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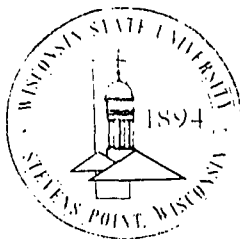
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ABSTRACT

The bulk of this report is devoted to presenting the findings of a study, which was designed to determine student and faculty desires for counselor and counseling center functioning. The results of questionnaires, one developed for students and one for faculty, indicate that the 3 traditional counseling services (personal, vocational and educational) are perceived by both groups to be the most important functions of a counseling center. Among other things, it was also found that (1) regular university hours do not meet the desires of either group, and early evening hours are seen as necessary for the counseling service, as is 24-hour emergency service; (2) an established counseling center, as distinguished from an out-reach program, is preferred; (3) age, but not sex, of the counselor is an important variable for students; and (4) faculty feel that the counseling center should have considerable autonomy. All findings are briefly discussed and some recommendations made. (TL)

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WSU-CORD



The Wisconsin State Universities Consortium of Research Development

Research Report

DESIRED COUNSELING CENTER FUNCTIONS AS PERCEIVED BY
FACULTY AND STUDENTS

John B. Hamann
Wisconsin State University - River Falls
River Falls, Wisconsin

Cooperative Research

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FINAL REPORT

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The research reported herein was performed pursuant to a Wisconsin CORD grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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STUDENT AND FACULTY PERCEPTIONS OF INSTALLED COUNSELING CENTER DATA

Investigator: John E. Hermann
Wisconsin State University - River Falls
Local Project No. 19

SUMMARY

The idea for this study developed from the feeling that the counseling staff should have added knowledge and understanding of the desires of the people on the Campus they were serving.

This descriptive study was designed to determine student and faculty desires for counselor and counseling center functioning. An appropriate questionnaire was developed and mailed to all faculty members and to a random sample of 500 students at WSU-River Falls.

Results of the questionnaire indicated that students and faculty perceive the three traditional counseling services of personal, vocational, and educational counseling as being the most important functions for the Counseling Center to perform. Contrary to recent writings in the field, personal growth and development counseling was ranked rather low in importance. Perhaps this may be attributed to some of the controversy about programs such as sensitivity groups or to the newness of such programs on our Campus. It would appear desirable for the Counseling Center to provide some educational information in this area to enhance the knowledge regarding the benefits of this type of involvement.

Regular University hours do not seem to meet the desires of the students or the faculty. It may be desirable to have counselors available during evening hours. It would appear to be of considerable importance to have counselors available on emergency basis.

Counselors frequently perceive a need for an outreach program, but both faculty and students perceived an established Counseling Center as a more desired location. Somewhat surprisingly, students ranked dorms as the least desirable location for counselors. In this same vein faculty perceived the library and classroom buildings as the least desirable location for counselors. It may be that neither students nor faculty want counselors infringing on their domains.

Sex of the counselor is apparently not perceived as being an influencing factor as far as students or faculty see their ability to help. If a preference exists, it favors male counselors, but this is not strong.

Age is not an influencing factor for the faculty, but it apparently is one of considerable importance for students. The Counseling Center should be acutely aware that students desire to associate with young counselors and that they may be reluctant to seek out an older counselor.

A rather large number of faculty felt that the Counseling Center should have considerable autonomy. This may reflect a feeling of the need for counselors to be disassociated from any possible social stigma of being associated with Administration.

Although students indicated they would turn to counselors for assistance before they would seek the help of faculty, resident hall directors or resident hall assistants, they apparently do not do this in practice. The thought of proximity arises and yet students don't see dorms as a desirable location for counselors.

Suggestions for further study would certainly be in the area of why students seek assistance from lay persons when professional help is available. The age-old problem of why students do not turn to counselors for assistance appears to still be very much with us.

TABLE OF CONTENTS

SECTION	PAGE
Acknowledgements	1
Need and Review of Literature.	1
Method	5
Findings	5
Summary and Conclusions.	8
Bibliography.	10
Appendix A	12
Appendix B	19

TABLE	PAGE
I. Counseling Center's Most Desirable Functions	4
II. Most Desirable Time for Counselors to be Available	5
III. Desired Physical Location for Counselors to be Available.	5
IV. University Personnel to Whom Students Would Turn for Assistance	7
V. Individuals Students Typically Turn to for Assistance.	7

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Need and Review of Literature

The idea for this study developed from the feeling that the counseling staff should have added knowledge and understanding of the desires of the people on the campus they were serving. With this thought in mind, a descriptive study was developed to investigate faculty and student perception of the present counseling services that were desired by the students and faculty. More specifically, the study was designed to identify the types of functions the Center should perform, preferred location, preferred counseling times, why students have or have not used the counseling services, and the preferred sex and age of the counselors.

Albert (1968) investigated college counseling services and found the majority, 67 percent, described their counseling facilities as connected in some manner with a Student Personnel Division. Only 12 percent had counseling centers that functioned as a separate, independent unit. Other centers were within the psychology or education departments, while a few were sub-units of health and medical departments.

In an unpublished survey taken by Frank A. Nugent and E. Nelson Pareis at Western Washington State College (1965), results showed that out of 785 responding colleges, only 59 percent had officially recognized counseling centers.

Many colleges do not use graduate students or interns because training them is such a long-time affair and a full-time staff member can take the place of three or four of these people. Albert (1968) reported that 18 percent of the counseling centers indicated they made use of some of these students, while Clark (1961) showed that 53 percent had no graduate students or interns.

Williamson (1961) reported that in the past many counseling centers were seen as remedial agencies to which specific problems were referred. In addition to this, they were loaded down with many responsibilities and could not meet the needs of the student populace. Some writers today, as reported by Williamson (1961), are realizing that developmental problems are normal in students of varying social and cultural backgrounds, and that counseling is not only a remedial service but one for all students.

Morril and Oetting (1970) state that counseling centers must be evaluated for relevancy to today's educational goals. They also suggest that the counseling center must move out into the university community with a program of preventative intervention as is used by community mental health centers.

Studies by Clark (1961) and Albert (1968) strongly indicate that a majority, 80 and 71 percent respectively, of counseling centers see their principle service as one of offering vocational, educational, and personal counseling. In Clark's study, vocational counseling was mentioned by 71 percent, educational by 67 percent, and personal by 60 percent. Mueller (1961) also listed these services as basic.

Clark's (1961) data pointed out that 60 percent of the counseling centers had been conducting research within the past two years. Magoon's (1968) work on the American College Personnel Association's Counseling Commission's Annual Data Bank Survey of Counseling Centers for 1967-68 showed that data returned from 119 counseling centers pointed out that 26 percent of their counselor's time was spent in research.

An interesting facet in Clark's (1966) work was in the public relations aspect of the center. Each counseling center had its own way of making itself known; 54 percent, however, used the student newspaper to make themselves known. Freshman orientation and word-of-mouth came in close seconds, as did contact with the faculty.

Clark's (1966) study also reported that 78 percent of all respondents indicated that most students were self-referred. Peers and friends were the next most frequent source (54 percent). Ninety-five percent of all respondents placed physicians last. When referrals had to be made from the counseling center, the most frequent source was to the university student health clinic which had consultant psychiatrists on the staff. Some referred students to psychiatrists in private practice.

Foulds and Guinan (1969), suggest that most counseling centers are inadequate. They contend that our society is unhealthy and that we cannot just focus on remedial aspects but should work with the healthy personality. They feel that the counselor should help people to experience life as an on-going process of becoming; he should not try to 'adjust' them to the demands of an unhealthy culture. The counseling center could be the model to instill the expansion of human awareness. They feel that the counselors should be concerned with improving personal growth and human relationships.

But men seek more than a reactive practice. They also see a proactive one as necessary in which depersonalization, alienation, and mechanization of college life is reduced. They view the counseling center as more a growth center, offering consultant services, graduate counselor education experiences, and taking steps forward in research and programs of evaluation. The way to break down many of the barriers that have stood for so long is through the use of group activities. The two men feel groups are an important facet and that the counseling center could provide many types, not just the basic 'T' group.

Minge and Cass (1966), at Washington State University, and Frankl and Perlman (1969), at the University of Illinois in Chicago, have initiated studies just to see how students perceive counseling centers, what they expect of them, and just how effectively are counseling centers meeting these needs.

Through various media the counseling center at Washington State University made an effort to make their programs known and they devised a one-page questionnaire to see how effective they were. Student response was high, as 93.3 percent of those sampled returned the questionnaire. Despite their intense public relations efforts, 14 percent of the population had not heard of the student counseling center.

Even though 86 percent had heard of the counseling center, few had correct information as to its services. In the space for additional comments, twenty-two persons (16 percent) felt more information concerning the counseling center was needed. Those people who were the most aware of it had the most accurate information about it. Females and unmarried students seemed the most aware of the services.

Frankl and Perlman's (1966) study sought other answers and found some. Fewer males had contact with the counseling center even though the male population totaled 63 percent. Older students had fewer contacts also. In line with the previous studies of Clark (1966) and Albert (1968) on counseling centers, most students in Frankl and Perlman's (1969) study saw vocational and academic counseling as primary. Most, however, saw personal counseling as their friend's need, not their own.

Method

The purpose of this study was to ascertain student and faculty perceptions of the Counseling Center's function on Campus. To achieve this end, two appropriate questionnaires were developed: one for the faculty (Appendix A) and one for the students (Appendix B). These questionnaires were designed through the combined efforts of the staff of the Student Counseling Center and a graduate student in the University's Counselor Education Program. The student questionnaire was first administered to a pilot group of 20 students. Areas of general confusion were noted and corrected. The questionnaire was again administered to a group of ten students; added areas of confusion were noted and corrected. The faculty questionnaire was administered to four faculty members and areas of confusion were noted and changed.

The students who participated in the project were randomly selected by the University Computer Center using a table of random numbers. Through this process 500 students were selected. Instead of a random selection of faculty, all 256 faculty members at WSU-River Falls received the questionnaire.

Findings

Of the 500 questionnaires sent to students, 328 were returned and were usable for the study. Of the 256 questionnaires sent to faculty, 61 were returned and were usable for the study. This constitutes a 65.6 percent return for the student questionnaire and a 23.8 percent return for

the faculty questionnaire. One follow-up letter was sent out to the students. No follow-up letter, however, was sent to the faculty. All questionnaires were distributed either through campus or regular postal service. Results of the faculty survey must, because of the low number of returns, be considered indicators rather than indicative of the total faculty's perceptions.

Table I indicates the mean rank distribution of the faculty's and students' ranking of the Counseling Center's most desirable function. The lowest ranking is most desirable, while the highest is the most undesirable.

Table I
Counseling Center's Most Desirable Functions

Function	Faculty Mean Rank	Student Mean Rank
Personal Counseling	1.87	2.28
Educational Counseling	2.72	3.39
Vocational Counseling	3.74	3.45
Educational Programs	3.85	3.71
Personal Growth and Development Counseling	3.90	4.03
Professional and University Service	4.91	4.21

Personal counseling was reported by the faculty as being the most important function for the Counseling Center to perform. This is followed by educational counseling which was viewed as the second most helpful function. Vocational counseling, educational programs, and personal growth and development counseling were ranked about equally in third, fourth, and fifth place. The least important function for the Counseling Center to perform was reported by the faculty to be professional and university service.

Students, like faculty, perceived personal counseling as the most important function for the Counseling Center to perform. This was followed in importance by educational and vocational counseling. Educational programs and personal growth and development counseling were ranked in fourth and fifth place with professional and university services again being viewed as the least important function. The rank order for students and faculty were the same, but the distribution was less for the students.

Table II indicates the mean rank distribution of the faculty's and students' perception of the most desirable time for counselors to be available. The lowest ranking is most desirable, while the highest is the most undesirable.

Table II
Most Desirable Time for Counselor to be Available

Time	Faculty Mean Rank	Student Mean Rank
8 A.M. to 5 P.M. plus all hours on emergency basis	1.47	2.10
12 Noon to 9 P.M.	2.14	2.31
8 A.M. to 5 P.M.	2.96	2.41
6 P.M. to 1 A.M.	3.41	3.18

Both faculty and students perceived the most desirable time for counselors to be available as being from 8 A.M. to 5 P.M. plus all hours on an emergency basis. Twelve noon to 9 P.M. was ranked as the second most desirable with 8 A.M. to 5 P.M. being the third most desirable. This indicates that faculty and students perceive afternoon and evening hours as being more desirable than regular daytime hours. The least desirable time for counselors to be available was reported as being from 6 P.M. to 1 A.M. Faculty and students ranked all desirable times in the same order.

Table III indicates the mean rank distribution for the faculty's and students' ranking of the desired physical locations for counselors to be available. The lowest ranking is most desirable, while the highest is the most undesirable.

Table III
Desired Physical Locations for Counselors to be Available

Location	Faculty Mean Rank	Student Mean Rank
Student Counseling Center	1.41	1.61
Dormitories	2.36	2.99
Student Center	2.54	2.60
Library and Classrooms	3.54	2.76

Both faculty and students view an organized counseling center as the most appropriate area for counselors to be available. The faculty ranked the dormitories and the Student Center second and third respectively. The least desirable physical location for counselors to be located was reported by the faculty as being the library or classroom area. Students view the situation somewhat differently. They viewed the Student Center and library and classroom as the second and third most desirable location and the dormitories as the least desirable.

Fifty-one of the 61 faculty responding, or 83 percent indicated that the sex of the counselor would not influence their making a referral. Seventy-two percent of the students indicated that the sex of the counselor would not influence the decision to seek assistance. Of those responding that sex would make a difference, the large majority indicated that they would prefer a male counselor (students, male 72 and female 18).

Forty-six of the faculty or 77 percent indicated that age of the counselor would not be a factor in making a referral. Of those indicating that age would be a factor, 60 percent indicated that the age bracket of 30-39 would be the most desirable. Fifty-one percent of the students indicated that the age of the counselor would not make a difference. Of those students indicating that age would make a difference, 56 percent indicated that they would prefer a counselor under 30 years of age and 34 percent indicated a preference for a counselor between the ages of 30-39. Only 10 percent indicated that they would prefer a counselor over 40 years of age. Clearly, the students are more concerned over the youth of counselors than are faculty.

The faculty was asked their perception of the most desirable organizational structure of the counseling department. Fifty-seven percent felt that counselors should be associated with the Student Personnel Division while 43 percent felt that they could operate more effectively as an independent agency directly responsible to the President.

Thirty-five faculty members had made referrals to the Counseling Center and 26 had not. Of the 26 not making referrals, 22 indicated that the occasion did not arise. The leading problem-area for referrals was personal counseling with educational, vocational, and testing being considerable less. Of the 35 making referrals, 33 indicated that the handling of the referrals were satisfactory. One of the two not satisfied stated that the student was embarrassed and the other indicated that the counselor's attitude was bad.

Eighty-five or 26 percent of the student sample had made use of the Counseling Center while 74 percent had not. Of those not using the Center, the vast majority indicated that the reason was that they felt no need to use it. Services used at the Center were listed as being: educational counseling 47, personal counseling 35, vocational counseling 21, and testing 15. Some of the students checked more than one area and therefore, the number exceeds the 85 who are listed as having used the Center for some purpose.

Table IV indicates the ranking by students of University personnel

they would turn to for assistance in solving a problem. The lowest ranking is most desirable, while the highest is the most undesirable.

Table IV

University Personnel to Whom Students Would Turn to for Assistance

University Personnel	Mean Rank
University Personnel Counselors	2.77
Faculty	2.79
Resident Hall Director	3.83
Resident Assistant	3.94
Dean of Men/Women	4.35
Student Intern	4.88
Psychology Department	5.40

The college personnel which students see as being most able to help them with their problems are counselors first and faculty second. Resident hall directors were ranked third with resident assistants being fourth. Deans and student interns were ranked fifth and sixth with members of the Psychology Department being viewed as the least able to help with problems.

Table V indicates whom students stated they typically turn to for assistance in solving their problems. The lowest ranking is most desirable, while the highest is the most undesirable.

Table V

Individuals Students Typically Turn to for Assistance

Individuals	Rank
Friend	2.09
Parent	3.15
Roommate	3.95
Faculty	4.65
Resident Assistant	5.34
Resident Hall Director	5.41
Counselor	5.50
Minister	5.83

Students typically turn to their friends for assistance in solving their problems. Parents were ranked next followed by room-mates. University personnel followed with faculty ranked fourth, resident assistant ranked fifth, resident hall director sixth, and counselor seventh. Ministers were ranked as the last person students typically turn to for assistance. Therefore, even though students viewed counselors as the most able to help, they typically do not turn to them when assistance is needed.

Summary and Conclusions

This study was designed to determine student and faculty desires for counselor and Counseling Center functioning. A questionnaire was developed and mailed to all faculty members and to a random sample of 500 students.

Results of the questionnaires indicated that students and faculty perceived the three traditional counseling services of personal, vocational, and educational counseling as being the most important functions for the Counseling Center to perform. Contrary to recent writings in the field, personal growth and development counseling was ranked rather low in importance. Perhaps this may be attributed to some of the controversy about programs such as sensitivity groups or to the newness of such programs on our Campus. It would appear desirable for the Counseling Center to provide some educational information in this area to enhance the knowledge regarding the benefits of this type of involvement.

Regular University hours do not seem to meet the desires of the students or the faculty. It may be desirable to have counselors available during early evening hours. It would appear to be of considerable importance to have counselors available at all hours on emergency basis. An emergency answering service might be considered or at least publicity that counselors are available at all hours on an emergency basis and information on how this service may be obtained.

Counselors frequently perceive a need for an out-reach program, but both faculty and students perceived an established Counseling Center as a more desired location. Somewhat surprisingly, students ranked dorms as the least desirable location for counselors. In this same vein faculty perceived the library and classroom buildings as the least desirable location for counselors. It may be that neither students nor faculty want counselors infringing on their domains.

Sex of the counselor is apparently not perceived as being an influencing factor as far as students or faculty see their ability to help. If a preference exists it favors male counselors, but this is not strong.

Age is not an influencing factor for the faculty, but it apparently is one of considerable importance for students. The Counseling Center should be acutely aware that students desire to associate with young counselors and that they may be reluctant to seek out an older counselor. It would seem desirable for replacement counselors to be young and perhaps for older counselors to spend less of his time with one-to-one counseling

and more time with counselor education, research, testing, developing programs or some other non-counseling activity.

A rather large number of faculty felt that the Counseling Center should have considerable autonomy. This may reflect a feeling of the need for counselors to be disassociated from any possible social stigma of being associated with Administration.

Although students indicated they would turn to counselors for assistance before they would seek the help of faculty, resident hall directors, or resident hall assistants, they apparently do not do this in practice. The thought of proximity arises and yet students don't see dorms as a desirable location for counselors. The answer may lie in the stigma associated with counselors and perhaps greater role clarification is needed to remove what may be an undesirable image. Suggestions for further study would certainly be in the area of why students seek assistance from lay persons when professional help is available.

The study has provided information to better meet the desires of the University community which the Counseling Center serves. Questions regarding organizational functions such as times available, locations, age, and sex of the counselor appear to have been answered. The age-old problem of why students do not turn to counselors for assistance appears to still be very much with us.

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APPENDIX A

FACULTY PERCEPTIONS
OF A DESIRED COUNSELING CENTER ROLE

This questionnaire is designed to collect information pertaining to how faculty members would most like to see counselors and the Student Counseling Center function.

The entire faculty of WSU-RF is being asked to participate in this study. The time required to complete this questionnaire (10-15 minutes) will not be wasted since your responses will help increase the effectiveness of services provided by the Student Counseling Center and possibly result in new programs meeting further needs of the WSU-RF academic community.

Please do not sign your name. Return the completed questionnaire in the enclosed self-addressed envelope at your earliest convenience.

SECTION I

Sex () M () F Age _____ years Highest Degree Earned _____
Field of Specialization _____ Number of Years on WSU-RF Staff _____
Major Responsibility () Teaching () Non-Teaching

SECTION II

I. Rank the following counseling center functions, i.e., personal counseling, educational counseling, etc., in the order you feel they are the most important for the counseling center to perform. Then, within each function rank three services in the order of their importance. (One (1) is most important).

() Personal Counseling

- () one-to-one personal problem counseling
- () crisis counseling
- () personal testing
- () 'T' groups
- () marriage counseling
- () referral off-campus psychiatric service

() Vocational Counseling

- () testing (interest, aptitude)
- () occupational, educational information
- () one-to-one vocational decision assistance

() Educational Programs

- () draft counseling
- () sensitivity groups for credit
- () drug education
- () tutoring
- () study skills
- () freshman orientation
- () reading clinics

() Educational Counseling

- () testing (IQ, personality, aptitude)
- () one-to-one educational problem counseling
- () assistance to probationary students

() Personal Growth and Development Counseling

- () one-to-one self-exploration counseling
- () group dynamics
- () self-actualization
- () testing
- () 'T' and encounter groups

() Professional and University Services

- () research (concerning counseling center and university questions)
- () academic advising
- () consultant services to other departments
- () student-faculty interaction groups
- () red tape cutting
- () liaison between the student and the university

II. Numerically rank all of the following to indicate at what times you believe counselors should be available. (One (1) is most desirable).

- night hours (6 p.m. - 1 a.m.)
- afternoon to evening hours (12 noon - 9 p.m.)
- regular university hours plus all hours on emergency basis
- regular university hours (8 a.m. - 5 p.m.)

III. Numerically rank all of the following locations as to where you feel counselors should be available. (One (1) is most desirable).

- student center
- library or classroom building
- student counseling center
- residence halls
- others (Please indicate) _____

IV. Numerically rank all of the following university personnel in the order you would refer students to them for assistance in solving problems. (One (1) is most desirable).

- psychology staff
- counselors in student counseling center
- student interns
- faculty members
- resident hall directors
- dean of men or women
- resident assistants
- others (Please indicate) _____

SECTION III

Please respond to the following items:

I. Have you ever referred a student to the student counseling center?

- yes
- no

If your answer to No. I is yes, go to question No. III. If it is no, answer question No. II and then go to question No. VI.

II. Why have you not referred a student to the student counseling center?

(Indicate the one most important reason).

- did not feel counselors were able to help
- did not know how to make a referral for the student
- did not know the location of the center
- was not aware of the existence of the counseling center
- the occasion did not arise
- thought the student would be embarrassed
- did not feel faculty should get involved in the personal life of the students
- was not aware of the services offered by the student counseling center
- others (Please indicate) _____

III. What student counseling center services have you recommended

to your student (s)?

- educational counseling
- personal counseling
- vocational counseling
- testing
- others (Please indicate) _____

IV. How did you find out about the services offered by the student counseling center?

- colleagues
- students
- counseling center publication
- university publication
- staff meeting
- others (Please indicate) _____

V. Were you satisfied with the procedures of the student counseling center in handling your referral?

- yes
- no

If your answer to the above question is negative, indicate the reason for your dissatisfaction.

- making appointments was difficult
- clerical staff was not cooperative
- working hours of the center were not suitable
- the students were embarrassed
- counselors' attitudes were not satisfactory
- others (Please indicate) _____

VI. Would the sex of the counselors influence your decision in making a referral?

- yes
- no

If your answer is affirmative, indicate your choice.

- male
- female
- depends on individual being referred

VII. Would the counselor's age influence your decision in making a referral?

- yes
- no

If your answer is affirmative, which of the following age groups would you be more likely to make a referral to?

- under 29
- 30-39
- 40-49
- 50 and over

VIII. Numerically rank all of the following to indicate the individuals whom you have found students typically turn to when assistance is needed to solve a problem.

- counselor in student counseling center
- resident hall director
- resident hall assistant
- friend
- roommate
- parents
- minister, priest, or rabbi
- faculty member
- others (Please indicate) _____

IX. Do you believe that the present organizational placement of the student counseling center, as part of the Student Personnel Division, provides the optimum conditions for its operation?

- yes
- no

If your answer is negative, numerically rank the following alternatives as to which would provide the optimum condition for its operation.

- education department
- psychology department
- independent agency directly responsible to the President
- others (Please indicate) _____

X. Do you think the present physical location of the student counseling center is the most appropriate?

- yes
- no

If your answer is negative, indicate your preference for the following alternatives by ranking all of them numerically.

- in the student center
- in one of the residence halls
- off-campus
- with administrative personnel, such as North Hall
in conjunction with other personnel offices
- in one of the academic buildings
- others (Please indicate) _____

APPENDIX B

STUDENT PERCEPTIONS
OF A DESIRED COUNSELING CENTER ROLE

This questionnaire is designed to collect information pertaining to how students would most like to see counselors and the Student Counseling Center function.

You are one of 500 individuals selected by means of a random sample to participate in this study. The time required to complete this questionnaire (10-15 minutes) will not be wasted since your responses will be reflected in programs the Counseling Center will initiate at WSU-River Falls.

Return the completed questionnaire in the enclosed self-addressed envelope at your earliest convenience.

Your response will be kept confidential. The numbers on the questionnaire will be used only if a follow-up letter is necessary.

SECTION I

Sex () M () F Age _____ years () Single () Married
Major _____ Place of Residence () Dorm () Off-Campus-RF () Commute
College Status () F () S () J () S () G

SECTION II

I. Rank the following six counseling center functions, i.e., personal counseling, educational counseling, etc., in the order you feel are the most important for the counseling center to perform. Then, in each of the groups rank three functions in the order of their importance. (One (1) is most important).

() Personal Counseling

- () one-to-one personal problem counseling
- () crisis counseling
- () personal testing
- () 'T' groups
- () marriage counseling
- () referral off-campus psychiatric service

() Vocational Counseling

- () testing (interest, aptitude)
- () occupational, educational information
- () one-to-one vocational decision assistance

() Educational Programs

- () draft counseling
- () sensitivity groups for credit
- () drug education
- () tutoring
- () study skills
- () freshman orientation
- () reading clinics

() Educational Counseling

- () testing (IQ, personality, aptitude)
- () one-to-one educational problem counseling
- () assistance to probationary students

() Personal Growth and Development Counseling

- () one-to-one self-exploration counseling
- () group dynamics
- () self-actualization
- () testing
- () 'T' and encounter groups

() Professional and University Services

- () research (concerning counseling center and university questions)
- () academic advisers
- () consultant services to other departments
- () student-faculty interaction groups
- () red tape cutter
- () liaison between the student and the university

II. Rank each of the following times by number that you would most like to have a counselor available. (One (1) is most desirable).

- regular university hours (8 a.m. - 5 p.m.)
- afternoon to evening hours (12 noon - 9 p.m.)
- night hours (6 p.m. - 1 a.m.)
- regular university hours plus all hours on emergency basis

III. Rank each of the following locations as to where you would most like to meet with a counselor. (One (1) is most desirable).

- student center
- student counseling center
- residence halls
- library or classroom building
- others (Please indicate) _____

IV. Rank each of the following university personnel in the order you would contact them for assistance in solving problems. (One (1) is most desirable).

- resident assistant
- dean of men or women
- counselors in student counseling center
- student interns
- resident hall directors
- faculty members
- psychology staff
- others (Please indicate) _____

SECTION III

Please respond to the following items:

1. Have you ever used the services of the student counseling center?

- yes
- no

If your answer to No. 1 is yes, go to question No. 3. If it is no, answer question No. 2 and then go to question No. 6.

2. Why have you not used the services of the student counseling center?

(Indicate the one most important reason)

- did not feel counselors were able to help
- did not know how to make an appointment
- did not know the location of the counseling center
- did not know there was a student counseling center
- felt no need
- embarrassed
- other (Please indicate) _____

3. What services have you made use of at the student counseling center?

- educational counseling
- personal counseling
- vocational counseling
- testing
- others (Please indicate) _____

4. How did you find out about the services offered by the student counseling center?

- teacher
- student
- roommate
- university publication
- orientation meeting
- others (Please indicate) _____

5. Were you satisfied with the appointment procedures as now used by the student counseling center?

- yes
- no

6. Would the sex of the counselor make any difference to you?

- yes
- no

If yes, indicate your choice.

- male
- female

7. Would the counselor's age be a factor in your selection of him?

- yes
- no

If yes, which of the following would you prefer?

- Under 30
- 30-39
- 40-49
- 50 and over

8. Rank each of the following individuals that you typically turn to when assistance is needed to solve a problem.

- resident hall director
- counselor in student counseling center
- resident hall assistant
- friend
- roommate
- faculty member
- parents
- minister, priest, or rabbi
- others (Please indicate) _____