 45, 926-931.
- Thrush, R. S. An agency in transition: The case study of a counseling center. Journal of Counseling Psychology, 1957, 4, 183-190.
- Warman, R. E. Differential perceptions of the counseling role. Journal of Counseling Psychology, 1960, 7, 269-274.
- Wike, E. L. Data analysis: A statistical primer for psychology students. Chicago: Aldine and Atherton, 1971.
- Wilcove, G., and Sharp, W. Differential perceptions of a college counseling center. Journal of Counseling Psychology, 1971, 18, 60-63.
- Winer, B. J. Statistical principles in experimental design. New York: McGraw-Hill, 1962.

Appendix A

FACTOR LOADINGS FOR EACH SPECIFIC
ITEM ON THE COLLEGE ROUTINE FACTOR

Item	Factor Loadings*			
	G	A	B	C
Wanting to achieve better study habits**	41	<u>70</u>	17	-07
Not getting as much out of my studying as I put into it**	47	<u>68</u>	19	01
Getting back into college after dismissal**	45	<u>64</u>	23	01
Not having enough time to study**	54	<u>63</u>	13	01
Want assistance in learning proper study habits**	46	<u>63</u>	19	06
Not knowing how to study effectively**	35	<u>59</u>	19	-07
Ineffective use of study time**	35	<u>57</u>	12	-05
Want some sort of scholarship to help expenses**	37	<u>53</u>	04	12
Going in debt for college expenses**	35	<u>51</u>	-02	20
Not happy with present major**	55	<u>42</u>	13	06
Not getting studies done on time	52	<u>41</u>	19	17
Need a part-time job now	42	<u>41</u>	12	20

* Decimal points omitted

** Items used in CPSQ

Appendix B
 FACTOR LOADINGS FOR EACH SPECIFIC
 ITEM ON THE VOCATIONAL CHOICE FACTOR

Items	Factor Loading*			
	G	A	B	C
What type of job would be best for me**	49	20	<u>89</u>	-11
Want to know what I'm best suited for**	51	13	<u>85</u>	00
Want information about different vocations**	42	15	<u>82</u>	-10
Doubting the wisdom of my vocational choice**	43	07	<u>80</u>	-03
Am I in the proper curriculum?***	49	30	<u>73</u>	-07
Need to decide on an occupation**	48	16	<u>71</u>	-02
Am I qualified for the vocation I'm considering?***	30	11	<u>71</u>	-17
Want to learn more about my chosen profession**	37	03	<u>68</u>	04
Want interest tests to clarify vocational goals**	52	27	<u>67</u>	02
Want a career in which my personality won't clash with the field**	51	25	<u>64</u>	12
Considering many job fields but not certain about any one	36	25	<u>61</u>	-12
Want information about different curriculums	33	16	<u>57</u>	-07
Am good at several occupations and don't know which to consider	45	23	<u>54</u>	-07
Choosing best courses to prepare for a job	28	14	<u>52</u>	-08

* Decimal points omitted

** Items used in CPSQ

Appendix C

FACTOR LOADINGS FOR EACH SPECIFIC ITEM
ON THE ADJUSTMENT TO SELF AND OTHERS FACTOR

Items	Factor Loadings*			
	G	A	B	C
Having trouble with one or both parents**	55	-14	12	<u>84</u>
Having no close friends in college**	57	-07	09	<u>82</u>
Difficulty forming new friendships**	60	05	04	<u>82</u>
Feeling inferior**	56	-01	02	<u>81</u>
Parents making too many decisions for me**	53	-04	04	<u>81</u>
Confused on some moral question**	54	-08	07	<u>81</u>
Want to be more popular**	46	-15	02	<u>81</u>
Ill at ease with other people**	60	03	09	<u>80</u>
Too inhibited in sex matters**	46	-11	-01	<u>80</u>
Having conflicts about religion**	53	08	-01	<u>79</u>
Not getting along with a member of my family	57	-07	04	<u>79</u>
Parents old-fashioned in their ideas	51	-14	05	<u>78</u>
Unable to discuss certain problems at home	53	-08	07	<u>78</u>
Parents expecting too much of me	53	-08	06	<u>78</u>
Being in love	46	-02	-08	<u>77</u>
Easily upset by unexpected change in plans	51	-16	10	<u>77</u>
Too many personal problems	61	01	12	<u>77</u>
Feel timid in the presence of other people	51	00	02	<u>77</u>

* Decimal points omitted

** Items used in CPSQ

Appendix C (continued)

Items	Factor Loadings*			
	G	A	B	C
Deciding whether to go steady	47	-02	-06	<u>77</u>
Lacking self-confidence	51	-04	05	<u>75</u>
Do not know when to talk, when to be still	60	06	08	<u>75</u>
Tend to avoid my responsibilities and obligations	56	08	04	<u>74</u>
Cry over little things	52	03	04	<u>74</u>
Having beliefs that differ from my church	53	04	04	<u>74</u>
Afraid of making mistakes	59	04	13	<u>73</u>
Too easily discouraged	60	-11	08	<u>73</u>
Have too few social contacts	61	18	08	<u>72</u>
Having to wait too long to get married	53	03	07	<u>72</u>
Troubled by moral values of others	51	-15	19	<u>72</u>
Want help in a marital problem	48	02	01	<u>72</u>
Depressed and unhappy about my situation	60	07	13	<u>72</u>
Need advice about marriage	49	00	06	<u>71</u>
Disappointed in a love affair	42	-11	05	<u>71</u>
Differing from my family in religious beliefs	59	-19	11	<u>71</u>
Science conflicting with religion	45	04	05	<u>69</u>
Feel inadequate about social skills	50	06	03	<u>67</u>
Don't know what to believe about God	54	11	07	<u>67</u>
Afraid to do new and different things	56	12	10	<u>67</u>
Home life unhappy	55	00	11	<u>66</u>

* Decimal points omitted

Appendix D

COUNSELING AND PSYCHOLOGICAL SERVICES QUESTIONNAIRE

NOTE: This anonymous questionnaire has been designed for the purpose of furnishing essential information which will be used to enhance the effectiveness of counseling services at ASU. Your cooperation in this matter is appreciated.

CLASS: _____

MAJOR: _____

FULL-TIME STUDENT: _____

PART-TIME STUDENT: _____

Have you ever received counseling services at the Counseling and Psychological Services Center? _____

Everyone faces problems throughout his life. Sometimes it is helpful to talk over these problems with someone else. ASU students often do this with various people on campus. We are interested in your feelings about problems that students might talk over with one of the counselors at the Counseling and Psychological Services Center.

Read over the following list of problems. Decide to what extent you think it would be appropriate for a student to discuss that particular problem with a counselor at the Center. Respond to each item whether or not you have had direct experience with the Center.

If the problem is MOST APPROPRIATE for discussion at the Center, mark..... 1 2 3 4 5

If the problem is APPROPRIATE but there are other resources that would be just as appropriate, mark 1 2 3 4 5

If you are UNCERTAIN OR UNDECIDED, mark 1 2 3 4 5

If the problem is probably INAPPROPRIATE for discussion at the Center, mark 1 2 3 4 5

If the problem is DEFINITELY INAPPROPRIATE, mark 1 2 3 4 5

1. What type of job would be best for me?..... 1 2 3 4 5

2. Not having enough time to study..... 1 2 3 4 5

3. Want some sort of scholarship to help on expenses..... 1 2 3 4 5

Appendix D (cont.)

4. Having trouble with one or both parents..... 1 2 3 4 5
5. Am I in the proper curriculum?..... 1 2 3 4 5
6. Not knowing how to study effectively..... 1 2 3 4 5
7. Difficulty forming new friendships..... 1 2 3 4 5
8. Parents making too many decisions for me..... 1 2 3 4 5
9. Confused on some moral question..... 1 2 3 4 5
10. Wanting to achieve better study habits..... 1 2 3 4 5
11. Doubting the wisdom of my vocational choice..... 1 2 3 4 5
12. Want to be more popular..... 1 2 3 4 5
13. Am I qualified for the vocation I'm considering?..... 1 2 3 4 5
14. Getting back in college after dismissal..... 1 2 3 4 5
15. Want information about different vocations..... 1 2 3 4 5
16. Going in debt for college expenses..... 1 2 3 4 5
17. Ill at ease with other people..... 1 2 3 4 5
18. Having conflicts about religion..... 1 2 3 4 5
19. Not getting as much out of my studying as I put into it.... 1 2 3 4 5
20. Want interest tests to clarify my vocational goals..... 1 2 3 4 5
21. Being too inhibited in sexual matters..... 1 2 3 4 5
22. Want a career in which my personality won't clash
with the field..... 1 2 3 4 5
23. Want assistance in learning proper study habits..... 1 2 3 4 5
24. Need to decide on an occupation..... 1 2 3 4 5
25. Ineffective use of study time..... 1 2 3 4 5
26. Feeling inferior..... 1 2 3 4 5
27. Having no close friends in college..... 1 2 3 4 5
28. Want to know what I'm best suited for..... 1 2 3 4 5

