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A Method Of Evaluating The Counseling And Advising Program Of A Small University, And A Comparative Analysis Of Students' Perceptions Of And Expressed Needs For Counseling And Advising

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A METHOD OF EVALUATING THE COUNSELING AND ADVISING PROGRAM OF A SMALL
UNIVERSITY, AND A COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTIONS
OF AND EXPRESSED NEEDS FOR COUNSELING AND ADVISING

A Joint Doctoral Dissertation
Presented to
the Faculty of the School of Education
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Howard Owen Hardcastle and Earl William Wright

June 1972

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Dated September 7, 1972

A METHOD OF EVALUATING THE COUNSELING AND ADVISING PROGRAM OF A SMALL
UNIVERSITY, AND A COMPARATIVE ANALYSIS OF STUDENTS' PERCEPTIONS
OF AND EXPRESSED NEEDS FOR COUNSELING AND ADVISING

Dissertation Abstract

It was the purpose of this research project to develop a method which could be used by college and university personnel to obtain students' perceptions of and convictions concerning advising programs on their campuses. Included in the procedure was a demonstration of how it can be determined where the greatest needs are and whether or not there are any significant differences in the perceptions of, or expressed needs for, counseling and advising by different categories of students within the school. For this demonstration, seven different categories of students to be tested were chosen from the student population and hypotheses about these groups were constructed.

An important basic assumption for this study is that most small colleges and universities have counseling and advising programs that are enough alike to readily adapt the method used in this study for their use. Because it was developed for and tested on a campus of less than 5,000 students, it is not claimed that the procedure is useable on campuses of larger enrollment.

First, a questionnaire was constructed and administered and tested, and the results were analyzed and reported to the University; after a lapse of two years the questionnaire was revised and re-tested. The main body of this study is an interpretation and a comparative analysis of the results of the two questionnaires. The analysis consists primarily of a comparison of the various groups of students over the two year period. The chi square test of statistical significance was used to determine differences and likenesses.

The findings of the study are briefly as follows: With respect to the two-fold purpose of this project as stated above, claims can be made that the project has been successful. Administrators should be able to determine by using the data where the strengths and weaknesses of their programs are. With respect to the hypotheses, despite evidence in the literature to lead the researcher to expect something else, not one hypothesis was wholly supported by the data. Briefly stated, the findings of the hypotheses are as follows: (1) Men do not indicate less need for counseling and advising than do women, (2) Professional school students do not indicate any less need for counseling and advising than do liberal arts school students, (3) Upper classmen do not indicate any less need for counseling and advising than do lower classmen, (4) Upper G.P.A. students do not indicate any less need for counseling and advising than do lower G.P.A. students, (5) Students living on campus do not indicate any less need for counseling and advising than do students living off campus, (6) Students who come from academically-oriented families do not indicate less need for counseling and advising than do students from non-academically oriented families, and (7) Students who have had what they considered to be helpful high school counseling do not indicate more need for counseling and advising than do students who have not had good counseling.

PREFACE

This project was originally proposed and initiated by Earl W. Wright, who died in an airplane accident March 11, 1970. To him goes the credit for designing the questionnaire, administering it, and obtaining the raw data from the computer. At the time of his death he was about to begin the writing of Chapter 1.

Because of the immediate importance of the research to the University of the Pacific, officials of the University approached me during the summer of 1970, at the beginning of my doctoral program, suggesting that I consider the possibility of finishing the work. As an attractive inducement it was suggested that perhaps I might wish to study the possibility of expanding the work into a joint dissertation. After a preliminary study of the original dissertation proposal and the raw data and after a brief consultation with each of the members of Mr. Wright's committee, it was agreed that a joint undertaking of this kind would not only be mutually beneficial to the University and to me but would also contribute to the general body of knowledge as well.

It was first proposed that Mr. Wright's questionnaire be revised and tested on at least one other college campus of approximately the same size for not only the obvious advantage of using the instrument on another campus but also the additional advantage of obtaining more data against which to test the research hypotheses. After considerable search, however, it was not possible to find another college which was willing to participate in the study. This turn of

events seemed at first unfortunate, but the ultimate solution to the problem gave results which are thought to be equally as valuable.

The study now consists of a horizontal as well as a vertical study of the university counseling and advising program over a two year span. The study provided an opportunity to look at the same student group again after a lapse of two years to see what, if anything, had happened. Such a study also provided a second chance to obtain data in those areas in which the first questionnaire was found to be deficient.

The first step in the joint endeavor was to write and present to the University a preliminary report of Mr. Wright's findings. For a copy of this report, see Appendix F. Although Mr. Wright and I did not actually collaborate in the research, the dissertation is written as if we did because of the obviously unique circumstances surrounding the project.

Howard O. Hardcastle

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To Dr. William C. Theimer, Jr., Director of the Laboratory of Educational Research and teacher of statistics and research methodology, appreciation is expressed for his patient support and critical evaluation.

During the data collecting period, several persons graciously gave of their time and assistance. The office of Dr. Edward Betz was helpful in distributing the questionnaire and collecting the results. The resident assistants were particularly helpful with the distributions and collections in the residence halls.

Finally, a special thanks goes to Mrs. Jeannie Sherman, my secretary, for the hours and hours spent in typing the dissertation and particularly for the superb job she did with the 132 tables.

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Chapter 1

INTRODUCTION: PRESENTATION OF THE PROBLEM

INTRODUCTION

A recurring observation among critics of the guidance movement is that the field of counseling is disordered and that it operates more by hunches, faith, and hope than by solid research-based evidence.¹ A search of literature will reveal a dearth of research of counseling and advising programs, particularly as it relates to evaluations as done by the students.

A great need of college and university personnel is an effective method which can be used to convey the convictions of students concerning the counseling and advising programs on their campuses. Such a method would give valuable statistical information that could be used in providing effectively for the counseling and advising needs of the campus.

THE PROBLEM

Statement of the Problem

The nature of the problem is twofold:

1. To develop, with the help of students and student personnel workers, a method which can be used to convey to college

¹John W. Rothney and Gail F. Farwell, "The Evaluation of Guidance and Personnel Services," Review of Educational Research, XXX (April, 1960), 168-175.

administrators, deans, counselors, and advisors anonymous convictions of students concerning the counseling and advising programs on their campuses.

2. To determine, by using this method, where the greatest needs are and whether or not there are any significant differences in the perceptions of, or expressed needs for, counseling and/or advising by different groups such as:
 - a. Male and female students,
 - b. Students in liberal arts colleges and those in professional schools,
 - c. Students with upper division standing and those with lower division standing,
 - d. Students with a 2.6 grade point average or above and those below 2.6,
 - e. Students living off campus in private dwellings and those living on campus in university housing,
 - f. Students who come from academically-oriented family backgrounds and those who do not,
 - g. Students who have had what they considered to be helpful college, vocational, or personal counseling in high school and those who have not.

Significance of This Study

This study is important for the following reasons:

1. College administrators, deans, counselors, and advisors need a method to effectively evaluate the counseling and advising program of the school as seen from the student's point of view.
2. Students need a means through which they can anonymously express to the administrators, deans, counselors, and advisors their reactions and suggestions regarding the counseling and advising program being conducted on the campus.
3. Information of this type should assist the administrators to provide counseling and advising services that will meet the expressed needs of the various groups of students (professional school students as compared with liberal arts students, for example).

4. Administrators, deans, counselors, and advisors should be able to work more intelligently if they knew how well their staff was meeting the counseling and advising needs of the students in the areas of (1) academic-educational problems, (2) occupational-vocational problems, and (3) personal-social problems.
5. Changes in the counseling and advising program could be made in the light of statistical evidence rather than because of an individual's "hunch" or because of a vocal minority's pressure.
6. An effective counseling and advising program should cut down the attrition rate, particularly of freshmen and new students.

HYPOTHESES

The hypotheses which this study will seek to support are not, as it will become clear, part of the main purpose of this project. Most of the hypotheses were formulated as the result of the literature review. It was felt that a replication of these findings could be easily accomplished on the campus to be studied and that perhaps the results could add to the general body of knowledge.

The hypotheses are as follows:

1. Men will indicate less need for counseling and advising than will women.
2. Students in a professional school, such as pharmacy or engineering, will indicate less need for counseling and advising than will those in liberal arts colleges.
3. Upper division students will indicate less need for counseling and advising than will lower division students.
4. Students with a 2.6 G.P.A. or better will indicate less need for counseling and advising than will those below 2.6.
5. Students living on campus will indicate less need for counseling and advising than will those living off campus.
6. Students who come from academically-oriented families will indicate less need for counseling and advising than will students who do not.

7. Students who had had what they considered to be helpful college, vocational, or personal counseling in high school will indicate more need for counseling and advising than will students who have not.

ASSUMPTIONS AND LIMITATIONS

Assumptions

The assumptions upon which this study was based are as follows:

1. The questions in the questionnaires were interpreted the same way by the various groups of students both on and off campus.
2. The information gathered in 1969 is sufficiently valid that it can be compared with that gathered in 1971.
3. The students who returned the questionnaires represented a fair cross-section of the students of the University.
4. The selected data gathering techniques and statistical treatment are capable of showing significant differences between the student categories studied.
5. Most colleges and universities have counseling and advising programs that are similar enough in nature to be able to readily adapt the instrument used in this study for their use.

Limitations

The limitations of the study are as follows:

1. The study is limited to the full-time undergraduate students attending schools on the Stockton, California, campus of the University of the Pacific during the school years 1968-69 and 1970-71.
2. The results of the hypotheses are generalizable only to universities and colleges of similar size and composition.
3. The use of the instrument is limited primarily to colleges and universities with an enrollment of 5,000 or less.
4. Because of the nature of the university in which the study is undertaken, the sample is not necessarily typical of students found in other colleges and universities.

DEFINITIONS OF TERMS

Terms which are used in this study are defined as follows:

1. Counseling and advising program: Those services performed by people employed to assist students with their handling of educational, occupational-vocational, or personal-social problems.
2. Counseling Center: The office on campus to which students might go, or be referred, for counsel or advice regarding their problems.
3. Placement Office: The office on campus responsible for helping students find employment, either during the summer, or following graduation. It is also responsible for arranging interviews between students and representatives of employing organizations.
4. Academically-oriented family: A family in which the mother or the father is a college graduate and in which the father is employed in a professional, technical, or managerial occupation.
5. Upper G.P.A.: A grade point average of 2.6 or higher.
6. Lower G.P.A.: A grade point average below 2.6.

SUMMARY

The first chapter of this report has presented an introduction to the dissertation. It has stated the problem to be studied, specified the significance of the study, delineated the hypotheses which the study will seek to support, outlined the assumptions and limitations upon which the research is based, and defined certain terms used in the report. A review of the literature related to this study will follow.

Chapter 2

REVIEW OF THE LITERATURE

ORGANIZATION OF THE CHAPTER

This chapter will review representative literature in two general areas:

1. Student evaluations of counseling and advising programs.
2. A review of the literature which would be particularly applicable to certain questionnaire items.

EVALUATION OF COLLEGE COUNSELING AND ADVISING PROGRAMS

A review of the literature of counseling and advising programs reveals that the field has traditionally operated more upon assumptions than upon empirical evidence. In 1948, Rothney and Roens said,

One of the major contentions of the authors [is that] counseling is a disordered field and that its current status depends upon faith rather than demonstrated accomplishment.¹

Then in 1960, 12 years later, in reviewing the research concerning evaluation of guidance and personnel services, Rothney and Farwell stated,

As the guidance movement enters into its second half century, there is a general recognition of a need for evaluation of its services, but little evidence that the need is being met. Guidance services are still offered largely on the basis of hope and faith.²

¹John W. Rothney and Bert Roens, Counseling the Individual Student (New York: William Sloan Associates, Inc., 1949), p. vi.

²John W. Rothney and Gail F. Farwell, "The Evaluation of Guidance and Personnel Services," Review of Educational Research, XXX (April, 1960), 168-175.

They further state that only three books evaluating guidance services have been published since such services began.

Then again in 1964, Metzler, after reviewing the literature evaluating counseling and guidance programs said, "Research to determine the effectiveness of guidance programs and counseling have made only minimal contributions and have proven to be of little value to existing programs."³

There are numerous short articles in journals discussing the various aspects of evaluation, but most of these have to do with evaluation from an administrative point of view. These include such things as: types of services available, counselor-student ratio, theories of counseling used by counselors, and types of problems presented by counselees.

An evaluation by the students of a counseling and advising program in a four-year college was not available for this study. A number of student evaluations of junior colleges are available. Notable among these is an evaluation of 23 student personnel services in the junior college of New York,⁴ and an evaluation of their counselors of the freshman students in Brooklyn College, New York.⁵

A classification of the 589 doctoral dissertations listed in the Library of Congress sources having to do with Student Personnel

³John H. Metzler, "Evaluating Counseling and Guidance Programs, A Review of the Literature, 1946-1962," Vocational Guidance Quarterly, XII (Summer, 1964), 285-289.

⁴Dalva E. Hedlund, "An Evaluation of Counseling and Related Services in New York State Two-Year Colleges," (Cornell University, June, 1968), 1-100.

⁵Norman Kiell, "Freshman Evaluation of Faculty Members," Personnel and Guidance Journal, XXXVI (February, 1957), 361-364.

Services, written between 1912 and 1960, was done by Gladstein. Of the 589 doctoral dissertations written during this 48 year period, only 24 could be placed in the category of evaluation. His recommendation was that more work should be done in this and other categories in which relatively little research was being done.⁶

In reviewing the evaluation and research section in ten recently published guidance textbooks, Walter Lee finds a high agreement among the authors for the importance of and a need for evaluations. He found a common agreement among the authors regarding the extreme difficulty that one encounters in trying to evaluate guidance programs. He maintains, however, that if the counselor is to remain a unique and necessary professional member of the school staff, then "the techniques and applications of program evaluation must become clear, sharp, and precise."⁷

Even though counseling programs have continued to multiply over the past 50 years, there is little evidence that these programs exist on much more than faith and reason, certainly not by empirical evidence. Gilbert C. Wrenn has said, "The counselor's role is one expression of our society's deep concern for the welfare of children and youth. So deep is this concern that families sacrifice themselves for their children in many ways."⁸ Perhaps this is one explanation why counseling

⁶Gerald A. Gladstein, "Doctoral Research in College Student Personnel Work," Journal of College Student Personnel, IX (January, 1968), 24-31.

⁷Walter S. Lee, "The Evaluation of School Guidance Programs," The School Counselor, CXVII (November, 1969), 84-85.

⁸C. Gilbert Wrenn, The Counselor In a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 163.

programs have expanded in spite of the lack of concrete evidence as to their value.

REVIEW OF LITERATURE RELATIVE TO ITEMS ON THE QUESTIONNAIRE

Kinds and Numbers of Students Using Counseling Services

In comparing a group of 100 counseled students with a group of 100 not-counseled students from the freshman and sophomore classes, the Georgia Institute of Technology discovered that those who sought counseling tended (1) to be less successful in their academic work, (2) to be less certain as to their choice of major, (3) to be less interested in occupations related to the curriculum area in which they were enrolled, and (4) to be less involved in extracurricular activities.⁹

With respect to the number of students who use college counseling services at major universities, the percentage varies in the literature reviewed from a low of 7 percent at the Washington State University,¹⁰ to 14 percent at the university of Minnesota.¹¹ Data collected from 36 major universities showed that an average of 12 percent of the students regularly use the services of the student personnel office. Communication of available services was found to be lacking in many cases, with most of the advertising by word of mouth

⁹Mark E. Meadows, "A Comparative Study of Selected Characteristics of Counseled and Non-Counseled College Students," Student Housing Research, (ACUHO Research and Information Committee, April, 1969), 1.

¹⁰M. R. Minge and W. A. Cass, "Student Perceptions of a University Counseling Center," The Journal of College Student Personnel, VII (May, 1966), 141-144.

¹¹R. F. Berdie and J. Stein, "A Comparison of New University Students Who Do and Do Not Seek Counseling," Journal of Counseling Psychology, XIII (Fall, 1966), 310-317.

and most students self-referred.¹² Fourteen percent of the students at Washington State University had never heard of the student counseling center.¹³

A survey taken by King and Ross on the Michigan State University campus showed that females were more likely to bring their educational problems to the counseling center than males and that freshman and sophomore students were more likely to visit the education center than were juniors and seniors. It was also found that students brought either educational-vocational problems or social-personal problems, but not both types.¹⁴ A study on the same university campus done by Keeney showed that women students were more hesitant than were the men to seek help for problems related to sex or anger. The men students preferred same-sex counselors more than did the women.¹⁵

At the University of Oregon a survey of more than 10,000 students was made to determine educational and vocational plans and the role of campus agencies in their planning. The survey revealed that 30 percent of the students had not yet made a decision on major field or occupation or both. An additional 10 percent considered their decisions not wholly satisfactory. Of these 4,000 students, only 183

¹²David D. Clark, "Characteristics of Counseling Centers in Large Universities," The Personnel and Guidance Journal, XL (April, 1966), 817-823.

¹³Minge and Cass, loc. cit.

¹⁴Paul J. King and W. Matteson Ross, "Student Perception of Counseling Center Services," Personnel and Guidance Journal, XXXVII (January, 1959), 358-364.

¹⁵Marisa G. Keeney, "College Student Counselor Preferences for Help with Problems of Sex and Anger," The Association, (April, 1968), 89-90.

had come for counseling during the preceding academic year. Invitations to come for an interview sent by campus agencies to the 2,800 of the undecided students resulted in 283 coming for interviews. Of the group not invited for interviews only one came. Thus, while invitations resulted in a greater proportion of students seeking help than did so without invitations, the number who responded to the invitations was still quite small.¹⁶

Persons to Whom Students Go for Counseling and Advising

A study was conducted at the University of Wisconsin to determine the availability of the faculty for student conferences and the use by students of the time made available by the faculty. About half of the faculty contacted were considered to be accessible, that is, they had locatable and identifiable offices with hours for student conferences posted and they were present in their offices during conference hours. To determine how many contacts students would make if faculty availability were publicized, two groups of 230 students each were chosen and to one group three letters were sent giving the details of counseling available and urging the students to contact their professors. No contact was made with members of the other group. At the end of fifteen weeks, only 11 percent of invited students had contacted their professors, and most of these did so primarily because it seemed a good thing to do, rather than because of personal or academic problems. The results of this study showed that most students do not try to communicate with the faculty, preferring to get help from

¹⁶J. S. Carlson and P. Mahta, "Student Career Planning at the University of Oregon" (paper read at American Personnel and Guidance Association Convention, March, 1967, Dallas, Texas).

other students, and the suggestion is made that perhaps faculty-student conferences may not be worth promoting since they are met by resistance from both parties and appear to be of little benefit to students.¹⁷ An interesting sequence to this study would have been one to determine the reasons why the students did not care to contact their professors.

The Colorado State University faculty advising system entails a random assigning of students to faculty advisors at the beginning of the freshman year. A study of the effectiveness of this system revealed that the students, after their sophomore year, were more apt to bring academic problems to an instructor they had met than to their advisor. Only 10 percent of the juniors indicated that they would bring a personal problem to their advisor. In a second survey, 122 upper division students in a dormitory were personally interviewed. Nearly all of the students had a relationship with a faculty member other than their advisor which met their advisory needs. Thus, the formal system of advisors was unnecessary for these upper division students. Trained clerks might have just as effectively been used to expedite registration for students beyond the sophomore year.¹⁸

To determine the college official most likely to be consulted in various problem situations, 471 women of 10 colleges and universities in New England and North Central States were surveyed. Seniors with academic problems turned to familiar professors rather than someone in the counseling office, whereas freshmen showed the opposite tendency.

¹⁷Josiah S. Dilley, "Student-Faculty Noncommunication," The Journal of College Student Personnel, VIII (September, 1967), 282-285.

¹⁸L. J. Donk and E. R. Oetting, "Student-Faculty Relations and the Faculty Advising System," The Journal of College Student Personnel, IX (November, 1968), 400-403.

Freshmen relied more heavily on the chaplain than did the seniors. Seniors were more likely to go to their families with problems of finance, marriage and career choice than were the freshmen. Seniors were also found to turn to their peers more often than freshmen, especially in areas of sexual involvement or social adjustment. In general the study showed that the more advanced academically a student is, the less he tends to rely upon the college counseling services.¹⁹

Socio-Economic and Family Influences on Counseling Needs

An attempt was made to find studies that would indicate the need for counseling services of students from the various economic levels as well as from various family backgrounds. At the University of Minnesota Berdie and Stein compared a group of freshmen students who had come for counseling with a group who did not. They found that the students did not differ with respect to parental occupation or education, type of residence while attending college, marital status, source of income, scholarship help, desire for educational counseling, or vocational interest.²⁰

Although the foregoing study does not show a difference in counseling needs for students from various socio-economic and family background, yet a number of other studies indicate that needs do exist. Trent found that persistence in college was highly related to family climate and attitudes toward education. Those who persisted described their parents as loving, energetic, and ambitious. They had

¹⁹Mary Kinnane, "From Whom Would College Women Seek Assistance?" The Journal of College Student Personnel, VIII (March, 1967), 80-84.

²⁰Berdie and Stein, loc. cit.

decided to go to college before they were in high school and viewed education as the acquisition of knowledge and ideas rather than vocational skills.²¹

Grinder found that the typical college-bound high school boy was disinterested in the youth culture and had a strong orientation toward his father, whereas the typical potential dropout had a weak orientation toward his father and much involvement in the youth culture.²²

A survey of freshman students at Auburn University revealed that parental expectations, socio-economic status and rural-urban differences affected college behavior and academic behavior. Students from urban areas and a relatively high socio-economic status were more active than others in campus life. The academically successful students generally came from large urban high schools, lived in a dormitory and had made definite vocational and academic plans. Women from low-income families were the most serious students and made the best grades; men from high-income families were least definite about future plans, most active in fraternities and campus life, and made the worst grades.²³ It could be conjectured from this study that since men from the high economic families were the least definite about their future plans that they should, on a questionnaire, indicate a greater need for counseling

²¹James W. Trent, "Encouragement of Student Development," NASPA, IV (July, 1966), 35-45.

²²Robert E. Grinder, "A Study of the Influences of the Father's Job and Social Status on the Occupational and Social Goals of Youth" (final report, University of Wisconsin, August, 1967), pp. 1-80.

²³William Moon, The Auburn Student: A Demographic Study of the Freshman Class of Auburn University, 1964-1965 (Auburn, Alabama: Student Counseling Service, Auburn University, July, 1966), pp. 1-325.

services than would others.

In a study made by Hall and Barger many items were found to differ significantly between parents of high educational level and parents of low educational level. College-trained parents showed more interest in their children's school activities, showed more concern about the quality of their children's academic work, and were more open to discussion with their children than the parents of relatively little education. As a consequence the children of the college-trained parents felt more positively about their own activities than did the other children and the students whose parents had had relatively little education generally sought more help in decision making.²⁴

The studies cited here seem to show that students from low socio-economic areas and those having non-college-trained parents need counseling and guidance services more than others do; however, in actual practice they do not seek more help.

Effect of High School Counseling on College Students

An attempt was made to find how the high school counseling program would affect a student's evaluation of a college counseling program. Unfortunately studies did not seem to be available. Of relevance to this study might be the results of a questionnaire sent to entering-college students representing 134 high schools of varying sizes. Students who indicated having seen their high school counselors either frequently or fairly often expressed greater satisfaction with high school counseling than did students who had seldom seen their

²⁴E. Hall and B. Barger, "Educational Attainment of Parents as Related to Students' Feelings About Self and Family," Mental Health Project Bulletin, No. 33, University of Florida, (April, 1967), 1-17.

counselors. Over 60 percent of the students surveyed indicated favorable experience with high school guidance personnel. Two thirds of the students who reported having had a good experience with high school counselors had voluntarily sought counseling in college.²⁵ This study seems to indicate that students who consistently use the guidance services in high school will continue to do so in college. No statistics were available to indicate what happened to those who did not use counseling services in high school.

Student Evaluation of Freshman Orientation Programs

A survey taken for the 1964-65 Education Directory of the 2,139 colleges listed revealed that 92 percent of the institutions had some type of orientation program. While varying in length and type, most were provided during all or part of the week prior to the beginning of classes. About 15 percent consisted of a semester or longer course. The use of orientation programs has been increasing and most institutions are interested in improving their existing programs, and as a result are seeking a better definition of their orientation goals. It was revealed in the survey that small private colleges tend to offer orientation programs more often than do large public ones.²⁶

Very few student evaluations of orientation programs are available, but those few that are available indicate that the success of the program varies, depending upon the size of the college and types

²⁵S. H. Cramer and E. L. Herr, "The Secondary School Guidance Experience and Reaction to College Counseling Services," The Vocational Guidance Quarterly, XV (March, 1967), 181-185.

²⁶Esther Kronovet, "Current Practices in Freshman Orientation Throughout the United States" (paper read at American Personnel and Guidance Association Convention, April, 1966, Washington, D.C.).

of activities provided. For example, two thirds of the 1966 freshman class of the State University of Arts and Sciences at Plattsburg, New York, felt that the orientation program was helpful.²⁷ During the same year, 92 percent of the freshmen students entering Troy State College indicated that the program was helpful to them. Concerning the length of the three-day session at Troy State College, 55 percent of the students reported that the orientation program was "just right".²⁸

The Effects of Counseling on Academic Achievement

A number of studies have been made in an attempt to ascertain the effects of counseling on academic achievement; however, no clear cut trend seems to emerge. In fact, some studies will reveal that some counseling programs make very little impact upon the academic achievement of students.²⁹

The counseling programs which seem to make the greatest impact upon academic achievement are those which include more than periodic visits to the counseling office, particularly for students who are underachievers, or who may be having academic difficulty. Of the group of sub-marginal freshmen students who had entered Texas Southern

²⁷Fred J. McCarthy, "Student Personnel Questionnaire--1967" (unpublished report, State University College of Arts and Sciences, Plattsburgh, New York, June, 1967), 1-39.

²⁸Annette Gibbs, "Student Evaluation of Orientation," The Journal of College Student Personnel, IX (May, 1968), 158-160.

²⁹Henry R. Kaczowski and John M. Rothney, "Discriminant Analysis in Evaluation of Counseling," Personnel and Guidance Journal, XXXV (December, 1956), 231-235; A. H. Hill and L. Grieneeks, "Criteria in the Evaluation of Educational and Vocational Counseling in College," Journal of Counseling Psychology, XIII (Summer, 1966), 198-201; Leonard D. Goodstein, "Five-Year Follow-Up of Counseling Effectiveness with Probationary College Students," Journal of Counseling Psychology, XIV (September, 1967), 436-439.

University in September of 1965, about half had failed or completely dropped out by the end of the semester. For those students who returned for spring semester, an intensive counseling program was initiated. Students were assigned to two reading improvement classes; were given tutoring and personal counseling by older students, each assigned 10 freshmen; were provided places and equipment for studying; and were called in for individual or group conferences. By mid-term only 16 percent of the students had academic deficiencies and fewer than 10 percent were in serious difficulty.³⁰

In the summer of 1965, Phoenix College offered a summer counseling program for prospective freshmen. Students were randomly assigned to 23 groups of about 12 students each for either three days of two-hour meetings, or four weeks of twice-weekly meetings, with three male counselors. Included in the counseling sessions were interpretations of vocational interest tests, the American College Test scores, plus a prediction of first semester grades. Other meetings included discussions of various aspects of college program planning, vocational information, and an offer of individual counseling if desired. At the end of the first semester, counseled students had significantly higher mean grade point averages than did the non-counseled control group. The first year dropout rate of the non-counseled students was 21 percent compared with an 8 percent dropout rate for the counseled students. As a result of the study, the college administration concluded that the summer group counseling program was

³⁰Lucille S. Perry, "The Effects of Intensive Counseling on the Academic Achievement of Entering Freshmen, 1965-66" (paper read at American Personnel and Guidance Association Convention, March, 1967, Dallas, Texas).

both economically feasible to the college and beneficial to the participating students.³¹

Campbell made a twenty-five year study on people who, during the years 1933-36 had originally come to the University of Minnesota Student Counseling Bureau for assistance before November of their freshman year. The study revealed that the counseled students clearly achieved more during their academic careers than did the non-counseled students, they graduated in roughly one-fourth greater numbers, three times as many were often elected to Phi Beta Kappa, three times as many earned M.A.'s, and six times as many earned Ph.D.'s. They reported more participation in campus activities and were more often elected to offices in those activities.³² In comparing these findings with others cited above, it is not safe to conclude that counseling made the difference. Other variables should be considered before any conclusions can be offered.

Various College Residence Groups and Counseling Needs

One of the most extensive studies available results from a survey taken by Baird in which he did a follow-up of 12,000 students who had completed the American College Survey in connection with the American College Testing program. After indicating their type of housing accommodations on the questionnaire, the students were assigned to one of six groups: dormitory, fraternity or sorority house, off-campus apartment, on-campus apartment, off-campus room, and living at

³¹T. M. Garneski and R. A. Helmann, "Summer Group Counseling of Freshmen," Junior College Journal, XXXVII (May, 1967), 40-41.

³²D. P. Campbell, "Achievements of Counseled and Non-Counseled Students Twenty-Five Years After Counseling," Journal of Counseling Psychology, XII (Fall, 1965), 287-293.

home. The results showed that the students in fraternity and sorority houses were more active in social and leadership activities than were students in other living groups. Although to a lesser degree, all students living on campus tended to be more active in leadership and social affairs than were those living off campus. Little difference appeared among the groups on most variables, especially in the most educationally relevant areas. Except in the area of social activity, students living at home had almost the same rate of achievement and were as satisfied with college life as were other students. Type of living group appears to have very little effect on the self-concepts, goals, and achievement of college students.³³

Concerning the characteristics of students who choose fraternity and sorority housing, most studies will reveal certain types of personalities tend to choose this type of housing over other types. Dollar at Oklahoma State University found that fraternity men were more concerned with social recognition, more dominant but also more dependent in interpersonal situations, and less inclined toward altruistic motives. They were also brighter, from larger high schools, from families with higher incomes, and had better educated fathers than were the students who chose other types of housing. Off-campus students were found to be the most concerned for the welfare of others, had the lowest aptitude scores, and came from the families with the lowest income. Dormitory students were the most independent. First semester grades of

³³Leonard L. Baird, "The Effects of College Residence Groups on Students' Self-Concepts, Goals, and Achievements," The Personnel and Guidance Journal, XL (June, 1969), 1015-1021.

the three groups did not differ significantly in this study.³⁴

Widmar in a survey taken at Florida State University found that compared to women not wishing to join a sorority, sorority aspirants had had more social and extracurricular activities in secondary school and anticipated greater participation in these areas in college. They came from smaller families and from higher socio-economic and cultural levels and expected to spend more money in college. Women not aspiring to sorority membership considered themselves to be independent and nonconforming to a greater degree than sorority aspirants, and placed more emphasis on academic and vocational concerns. Compared to men not wishing to join a fraternity, fraternity aspirants more frequently planned to attend graduate school, more often selected business-related occupations and were more concerned with financial rewards. They also expected to participate more in extracurricular activities and displayed less concern with college finances. In secondary school the fraternity aspirants had participated more in literary, debate, speech, and dramatic activities. The male groups, however, did not differ in family characteristics.³⁵

Bohrnstedt found that students who expected to earn \$15,000 or more were several times more likely to pledge a fraternity than were those with lower financial expectations. Students who felt it important to move up in the socio-economic scale were twice as likely to pledge as

³⁴Robert J. Dollar, "Student Characteristics and Choice of Housing," The Journal of College Student Personnel, VII (May, 1966), 147-150.

³⁵Gary E. Widmar, "A Comparative Study of Fraternity and Sorority Membership Aspirations of Entering Freshmen at the Florida State University" (unpublished doctoral dissertation, Florida State University, 1966).

were others. These relationships persisted when the social class variable was controlled. Father's income was a greater predictor of fraternity membership than was father's education. For men with high-status fathers, fraternity membership appears to mean status maintenance rather than upward mobility.³⁶

In a survey to determine the kinds of students who were using the Kansas State University Counseling Center, it was found that students included a disproportionate number of women students, freshmen and sophomores. Of particular interest in this survey was the finding that students living in fraternities and sororities were very much under-represented at the Counseling Center.³⁷

The studies cited do not indicate any particular effects of types of housing on counseling needs. The previous study noted that students living in fraternity and sorority houses do not tend to use counseling center services, and from other studies cited, one may conjecture that the reason is obvious: students choosing this type of housing usually came from high socio-economic families, had well-educated parents, and tended to be active in leadership and social affairs. Meadows³⁸ notes that these are not the characteristics of students who usually seek counseling services.

³⁶George W. Bohrnstedt, "Social Mobility Aspirations and Fraternity Membership" (paper read at American Sociological Association Convention, August, 1967, San Francisco, California).

³⁷E. R. Sinnott, D. G. Danskin, and J. M. Cadiz, "Who Uses the Counseling Center? A comparison of Counseled Students with Students-In-General," Studies in Student Personnel Work Research Reports, No. 31, (Student Counseling Center, Kansas State University, March, 1966), 1-9.

³⁸Meadows, loc. cit.

SUMMARY

A thorough search of the literature will reveal a dearth of research on the evaluation of counseling and advising programs, particularly evaluations as done by the students. A few evaluations by students of junior college programs are available but none for four-year colleges. This review is relevant because this study proposes to ask university students to evaluate their counseling and advising programs.

When an evaluative instrument is used and the results are arranged into categories, the literature will reveal that certain observations should be expected. Among these are the following:

1. Approximately one student in eight uses the counseling center.
2. More women than men use counseling services.
3. Students who do poorly academically do not use counseling services any more than those who do well.
4. Students who live in sororities and fraternities do not use counseling services as much as do students living in other types of student housing.
5. The more advanced academically a student is the less he tends to rely upon the college counseling services.
6. Students would rather get help from other students than from faculty.
7. Students who use counseling and guidance services in high school will continue to do so in college.
8. Freshman Orientation programs are generally well received by the students.
9. If the counseling and guidance program is to affect academic achievement, it must include much more than a periodic visit to the Counseling Center.

Chapter 3 will present the procedure used in conducting this study.

Chapter 3

PROCEDURE FOR THE STUDY

INTRODUCTION

Permission was first obtained from officials of the Stockton campus of the University of the Pacific, to conduct the proposed study, It was initially felt that before the procedure could be recommended for general use, it should be tested on the University of the Pacific, Stockton campus, then revised and retested on at least one other college campus. However, because of the difficulty in getting another college to participate in the study, it was finally decided to do a retest on the Stockton campus after a lapse of two years. It was felt that the results of a longitudinal study of the University counseling and advising program would not only be far more reliable than a one time study but would also provide the data for some useful comparative observations.

Content and Format of the Questionnaire

In consultation with the Dean of Students, Director of Counselor Education, the Counseling Center, the Placement Office, the Dean of Men and the Academic Dean, a list covering the areas of concern was compiled.¹

For ease of tabulation and analysis the questions were written with multiple-choice answers so that the responses could be suitable for

¹This list appears in Appendix A, pp. 146-148.

data processing.²

The Pilot Study

In order to determine whether there were any ambiguous questions or if any improvement could be made in format, a pilot study was conducted with a small number of students consisting of eleven male and four female residence hall assistants. Their criticisms and recommendations were evaluated and those suggestions that were practical were incorporated in the revised questionnaire.

First Sampling - Spring Semester 1969

To make certain that all schools and residence areas were adequately represented, student rosters were obtained for all residence halls, sorority and fraternity houses; for the professional schools of engineering, pharmacy, music, and education; for a cluster college (Raymond College); and for the main liberal arts college (College of the Pacific).

To insure an adequate number of subjects in each group mentioned above and to insure randomness, a stratified random sample was drawn as shown in Table 1 on the following page.

The percentages of students from each college shown in Table 1 were deemed the minimum number necessary if enough subjects from the various groups were to be adequately represented. Because Raymond College is a small liberal arts cluster college within the University and already represents a fairly representative cross section of a college population, 100 percent of the students were used. All the

²A copy of the first questionnaire appears in Appendix B, pp. 150-160.

Table 1

The Sample for the First Testing: The Number of Students in the Schools From Which It Was Taken, the Percentage Chosen for the Sample, and the Actual Number in the Sample

School	Number of students in the schools	Percentage chosen for the sample	Sample number
School of Education	208	50%	104
School of Engineering	46	100%	46
School of Pharmacy	410	50%	205
Conservatory of Music	120	100%	120
Raymond College	135	100%	135
All other schools	1,495	20%	299
Additional students from the residence halls, sororities and frat.		20%	106
Total	2,414	42%	1,015

names from the above mentioned schools were crossed off the University master list and a 20 percent sample was drawn of those that remained. In order to assure a minimum of 20 percent representation from each residence hall, fraternity, and sorority, each name selected on the college lists was checked on the residence hall lists and where it was found that a particular residence hall, fraternity, or sorority was under-represented, additional names were randomly selected. This process added an additional 106 students to the sample.

To check for adequate balance between on-campus and off-campus housing, an inspection of names and addresses revealed that 265 (26%) of the students in the sample were living off campus, a figure which

was so close to the University ratio of 24 percent that more sampling was not necessary.

Distribution and Collection of the First Questionnaire

Because three-fourths of the students of the University of the Pacific live on campus, it was decided to ask the head residents of each dwelling to be responsible for distributing and collecting the materials in their respective areas. Consequently, a packet consisting of a student name list, questionnaires, answer cards, and letter of explanation was prepared for each dwelling. The packets were left in the Student Personnel Office for distribution and a letter was sent to each head resident requesting that someone be designated to pick up the material, distribute it, collect it, and return it to the same office. For students living off campus, individual packets were mailed to the address which had been given to the Registrar's Office at registration time.³

REVISION AND SECOND ADMINISTRATION OF THE QUESTIONNAIRE

A comparison between the first questionnaire and the second questionnaire will reveal a number of revisions, all of which were made primarily for ease in statistical analysis, for more precise answers, and for more information.

Revision of Part I, Background Information

Since in question number one, place of residence on campus, the results of the first questionnaire revealed no significant difference

³For copies of the answer card, letter to the head residents, and letter to the students, see Appendices C and D, pp. 169-178.

in answers given by students living in various types of on-campus housing, the question was simplified in the second questionnaire to two possible answers---on-campus and off-campus. Because it was felt that the first questionnaire used too many questions in obtaining demographic information (19 questions), the number was reduced in the revision to 10 by eliminating 6 superfluous questions (3, 5, 9 & 10, 18, and 19) and by combining 6 others (questions 7 & 8, 11 & 12, 13 & 14). More will be said later about the disadvantage of giving one question two numbers such as was done in questions 7 & 8, 11 & 12, etc. It was further discovered that the categories as suggested by questions 4, 6, and 15, were too numerous to provide any meaningful data, and for that reason, in the revision provision was made for three answers instead of five.

Revision of Part II, High School Counseling and/or Advising

An inspection of the first questionnaire will reveal that some of the questions in Parts II and III asked students to choose between answers such as "helpful" and "very helpful," "easy" and "very easy," "knowledgeable" and "very knowledgeable." In attempting to analyze the final data, however, it was decided that no useful knowledge resulted from such fine distinctions. The only revision in Part II was the elimination of the answer "very helpful." Accordingly, in other parts of the test the second category in each of the pairs of answers listed above was eliminated.

Revision of Part III, UOP Counseling and/or Advising

Part III of the questionnaire underwent such extensive revision that a complete detailed explanation would be difficult. An inspection

of Table 2 on the following page as well as the two questionnaires found in Appendix B will enable the reader to understand better the explanation which follows.

The revision of Part III consisted primarily in grouping and labeling the six obvious sub-groups into sections for clarity in organization and for ease in reading, understanding, and interpreting. Some sub-groups were expanded to permit acquisition of information for which the original questionnaire did not provide and for which there was a definite need. Those questions which were added to the revised questionnaire and which were not in the original are numbers 15, 17, 22, 24, 26, 32, 33, 39, 40, 41, 42, 43, 44, and 45. Question 42 in the original was omitted in the revision because the information obtained was not found to be particularly useful. In general, it may be seen that the first seven questions listed above ask for more precise information than was asked for in immediately preceding questions. Questions 39 through 45 were added at the request of the dean of men who desired information concerning (1) the effectiveness of the student counselors during freshmen orientation week and (2) the effectiveness of the student residence hall assistants. Questions 39 and 40 were added to the other questions on freshmen orientation, but for questions 41 through 45 a new section was added to the questionnaire (Section H, Resident Assistants).

Questions dealing with persons to whom students go for help-- both school-employed and non-school-employed--for some unclear reason were placed in two separate sections in the original questionnaire. In the revision, they were placed together in Section I.

A feature of the original questionnaire which made the results

Table 2

Comparison of the Content and the Organization of the Revised
Questionnaire with the Original Questionnaire

Original Questionnaire (1969)			Revised Questionnaire (1971)		
Section Titles	Questions	Number	Section Titles	Questions	Number
Part I, Background Information	1-19	19	A. Background Information	1-10	10
Part II, H.S. Coun. and/or Advising	20-22	3	B. High Sch. Counsel. & Advising	11-13	3
Part III, UOP Coun. and/or Advising	23-24	2	C. UOP Counseling and Advising	14-17	4
	25-30	6	D. Faculty Advisor	18-26	9
	37-41	5	E. The Counseling Center	27-33	7
	42-44	3	F. The Placement Office	34-36	3
	48-49	2	G. Freshman Orientation	37-40	4
	--	0	H. Resident Assistants	41-45	5
	31-36 45-47	9	I. Persons to whom you go for help	46-51	6
(Question on felt needs)	52	1	(Question on felt needs)	50	1
Total		52	Total		50

difficult to interpret was that of giving more than one number to some of the questions (see questions 7 & 8, 9 & 10, etc.). This was done because the mark-sense response cards being used had spaces for only five possible answers; for those questions which contained more than five possible answers it was necessary to divide the answers between two numbers with the hope that by writing the two numbers as one question the students would treat them as only one question. Such did not prove to be the case, however. To every double-numbered question asked approximately 100 more answers were given than students who took the test. Apparently then, many students felt that they had to record a response after every number. Another problem with dividing questions in this way was experienced in computer analysis interpretation. In order to accurately interpret the data from these questions, it was necessary to combine the data and manually feed the information into the computer. A third problem which caused concern was the fact that some students marked spaces on the mark-sense card for which there were no corresponding answers on the questionnaire.⁴

It was decided that the best way in which to overcome the three problems mentioned above would be (1) to use an answer sheet in which the student would have to write down the number of his answer, (2) to replace the double-numbered questions with single numbers, and (3) to give each answer an arabic number instead of a letter of the alphabet.⁵

Second Sampling - Spring Semester 1971

For the second testing it was decided to simplify the sampling

⁴For a copy of the revised questionnaire, see Appendix B, p. 161.

⁵For a copy of the answer sheet, see Appendix C, p. 171.

procedure by making use of the recently improved and expanded data processing center. First, the enrollment figures for each school or college were obtained from the Registrar's Office and a determination was made as to the percentage of students needed to obtain an adequate sample of the types of students contained in each school. Then the data processing center was asked to select randomly the desired number of names from the school and to print address labels. The sampling results may be found in Table 3.

Table 3

The Sample for the Second Testing: The Number of Students in the Schools from Which It Was taken, the Percentage Chosen for the Sample, and the Actual Number in the Sample

	Number of students in the schools	Percentage chosen for the sample	Sample number
College of the Pacific	2,196	20%	400
Conservatory of Music	96	40%	37
School of Education	371	20%	70
School of Pharmacy	399	50%	204
School of Engineering	82	50%	39
Callison College	193	50%	94
Covell College	184	50%	86
Raymond College	215	50%	76
Totals	3,733	27%	1,006

To check for adequate balance between on-campus and off-campus housing, an inspection of names and addresses revealed that 490 (48%) of the students in the sample were living off-campus, a figure which

was so close to the University ratio of 45 percent that more sampling was not necessary.

Distribution and Collection of the Second Questionnaire

Because 55 percent of the students in the sample lived on campus in University housing, it was again decided to ask the head residents of each dwelling to be responsible for distributing and collecting the materials in their respective areas. Consequently, a packet consisting of a student name list, questionnaires, answer sheets, and letter of explanation⁶ was prepared for each dwelling. The packets were then delivered to the head residents who distributed the material and collected it. For students living off-campus, individual packets were mailed to the addresses which had been given to the Registrar's Office at registration time. To off-campus students who had not responded after two weeks, a letter was mailed reminding them of the questionnaire and again asking for a response.⁷

TREATMENT OF THE DATA

Rationale

Since the project was primarily one of developing a method for evaluating counseling and advising programs, the data should be treated in such a way that the outcome would result in a form that could be easily read and understood by college administrators. To be able to pinpoint areas of strengths and weaknesses, and to better understand

⁶For a copy of the letter of explanation, see Appendix D, p. 176.

⁷For a copy of the reminder letter, see Appendix D, p. 177.

needs and interests of various groups, the results were categorized into several areas within the university.

Statistical Treatment of the Data

In both questionnaires the students' responses were tabulated question by question; and by using demographic information obtained in the first sections of the questionnaires, each question was categorized as shown in Table 4 on the following page.

To determine whether or not there were any statistically significant differences between the ways in which the various categories of students listed above responded to the questions, a simple chi square two-tail test was done on each of the categories. Significance was accepted at the .05 level.⁸

Format for the Presentation of the Data in the Main Body of This Study (Chapter 4)

An attempt is made in Chapter 4 to bring together and present in tabular form the raw data from the two questionnaires. Similar data from the two questionnaires are categorized according to the several predetermined groups and placed side by side in the same table. Each item in the questionnaires is dealt with in a separate table. The tables are grouped according to the areas of the counseling and advising program to be studied and presented along with the analysis and interpretation of the data for each area of concern. Specific mention should be made of the unique nature of 8 pairs of tables (Tables 20 & 21, 23 & 24, 26 & 27, 28 & 29, 30 & 31, 32 & 33, 34 & 35, 36 & 37)⁹ in Chapter 4.

⁸The tabulations and the results of the statistical treatment of the questionnaires may be found in Chapter 4.

⁹See pp. 60-80.

Table 4

Categories Into Which the Responses to the Questions Were
Divided and How These Categories Were Obtained

First Questionnaire		Revised Questionnaire	
Categories	Response on which sort was made	Categories	Response on which sort was made
1. Men Women	2a 2b	1. Men Women	2-1 2-2
2. Liberal Arts Professional School	7a, b, c, d 8a, b, c, d	2. Liberal Arts Professional School	5-1 5-5, 5-6, 5-7 5-8
3. Upper Classmen Lower Classmen	6c, d 6a, b	3. Upper Classmen Lower Classmen	4-2 4-1
4. Upper G.P.A. Lower G.P.A.	4a, b 4c, d	4. Upper G.P.A. Lower G.P.A.	3-1 3-2
5. Housing: On-Campus Off-Campus	1a, b, c 1d	5. Housing: On-Campus Off-Campus	1-1 1-2
6. Family Types: Academic Non-Academic	11a, 16d or e, 17d or e and 19a All others	6. Family Types: Academic Non-Academic	6-1 plus one of: 9-4, 9-5 10-4, 10-5 All others
7. High Sch. Counsel: Good Poor	Any two of: 20a or b 21a or b 22a or b All others	7. High Sch. Counsel: Good Poor	Any two of: 11-1, 12-1 13-1 All others
		8. UOP Schools & Col: Col of the Pacific Raymond College Covell College Callison College Conserv. of Music Sch. of Education Sch. of Pharmacy Sch. of Engineer.	5-1 5-2 5-3 5-4 5-5 5-6 5-7 5-8

Each pair deals with one item in the questionnaire. The second table in the pair is a refinement of the first. An inspection of the first table in each of the pairs will reveal that certain information is included in the responses which tend to contaminate the information being sought. To solve this problem, each of the tables was reconstructed with the contaminating response (in each case, Response 3) removed. Even though in some instances the first table in the pairs is not specifically referred to in the interpretation, yet for the sake of better understanding and continuity, particularly for persons who may wish to study only the tables, all the tables dealing with one area of concern are kept together.

An inspection of the 1969 analysis revealed that the data might have been more meaningful and useful had it been also categorized according to the several schools within the University. For that reason, this category was included in the 1971 analysis; but because there was no comparable category in the 1969 analysis, it is not included in the tables of Chapter 4. It is placed in the Appendix for what use the University can make of it.¹⁰

Statistical Treatment to Determine Strengths and Weaknesses

It would be well if a statistical test could be found so that the researcher need only apply a simple formula to identify strengths and weaknesses. Unfortunately, no such formula could be found. It was thought that perhaps a board of knowledgeable university professors and administrators could be polled in an attempt to establish a criterion reference from which to judge the program. Such a board

¹⁰See Appendix E, p. 179.

could determine the minimum percentage of favorable responses needed for a weakness classification. This idea was abandoned, however, when a pilot study revealed that professors and administrators resisted having to make judgments of this kind. The feeling seemed to be that those who administer the counseling and advising programs are in the best position to decide after studying the results of the questionnaire on a question by question basis what the strengths and weaknesses are.

The Hypotheses

A statistical analysis of Question 50 in the first questionnaire and of Question 52 in the revision supplied the data for accepting or rejecting the proposed hypotheses. In each of the categories to be compared, the responses to the questions were collapsed into 4 groups instead of 5: (1) frequently or often, (2) occasionally, (3) seldom, (4) not at all. The two-way chi square was computed for each of the pairs of categories for both administrations of the questionnaire.

The hypothesis that one sub-category will indicate less need for counseling and advising than the other sub-category was accepted at the .05 level of significance. In order for the hypotheses to be accepted, however, they must be statistically significant both years.

SUMMARY

This chapter has described the development of the first questionnaire and subsequent pilot study, the revision, the sampling for the two administrations of the questionnaire, the distribution and collection of the questionnaires, and the tabulation of the responses. The description of the statistical treatment of the data included the two main purposes for which the study is designed--to serve as a means

of evaluating a counseling and advising program and to determine where the greatest strengths and weaknesses are--as well as the statistical treatment of the data for testing the hypotheses. Chapter 4 will present the analysis for data.

Chapter 4

PRESENTATION OF THE COLLECTED DATA AS REVEALED BY THE INVESTIGATION: ANALYSIS AND INTERPRETATION OF THE DATA

INTRODUCTION

This chapter will present, analyze, and interpret the statistical data collected as the result of the two administrations of the questionnaire. To be presented first will be the results of the questionnaire returns, then a brief description and comparison of the two populations. The tabulated data for each one of the surveys is arranged into various categories as outlined in Chapter 3 and is presented in this chapter in sections according to the various areas of the counseling and advising program which the questionnaire proposed to evaluate. The hypotheses of Chapter 1 are again enumerated and the statistical information for accepting or rejecting each one is presented and analyzed.

RESULTS OF THE QUESTIONNAIRE RETURNS

Tables 5 and 6 will reveal that not as many students responded to the questionnaires the second time as they did the first--63 percent returned the first and 58 percent returned the second--yet it is argued that the returns of the second are better and more nearly representative because more off-campus students responded to the second questionnaire than to the first. In both cases 75 percent of on-campus students responded; for the first questionnaire, however, only 28 percent of off-

campus students responded, whereas 41 percent responded to the second. If the on-campus to off-campus ratio of the two questionnaires had been the same, one may by using the above percentages conclude that in terms of numbers more students would have responded the second time than the first.

Table 5

Number of Questionnaires Sent and Percentage of Returns--1969

	Sent	Returned	Percent returned
On-Campus	762	570	75%
Off-Campus	265	72	28
Undeliverable	-12		
Total	1015	642	63%

Table 6

Number of Questionnaires Sent and Percentage of Returns--1971

	Sent	Returned	Percent returned
On-Campus	516	385	75%
Off-Campus	490	201	41
Undeliverable	-23		
Total	983	586	58%

Offered as a possible explanation for the difference is the fact that nothing in the records shows that follow-up reminders to the first questionnaire were sent. Before the reminder to the second questionnaire was sent, 30 percent of off-campus students had responded. An additional 11 percent responded to the reminder.

A DESCRIPTION AND COMPARISON OF THE TWO POPULATIONS¹

Tables 7 through 19 give the data necessary to determine the homogeneity of the two groups being compared. The chi square test of statistical significance for each category to be compared will be used to determine the degree to which the two student populations are similar or dissimilar. A significant chi square between the totals for 1969 and 1971 suggests that with respect to place of residence, sex, and grade point average, the two populations are statistically different.²

The differences in the places of residence and in the ratio of male and female students seem to reflect a change which took place within the University between 1969 and 1971. A study of Tables 1 and 3³ and accompanying explanations will reveal a 55 percent growth in enrollment during the two years, with most of this growth taking place among off-campus students.

With respect to the significant difference between the totals for males and females, the only conclusion that can be drawn is that during the two years the male population in the University increased sufficiently to reverse the ratio from 45:55 to 55:45. An inspection of Table 8 will reveal an increased male population in every category except one. The percentage of off-campus men decreased while the percentage of on-campus men increased.

¹Data for this section are taken from Tables 7 through 19, pp. 45-57.

²See the double asterisks (**) in Tables 7, 8, and 9.

³For Tables 1 and 3, see pp. 26 and 32.

In Table 9 a significant chi square between the totals suggests that students in 1971 had higher G.P.A.'s than did students in 1969. This statistic loses its validity, however, when it is discovered that since 1969 the University has introduced a Pass/Fail option into its grading system. Under this option a grade of D or better is noted simply as a P and is not calculated in the grade point average. Such practice tends to inflate the G.P.A., thus making a comparison between the two years impracticable. As would be expected, during both years G.P.A.'s for upper classmen were significantly higher than lower classmen, but no other differences can be noted. Of interest is the fact that G.P.A.'s for professional school students increased by only 12 percentage points, whereas G.P.A.'s for liberal arts students increased by 15 percentage points. This, again, is a reflection of the grading system.

In the other categories into which the responses were divided, the chi square formula for determining statistical significance did not reveal any other major differences between the two samples. Table 10 reveals that approximately one-half of the respondents were lower division and the other half were either upper division or did not classify themselves in either category. Table 11 reveals that there is no difference in the number of students in the samples taken from the various schools of the University.

Tables 12 to 16 indicate the types of homes from which the students came with respect to father's and mother's employment, family income, and father's and mother's level of education. The majority (52%) of the fathers were college graduates; one-half of these had also

earned graduate degrees.⁴ Approximately 54 percent were employed in professional, technical, or managerial positions. The next highest type of employment (15%) was clerical or sales. The remainder were scattered among a number of occupations.⁵ Of the mothers, approximately 38 percent had earned college degrees⁶ and the majority (60%) were housewives. The rest were employed primarily (18%) in professional, technical, or managerial positions or secondarily (13%) in clerical or sales occupations.⁷ Using the figure of \$10,000 to separate upper income families from lower income families, the study reveals that between 76 and 80 percent of the University students came from upper income families.⁸

Answers to the questions dealing with how the students felt about the counseling they had received in high school are tabulated in Tables 17, 18, and 19. Concerning college plans, slightly more than one-half found high school counseling helpful, whereas one-third found it not helpful.⁹ Concerning personal-social problems, slightly more than one-half did not seek help, but of those who did the responses were about equally divided between helpful and not helpful.¹⁰ Approximately two-thirds of the students sought help during high school with occupational-vocational plans, but of this number only about one-half felt they were helped.¹¹ In comparing responses for the two years, significantly fewer students in 1971 than in 1969 felt they were helped

⁴See Table 12.

⁵See Table 13.

⁶See Table 14.

⁷See Table 15.

⁸See Table 16.

⁹See Table 17.

¹⁰See Table 18.

¹¹See Table 19.

in high school with occupational-vocational plans.¹² With respect to the other two kinds of problems mentioned above, there were no statistical differences between the two years.

¹²See double asterisk, Table 19.

Table 7

Number and Percentage of On-Campus and Off-Campus Students Who Responded to the Two Questionnaires, Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	90%	10%	638		66%	34%	486	93.36**
Men	84	16	286		63	37	325	
Women	94	6	351	4.83*	69	31	261	2.78
Liberal Arts	94	6	280		71	29	259	
Professional	84	16	258	4.79*	41	59	160	37.50*
Upper Classmen	83	17	278		53	47	268	
Lower Classmen	97	3	329	10.11*	86	14	274	67.43*
Upper G.P.A.	89	11	352		61	39	343	
Lower G.P.A.	94	6	192	2.75	67	33	110	1.42
On-Campus	100	0	566		100	0	385	
Off-Campus	0	100	72	***	0	100	201	***
Family Type:								
Academic	92	8	284		75	25	237	
Non-Acad.	88	12	347	2.52	61	39	263	10.65*
H.S. Counsel:								
Good	90	10	245		74	26	98	
Poor	91	9	233	1.45	64	36	489	3.98*

^aData compiled from Item 1 in both the 1969 and the 1971 questionnaires.

^bColumns: (1) On-Campus, (2) Off-Campus.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

***Chi Square not applicable for this category.

Table 8

Number and Percentage of Male and Female Students Who Responded to the Two Questionnaires, Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	45%	55%	642		55%	45%	586	12.97**
Men	100	0	290		100	0	325	
Women	0	100	352	***	0	100	261	***
Liberal Arts	48	51	285		50	50	259	
Professional	43	56	258	.99	64	36	160	7.35*
Upper Classmen	45	54	281		63	37	268	
Lower Classmen	44	55	332	.48	48	52	273	12.44*
Upper G.P.A.	42	57	356		55	45	343	
Lower G.P.A.	51	48	193	4.45*	63	37	110	1.97
On-Campus	42	58	566		53	47	385	
Off-Campus	65	34	74	11.79*	60	40	201	2.78
Family Type:								
Academic	44	55	288		51	49	236	
Non-Acad.	46	53	349	.264	58	42	253	2.04
H.S. Counsel:								
Good	42	57	247		53	47	98	
Poor	44	55	235	.230	56	44	488	.274

^aData compiled from Item 2 in both the 1969 and the 1971 questionnaire.

^bColumns: (1) Male, (2) Female.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

***Chi Square not applicable for this category.

Table 9

Number and Percentage of Upper G.P.A. and Lower G.P.A. Students Who Responded to the Two Questionnaires, Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	63%	37%	639		76%	24%	453	15.41**
Men	60	40	288		73	27	258	
Women	66	34	350	2.89	79	21	195	1.97
Liberal Arts	61	39	285		76	24	29	
Professional	70	30	242	3.37	72	28	158	1.07
Upper Classmen	71	29	279		79	21	230	
Lower Classmen	56	44	329	16.41*	70	30	184	4.97*
Upper G.P.A.	100	0	356		100	0	343	
Lower G.P.A.	0	100	193	***	0	100	110	***
On-Campus	61	39	572		74	26	283	
Off-Campus	71	28	70	3.64	79	21	170	1.42
Family Type:								
Academic	60	40	285		76	24	157	
Non-Acad.	63	37	347	3.40	77	23	211	.047
H.S. Counsel:								
Good	64	36	246		70	30	71	
Poor	60	40	233	2.01	77	23	382	1.28

^aData compiled from Item 4 of the 1969 questionnaire and Item 3 of the 1971 questionnaire.

^bColumns: (1) 2.6 or above, (2) Below 2.6.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

***Chi Square not applicable for this category.

Table 10

Number and Percentage of Upper Classmen, Lower Classmen, and Unclassified Students Who Responded to the Two Questionnaires, Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	51%	44%	5%	634		47%	46%	7%	584	4.36
Men	50	46	2	284		40	52	7	324	
Women	52	42	4	349	5.44	55	38	7	260	12.44*
Liberal Arts	64	34	0	278		56	43	1	259	
Professional	37	53	1	265	41.46*	24	54	22	159	76.49*
Upper Classmen	0	99	0	281		0	100	0	268	
Lower Classmen	98	0	0	353	***	100	0	0	274	***
Upper G.P.A.	46	51	1	352		37	53	9	342	
Lower G.P.A.	63	35	9	187	21.78*	51	44	5	110	6.72*
On-Campus	57	41	2	557		61	37	2	385	
Off-Campus	20	69	11	71	51.93*	20	63	18	200	113.85*
Family Type:										
Academic	50	43	4	283		54	41	5	235	
Non-Acad.	51	45	2	344	2.29	42	50	8	253	7.10*
H.S. Counsel:										
Good	53	44	1	244		61	36	3	98	
Poor	52	43	3	232	3.50	44	48	8	487	10.76*

^aData compiled from Item 6 of the 1969 questionnaire and Item 4 of the 1971 questionnaire.

^bColumns: (1) Upper classmen, (2) Lower classmen, (3) Unclassified.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 11

Number and Percentage of Students from the Various University of the Pacific Schools and Colleges Who Responded to the Two Questionnaires, Analyzed According to Several Categories^a

Categories	1969											1971										
	1 ^b	2	3	4	5	6	7	8	N	Chi Sq.	1	2	3	4	5	6	7	8	N	Chi Sq.		
Total	50%	9%	2%	1%	9%	10%	16%	3%	764		47%	9%	11%	7%	6%	6%	15%	3%	578	10.43		
Men	52	9	2	2	9	2	16	7	324		40	10	10	7	2	2	21	5	327			
Women	51	9	2	2	10	18	6	0	420	87.52*	50	7	12	8	5	11	7	0	260	53.57*		
Liberal Arts	100	0	0	0	0	0	0	0	285		100	0	0	0	0	0	0	0	259			
Professional	0	0	0	0	28	32	29	9	257	***	0	0	0	0	13	21	55	11	160	***		
Upper Classmen	49	9	1	0	8	17	14	4	342		42	7	12	7	2	5	22	3	270			
Lower Classmen	59	6	4	4	11	6	7	6	369	52.25*	53	12	12	9	5	3	3	3	275	52.21*		
Upper G.P.A.	55	0	2	0	14	12	11	2	424		49	1	15	2	5	9	17	2	345			
Lower G.P.A.	65	0	0	0	5	10	11	6	219	1.70	48	0	10	1	4	3	26	9	109	21.84*		
On-Campus	53	9	3	2	10	12	8	3	652		48	11	15	8	4	3	8	3	387			
Off-Campus	37	12	0	0	8	9	25	5	85	33.17	38	5	3	6	3	12	28	3	201	85.77*		
Family Type:																						
Academic	56	10	2	1	7	11	8	2	336		48	14	9	10	4	5	6	2	237			
Non-Acad.	47	8	2	1	11	11	12	4	402	13.08	43	6	11	5	4	6	21	3	254	33.20*		
H.S. Counsel:																						
Good	55	5	2	1	8	11	11	2	285		50	8	19	7	2	2	10	1	100			
Poor	48	13	2	1	10	11	9	2	265	13.70	43	9	9	8	4	7	16	3	488	16.03*		

^aData compiled from Item 7-8 of the 1969 questionnaire and Item 5 of the 1971 questionnaire.

^bColumns: (1) College of the Pacific, (2) Raymond College, (3) Covell College, (4) Callison College, (5) Conservatory of Music, (6) School of Education, (7) School of Pharmacy, (8) School of Engineering.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 12

Highest Level of Education of the Students' Fathers, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	4%	22%	18%	27%	25%	628		6%	25%	17%	28%	24%	573	3.78
Men	3	26	19	23	26	285		7	28	19	23	23	318	
Women	4	19	18	31	25	342	7.103*	6	22	15	34	24	255	9.97*
Liberal Arts	2	20	16	29	31	279		5	23	15	31	27	254	
Professional	7	29	21	23	19	252	22.98*	9	34	20	23	14	155	18.05*
Upper Classmen	7	24	22	23	23	276		7	26	19	27	21	261	
Lower Classmen	2	22	16	31	27	323	15.65*	3	24	15	31	27	270	7.87
Upper G.P.A.	5	24	18	28	23	348		7	27	19	25	22	335	
Lower G.P.A.	4	23	19	25	26	189	1.41	7	26	23	26	18	106	1.50
On-Campus	3	22	19	29	27	550		3	23	16	31	26	382	
Off-Campus	14	31	24	17	15	72	24.85*	13	30	18	21	18	192	29.21*
Family Type:														
Academic	1	11	14	31	41	285		0	1	3	45	51	237	
Non.Acad.	7	33	23	23	12	337	105.6*	11	43	23	19	4	248	283.97*
H. S. Counsel:														
Good	5	26	21	25	22	244		6	24	17	30	23	96	
Poor	4	21	18	27	28	224	4.07	6	25	17	28	24	478	.283

^aData compiled from Item 16 of the 1969 questionnaire and Item 9 of the 1971 questionnaire.

^bColumns: (1) Elementary School, (2) High School, (3) Junior College, technical, or trade, (4) Graduated from college, (5) Earned a graduate degree.

*Chi Square $P < .05$ between each pair of categories.

Table 13

The Major Types of Employment in Which the Fathers of the Students Were Engaged,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969											1971										
	1 ^b	2	3	4	5	6	7	8	9	N	Chi Sq.	1	2	3	4	5	6	7	8	9	N	Chi Sq.
Total	55%	14%	8%	6%	1%	3%	1%	4%	4%	626		53%	15%	7%	7%	3%	4%	0%	3%	7%	550	7.72
Men	53	15	7	6	1	2	0	6	5	281		51	17	7	7	4	3	1	4	6	301	
Women	56	13	9	6	1	3	1	3	3	345	7.45	56	13	7	8	1	4	1	3	7	249	8.26
Liberal Arts	61	14	6	6	0	1	1	3	3	276		55	16	6	7	1	5	0	4	7	243	
Professional	44	28	11	7	1	5	0	5	5	256	22.99*	41	17	11	12	5	1	2	3	8	151	21.98*
Upper Classmen	50	16	10	6	1	4	0	7	3	275		50	16	8	10	4	3	1	3	6	251	
Lower Classmen	57	14	8	5	1	2	1	3	5	323	8.40	57	15	6	5	2	3	1	3	7	259	7.45
Upper G.P.A.	54	15	7	6	1	4	1	4	4	349		48	14	9	10	3	4	1	4	7	318	
Lower G.P.A.	53	15	10	8	1	0	0	6	4	184	10.40	52	20	5	7	4	1	3	2	8	106	11.72
On-Campus	58	13	9	5	1	3	1	5	4	537		57	16	6	6	2	3	1	4	6	369	
Off-Campus	44	12	8	15	1	6	0	6	1	72	17.24*	46	14	9	11	4	3	2	3	8	182	14.76
Family Type:																						
Academic	100	0	0	0	0	0	0	0	0	288		100	0	0	0	0	0	0	0	0	237	
Non-Acad.	15	26	16	11	2	6	1	9	8	333	***	0	33	16	15	6	7	2	7	14	252	***
H.S. Counsel:																						
Good	53	14	10	6	1	3	0	5	2	240		54	14	9	8	4	3	2	3	3	93	
Poor	54	12	8	6	1	3	2	5	4	228	6.29	53	15	7	7	3	3	1	3	7	458	4.90

^aData compiled from Item 11-12 of the 1969 questionnaire and Item 6 of the 1971 questionnaire.

^bColumns: (1) Professional, technical, managerial, (2) Clerical, sales, (3) Services, (4) Farming, etc., (5) Processing, (6) Machine trades, (7) Bench work, (8) Structural, (9) Miscellaneous.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 14

Highest Level of Education of the Students' Mothers, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	3%	29%	28%	29%	8%	636		6%	33%	24%	29%	9%	559	7.39
Men	5	33	30	24	5	287		6	39	22	25	8	312	
Women	2	25	27	33	11	348	17.09*	5	25	26	34	11	247	14.29*
Liberal Arts	3	26	28	32	8	283		3	29	26	30	11	248	
Professional	3	33	32	23	7	245	4.23	9	43	22	21	5	152	16.88*
Upper Classmen	3	32	30	26	6	276		6	37	22	26	9	255	
Lower Classmen	4	25	28	31	10	330	6.86	3	27	27	33	10	263	10.30*
Upper G.P.A.	4	26	29	31	7	350		4	34	27	27	9	327	
Lower G.P.A.	4	33	31	22	8	193	6.26	9	42	24	20	5	104	7.48
On-Campus	3	28	29	32	8	558		3	28	26	33	10	377	
Off-Campus	9	39	31	19	3	70	12.84*	10	42	19	22	7	183	25.29*
Family Type:														
Academic	1	22	29	34	12	286		0	13	23	47	17	231	
Non-Acad.	6	35	28	24	6	344	***	10	44	24	20	2	241	***
H.S. Counsel:														
Good	3	33	30	25	7	245		7	28	23	31	11	94	
Poor	3	28	26	31	10	230	3.89	5	33	24	29	9	466	2.06

^aData compiled from Item 17 of the 1969 questionnaire and Item 10 of the 1971 questionnaire.

^bColumns: (1) Elementary School, (2) High School, (3) Junior College, technical, or trade, (4) Graduated from college, (5) Earned a graduate degree.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 15

The Major Types of Employment in Which the Mothers of the Students Were Engaged,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969									1971								
	1 ^b	2	3	4	5	6	7	N	Chi Sq.	1	2	3	4	5	6	7	N	Chi Sq.
Total	17%	14%	3%	0%	0%	60%	3%	658		19%	12%	2%	2%	0%	60%	4%	569	11.82
Men	17	13	2	0	0	65	2	289		18	13	2	2	1	60	4	313	
Women	17	13	3	0	0	61	3	356	5.056	21	12	2	1	0	60	4	256	2.36
Liberal Arts	18	14	2	0	0	74	2	255		16	11	2	2	0	65	4	253	
Professional	15	16	3	0	0	57	4	268	7.92	18	16	3	3	2	53	6	156	11.45
Upper Classmen	17	17	4	0	0	57	3	291		21	15	2	2	0	56	5	255	
Lower Classmen	17	12	1	0	0	63	3	337	10.54	18	11	2	2	0	64	4	270	4.16
Upper G.P.A.	17	15	2	0	1	61	3	365		19	11	2	2	0	61	5	332	
Lower G.P.A.	13	15	3	0	0	62	4	198	4.44	15	17	3	3	3	56	4	107	13.01*
On-Campus	17	14	3	0	1	59	6	588		18	11	2	1	1	63	4	380	
Off-Campus	22	15	0	0	0	60	2	78	5.586	21	15	3	3	1	53	5	190	6.23
Family Type:																		
Academic	19	8	1	0	0	68	2	300		26	7	0	0	0	64	2	234	
Non-Acad.	15	20	3	0	0	54	3	355	***	14	18	3	2	1	56	5	248	***
H.S. Counsel:																		
Good	18	14	1	0	0	61	3	255		18	13	4	2	0	60	3	96	
Poor	15	14	3	0	1	60	2	239	1.70	19	12	2	2	1	60	4	474	3.45

^aData compiled from Item 13-14 of the 1969 questionnaire and Item 7 of the 1971 questionnaire.

^bColumns: (1) Professional, technical, managerial, (2) Clerical, sales, (3) Services, (4) Processing, (5) Bench work, (6) Housewife, (7) Miscellaneous.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 16

Estimated Yearly Income of the Families From Which the Students Come, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	20%	80%	515		24%	76%	564	2.84
Men	22	78	254		29	71	310	
Women	17	83	261	1.89	19	81	254	7.75*
Liberal Arts	14	86	228		17	83	251	
Professional	22	78	250	4.49*	34	66	155	15.22*
Upper Classmen	23	77	238		24	76	259	
Lower Classmen	17	83	249	2.97	24	76	264	.039
Upper G.P.A.	22	78	281		26	74	332	
Lower G.P.A.	13	87	158	5.50*	29	71	104	.429
On-Campus	19	81	446		22	78	372	
Off-Campus	26	74	70	1.93	30	70	192	5.19*
Family Type:								
Academic	7	93	162		7	93	229	
Non-Acad.	28	72	327	26.55*	38	62	247	68.10*
H.S. Counsel:								
Good	23	77	197		30	70	94	
Poor	17	83	187	1.96	23	77	470	1.72

^aData compiled from Item 15 of the 1969 questionnaire and Item 8 of the 1971 questionnaire.

^bColumns: (1) Less than \$10,000, (2) \$10,000 or more.

*Chi Square $P < .05$ between each pair of categories.

Table 17

How the Students Rated Counseling They Had Received in High School Concerning College Plans, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969						1971					
	1 ^b	2	3	4	N	Chi Sq.	1	2	3	4	N	Chi Sq.
Total	54%	33%	3%	7%	635		51%	34%	6%	9%	586	4.83
Men	53	32	3	10	282		49	35	6	10	325	
Women	56	33	3	5	352	4.069	54	32	5	9	261	1.74
Liberal Arts	56	34	3	4	279		56	32	4	8	239	
Professional	57	31	3	9	255	4.25	52	34	6	8	159	.716
Upper Classmen	54	29	5	9	276		45	36	7	11	269	
Lower Classmen	54	36	2	5	329	9.63*	58	32	3	7	274	12.95*
Upper G.P.A.	56	31	2	8	352		50	34	6	10	343	
Lower G.P.A.	56	32	5	4	190	6.43	58	30	8	4	110	5.43*
On-Campus	54	34	4	8	560		54	34	4	8	386	
Off-Campus	61	23	6	10	69	4.067	45	34	9	11	201	9.57*
Family Type:												
Academic	52	35	5	5	287		50	34	5	11	238	
Non-Acad.	56	30	2	9	343	7.56	53	33	5	10	252	.313
H.S. Counsel:												
Good	97	1	0	0	244		68	23	3	5	98	
Poor	0	13	9	16	233	***	47	36	7	10	489	***

^aData compiled from Item 20 of the 1969 questionnaire and Item 11 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 18

How the Students Rated the Counseling They Had Received in High School Concerning Personal-Social Problems, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969						1971					
	1 ^b	2	3	4	N	Chi Sq.	1	2	3	4	N	Chi Sq.
Total	16%	18%	9%	55%	642		17%	17%	5%	53%	578	5.31
Men	15	22	10	50	289		16	22	14	48	319	
Women	17	14	7	60	352	11.74*	18	12	12	58	259	11.58*
Liberal Arts	20	19	7	52	284		19	16	12	53	254	
Professional	18	17	9	53	251	1.24	9	25	18	48	159	12.83*
Upper Classmen	14	17	9	57	280		13	19	15	52	265	
Lower Classmen	19	18	9	52	332	2.61	22	16	9	53	270	11.49*
Upper G.P.A.	17	16	8	57	355		15	19	14	52	338	
Lower G.P.A.	19	21	10	47	192	6.05	19	16	16	50	109	1.69
On-Campus	18	17	9	56	565		19	15	10	55	381	
Off-Campus	11	25	10	54	71	4.02	13	22	18	47	198	13.95*
Family Type:												
Academic	18	18	11	50	287		18	13	12	56	234	
Non-Acad.	15	17	6	59	348	7.12	17	22	12	49	249	6.04
H.S. Counsel:												
Good	39	7	3	49	247		100	0	0	0	98	
Poor	0	26	16	56	234	***	0	21	16	63	481	***

^aData compiled from Item 21 of the 1969 questionnaire and Item 12 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$ between each pair of categories.

***Chi Square not applicable for this category.

Table 19

How the Students Rated the Counseling Received in High School Concerning Occupational-Vocational Plans, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969						1971					
	1 ^b	2	3	4	N	Chi Sq.	1	2	3	4	N	Chi Sq.
Total	39%	31%	5%	22%	638		30%	33%	8%	29%	582	18.84**
Men	40	35	4	18	286		28	35	8	29	324	
Women	39	28	5	25	351	6.96	33	30	9	29	258	2.27
Liberal Arts	45	31	4	18	282		32	35	7	27	257	
Professional	41	32	5	20	255	1.06	35	33	8	24	159	1.09
Upper Classmen	44	28	5	23	278		30	33	7	2	268	
Lower Classmen	40	34	5	19	330	3.39	31	32	7	30	272	.05
Upper G.P.A.	41	28	5	23	352		32	35	7	26	341	
Lower G.P.A.	44	37	5	12	191	11.83*	38	27	9	27	109	3.14
On-Campus	40	33	5	22	562		30	31	7	31	385	
Off-Campus	44	21	9	26	70	4.92	30	37	10	24	198	4.56
Family Type:												
Academic	38	31	7	23	283		24	31	8	38	237	
Non-Acad.	42	31	3	21	347	4.50	34	36	6	25	250	12.04
H.S. Counsel:												
Good	90	3	0	4	245		46	31	7	16	98	
Poor	0	58	10	31	234	***	27	34	8	31	485	***

^aData compiled from Item 22 of the 1969 questionnaire and Item 13 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

***Chi Square not applicable for this category.

STUDENT PERCEPTIONS OF THE COUNSELING AND ADVISING
PROGRAM AT UNIVERSITY OF THE PACIFIC

Concerning Occupational-Vocational Plans and Social-Personal Problems¹³

The tabulated data of Table 20 reveal that in 1969, 72 percent of the students had sought counseling and advising concerning occupational-vocational problems.¹⁴ The data suggests that significantly more women sought help than did men, more professional school students than liberal arts, more upper division students than lower division, more off-campus students than on-campus, and more students who said they had had good high school counseling than those who had had poor counseling. Table 21 reveals that of the group of students who had sought occupational-vocational counseling in 1969, nearly two-thirds (63%) judged it to be helpful. The groups judging it to be most helpful were the off-campus students (78%) and the professional students (71%).

Ten percent¹⁵ fewer students were found to be seeking occupational-vocational help in 1971 than in 1969. Of this group of students who were seeking help in 1971, 57 percent considered what they received to be helpful.¹⁶ The results also revealed that whereas several significant differences were observed in 1969 as noted above, a difference was seen only between one category--liberal arts students and professional

¹³Data for this section are taken from Tables 20 through 25, pp. 60-65.

¹⁴This figure was arrived at by adding 45 percent and 27 percent in the row labeled Total, Table 20.

¹⁵This figure was arrived at by finding in the row labeled Total, Table 20, the difference between the sums of columns 1 and 2 under 1969 and columns 1 and 2 under 1971.

¹⁶See Table 21.

students--in 1971. There was no change in the number of liberal arts students who sought help, but for professional school students there was a drop from 80 percent to 56 percent.¹⁷

Seeking help concerning social-personal problems were 31 percent of the sample in 1969 and 25 percent in 1971.¹⁸ More women sought this kind of help in 1969 than did men, but no difference was seen in 1971. Table 24 will reveal that of those who sought this kind of help, slightly more than two-thirds (67%) were satisfied in 1969 and 59 percent were satisfied two years later. The data in Table 23 would indicate that in 1971 fewer students are seeking help with social-personal problems.

In response to a question in the 1971 questionnaire asking students whether or not they had desired more help than they had been able to obtain, 52 percent responded "Yes" for occupational-vocational planning¹⁹ and 23 percent said "Yes" for social-personal problems.²⁰ Those who indicated the greatest need for occupational-vocational counseling were 58 percent of the women, 65 percent of the liberal arts students, 56 percent of the residence hall students and 62 percent of those who had felt they had had good high school counseling. Of the group wishing more help with social-personal problems, the greatest need seemed to be among students who had received good high school counseling (36%) and among students with low G.P.A.'s (31%).

¹⁷This figure was arrived at by finding in the row labeled Professional, Table 20, the difference between the sums of columns 1 and 2 under 1969 and columns 1 and 2 under 1971.

¹⁸These two figures were found by adding in the row labeled Total, Table 23, columns 1 and 2 under 1969 and columns 1 and 2 under 1971.

¹⁹See Table 22.

²⁰See Table 25.

Table 20

How the Students Rated the Counseling and Advising They Had Received at University of the Pacific Concerning Occupational-Vocational Plans, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	45%	27%	26%	639		36%	26%	38%	583	22.54**
Men	39	27	32	289		35	24	31	323	
Women	51	26	21	350	12.02*	38	28	34	260	3.86
Liberal Arts	39	35	24	284		40	23	27	258	
Professional	57	23	19	255	18.41*	39	17	44	158	18.12*
Upper Classmen	50	26	21	278		41	28	32	266	
Lower Classmen	41	27	29	331	6.44*	32	26	42	274	7.00
Upper G.P.A.	47	29	21	353		42	27	31	341	
Lower G.P.A.	45	31	22	193	.977	36	29	35	109	1.30
On-Campus	44	28	27	563		34	27	38	386	
Off-Campus	60	16	23	71	7.15*	40	23	37	198	2.12
Family Type:										
Academic	41	30	27	285		33	26	41	237	
Non-Acad.	50	24	24	348	5.09	39	28	34	250	3.02
H.S. Counsel:										
Good	53	25	20	247		41	35	24	98	
Poor	42	29	27	234	6.80*	35	24	41	486	10.04

^aData compiled from Item 23 of the 1969 questionnaire and Item 14 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not Helpful, (3) This kind of Counseling or advising not sought.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 21

How the Students Who Had Sought Counseling and Advising at University of the Pacific Concerning Occupational-Vocational Plans Rated the Help Received, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	63%	36%	468		57%	43%	351	2.79
Men	59	40	194		60	40	189	
Women	65	34	274	2.01	57	43	172	.293
Liberal Arts	52	47	214		54	46	188	
Professional	71	29	206	16.07*	69	31	88	5.62*
Upper Classmen	65	35	207		59	41	182	
Lower Classmen	60	40	231	1.11	55	45	159	.740
Upper G.P.A.	61	39	275		61	39	234	
Lower G.P.A.	57	43	114	.847	55	45	71	.864
On-Campus	61	39	410		56	44	238	
Off-Campus	78	22	55	6.16*	64	36	124	2.05
Family Type:								
Academic	57	43	206		56	44	140	
Non-Acad.	67	33	259	4.74*	58	42	166	.229
H.S. Counsel:								
Good	68	32	195		54	46	74	
Poor	59	41	167	3.11	60	40	288	.779

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

Table 22

Number and Percentage of Students Who Said They Desired or Did Not Desire More Help with Occupational-Vocational Planning Than They Had Been Able to Get, Analyzed According to Several Categories^a

Categories	1971			Chi Sq.
	1 ^b	2	N	
Total	52%	48%	574	
Men	47	53	320	
Women	58	42	254	7.36*
Liberal Arts	65	35	253	
Professional	36	64	159	32.47*
Upper Classmen	51	49	264	
Lower Classmen	56	44	268	1.45
Upper G.P.A.	53	47	339	
Lower G.P.A.	61	39	108	1.97
On-Campus	56	44	378	
Off-Campus	44	56	197	8.36*
Family Type:				
Academic	52	48	233	
Non-Acad.	51	49	248	.116
H.S. Counsel:				
Good	62	38	98	
Poor	50	50	477	4.96*

^aData compiled from Item 15 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Have desired more help, (2) Have not desired more help.

*Chi Square $P < .05$ between each pair of categories.

Table 23

How the Students Rated the Counseling and Advising They Had Received at University
of the Pacific Concerning Personal-Social Problems, Numbers and
Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	21%	10%	66%	638		15%	10%	74%	582	19.19**
Men	15	13	68	288		16	10	73	322	
Women	26	8	65	350	12.12*	14	11	75	260	.764
Liberal Arts	18	10	70	282		16	11	73	259	
Professional	21	8	69	258	1.50	14	8	79	159	1.87
Upper Classmen	20	10	69	280		18	10	72	266	
Lower Classmen	23	10	65	331	.926	15	10	75	273	1.14
Upper G.P.A.	17	9	71	354		14	10	76	342	
Lower G.P.A.	20	13	64	192	3.153	15	13	72	110	.851
On-Campus	23	11	66	563		16	10	74	384	
Off-Campus	16	7	75	70	2.69	14	12	74	199	.714
Family Type:										
Academic	22	10	66	285		17	8	76	235	
Non-Acad.	20	10	67	348	3.66	14	12	73	252	3.11
H.S. Counsel:										
Good	22	8	67	246		19	12	69	99	
Poor	18	12	67	233	2.61	15	10	75	484	1.87

^aData compiled from Item 24 of the 1969 questionnaire and Item 16 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) This kind of counseling or advising not sought.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 24

How the Students Who Had Sought Counseling and Advising at University of the Pacific Concerning Personal-Social Problems Rated the Help Received, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	67%	33%	208		59%	41%	150	2.40
Men	54	46	88		62	38	86	
Women	76	24	120	11.29*	56	44	64	.439
Liberal Arts	62	38	82		60	40	70	
Professional	71	29	78	1.36	65	35	34	.214
Upper Classmen	66	34	86		64	36	75	
Lower Classmen	69	31	112	.253	59	41	68	.403
Upper G.P.A.	67	33	98		59	41	83	
Lower G.P.A.	62	38	86	.475	55	45	31	.163
On-Campus	67	33	191		62	38	100	
Off-Campus	70	30	17	.090	55	45	51	.706
Family Type:								
Academic	69	31	95		68	32	56	
Non-Acad.	66	34	112	.271	54	46	67	2.53
H.S. Counsel:								
Good	74	26	78		61	39	31	
Poor	62	38	74	2.61	59	41	100	.046

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

Table 25

Number and Percentage of Students Who Said They Desired or Did Not Desire More Help with Personal-Social Problems Than They Had Been Able to Get, Analyzed According to Several Categories^a

Categories	1971			Chi Sq.
	1 ^b	2	N	
Total	23%	77%	556	
Men	23	77	311	
Women	22	78	245	.013
Liberal Arts	23	77	247	
Professional	19	81	155	2.97
Upper Classmen	20	80	254	
Lower Classmen	25	75	260	1.52
Upper G.P.A.	21	79	325	
Lower G.P.A.	31	69	106	4.64*
On-Campus	22	78	366	
Off-Campus	25	75	191	.89
Family Type:				
Academic	22	78	228	
Non-Acad.	23	77	235	.026
H.S. Counsel				
Good	36	64	97	
Poor	20	80	460	11.77*

^aData compiled from Item 17 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Have desired more help, (2) Have not desired more help.

*Chi Square $P < .05$ between each pair of categories.

The Faculty Advisors²¹

The data in Table 27 will reveal that of those who had sought their advisors' help in 1969, 84 percent said the advisors were easily available but in 1971 the percentage figure was 76. In both years women and lower division students rated their advisors 8 to 10 percentage points less than did men and upper division students.

According to Table 29, of those who had seen their advisors in 1969 at times other than at registration,²² 93 percent said they were friendly; however, in 1971 this percentage figure had changed significantly to 87. An inspection of the categories into which the data are arranged will reveal that professional school students in 1971 and upper G.P.A. students both years saw their advisors as being more friendly than did liberal arts and lower G.P.A. students.

With respect to knowledgeable about academic policy 82 percent of those who sought help in 1969 considered their advisors to be knowledgeable.²³ Only a slight drop of 3 percent was experienced in 1971. Among those who considered their advisors most knowledgeable were students from the professional schools and the upper classmen.

With respect to the number of students seeking their advisors' help concerning three kinds of problems---(1) choice of major, occupation or career, (2) personal or social, and (3) academic or school-related---no significant difference is seen between the totals for the two years,

²¹Data for this section are taken from Tables 26 through 40, pp. 69-83.

²²Table 26 will reveal that all but 11 percent saw their advisors at times other than at registration in 1969 and all but 16 percent in 1971.

²³See Table 31.

either in the number seeking help²⁴ or in the overall ratings which those students who sought help gave their advisors.²⁵ Of those (65% in 1969 and 62% in 1971)²⁶ who sought their advisors' help concerning choice of major, occupation, or career, two-thirds were satisfied with the help received.²⁷ There were some groups who were more satisfied than others, these being students from the professional schools, the upper division, and off-campus.

Of the 16 percent²⁸ who sought help each of the two years with social-personal problems, almost two-thirds considered it helpful.²⁹ As mentioned above there was no difference noted between the two years nor between the categories. Concerning school-related or academic problems, of the approximately 45 percent³⁰ who had sought help during the two years, nearly three-fourths³¹ considered it helpful. There was no significant difference noted between the two years.

In 1971 students were asked to rate their advisors on a five point scale (1=poor, 2=unsatisfactory, 3=average, 4=good, 5=excellent) concerning the three kinds of problems. Since these three questions were not included in the 1969 questionnaire, no comparison between the two

²⁴See Tables 32, 34, and 36.

²⁵See Tables 33, 35, and 37.

²⁶To obtain this figure, add in Table 32, columns 1 and 2, 45% and 20% under 1969, and 41% and 21% under 1971.

²⁷See Table 33.

²⁸To obtain this figure, add in Table 34, columns 1 and 2 as above.

²⁹See Table 35.

³⁰To obtain this figure, add in Table 36, columns 1 and 2 as above.

³¹See Table 37.

years can be made. With occupational-vocational problems and decisions³² the average rating for advisors was 3.30. Differing significantly in the ratings of their advisors were the liberal arts and professional students with 3.11 and 3.50 respectively and the upper and lower classmen with 3.43 and 3.10. With personal or social problems³³ the average student rating for the advisors was 3.08 and with academic or school-related problems³⁴ the average rating was 3.36. With these last two kinds of problems no significant differences between the several categories were noted.

³²See Table 38.

³³See Table 39.

³⁴See Table 40.

Table 26

The Ease with Which Students Said They Had Obtained Appointments with Their Advisors,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	75%	14%	11%	632		64%	20%	16%	580	16.12**
Men	77	8	12	283		67	17	16	324	
Women	69	17	10	349	10.516*	60	25	16	256	5.27
Liberal Arts	73	14	12	278		61	24	15	257	
Professional	72	16	11	256	.326	64	21	14	160	.610
Upper Classmen	83	10	5	277		71	18	12	266	
Lower Classmen	64	16	16	326	27.877*	59	23	18	271	8.75
Upper G.P.A.	72	14	12	349		65	22	13	342	
Lower G.P.A.	72	16	10	192	1.064	59	25	15	110	1.50
On-Campus	73	14	12	556		63	20	16	381	
Off-Campus	84	6	8	72	4.52	65	20	15	200	.21
Family Type:										
Academic	73	14	10	285		65	18	17	236	
Non-Acad.	74	13	11	344	.575	63	21	16	250	.690
H.S. Counsel:										
Good	74	15	9	245		60	23	16	98	
Poor	69	14	14	229	2.84	65	20	16	483	.843

^aData compiled from Item 25 of the 1969 questionnaire and Item 18 of the 1971 questionnaire.

^bColumns: (1) Easy, (2) Not easy, (3) Have sought advice only at registration time.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 27

How Students Who Had Sought Advice at Times Other Than at Registration Rated the Ease with Which They Were Able to Obtain Appointments with Their Advisors, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	84%	16%	557		76%	24%	488	12.08**
Men	89	11	248		80	20	272	
Women	79	21	309	10.41*	71	29	216	5.25*
Liberal Arts	83	17	243		72	28	218	
Professional	81	19	226	.231	75	25	137	.559
Upper Classmen	88	12	262		80	20	235	
Lower Classmen	79	21	270	7.88*	72	28	222	4.38*
Upper G.P.A.	83	17	303		75	25	299	
Lower G.P.A.	81	19	172	.179	70	30	93	.924
On-Campus	84	16	488		76	24	319	
Off-Campus	92	8	66	3.48	76	24	170	.051
Family Type:								
Academic	84	16	252		78	22	196	
Non-Acad.	84	16	303	2.02	75	25	210	.611
H.S. Counsel:								
Good	83	17	221		72	28	82	
Poor	82	18	195	3.52	77	23	407	.826

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Easy, (2) Not easy.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 28

The Kind of Relationship the Students Had with Their Advisors, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	81%	5%	12%	641		75%	11%	14%	575	11.08**
Men	80	6	12	289		76	11	14	319	
Women	80	5	12	352	.203	75	11	14	256	.023
Liberal Arts	79	5	15	283		69	15	16	255	
Professional	82	6	10	258	2.76	80	6	11	158	6.86*
Upper Classmen	88	5	6	280		80	10	10	285	
Lower Classmen	74	6	18	331	22.50*	72	12	16	267	5.88
Upper G.P.A.	81	4	13	356		79	10	11	342	
Lower G.P.A.	86	9	12	191	7.064*	67	20	13	108	8.89*
On-Campus	81	5	14	565		76	10	13	377	
Off-Campus	86	8	4	71	5.98	73	12	15	199	.64
Family Type:										
Academic	80	5	13	288		77	11	12	234	
Non-Acad.	81	6	11	347	.724	73	10	17	248	1.99
H.S. Counsel:										
Good	84	5	8	246		78	11	11	100	
Poor	75	6	17	235	8.255*	75	11	14	476	.846

^aData compiled from Item 26 of the 1969 questionnaire and Item 19 of the 1971 questionnaire.

^bColumns: (1) Friendly, (2) Not friendly, (3) No occasion to see advisor except at registration.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 29

The Kind of Relationship That Students Who Had Sought Advice at Times Other Than at Registration Had with Their Advisors, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	93%	7%	559		87%	13%	495	10.76**
Men	92	8	252		88	12	275	
Women	93	7	307	.203	87	13	222	.014
Liberal Arts	93	7	240		82	18	215	
Professional	93	7	231	.867	91	9	140	5.31*
Upper Classmen	94	6	263		89	11	239	
Lower Classmen	91	9	270	1.69	86	14	223	.712
Upper G.P.A.	95	5	309		89	11	303	
Lower G.P.A.	88	12	166	7.06*	77	23	94	8.78*
On-Campus	94	6	488		88	12	327	
Off-Campus	91	9	68	.839	86	14	169	.288
Family Type:								
Academic	93	7	249		88	12	205	
Non-Acad.	92	8	306	.299	87	13	206	.017
H.S. Counsel:								
Good	96	4	224		88	12	89	
Poor	91	9	194	.622	87	13	407	.019

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Friendly, (2) Not friendly.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 30

Students' Perceptions of their Advisors' Knowledgeability About College Academic Policies and Procedures, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	77%	16%	6%	641		71%	19%	10%	576	7.18**
Men	78	13	6	290		73	18	10	320	
Women	75	17	6	351	2.033	70	20	10	256	.352
Liberal Arts	74	14	3	283		68	20	11	256	
Professional	80	16	3	258	2.66	75	18	7	160	2.88
Upper Classmen	87	9	2	281		79	15	5	266	
Lower Classmen	88	22	8	331	32.75*	65	23	13	266	15.87*
Upper G.P.A.	76	19	3	356		73	20	7	434	
Lower G.P.A.	76	17	6	191	1.67	65	26	9	109	2.63
On-Campus	76	17	7	564		71	19	10	377	
Off-Campus	89	6	2	72	7.58*	73	18	10	200	.220
Family Type:										
Academic	76	15	7	287		74	17	9	233	
Non-Acad.	77	16	5	348	.971	70	19	10	250	.938
H.S. Counsel:										
Good	78	16	4	247		66	26	8	97	
Poor	78	17	8	235	2.693	73	17	10	480	4.11

^aData compiled from Item 27 of the 1969 questionnaire and Item 20 of the 1971 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable, (3) No occasion to find out.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 31

How Students Who Had Sought Help Rated Their Advisors with Respect to Knowledge About College Academic Policies and Procedures, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	82%	18%	500		79%	21%	520	2.36
Men	85	15	271		80	20	289	
Women	80	20	329	2.01	78	22	230	.318
Liberal Arts	78	22	268		77	23	227	
Professional	80	20	249	1.61	92	8	131	12.06*
Upper Classmen	89	11	275		84	16	252	
Lower Classmen	75	15	302	20.28*	74	26	232	6.73*
Upper G.P.A.	80	20	342		78	22	320	
Lower G.P.A.	81	19	179	.57	72	28	99	1.91
On-Campus	82	18	525		79	21	340	
Off-Campus	92	8	70	5.585*	81	19	180	.216
Family Type:								
Academic	83	17	266		81	19	213	
Non-Acad.	82	18	329	.52	79	21	224	.476
H.S. Counsel:								
Good	82	18	235		72	28	89	
Poor	81	19	215	.101	81	19	431	3.70

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable.

*Chi Square $P < .05$ between each pair of categories.

Table 32

The Students' Perceptions of Their Advisors' Help Concerning Choice of Major, Occupation, or Career, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	45%	20%	33%	638		41%	21%	38%	579	3.32
Men	44	17	36	288		40	18	42	322	
Women	46	23	29	350	5.251	42	24	33	257	4.99
Liberal Arts	41	30	27	283		41	29	30	258	
Professional	53	15	30	256	18.70*	47	14	39	158	12.82*
Upper Classmen	53	16	28	278		49	17	34	264	
Lower Classmen	38	25	35	331	16.179*	31	27	24	271	18.91*
Upper G.P.A.	47	23	27	354		47	22	31	342	
Lower G.P.A.	45	21	32	192	.582	34	28	39	109	5.54
On-Campus	45	22	33	563		37	24	40	382	
Off-Campus	50	10	38	70	5.64	50	15	35	198	11.09*
Family Type:										
Academic	47	21	30	285		37	20	42	235	
Non-Acad.	44	20	34	348	1.078	43	21	35	251	2.49
H.S. Counsel:										
Good	50	17	29	245		41	30	28	99	
Poor	39	24	35	233	7.46*	41	19	40	481	8.03*

^aData compiled from Item 28 of the 1969 questionnaire and Item 21 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

*Chi Square $P < .05$ between each pair of categories.

Table 33

How Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness Concerning Choice of Major, Occupation, or Career, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	68%	32%	425		66%	34%	359	.516
Men	71	29	180		69	31	188	
Women	66	34	245	1.27	64	36	171	.952
Liberal Arts	57	43	204		59	41	181	
Professional	77	23	177	18.19*	77	23	97	9.78*
Upper Classmen	76	24	198		75	25	174	
Lower Classmen	60	40	211	12.67*	53	46	157	15.35*
Upper G.P.A.	66	34	252		68	32	235	
Lower G.P.A.	67	33	131	.632	55	45	67	3.80
On-Campus	67	33	380		61	39	231	
Off-Campus	83	17	43	4.967*	77	23	129	9.66*
Family Type:								
Academic	69	31	197		65	35	136	
Non-Acad.	68	32	227	.482	67	33	162	.219
H.S. Counsel:								
Good	74	26	171		58	42	71	
Poor	62	38	150	5.57*	69	31	289	2.96

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Sq. $P < .05$ between each pair of categories.

Table 34

The Students' Perceptions of Their Advisors' Help Concerning Personal-Social Problems,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	10%	6%	84%	639		10%	6%	84%	572	.679
Men	8	7	82	288		9	7	84	319	
Women	11	5	82	351	2.503	11	4	85	253	2.51
Liberal Arts	9	8	81	281		9	6	86	251	
Professional	11	4	84	258	4.951	9	4	87	159	.684
Upper Classmen	11	7	79	280		13	8	80	263	
Lower Classmen	9	5	84	330	2.54	8	5	87	265	5.19
Upper G.P.A.	8	8	83	354		10	6	84	337	
Lower G.P.A.	11	7	79	191	1.346	6	6	88	108	1.84
On-Campus	11	6	83	564		10	5	85	376	
Off-Campus	12	8	77	71	1.31	11	8	82	197	1.78
Family Type:										
Academic	10	5	83	286		11	3	86	233	
Non-Acad.	11	7	80	348	.662	10	7	83	248	3.44
H.S. Counsel:										
Good	13	7	78	247		12	9	78	97	
Poor	10	7	81	234	4.01	9	5	85	476	3.35

^aData compiled from Item 29 of the 1969 questionnaire and Item 23 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

Table 35

How the Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness
Concerning Personal-Social Problems, Numbers and Percentages
Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	62%	38%	113		63%	37%	91	.008
Men	54	46	51		56	44	52	
Women	69	31	62	2.5	72	28	39	2.45
Liberal Arts	50	50	51		61	39	36	
Professional	72	28	40	4.39*	70	30	20	.442
Upper Classmen	60	40	55		62	38	53	
Lower Classmen	66	34	50	.403	65	35	34	.053
Upper G.P.A.	60	40	55		62	38	53	
Lower G.P.A.	62	38	37	1.4	46	54	13	1.12
On-Campus	63	38	96		65	35	55	
Off-Campus	62	38	16	0.0	58	42	36	.471
Family Type:								
Academic	66	34	48		76	24	33	
Non-Acad.	60	40	64	.387	58	42	43	2.57
H.S. Counsel:								
Good	65	35	52		57	43	21	
Poor	59	41	42	.341	64	36	70	.352

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

Table 36

The Students' Perceptions of Their Advisors' Help Concerning Academic or School-Related Problems, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969					1971				
	1 ^b	2	3	N	Chi Sq.	1	2	3	N	Chi Sq.
Total	32%	11%	53%	637		35%	13%	52%	575	.999
Men	34	12	53	288		34	13	51	319	
Women	32	11	55	349	.499	34	13	53	256	.480
Liberal Arts	28	13	57	280		30	16	54	256	
Professional	34	11	53	258	2.28	32	13	54	157	.460
Upper Classmen	35	12	50	281		40	15	45	264	
Lower Classmen	30	10	58	328	2.70	32	12	55	268	5.89
Upper G.P.A.	29	9	59	352		33	13	54	338	
Lower G.P.A.	33	17	48	192	10.55*	36	19	45	109	3.53
On-Campus	32	12	56	561		35	11	54	377	
Off-Campus	47	12	39	72	7.60*	36	17	47	199	5.40
Family Type:										
Academic	31	12	54	286		34	14	52	235	
Non-Acad.	33	11	54	348	.307	34	13	53	247	.051
H.S. Counsel:										
Good	39	10	48	245		36	20	44	96	
Poor	27	13	58	233	8.91*	35	12	53	480	5.52

^aData compiled from Item 30 of the 1969 questionnaire and Item 25 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

*Chi Square $P < .05$ between each pair of categories.

Table 37

How the Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness Concerning Academic or School-Related Problems, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	73%	27%	289		73%	27%	277	.043
Men	74	26	135		74	26	157	
Women	73	27	154	1.80	72	28	120	.169
Liberal Arts	68	32	119		66	34	118	
Professional	75	25	120	1.40	71	29	72	.459
Upper Classmen	74	26	136		73	27	146	
Lower Classmen	73	27	137	1.04	73	28	120	.003
Upper G.P.A.	76	24	140		72	28	157	
Lower G.P.A.	65	35	99	39.81*	65	35	60	1.01
On-Campus	73	27	245		76	24	127	
Off-Campus	79	21	43	4.01*	68	32	106	2.25
Family Type:								
Academic	72	28	130		72	28	113	
Non-Acad.	75	25	157	.299	73	27	117	.026
H.S. Counsel:								
Good	79	21	125		65	35	54	
Poor	67	33	95	3.93*	76	24	222	2.63

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

Table 38

How Students Rated Their Advisors on a Five Point Scale Concerning Their Help
with Occupational-Vocational Problems and Decisions, Numbers and
Percentages Analyzed According to Several Categories^a

Categories	1971					N	Chi Sq.	Average Rating
	1 ^b	2	3	4	5			
Total	7%	15%	35%	29%	15%	498		3.30
Men	6	14	35	30	15	269		3.32
Women	7	15	34	28	15	229	.382	3.29
Liberal Arts	11	18	34	25	13	232		3.11
Professional	2	12	36	32	18	146	13.95*	3.50
Upper Classmen	5	12	32	37	14	238		3.43
Lower Classmen	10	18	36	23	13	222	15.96*	3.10
Upper G.P.A.	6	13	34	33	14	309		3.35
Lower G.P.A.	6	20	39	20	11	99	8.36	3.04
On-Campus	8	16	35	28	13	323		3.22
Off-Campus	5	13	33	31	19	176	6.02	3.47
Family Type:								
Academic	7	13	38	25	16	201		3.29
Non-Acad.	7	16	30	32	14	217	3.93	3.38
H.S. Counsel:								
Good	9	23	30	26	12	90		3.09
Poor	6	13	35	30	16	409	8.05	3.36

^aData compiled from Item 22 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

*Chi Square $P < .05$ between each pair of categories.

Table 39

How Students Rated Their Advisors on a Five Point Scale Concerning Their
 Help with Personal-Social Problems, Numbers and Percentages
 Analyzed According to Several Categories^a

Categories	1971					N	Chi Sq.	Average Rating
	1 ^b	2	3	4	5			
Total	11%	13%	43%	22%	11%	283		3.08
Men	8	14	47	20	11	169		3.12
Women	16	11	38	25	11	114	6.54	3.03
Liberal Arts	15	12	41	21	11	121		3.00
Professional	7	9	53	22	9	81	4.63	3.09
Upper Classmen	9	12	43	24	12	138		3.18
Lower Classmen	13	16	42	21	8	128	3.25	2.95
Upper G.P.A.	13	10	44	22	10	162		3.06
Lower G.P.A.	11	18	48	15	8	61	3.53	2.90
On-Campus	12	13	44	24	8	186		3.01
Off-Campus	8	13	43	19	16	97	6.59	3.12
Family Type:								
Academic	9	12	43	26	11	113		3.18
Non-Acad.	14	14	44	18	10	125	3.37	2.97
H.S. Counsel:								
Good	11	19	42	19	9	53		2.96
Poor	11	12	44	23	11	230	2.09	3.11

^aData compiled from Item 24 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

Table 40

How Students Rated Their Advisors on a Five Point Scale Concerning Their Help
with Academic or School-Related Problems, Numbers and Percentages
Analyzed According to Several Categories^a

Categories	1971					N	Chi Sq.	Average Rating
	1 ^b	2	3	4	5			
Total	9%	12%	27%	32%	19%	423		3.36
Men	9	12	30	32	17	242		3.36
Women	10	12	24	33	22	181	2.82	3.44
Liberal Arts	13	13	31	26	17	182		3.21
Professional	9	14	27	34	16	122	3.23	3.34
Upper Classmen	7	14	25	33	21	204		3.47
Lower Classmen	11	11	29	33	16	190	3.96	3.32
Upper G.P.A.	9	11	27	36	16	245		3.38
Lower G.P.A.	12	16	34	25	12	91	5.73	2.76
On-Campus	9	11	27	35	17	270		3.41
Off-Campus	10	12	28	28	21	154	2.75	3.38
Family Type:								
Academic	9	11	28	31	21	166		3.45
Non-Acad.	12	11	26	34	17	192	1.70	3.33
H.S. Counsel:								
Good	12	18	20	30	20	76		3.56
Poor	9	10	29	33	19	348	6.17	3.43

^aData compiled from Item 26 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

The Counseling Center³⁵

In response to questions asking for a student evaluation of the Counseling Center, 90 percent in 1969 and 86 percent in 1971 said they had not gone to the Center.³⁶ In 1971 significantly more lower G.P.A. students went to the Counseling Center than did upper G.P.A. students and more students who had received good high school counseling went to the Counseling Center than did those who had received poor counseling. Of those who had gone in 1969, 82 percent considered the services they received to be helpful, but two years later the percentage figure had dropped significantly to 64.³⁷ Of those who had heard others comment upon the Counseling Center, three-fourths in 1969 reported favorable comments, but in 1971 the figure dropped significantly to slightly more than half.³⁸ In 1971, students from academic type families viewed the help received as less helpful than did students from non-academic type families.

The reason given most often for not using the services of the Counseling Center was "Have not felt the need" (53% in 1969 and 49% in 1971); however, 36 percent in 1969 and 30 percent in 1971 said "Did not know about the Center." Not all groups of students were equally unaware of services available at the Counseling Center. In 1971 those students who seemed to know the least about the Center were those with low G.P.A.'s, the professional school students, and those living off-campus. The percentages for those having no knowledge of the Center ranged from

³⁵Data in this section are taken from Tables 41 through 47, pp. 87-93.

³⁶See Table 41.

³⁷See Table 42.

³⁸See Table 43.

26 percent to 39 percent.³⁹

To the question asking students to tell what kinds of problems, according to their understanding, the Counseling Center was set up to help with, most of them said they did not know--51 percent in 1969 and 38 percent in 1971. Seventeen and 20 percent (1969 and 1971 respectively) marked both personal-social and emotional-mental, 5 percent (both years) marked emotional-mental only, 5 and 7 percent marked personal-social only and the remainder marked various combinations of five possible answers.⁴⁰

To determine the potential number of users of the Counseling Center, the students were asked in 1971 if they would use the Center if it were advertised to help with such problems as occupational-vocational, personal-social, and emotional-mental.⁴¹ To this question one-fourth said, "No," one-third said, "Yes," and the remainder answered, "I do not know." The college group who indicated the greatest need for such a service were the liberal arts students (41% said "Yes") and the group who expressed the least need for such a service were the professional school students (31% said, "No"). The group expressing the most uncertainty about their use of such a center were the lower G.P.A. students. Forty-nine percent responded, "I do not know."

To determine whether or not location would have an effect upon the use which a student would make of a counseling center, the students were asked in 1971 if they would be more likely to use a counseling center located in the central campus than at the Health Center.⁴² To

³⁹See Table 44.

⁴⁰See Table 45.

⁴¹See Table 46.

⁴²See Table 47.

this question 44 percent said, "No," 32 percent said, "Yes," and 25 percent answered, "I do not know." The students who would be more likely to use a counseling center located in the central campus than at the Health Center are liberal arts students (38% said, "Yes) and students who would be less likely to use such a center are the professional students (53% said, "No).

Table 41

Number and Percentage of Times the Students Had Gone to the Counseling Center, Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	90%	5%	1%	0%	1%	634		86%	8%	3%	1%	2%	546	9.07
Men	92	4	1	0	1	288		84	10	3	1	1	300	
Women	89	7	1	0	1	346	5.142	87	7	4	0	2	246	4.42
Liberal Arts	91	5	1	0	0	280		86	7	4	1	2	244	
Professional	92	5	1	0	1	255	2.474	91	5	2	1	1	149	2.38
Upper Classmen	92	3	1	0	1	277		84	9	4	1	3	245	
Lower Classmen	89	7	1	0	1	328	5.471	85	9	3	1	1	261	2.09
Upper G.P.A.	94	4	0	0	0	351		91	5	3	1	2	317	
Lower G.P.A.	87	7	2	1	1	190	11.023*	77	13	6	1	3	102	12.41*
On-Campus	90	7	2	0	2	559		86	8	4	1	2	360	
Off-Campus	97	1	1	0	0	71	4.68	86	9	2	2	2	187	2.86
Family Type:														
Academic	89	7	2	0	1	285		84	9	3	1	2	219	
Non-Acad.	91	4	1	0	1	345	2.67	89	5	3	1	1	238	3.44
H.S. Counsel:														
Good	90	5	2	0	1	244		76	10	6	3	5	88	
Poor	92	3	1	0	1	231	3.381	87	8	3	0	1	459	14.69*

^aData compiled from Item 39 of the 1969 questionnaire and Item 29 of the 1971 questionnaire.

^bColumns: (1) None, (2) 1 to 3 times, (3) 4 to 6 times, (4) 7 to 9 times, (5) 10 or more times.

*Chi Square $P < .05$ between each pair of categories.

Table 42

How the Students Who Had Gone to the Counseling Center Rated the Service They Received,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	82%	18%	50		64%	36%	85	5.15**
Men	66	34	18		64	36	47	
Women	88	12	25	2.87	63	37	38	.049
Liberal Arts	76	24	17		68	32	38	
Professional	94	6	19	2.50	73	27	15	2.89
Upper Classmen	85	15	21		59	41	46	
Lower Classmen	83	17	24	2.83	71	29	38	1.38
Upper G.P.A.	90	10	22		56	44	32	
Lower G.P.A.	80	20	15	.908	78	22	23	2.86
On-Campus	83	17	48		63	37	63	
Off-Campus	50	50	2	1.44	64	36	22	.016
Family Type:								
Academic	84	16	26		57	41	41	
Non-Acad.	82	18	23	3.59	63	37	27	.13
H.S. Counsel:								
Good	83	17	18		60	40	25	
Poor	87	13	16	.768	65	35	60	.190

^aData compiled from Item 37 of the 1969 questionnaire and Item 27 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 43

How the Students Rated the Counseling Center From What They Had Heard Others Say,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	74%	26%	205		55%	45%	177	15.66**
Men	73	27	73		60	40	89	
Women	74	26	132	1.78	50	50	88	1.62
Liberal Arts	67	33	85		53	47	74	
Professional	84	16	73	6.74*	65	35	34	1.36
Upper Classmen	76	24	91		58	42	77	
Lower Classmen	71	29	102	.718	52	48	91	.776
Upper G.P.A.	77	23	103		55	45	89	
Lower G.P.A.	71	29	56	.763	61	39	28	.264
On-Campus	74	26	190		57	43	128	
Off-Campus	85	15	14	.993	49	51	49	.927
Family Type:								
Academic	75	25	94		48	52	88	
Non-Acad.	72	28	109	.244	71	29	58	7.51*
H.S. Counsel:								
Good	75	25	85		52	48	33	
Poor	73	27	64	3.62	56	44	144	.176

^aData compiled from Item 38 of the 1969 questionnaire and Item 28 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 44

The Reasons Students Gave for Not Using the Counseling Center, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969						1971					
	1 ^b	2	3	4	N	Chi Sq.	1	2	3	4	N	Chi Sq.
Total	36%	6%	8%	53%	589		30%	12%	9%	49%	550	12.78**
Men	35	4	6	52	269		32	11	9	48	303	
Women	36	7	9	45	318	5.127	28	13	9	50	247	1.88
Liberal Arts	41	6	5	45	262		32	12	6	50	248	
Professional	35	6	8	49	239	4.185	37	6	12	45	154	9.55
Upper Classmen	29	7	10	51	260		31	8	11	50	249	
Lower Classmen	43	4	5	45	303	14.778*	28	17	8	48	258	10.42*
Upper G.P.A.	35	5	7	51	333		28	10	9	52	339	
Lower G.P.A.	45	7	6	39	175	7.801	38	12	8	43	93	3.06
On-Campus	37	7	8	49	515		26	16	8	51	360	
Off-Campus	28	5	14	31	69	4.72	39	5	13	44	191	24.41*
Family Type:												
Academic	37	5	6	50	261		29	18	9	44	219	
Non-Acad.	35	7	9	47	323	3.451	33	7	11	50	243	14.83*
H.S. Counsel:												
Good	36	4	10	48	227		39	16	5	40	85	
Poor	36	5	7	49	218	3.256	29	11	10	50	466	7.82*

^aData compiled from Item 41 of the 1969 questionnaire and Item 31 of the 1971 questionnaire.

^bColumns: (1) Did not know about the center, (2) Found help from a fellow student, (3) Found help from advisor or faculty member, (4) Worked out own problem or have not felt the need.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 45

The Kinds of Problems, According to the Understanding of the Students,
the Counseling Center Had Been Set Up to Help With^a

Kinds of Problems ^b	1969		1971	
	Number	Percent	Number	Percent
1 2 3 4 5	2	0%	2	0%
1 2 3 4 .	31	4	41	7
1 2 3 . .	11	2	7	1
1 2 . . .	7	1	4	1
1	13	2	14	2
1 2 . 4 .	19	3	26	4
1 . 3 . .	13	2	5	1
1 . 3 4 .	1	0	0	0
1 . . 4 .	2	0	18	3
1 . . 4 5	1	0	1	0
. 2 . . .	34	5	41	7
. 2 3 . .	7	1	5	1
. 2 3 4 .	12	2	13	2
. 2 . 4 .	113	17	119	20
. 2 . 4 5	2	0	1	0
. . 3 . .	11	2	14	2
. . 3 4 .	1	0	3	1
. . 3 . 5	1	0	1	0
. . . 4 .	35	5	29	5
. . . . 5	333	51	221	38
Total N =	649		565	

^aData compiled from Item 40 of the 1969 questionnaire and Item 30 of the 1971 questionnaire.

^bKinds of problems represented by the numbered columns: (1) Occupational-vocational, (2) Personal-social, (3) Academic, (4) Emotional-mental, (5) I do not know.

Table 46

The Number and Percentage of Students Who Would or Would Not Have Need of the Services of the Counseling Center if It Were Advertised as Being Professionally Prepared to Handle a Variety of Student Problems Such as Occupational-Vocational, Personal-Social, or Emotional-Mental, Analyzed According to Several Categories^a

Categories	1971			N	Chi Sq.
	1 ^b	2	3		
Total	33%	25%	42%	572	
Men	32	26	42	319	
Women	35	23	42	253	.928
Liberal Arts	41	20	40	255	
Professional	23	31	46	157	16.06*
Upper Classmen	34	25	41	264	
Lower Classmen	36	22	42	265	.750
Upper G.P.A.	32	28	40	335	
Lower G.P.A.	37	15	49	109	7.67*
On-Campus	34	22	44	376	
Off-Campus	32	30	38	197	4.16
Family Type:					
Academic	35	25	40	231	
Non-Acad.	31	26	43	247	1.05
H.S. Counsel:					
Good	32	23	45	96	
Poor	33	25	41	477	.451

^aData compiled from Item 32 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Yes, (2) No, (3) I do not know.

*Chi Square $P < .05$ between each pair of categories.

Table 47

The Number and Percentage of Students Who Would or Would Not Be More Likely to Use a Counseling Center Located in the Central Campus Than at the Health Center, Analyzed According to Several Categories^a

Categories	1971				Chi Sq.
	1 ^b	2	3	N	
Total	32%	44%	25%	555	
Men	32	41	27	320	
Women	31	46	22	255	2.40
Liberal Arts	38	37	25	257	
Professional	22	53	25	158	13.44*
Upper Classmen	31	44	25	265	
Lower Classmen	35	40	25	268	1.48
Upper G.P.A.	31	46	23	336	
Lower G.P.A.	31	37	32	110	3.90
On-Campus	35	40	25	380	
Off-Campus	27	49	24	196	5.17
Family Type:					
Academic	34	40	26	234	
Non-Acad.	29	46	26	246	1.89
H.S. Counsel:					
Good	38	40	23	96	
Poor	31	44	25	480	1.63

^aData compiled from Item 33 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Yes, (2) No, (3) I do not know.

*Chi Square $P < .05$ between each pair of categories.

The Placement Office⁴³

The data reveal that for the two years being studied approximately the same number of students (19% in 1969 and 17% in 1971) had registered at the Placement Office.⁴⁴ In 1969, 57 percent of these students considered the service received to be helpful, but in 1971 this number had dropped significantly to 45 percent. Two groups of students seemed to have obtained the greatest satisfaction from Placement Office services: in 1969, 68 percent of the professional school students found the services helpful and in 1971 when the average rating for the University had dropped to 45 percent, 68 percent of the professional school students were still rating the Placement Office as helpful; in 1969, 70 percent of the students from non-academic type homes rated the services received as helpful and in 1971, 62 percent were still rating the services received as helpful.

Given most frequently in 1969 as the reason for not registering at the Placement Office, was "Do not need this service yet" (40%) and "Do not know about its services" was second (22%).⁴⁵ In 1971, however, the two were reversed. Thirty-three percent answered, "Do not know about its services" and 31 percent answered, "Do not need this service yet." The remainder had either already made their own post-college plans or they were planning to find their own jobs.

⁴³Data for this section are taken from Tables 48 and 49, pp. 95 and 96.

⁴⁴This figure is arrived at by finding the percentage ratio of those who responded to the question (122 in 1969 and 102 in 1971) to the number who responded to the questionnaire (642 in 1969 and 586 in 1971).

⁴⁵See Table 49.

Table 48

How the Students Who Had Registered at the Placement Office Rated the Service They Received in Finding a Job, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	57%	43%	122		45%	55%	102	4.31**
Men	64	34	49		38	62	52	
Women	53	43	73	1.339	52	48	50	1.88
Liberal Arts	63	36	38		41	59	44	
Professional	68	31	54	2.868	68	32	25	4.68*
Upper Classmen	59	39	65		39	61	61	
Lower Classmen	58	40	50	.467	44	56	34	.205
Upper G.P.A.	63	35	75		46	54	69	
Lower G.P.A.	71	27	21	.401	42	58	19	.109
On-Campus	67	33	94		40	60	60	
Off-Campus	43	55	18	3.31	51	49	43	1.26
Family Type:								
Academic	40	56	53		31	69	42	
Non-Acad.	70	28	69	10.72*	62	38	45	8.52*
H.S. Counsel:								
Good	57	41	43		24	76	17	
Poor	55	43	52	.539	49	51	86	3.67

^aData compiled from Item 43 of the 1969 questionnaire and Item 35 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 49

The Reasons Students Gave for Not Registering at the Placement Office,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969						1971					
	1 ^b	2	3	4	N	Chi Sq.	1	2	3	4	N	Chi Sq.
Total	40%	21%	18%	18%	542		31%	33%	20%	16%	495	21.00**
Men	41	17	20	20	250		26	31	22	21	286	
Women	39	26	16	17	292	6.641	37	36	17	10	209	17.50*
Liberal Arts	41	25	15	17	252		34	35	17	15	218	
Professional	41	15	20	21	217	8.480	23	26	30	20	145	14.32*
Upper Classmen	27	19	19	33	228		25	33	20	22	219	
Lower Classmen	51	23	16	8	296	61.338*	37	34	21	9	241	18.31*
Upper G.P.A.	36	22	17	23	301		30	31	21	19	282	
Lower G.P.A.	50	18	19	10	171	15.949*	26	37	25	12	97	3.59
On-Campus	42	21	17	19	477		30	37	19	13	338	
Off-Campus	26	28	24	20	56	7.85	31	24	22	23	157	11.94*
Family Type:												
Academic	37	22	19	19	247		29	33	20	18	206	
Non-Acad.	42	21	17	18	290	3.438	31	34	20	15	209	.810
H.S. Counsel:												
Good	40	19	19	19	211		30	41	17	12	83	
Poor	39	22	16	21	193	1.253	31	32	21	17	412	3.47

^aData compiled from Item 44 of the 1969 questionnaire and Item 36 of the 1971 questionnaire.

^bColumns: (1) Do not need this service yet, (2) Do not know about its services, (3) Plan to find my own job, (4) Already have post-college plans.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

The Freshman Orientation Program⁴⁶

Students who had attended Freshman Orientation at University of the Pacific were asked to rate the help they received. In 1969, 53 percent rated the orientation session as helpful, but in 1971 that number had risen to 67 percent.⁴⁷ In the 1971 questionnaire, the students were asked to rate their student counselors (student counselors were not a part of the orientation program in 1969). Sixty-four percent thought they had been helpful,⁴⁸ and 80 percent said they were knowledgeable⁴⁹ about University policy and procedure. The highest ratings for helpfulness came from liberal arts students (71%) and off-campus students (73%); the highest rating for knowledgeability came from professional students (88%).

When asked what recommendations the students might offer for future freshman orientations,⁵⁰ approximately one-half of the students in 1971 were equally divided between "No change" and "Regular meetings with the advisor during the first semester." Thirteen percent wanted regular meetings during the first four to six weeks, 11 percent wanted more days prior to school, and 7 percent wanted fewer days prior to school. The others (21%) wanted something else, but no provision was made on the questionnaire for the student to reveal what that might be. It would not be fair to try to compare the 1969 and 1971 answers to this question because an additional answer---"Regular group meetings with advisor during first semester"---was available in 1971 but not in 1969.

⁴⁶Data for this section are taken from Tables 50 through 53, pp. 99-102.

⁴⁷See Table 50.

⁴⁸See Table 51.

⁴⁹See Table 52.

⁵⁰See Table 53.

This answer was added in 1971 because of write-in suggestions made by students in 1969.

Table 50

How the Students Who Attended Freshmen Orientation Would Rate the Help Received,
Numbers and Percentages Analyzed According to Several Categories^a

Categories	1969				1971			
	1 ^b	2	N	Chi Sq.	1	2	N	Chi Sq.
Total	53%	47%	471		67%	33%	250	4.10*
Men	56	44	204		66	34	130	
Women	50	50	267	1.57	68	32	122	.10
Liberal Arts	56	44	216		72	28	134	
Professional	48	52	183	3.19	73	28	40	.019
Upper Classmen	44	56	176		61	39	75	
Lower Classmen	57	43	178	7.34*	70	30	174	1.59
Upper G.P.A.	49	51	268		67	33	134	
Lower G.P.A.	58	42	137	2.79	59	41	46	1.07
On-Campus	54	46	422		67	33	196	
Off-Campus	44	56	45	1.35	68	32	56	.02
Family Type:								
Academic	54	46	204		65	35	113	
Non-Acad.	51	49	161	.58	74	26	102	1.99
H.S. Counsel:								
Good	65	35	182		69	31	54	
Poor	36	64	172	30.46*	67	33	198	.068

^aData compiled from Item 48 of the 1969 questionnaire and Item 37 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$ between each pair of categories.

Table 51

How Students Who Had Attended Freshman Orientation Rated the Help Received from Student Counselors, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1971			Chi Sq.
	1 ^b	2	N	
Total	64%	36%	180	
Men	62	38	89	
Women	67	33	91	.538
Liberal Arts	71	29	117	
Professional	62	38	26	.882
Upper Classmen	59	41	37	
Lower Classmen	65	35	141	.426
Upper G.P.A.	58	42	95	
Lower G.P.A.	63	37	38	.311
On-Campus	62	38	143	
Off-Campus	73	27	37	1.47
Family Type:				
Academic	63	37	82	
Non-Acad.	66	34	73	.092
H.S. Counsel:				
Good	58	43	40	
Poor	66	34	140	1.08

^aData compiled from Item 39 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

Table 52

How Students Who Had Attended Freshman Orientation Rated Their Student Counselors With Respect to Knowledge About University Policy and Procedures, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1971			Chi Sq.
	1 ^b	2	N	
Total	80%	20%	176	
Men	81	19	85	
Women	78	22	91	.268
Liberal Arts	84	16	115	
Professional	88	12	26	13.69*
Upper Classmen	73	27	33	
Lower Classmen	81	19	141	1.07
Upper G.P.A.	77	23	93	
Lower G.P.A.	73	27	37	.288
On-Campus	80	20	140	
Off-Campus	78	22	36	.086
Family Type:				
Academic	84	16	81	
Non-Acad.	78	22	72	.945
H.S. Counsel:				
Good	73	28	40	
Poor	82	18	136	1.57

^aData compiled from Item 40 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable.

*Chi Square $P < .05$ between each pair of categories.

Table 53

Student Recommendations for the Future Concerning Freshman Orientation, Numbers
and Percentages Analyzed According to Several Categories^a

Categories	1969								1971							
	1 ^b	2	3	4	5 ^c	6	N	Chi Sq.	1	2	3	4	5	6	N	Chi Sq.
Total	23%	20%	7%	16%		31%	558		24%	11%	7%	13%	25%	21%	263	
Men	24	24	7	14		29	251		24	10	8	12	24	21	135	
Women	23	16	7	18		33	307	6.432	24	11	5	13	27	20	128	1.15
Liberal Arts	26	21	5	16		30	256		28	12	7	10	26	18	138	
Professional	23	19	11	17		27	218	6.166	26	12	7	16	23	16	43	6.26
Upper Classmen	21	19	11	14		32	229		22	12	8	13	26	19	77	
Lower Classmen	25	20	4	18		29	307	9.450	25	10	7	13	25	20	183	.451
Upper G.P.A.	23	20	7	15		32	315		26	11	7	11	26	18	140	
Lower G.P.A.	28	21	9	18		23	164	4.645	20	14	6	16	25	20	51	1.56
On-Campus	24	20	7	16		32	490		25	10	7	12	27	20	210	
Off-Campus	16	20	13	23		26	60	6.39	23	15	8	13	19	23	53	2.55
Family Type:																
Academic	24	7	8	18		31	249		26	9	7	15	22	22	117	
Non-Acad.	23	22	7	16		31	303	2.061	24	12	8	12	26	17	106	2.42
H.S. Counsel:																
Good	29	20	7	16		26	215		20	6	11	11	28	24	54	
Poor	15	21	7	19		35	203	12.208*	25	12	6	13	24	20	209	4.62

^aData compiled from Item 49 of the 1969 questionnaire and Item 38 of the 1971 questionnaire.

^bColumns: (1) No change, (2) More days prior to school, (3) Fewer days prior to school, (4) Meetings spread out during first 4 to 6 weeks of school, (5) Regular group meetings with advisor during first semester, (6) None of the above.

^cResponse 5 was not included in the 1969 questionnaire.

*Chi Square $P < .05$ between each pair of categories.

The Resident Assistant Program⁵¹

Since the residence hall assistant program is considered a vital part of the counseling and advising program, the on-campus students were asked to rate their resident assistants (R.A.'s). Seventy-six percent of the students felt their relationship with their resident assistant was positive, 21 percent felt it was neutral, and only 3 percent felt it was negative.⁵² Among the categories no one group of students answered the question any differently from any other.

Concerning school policies and procedures 67 percent felt the R.A.'s were knowledgeable and 9 percent felt they were not knowledgeable. Upper division students did not rate their R.A.'s as did lower division students. The percentage figure for upper division students was 59 and for lower division students, 71.⁵³ Regarding helpfulness with personal-social problems, 33 percent of the students thought that the resident assistants had been helpful and 5 percent thought they had not been helpful.⁵⁴ In the area of academic and school-related problems, the R.A.'s seemed to be the least helpful. Nineteen percent of the students had found them to be helpful.⁵⁵ Concerning student perceptions of helpfulness with personal-social or school-related problems, none of the categories of students were found to differ significantly from each other.

As a final question in which the students were asked to rate on a five-point scale (1=poor, 2=unsatisfactory, 3=average, 4=good

⁵¹Data for this section are taken from Tables 54 through 58, pp. 105-109.

⁵²See Table 54.

⁵³See Table 55.

⁵⁴See Table 56.

⁵⁵See Table 57.

5=excellent) the resident assistants in overall effectiveness as administrative assistants and student counselors, 34 percent rated them "excellent," 34 percent rated them "good," and 20 percent rated them "average." Twelve percent considered the R.A.'s to be either unsatisfactory or poor. The average rating on the five-point scale given the resident assistants by the students was 3.83.⁵⁶

⁵⁶See Table 58.

Table 54

The Students' Perceptions of the Kinds of Relationships the Resident Assistants Had with the Students in the Residence Halls, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1971				Chi Sq.
	1 ^b	2	3	N	
Total	76%	21%	3%	340	
Men	74	23	3	149	
Women	78	20	2	54	1.56
Liberal Arts	73	25	2	102	
Professional	77	20	3	230	1.59
Upper Classmen	73	24	3	166	
Lower Classmen	72	23	4	69	.273
Upper G.P.A.	77	20	3	318	
Lower G.P.A.	57	39	4	23	5.11
On-Campus	76	20	4	159	
Off-Campus	78	20	2	134	.579
Family Type:					
Academic	78	18	3	65	
Non-Acad.	75	22	3	276	.450
H.S. Counsel:					
Good	66	31	3	77	
Poor	79	18	3	251	5.80

^aData compiled from Item 41 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Positive (friendly), (2) Neutral, (3) Negative (not friendly).

Table 55

How the Students Rated Their Resident Assistants with Respect to Knowledge About University Policy and Procedures, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1971			N	Chi Sq.
	1 ^b	2	3		
Total	67%	9%	24%	338	
Men	62	10	27	183	
Women	72	6	21	155	4.00
Liberal Arts	66	9	25	148	
Professional	70	7	22	54	.450
Upper Classmen	59	14	27	104	
Lower Classmen	71	6	24	228	8.27*
Upper G.P.A.	63	9	28	166	
Lower G.P.A.	62	15	24	68	1.86
On-Campus	68	8	24	317	
Off-Campus	59	14	27	22	1.00
Family Type:					
Academic	66	8	26	160	
Non-Acad.	70	6	24	133	.666
H.S. Counsel:					
Good	68	3	29	65	
Poor	67	10	23	274	3.56

^aData compiled from Item 42 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable, (3) No occasion to find out.

Table 56

How the Students Rated Their Resident Assistants with Respect to Helpfulness
with Personal-Social Problems, Numbers and Percentages Analyzed
According to Several Categories^a

Categories	1971			N	Chi Sq.
	1 ^b	2	3		
Total	33%	5%	62%	334	
Men	28	6	67	180	
Women	38	5	57	154	4.19
Liberal Arts	30	6	64	146	
Professional	30	4	67	54	.491
Upper Classmen	34	9	57	102	
Lower Classmen	32	4	65	226	4.59
Upper G.P.A.	32	5	62	165	
Lower G.P.A.	23	8	70	66	2.14
On-Campus	33	4	63	313	
Off-Campus	27	14	59	22	3.64
Family Type:					
Academic	31	6	63	157	
Non-Acad.	36	2	62	133	3.40
H.S. Counsel:					
Good	38	8	54	63	
Poor	31	4	64	272	2.87

^aData compiled from Item 43 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) No occasion to find out.

Table 57

How the Students Rated Their Resident Assistants with Respect to Helpfulness
with Academic or School-Related Problems, Numbers and Percentages
Analyzed According to Several Categories^a

Categories	1971			N	Chi Sq.
	1 ^b	2	3		
Total	19%	4%	77%	335	
Men	19	6	75	181	
Women	18	3	79	154	2.54
Liberal	18	6	76	147	
Professional	20	0	80	54	3.47
Upper Classmen	20	8	73	102	
Lower Classmen	19	3	78	227	3.72
Upper G.P.A.	19	2	78	165	
Lower G.P.A.	13	7	79	67	4.08
On-Campus	19	5	76	314	
Off-Campus	18	0	82	22	1.14
Family Type:					
Academic	22	5	73	157	
Non-Acad.	17	4	79	133	1.29
H.S. Counsel:					
Good	14	8	78	63	
Poor	20	4	76	273	3.03

^aData compiled from Item 44 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) No occasion to find out.

Table 58

How the Students Rated, Using a Five Point Scale, Their Resident Assistants' Overall Effectiveness as Administrative Assistants and as Student Counselors, Numbers and Percentages Analyzed According to Several Categories^a

Categories	1971					N	Chi Sq.	Average Rating
	1 ^b	2	3	4	5			
Total	7%	5%	20%	34%	34%	374		3.83
Men	9	6	20	32	33	204		
Women	5	2	21	36	36	170	5.60	
Liberal Arts	8	4	18	32	38	167		
Professional	5	5	22	33	36	64	1.12	
Upper Classmen	9	8	18	27	38	126		
Lower Classmen	7	3	21	37	32	238	8.95	
Upper G.P.A.	9	4	21	33	34	190		
Lower G.P.A.	8	8	21	27	36	75	2.80	
On-Campus	7	5	21	35	33	340		
Off-Campus	9	3	17	26	46	35	2.80	
Family Type:								
Academic	6	4	22	36	32	171		
Non-Acad.	8	3	17	34	38	157	2.02	
H.S. Counsel:								
Good	9	1	20	36	33	69		
Poor	7	5	20	33	34	306	2.19	

^aData compiled from Item 45 of the 1971 questionnaire. Item not included in the 1969 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

Persons to Whom Students Go for Help⁵⁷

In order to determine better to whom students would go for help, both inside and outside the University setting, students were asked to tell to which school-employed and non-school-employed persons they would go for help with three kinds of problems.

Occupational-vocational problems. To the question, "To which school-employed person would you most likely go for help if you had an occupational or vocational problem which you could not handle," a plurality of students (29% for 1969 and 26% for 1971) said faculty advisor. Second choice was college teacher (20% for 1969 and 14% for 1971). In 1969, 11 percent would go to a student personnel dean and in 1971 that number rose to 17 percent. In 1969, 10 percent of the students would go to someone other than those named in the question, but by 1971 this number had risen to 18 percent. Beyond "other" there is no clear cut order.⁵⁸

In response to the same question but with respect to non-school-employed persons, the person to whom a student would be most likely to go would be first his parents, second an unnamed person, and third to a fellow student. It is of interest to note, however, that the parents declined in importance from 50 percent to 38 percent during the two years and that the unnamed person ascended in importance from 21 to 28 percent. Two student groups differed significantly from the average choosing some unnamed person before their parents. These were off-campus students and low income students. The students which chose

⁵⁷Data for this section are taken from Tables 59 through 64, pp. 113-118.

⁵⁸See Table 59.

parents first were from high income, academically-oriented families and living on campus.⁵⁹

Personal-social problems. In 1969 the school-employed person to whom a student would most likely go first with a personal-social problem would be a resident assistant (15%); next would be a college teacher (13%); third, a student personnel dean (9%), and fourth, a religious advisor (8%). In 1971, however, first and second would be a counselor in the Counseling Center (18%) and a college teacher (17%); third, a faculty advisor (15%), fourth, a resident assistant (12%), and fifth, a student personnel dean (11%). Resident assistants tend to be more important to lower classmen than advisors, and advisors tend to be more important to upper classmen than resident assistants.⁶⁰

With respect to non-school-employed people, the person to whom a student would most likely go both years for help with a personal-social problem was to a fellow student (38% and 40%). Close to these percentage figures were parents (36% and 39%). Third choice was an unnamed person (19% and 23%). In 1969 off-campus students would choose their parents first but in 1971 parents were chosen third. An unnamed person was chosen first. In 1969 men would have chosen their parents first and women would have chosen them second. In 1971 both men and women would have chosen them second.⁶¹

Educational problems. For the two years this study covers, the order of school-employed persons to whom students took their educational problems was the same but the percentages varied somewhat. The order and percentages were as follows: faculty advisor (40% and 47%), college

⁵⁹See Table 60.

⁶⁰See Table 61.

⁶¹See Table 62.

teacher (29% and 26%), student personnel dean (11% and 16%), and university administrator (6% and 3%).⁶²

Concerning non-school employed persons, in 1969, 50 percent of the students said parents were the most likely persons to whom they would go for help with academic problems, and 21 percent said they would go to a fellow student. In 1971, however, the picture changed significantly. Thirty-four percent said they would go to their parents and 30 percent said they would go to a fellow student. For both years, between 22 and 25 percent of the students would go to some unnamed person other than a relative or an employer for help of this kind. In 1969 parents were chosen first in all categories; but in 1971 men, off-campus students, and professional students chose them second and lower G.P.A. students chose them third.⁶³

⁶²See Table 63.

⁶³See Table 64.

Table 59

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Occupational-Vocational Problems, Analyzed According to Several Categories^a

Categories	1969											1971												
	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.	1	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total	5%	9%	11%	2%	6%	29%	3%	1%	20%	10%	734		4%	4%	17%	2%	4%	26%	3%	1%	19%	18%	757	50.51**
Men	5	9	12	3	4	27	3	1	21	11	325		4	4	21	2	3	23	3	1	20	18	407	
Women	5	9	11	2	7	30	2	2	19	9	409	7.65	5	5	14	2	5	30	3	1	18	18	350	11.63
Liberal Arts	6	6	11	3	9	29	3	3	16	9	319		5	5	12	2	5	27	5	1	19	19	324	
Professional	4	9	8	2	4	35	3	0	17	11	302	78.142*	3	4	15	1	2	36	1	0	19	17	208	15.30
Upper Classmen	3	9	10	3	3	34	4	1	21	8	218		3	4	18	2	2	30	4	1	20	17	343	
Lower Classmen	7	8	12	2	8	25	2	2	17	11	230	25.69*	6	4	18	2	6	22	3	1	18	19	366	17.53*
Upper G.P.A.	6	7	9	3	6	33	1	1	19	10	272		4	4	15	2	2	30	4	1	20	18	457	
Lower G.P.A.	6	9	12	3	7	28	6	2	13	10	134	16.029	5	4	19	3	5	26	4	0	14	22	133	8.66
On-Campus	5	9	11	2	6	29	3	1	20	10	405		5	4	19	3	6	24	3	1	19	18	502	
Off-Campus	1	8	10	1	1	51	3	0	16	6	62	17.30*	4	4	16	1	1	32	4	0	19	18	257	17.94*
Family Type:																								
Academic	4	9	13	3	6	27	3	1	19	10	207		4	4	17	2	6	23	4	1	22	17	307	
Non-Acad.	6	9	10	2	5	30	3	1	20	10	259	14.46	5	4	18	2	4	28	2	1	16	20	323	5.86
H.S. Counsel:																								
Good	6	9	15	3	6	27	3	3	17	7	171		11	2	19	1	3	20	3	0	24	17	136	
Poor	5	9	9	2	6	27	2	0	24	11	175	14.46	3	4	17	2	4	28	3	1	18	18	623	26.75*

^aData compiled from Item 31-32 of the 1969 questionnaire and Item 46 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident Assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 60

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Occupational-Vocational Problems, Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	50%	3%	6%	17%	21%	624		38%	4%	10%	20%	28%	615	23.29**
Men	47	4	6	17	24	283		34	5	12	20	29	332	
Women	52	3	6	17	19	341	2.395	42	2	8	20	27	283	6.84
Liberal Arts	55	3	5	14	21	280		40	4	7	23	25	274	
Professional	50	3	8	21	15	251	8.855	35	3	17	16	29	160	13.39*
Upper Classmen	46	3	7	20	22	272		34	4	12	19	31	294	
Lower Classmen	55	2	4	16	18	324	8.606	42	3	7	22	25	275	8.38
Upper G.P.A.	52	4	7	19	16	347		40	4	11	17	28	361	
Lower G.P.A.	55	3	5	13	22	189	6.496	32	3	12	29	25	110	8.61
On-Campus	53	3	5	18	20	546		42	3	9	23	23	412	
Off-Campus	30	4	10	21	34	70	15.118*	29	5	12	14	40	204	29.22*
Family Type:														
Academic	56	3	4	16	19	279		42	2	6	24	25	254	
Non-Acad.	45	4	7	19	23	340	8.171	37	4	13	15	31	260	15.55*
H.S. Counsel:														
Good	53	3	6	19	17	241		49	2	16	13	19	98	
Poor	45	3	4	17	27	227	6.877	36	4	9	21	30	518	15.20*

^aData compiled from Item 45 of the 1969 questionnaire and Item 49 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 61

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Personal-Social Problems, Analyzed According to Several Categories^a

Categories	1969											1971												
	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.	1	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total	3%	3%	9%	7%	15%	5%	7%	8%	13%	26%	712		3%	2%	11%	7%	12%	15%	18%	9%	17%	6%	519	135.06**
Men	2	2	12	7	13	7	6	8	12	28	313		3	2	11	5	7	16	20	11	18	6	281	
Women	4	3	7	7	16	5	8	8	13	24	399	12.343	3	2	11	8	18	13	16	8	16	6	238	16.45
Liberal Arts	4	0	11	5	19	5	7	7	9	27	316		4	2	6	7	16	11	20	10	18	6	218	
Professional	2	2	7	10	11	5	7	9	13	29	288	20.66*	4	4	7	6	8	22	19	13	14	4	138	15.53
Upper Classmen	1	4	9	9	6	6	7	7	13	32	305		1	3	11	7	7	19	19	10	17	5	231	
Lower Classmen	17	1	9	5	22	5	6	9	11	22	372	46.445*	6	1	11	7	18	9	16	9	16	7	249	30.26*
Upper G.P.A.	3	2	8	8	15	5	7	9	11	28	393		4	2	11	7	10	17	16	12	16	5	304	
Lower G.P.A.	3	0	10	8	16	5	8	8	10	28	218	2.83	6	2	6	8	13	15	22	8	10	10	89	10.68
On-Campus	3	3	10	8	16	5	7	7	13	26	630		4	1	12	8	16	11	17	9	17	6	362	
Off-Campus	3	7	7	2	3	11	6	14	11	29	77	25.45*	2	4	9	4	4	24	20	11	16	6	159	33.71*
Family Type:																								
Academic	3	3	12	5	17	6	7	8	11	24	323		2	2	3	6	17	10	19	7	19	6	222	
Non-Acad.	3	3	8	9	13	5	7	8	14	26	383	9.04	5	3	8	7	11	20	15	12	16	4	208	21.70*
H.S. Counsel:																								
Good	5	1	11	7	17	5	7	9	11	22	285		5	3	7	10	13	9	18	9	18	9	91	
Poor	1	5	7	6	15	5	7	7	15	28	256	17.846*	3	2	12	6	12	16	18	10	17	5	430	11.03

^aData compiled from Item 33-34 of the 1969 questionnaire and Item 47 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident Assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 62

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Personal-Social Problems, Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	36%	4%	1%	38%	19%	633		30%	4%	3%	40%	23%	604	11.643**
Men	37	4	0	34	23	286		28	6	3	37	26	326	
Women	36	3	1	42	15	347	9.493*	32	2	3	42	20	278	8.38
Liberal Arts	38	3	1	38	18	280		30	4	3	45	19	276	
Professional	38	4	1	37	16	255	1.294	31	6	3	35	26	156	6.04
Upper Classmen	33	5	2	42	17	275		29	5	3	37	26	270	
Lower Classmen	39	3	0	16	19	329	5.897	30	3	2	44	20	290	6.22
Upper G.P.A.	38	4	1	38	16	352		32	4	4	38	22	354	
Lower G.P.A.	39	3	2	35	20	189	2.699	27	5	0	46	21	113	6.62
On-Campus	37	3	1	40	18	551		32	3	3	44	18	396	
Off-Campus	33	7	1	30	26	68	6.387	26	6	4	30	34	210	27.95*
Family Type:														
Academic	40	2	1	38	16	283		30	2	2	43	22	254	
Non-Acad.	33	5	1	38	21	344	6.529	32	4	4	35	25	254	5.33
H.S. Counsel:														
Good	41	4	2	34	17	245		34	3	8	37	18	102	
Poor	35	4	0	38	20	229	5.35	29	4	2	40	24	504	11.57

^aData compiled from Item 46 of the 1969 questionnaire and Item 50 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 63

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Academic Problems, Analyzed According to Several Categories^a

Categories	1969												1971											
	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.	1	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total	1%	6%	11%	2%	3%	40%	1%	0%	29%	3%	711		1%	3%	16%	1%	1%	47%	2%	0%	26%	1%	643	34.93**
Men	1	6	8	3	3	42	0	0	28	4	310		1	3	17	2	2	47	2	1	24	1	349	
Women	1	6	12	0	2	38	2	0	29	3	401	14.153	2	4	15	1	1	47	2	0	27	1	294	9.15
Liberal Arts	2	4	10	2	3	43	1	0	26	4	313		1	4	13	1	1	45	4	1	28	1	282	
Professional	1	8	9	1	3	41	2	0	26	5	292	8.686	1	2	11	2	2	60	1	0	20	1	178	17.85
Upper Classmen	0	6	9	2	1	42	1	0	30	3	311		0	4	14	0	1	53	1	0	25	1	297	
Lower Classmen	2	5	12	1	9	39	1	0	26	4	367	13.274	2	4	19	3	2	39	3	0	28	2	301	19.52*
Upper G.P.A.	2	5	9	2	2	41	1	0	29	4	396		1	3	14	1	1	51	1	1	26	2	387	
Lower G.P.A.	0	5	12	2	5	51	2	0	23	4	217	10.53	4	5	14	3	0	50	5	0	21	1	111	15.76
On-Campus	2	6	12	2	3	39	2	1	29	4	626		0	4	18	2	1	44	2	0	27	1	428	
Off-Campus	1	8	5	1	2	49	0	0	31	0	79	11.22	2	3	15	0	1	53	1	0	24	1	217	15.11
Family Type:																								
Academic	1	7	14	2	3	38	1	0	27	2	325		1	3	21	1	1	43	2	1	27	1	265	
Non-Acad.	1	5	8	2	3	41	1	0	30	4	382	10.92	1	4	13	2	1	51	2	0	24	2	277	13.43
H.S. Counsel:																								
Good	3	7	12	0	1	41	2	1	26	3	287		2	3	16	4	2	43	0	0	27	3	104	
Poor	1	5	8	4	3	38	0	0	32	5	249	22.644*	1	4	17	1	1	48	2	0	25	1	541	12.52

^aData compiled from Item 35-36 of the 1969 questionnaire and Item 48 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident Assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

Table 64

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Academic Problems, Analyzed According to Several Categories^a

Categories	1969							1971						
	1 ^b	2	3	4	5	N	Chi Sq.	1	2	3	4	5	N	Chi Sq.
Total	50%	3%	2%	21%	22%	629		34%	4%	7%	30%	25%	570	39.39**
Men	44	4	2	22	26	285		28	5	7	31	28	310	
Women	55	3	2	21	17	344	10.452*	41	4	6	28	21	260	11.45*
Liberal Arts	59	3	1	18	16	277		37	5	7	28	24	259	
Professional	47	3	4	25	19	253	13.046*	28	4	7	35	26	151	4.65
Upper Classmen	46	2	3	25	21	274		31	4	7	32	26	255	
Lower Classmen	54	4	1	19	19	325	7.273	37	5	5	30	24	271	2.71
Upper G.P.A.	53	4	2	22	17	349		35	4	8	28	25	336	
Lower G.P.A.	55	2	2	19	21	187	3.570	27	6	1	37	28	102	10.22*
On-Campus	52	3	2	22	30	548		38	4	5	32	21	383	
Off-Campus	40	4	2	22	31	68	5.02	27	4	9	26	34	188	16.85*
Family Type:														
Academic	55	2	1	22	16	283		41	3	7	30	20	244	
Non-Acad.	46	4	3	20	25	341	11.327*	31	5	7	27	30	237	9.05
H.S. Counsel:														
Good	55	3	2	21	17	244		36	2	10	27	26	90	
Poor	43	4	3	23	25	229	8.792	34	5	6	30	25	481	3.36

^aData compiled from Item 47 of the 1969 questionnaire and Item 51 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

*Chi Square $P < .05$ between each pair of categories.

**Chi Square $P < .05$ between the totals for 1969 and 1971.

What Students Like Best About the Counseling and Advising Program and How They Would Improve It.⁶⁴

In order to give the students a chance to express themselves freely without being limited by multiple predetermined answers, two open-ended questions were asked: (1) What have you liked best about the counseling or advising program; and (2) How can the counseling and advising program be improved? As may be expected, numerous answers were given, in fact, almost too numerous to summarize. Tables 64 and 65 represent an attempt at a summarization and comparison of those responses that were thought to be alike.

What students like best about it.⁶⁵ That which impresses students most about the University's counseling and advising program is the close faculty-student relationship and the excellent group of advisors described variously as knowledgeable, competent, helpful, personable, friendly, understanding, easily available, and a variety of other positive statements. In fact, in answer to the open-ended question, "What have you liked best about the counseling and advising program?" 56 percent in 1969 and 50 percent in 1971 chose to make as their primary statement a favorable comment about faculty personnel. In 1969, 12 percent and in 1971, 19 percent made favorable comments about other aspects of the program; about 20 percent during both years either had no need for the program, had not used it, did not know about it, or had nothing to say. Even though the question asked for something positive, 12 percent in both years made negative comments about it, the

⁶⁴The data in this section are based on Tables 65 and 66, pp. 121-124.

⁶⁵See Table 65.

biggest complaint concerning uninformed, unavailable, or uninterested advisors.

How students would improve it.⁶⁶ In answer to an open-ended question asking for suggestions for improving the counseling and advising program, the majority of students were concerned about the quality and preparation of advisors. In 1969 a plurality (33%) of the students were primarily concerned about having a better informed counseling-advising staff, particularly concerning graduation requirements both within and outside their own areas. Two years later, however, the primary emphasis shifted to more of a concern for student-faculty relationships. There seemed to be greater desire for advisors who would take more time with and interest in their students and who would treat them more as people than as responsibilities. A typical remark was that all the "good" advisors were overloaded. A primary wish of 20 percent of the 1971 students was that their advisors were more informed about academic policy and procedure.

Fifteen percent of the students felt the need to know more about the program. A typical statement among this group was that more publicity should be given to services available. The remaining suggestions were divided among a variety of categories. Notable among these suggestions was a felt need for a vocational guidance program. Other suggestions were spread over a wide range of subjects such as resident assistants, freshman orientation, and registration.

⁶⁶See Table 66.

Table 65

Number and Percentage of Typical Statements Made by Five or More Students Concerning the Counseling and Advising Program at University of the Pacific^a

1969 ^b		1971		Typical Statements made by five or more students ^c
N	%	N	%	
	56%		50%	A. <u>Favorable statements concerning faculty personnel.</u>
5		6		1. Excellent counseling from my advisor.
23		6		2. Well informed academically. Advisors know required classes.
11		10		3. Knowledgeable about school policy. Willing to find answers.
6		13		4. The personal friendly relationship between advisors and students.
7		13		5. Friendly interested concern for students.
79		65		6. Always available. Advisors, counselors are easy to get appointments with.
8		9		7. Extremely helpful and efficient advisors.
12		20		8. Advisors and counselors are really concerned, and try to help all they can.
5		14		9. Willingness to help or refer to those who can.
		22		10. Show personal interest.
		5		11. Professors other than assigned advisor willing to help.
6		5		12. Advisors give information but leave decision to us.
5		5		13. Having advisor from same department as major.
54		32		14. The close student-faculty relationship. Willing to listen and help.
28		30		15. Other favorable comments made by fewer than five students.
	12%		19%	B. <u>Favorable miscellaneous comments about the counseling and advising program.</u>
6		12		1. It's fine, not too much nor too little. Just right.
5		14		2. It's satisfactory.
7		8		3. Step ladder organization of RA's, Head Residents, etc.
10		20		4. It is good to know the help is there if it is needed.
5		7		5. Counseling Center extremely helpful.
-		7		6. The School of Pharmacy set up is ideal.
21		29		7. Other favorable comments made by fewer than five students.

^aData compiled from Item 54 of the 1969 questionnaire and Item 53 of the 1971 questionnaire.

^bIn 1969 N=452; in 1971 N=509.

^cEach statement or one similar was made by at least 5 students.

Table 65 (continued)

1969		1971		Typical statements made by five or more students
N	%	N	%	
	22%		19%	C. <u>Neutral comments about the counseling and advising program.</u>
10		11		1. I have been my own advisor except for registration.
43		49		2. I never used the program, so cannot evaluate.
24		16		3. Nothing I like best.
15		20		4. Not familiar with the program. Do not know about it.
6		-		5. Other neutral comments made by fewer than five students.
	12%		12%	D. <u>Negative comments about the counseling and advising program.</u>
12		11		1. My advisor was terrible, uninformed, could not get appointment.
7		6		2. Very poor! Too impersonal.
5		20		3. Not much!
5		5		4. I do not like anything about it.
-		9		5. Too impersonal.
22		10		6. Other negative comments made by fewer than five students.

Table 66

Number and Percentage of Typical Suggestions for Improvement Made by Five or More Students Concerning the Counseling and Advising Program at University of the Pacific^a

1969 ^b		1971		Typical suggestions made by five or more students ^c
N	%	N	%	
60	33%	64	20%	A. <u>More informed counselors and advisors.</u>
26		25		1. Advisors should be better informed about academic requirements for graduation as well as other areas.
30		17		2. Select a better trained, more capable staff.
3		2		3. Better communication between administration, advisors, counselors, and students.
				4. Statements made by fewer than five students.
21	18%	17	26%	B. <u>Student-advisor relationships.</u>
6		5		1. Get only advisors who are willing to help students at times other than at registration.
8		-		2. Treat students as people, not responsibilities.
25		41		3. The good counselors are too overloaded. Fewer students per advisor.
-		8		4. Take more time and interest.
-		6		5. Change advisors who do not care.
-		5		6. Let students choose their own advisor first semester.
-		9		7. Do not have faculty advisors. Hire qualified counselors.
11		44		8. Give teachers more time for counseling. Lighten the teaching loads of professors who are good counselors.
				9. Statements made by fewer than five students.

^aData compiled from Item 55 of the 1969 questionnaire and Item 54 of the 1971 questionnaire.

^bIn 1969 N=359; in 1971 N=519.

^cEach statement or one similar was made by at least 5 students.

Table 66 (continued)

1969		1971		Typical suggestions made by five or more students
N	%	N	%	
14	10%	35	10%	C. <u>Advisor availability.</u> 1. Advisors should be more available to students. 2. There should be more required meetings with advisors other than at registration time. 3. Have advisors keep their stated office hours. 4. Statements made by fewer than five students.
18		7		
6		5		
3		5		
50	16%	77	15%	D. <u>More publicity.</u> 1. Give more publicity to services available.
28	9%	7	3%	E. <u>Counseling Center.</u> 1. Hire full-time professional counselors and advisors. 2. Move it away from the Health Center to improve reputation.
-		7		
18	14%	9	26%	F. <u>Miscellaneous other suggestions.</u> 1. Have better vocational-guidance available. 2. It is all right like it is. 3. I do not know. 4. Miscellaneous statements made by fewer than 5 students.
-		18		
-		35		
32		73		

THE HYPOTHESES: FELT NEEDS FOR COUNSELING AND ADVISING⁶⁷

The students were asked how often they had felt the need for counsel or advice, or wished that they could get it, about any kind of problem while they had been at the University. To this question they had a choice of four answers: frequently or often, occasionally, seldom, and not at all. In Table 67 the total responses for 1969 were compared with the total responses for 1971. The chi square test of statistical significance revealed that there was no difference in the way students answered the question between the two years tested. In fact, a comparison of the percentage figures reveals a surprising likeness.

Table 67

A Percentage Comparison Between 1969 and 1971 of the Frequency with Which All Students Felt the Need For Counseling and Advising

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	1969	15%	28%	41%	15%	629	
and 1971	1971	18%	28%	41%	13%	580	1.796

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

In Tables 68 through 74 each hypothesis question is subjected separately to the data from 1969 and 1971. Each hypothesis will be accepted and advanced as a plausible generalization only if the chi square test is found to be significant both years. Those hypotheses which are found to be significant one year but not the other will become

⁶⁷Data for this section are taken from Item 50 of the 1969 questionnaire and Item 52 of the 1971 questionnaire.

the basis of a discussion but not a generalization. Percentage figures in columns 1, 2, 3, and 4 are used instead of raw data because each hypothesis is directional and the percentage figures help to establish directionality.

In determining significance for each of the hypotheses, the following statistical criteria are used:

Test: Chi square, one-tailed test.
Degrees of freedom = 1
Critical region ≥ 6.25

Hypothesis 1: Men will indicate less need for counseling and advising than will women. (Table 68)

In 1969 the chi square test supported the hypothesis, at the chosen level of .05, that men did indicate less need for counseling and advising than did women. Twelve percent of the men as compared with 16 percent of the women indicated frequent need; and 19 percent of the men as compared with 11 percent of the women said, "Not at all." In 1971, however, the men and women answered this question so nearly alike that the hypothesis which could be supported in 1969 can no longer be supported in 1971.

Hypothesis 2: Students in a professional school will indicate less need for counseling and advising than will students in a liberal arts school. (Table 69)

The data for 1969 shows a trend in the direction of support for this hypothesis but not at the .05 level of significance. In 1971, however, the results support the hypothesis at the chosen level of .05. Even though there is an excellent chance that the hypothesis can be supported by the data, no generalization can as yet be made because the data for both years do not support it at the pre-announced statistical level.

Table 68

A Percentage Comparison of the Frequency with Which Men and Women Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	Men	12%	23%	44%	19%	286	13.827*
	Women	16%	32%	38%	11%	345	
1971	Men	17%	29%	41%	12%	323	1.543
	Women	19%	25%	42%	14%	357	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

*Chi Square $P < .05$ between men and women for 1969.

Table 69

A Percentage Comparison of the Frequency with Which Professional School Students and Liberal Arts Students Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	Profsnl Sch	11%	29%	42%	16%	255	4.59
	Lib. Arts	17%	29%	38%	13%	278	
1971	Profsnl Sch	10%	26%	48%	16%	159	8.84*
	Lib. Arts	20%	29%	40%	11%	256	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

*Chi Square $P < .05$ between professional school students and liberal arts students for 1971.

Hypothesis 3: Upper classmen students will indicate less need for counseling and advising than will lower classmen students. (Table 70)

An inspection of the percentage points for the two categories will indicate a difference between the two groups in the direction indicated by the hypothesis; however, because the chi square figure is

not large enough to come within the critical region, the hypothesis cannot be accepted.

Table 70

A Percentage Comparison of the Frequency with Which Upper Classmen and Lower Classmen Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi. Square
1969	Up. Class.	11%	30%	42%	15%	276	3.623
	Low. Class.	17%	27%	39%	14%	326	
1971	Up. Class.	18%	29%	38%	15%	268	4.187
	Low. Class.	19%	27%	44%	10%	268	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

Hypothesis 4: Students with 2.6 G.P.A. or better will indicate less need for counseling and advising than will those below 2.6. (Table 71)

Hypothesis 4 is similar to Hypothesis 1. In 1969 there was statistical support for this statement but not in 1971. Even though the trend is still in the direction of this hypothesis, the difference is not sufficient to suggest a generalization.

Hypothesis 5: Students living on-campus will indicate less need for counseling and advising than will those living off-campus. (Table 72)

Even though nothing significant resulted from the 1969 data, it was felt that a trend was detected and that perhaps a larger N for off-campus students might yield something significant. Not only did the retest not yield significant results but the trend reversed itself. Therefore, Hypothesis 5 cannot be accepted.

Table 71

A Percentage Comparison of the Frequency with Which Students with a 2.6 G.P.A. or Better and Students Below 2.6 Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	2.6 G.P.A.+	10%	31%	41%	15%	351	8.027*
	Below 2.6	19%	25%	39%	14%	189	
1971	2.6 G.P.A.+	16%	28%	42%	14%	337	2.290
	Below 2.6	21%	26%	43%	10%	111	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

*Chi Square $P < .05$ between students with a 2.6 G.P.A. or better and students below 2.6.

Table 72

A Percentage Comparison of the Frequency with Which Students Living On-Campus and Students Living Off-Campus Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	On-Campus	15%	30%	41%	15%	556	3.46
	Off-Campus	19%	20%	44%	15%	70	
1971	On-Campus	19%	27%	44%	11%	381	5.691
	Off-Campus	16%	30%	37%	17%	200	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

Hypothesis 6: Students who come from academically-oriented families will indicate less need for counseling and advising than will students who do not. (Table 73)

Again is seen the phenomenon of two categories which were significantly different in 1969, but in 1971 they were not only not significantly different but reversed and pointed in an opposite

direction. Specifically, in 1969 only 10 percent of the students from academically-oriented homes felt a need for counseling and advising frequently or often, and for students from non-academically-oriented homes the figure was 16 percent. In 1971, however, the percentage for the academic had risen to 21 percent while the non-academic remained the same. Hypothesis 6 cannot be accepted.

Table 73

A Percentage Comparison of the Frequency with Which Students from Academically-Oriented Families and Students from Other Types of Families Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	Academic	10%	26%	44%	17%	282	8.96*
	Non-Academic	16%	29%	37%	13%	343	
1971	Academic	21%	28%	38%	13%	234	3.993
	Non-Academic	15%	28%	43%	14%	251	

^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

*Chi Square $P < .05$ between students from academically-oriented families and students from non-academically-oriented families for 1969.

Hypothesis 7: Students who have had what they considered to be helpful college, vocational, or personal counseling in high school will indicate more need for counseling and advising than students who do not. (Table 74)

Neither set of data for either year resulted in significance.

It should be noted, however, that the trend is in the direction of the hypothesis. Because the chi square did not reach the .05 level, Hypothesis 7 cannot be accepted.

Table 74

A Percentage Comparison of the Frequency with Which Students Having Had Good High School Counseling and Students Not Having Had Good Counseling Felt the Need for Counseling and Advising During 1969 and 1971

Year	Categories	1 ^a	2	3	4	N	Chi Square
1969	Good H.S.Cn	16%	32%	38%	13%	243	3.810
	Poor H.S.Cn	15%	48%	40%	15%	230	
1971	Good H.S.Cn	26%	24%	40%	10%	96	5.848
	Poor H.S.Cn	16%	28%	42%	14%	485	

- ^aColumns: (1) Frequently or often (several times each month)
 (2) Occasionally (6-10 times each year)
 (3) Seldom (up to 5 times each year)
 (4) Not at all

SUMMARY

This chapter has been concerned with a presentation of the statistical data of the study and its interpretation. Included have been the results of the questionnaire returns and a question-by-question analysis of the responses according to the several categories into which each was divided. The questionnaire analysis was organized into sections according to the various areas of the counseling and advising program with which the study was concerned. Those areas of concern were as follows:

1. The overall effectiveness of the counseling and advising program of the University, concerning occupational-vocational plans and social-personal problems,
2. The faculty advisors,
3. The Counseling Center,
4. The Placement Office,
5. The Freshman Orientation Program,
6. The Resident Assistant Program,
7. School-employed and non-school-employed persons to whom the students go for help,
8. Those parts of the program which students like most and suggestions for improving the program.

The findings of the chapter are briefly as follows: With respect to the two-fold purpose of this project--(1) to develop a method which can be used to convey to college personnel the perceptions and convictions of students concerning the counseling and advising program, (2) to demonstrate a means of finding out where the greatest needs are--claims can be made that the project is successful. Administrators should be able to take the data presented here and determine the strengths and weaknesses of their program.

With respect to the hypotheses which came about partially as the result of the literature review, not one could be wholly supported by the data. Briefly stated, the findings are as follows: On the Stockton campus of the University of the Pacific

1. Men do not indicate less need for counseling and advising than do women,
2. Professional school students do not indicate any less need for counseling and advising than do liberal arts school students,
3. Upper classmen do not indicate any less need for counseling and advising than do lower classmen,
4. Upper G.P.A. students do not indicate any less need for counseling and advising than do upper G.P.A. students,
5. Students living on-campus do not indicate any less need for counseling and advising than do students living off-campus,
6. Students who come from academically-oriented families do not indicate less need for counseling and advising than do students from non-academically oriented families,
7. Students who have had what they considered to be helpful high school counseling do not indicate more need for counseling and advising than do students who have not had good counseling.

The chapter concluded with a reenumeration of the hypotheses and an analysis of the data used to accept or reject them. The next chapter will summarize the study, discuss the findings and present certain recommendations for consideration by University of the Pacific. Also presented will be recommendations for further investigations which the study suggests.

Chapter 5

SUMMARY, DISCUSSION, RECOMMENDATIONS

SUMMARY

Purpose of the Study

It was the purpose of this research project to develop a method which could be used by college and university personnel to obtain students' perceptions of and convictions concerning advising programs on their campuses. Included in the procedure was a demonstration of how it can be determined where the greatest needs are and whether or not there are any significant differences in the perceptions of, or expressed needs for, counseling and advising by different categories of students within the school. For this demonstration, seven different categories of students to be tested were chosen from the student population and hypotheses about these groups were constructed.

Basic Assumption

An important basic assumption for this study is that most small colleges and universities have counseling and advising programs that are enough alike to readily adapt the method used in this study for their use. Because it was developed for and tested on a campus of less than 5,000 students, it is not claimed that the method is useable on campuses of larger enrollment.

Review of the Literature

The literature which was reviewed for this study covered two general areas of concern: (1) student evaluations of counseling and advising programs, and (2) literature pertaining to particular items found in the questionnaire. The review of literature revealed a dearth of research on the evaluation of counseling and advising programs, particularly evaluations as done by the students. The review suggested some of the hypotheses which the study proposed to test.

Procedure for the Study

After the questionnaire was constructed, it was first tested on the Stockton campus of the University of the Pacific, which had, in 1969, an enrollment of 2,414. After the results had been tabulated, analyzed and reported to the University officials, the questionnaire was revised and retested on the same campus in 1971. That year the enrollment had increased to 3,733. The results of the second questionnaire were tabulated and analyzed in the same manner as the first. The analyses, categorized according to certain groups within the University, provided the data whereby a comparison could be made between groups of students as well as between the two years. The chi square test of statistical significance was used to determine differences and likenesses.

The groups of students within the University which were compared were as follows:

1. Men and women,
2. Liberal arts students and professional school students,
3. Upper classmen and lower classmen,
4. Upper G.P.A. and lower G.P.A.,

5. On-campus housing and off-campus housing,
6. Academic type families and non-academic families,
7. Students having had good high school counseling and students having had poor high school counseling.

Those areas of the University's counseling and advising program which the students evaluated were as follows:

1. The overall effectiveness of the counseling and advising program of the University,
2. The faculty advisors,
3. The Counseling Center,
4. The Placement Office,
5. The Freshman Orientation Program,
6. The Resident Assistant Program.

The data for testing the hypotheses were taken from the results of a question which asked the students to state how often they had felt the need for counsel or advice about any kind of problem from the time they first came to the University to the time of the survey.

DISCUSSION OF THE RESULTS

Results of this study indicate that the students in general have a fairly positive opinion of the counseling and advising program of the University, the strongest feature being the friendly interest which large numbers of advisors take in their advisees. In the absence of empirical data with which to compare, it is difficult to know whether or not better results should be expected.

Faculty Advisors

Apparently, advisors are more willing than they are capable as evidenced by the 87 percent rating for friendliness (1971 data) as

compared to the 79 percent knowledgeability about academic policy, the 66 percent helpfulness with occupational-vocational plans, the 63 percent helpfulness with social-personal problems, and the 73 percent helpfulness with school-related or academic problems. With respect to occupational plans and social-personal problems, perhaps better results for faculty advisors cannot be expected, but in areas dealing with academic matters it would seem reasonable to expect a better percentage rating than 79 percent for knowledgeability and 73 percent for helpfulness, especially for university faculty personnel. It should again be mentioned that in comparing the data of 1969 and 1971, even though the figures are still high, the faculty advisors dropped significantly in percentage points for availability (from 84% to 76%) and friendliness (from 93% to 87%). No drop in helpfulness with various kinds of problems was seen, however.

In the areas of occupational-vocational and social-personal counseling, approximately two-thirds of the students who had sought help rated their advisors as "helpful." Considering the fact that the advisors are not expected to do much by way of occupational-vocational and social-personal counseling, perhaps they should be commended for these ratings. In assessing the adequacy of the counseling and advising program as it relates to these two areas it should not be forgotten that 53 percent of the students said they have desired more help with occupational-vocational planning and 23 percent more help with social-personal problems than they have been able to get.

Counseling Center

It is remarkable that in 1969 only 10 percent and in 1971 only 14 percent of the students of the University had been to the Counseling

Center at all for any kind of help. It would not be fair to the Counseling Center to attempt to evaluate its effectiveness on the basis of a sample in 1969 of only 50 students and in 1971 of only 85, yet it is of interest to note that whereas 82 percent of those who went to the Center in 1969 felt they had been helped, 64 percent felt they had been helped in 1971. And if the services of the Center were judged on the basis of what students were saying, 55 percent would say it was a place where students could go to be helped. There seemed to be much confusion among students as to what kinds of problems the Center was set up to help solve. There is evidence that publicity had been given to the Center during the two years since 1969, but even so 41 percent of the students reported they did not know about its services.

With respect to the number of students who would use the Counseling Center if it were advertised to help solve a variety of problems, one-third of the students would do so; but since only one-fourth said they would not use the Center even if it were advertised, then the potential clientele could be as high as three-fourths of the students. Since one-half of the students had indicated a desire for more help than they have been able to get, a conservative estimate would be that at least half of the students would use such a center.

Concerning the number of students to whom the location of such a center would be important, even though to the plurality of students (44%) location does not matter, yet there are enough to whom location does matter (32% said "Yes," and another 25% were uncertain) as to suggest the advisability of a counseling center located in the central campus.

The Placement Office

In the absence of a criterion against which to measure the data,

it is difficult to make a definite statement about the Placement Office. It should be noted, however, that even though the same percentage number (17%-18%) of students registered with the Placement Office in 1971 as registered in 1969, the number who felt they had been helped declined sharply from 59 percent to 45 percent. One question which the University must ask itself is whether a placement office which is helping only 8 to 10 percent of its students is fulfilling its objectives. An indication by one-third of the students that they do not know about its services should indicate a need for better publicity for the Office.

Freshman Orientation

It should be noted that whereas the student ratings for all other areas of the counseling and advising program have either held steady or shown a decline between the years 1969 and 1971, only one, Freshman Orientation showed an increase. The percentage figure climbed from 53 percent who in 1969 felt the orientation program had been helpful to 67 percent in 1971. Offered as a possible explanation is the fact that since 1969 student counselors have been added to the program. In spite of the relatively good rating, it should be noted that 89 percent felt they would prefer something other than what they were given. Note that 38 percent would like the meetings spread out over a portion of the first semester.

Resident Assistants

The Resident Assistant program seems to be well accepted by most of the students: only 3 percent felt negative toward it and 76 percent felt positive. It should also be noted that on a 5 point scale the

resident assistants in their roles received ratings (3.83) comparable to faculty advisors (3.81).

Persons to Whom Students Go for Help

There is one observation which ought to be made concerning a statistically significant shift in the order of non-school-employed persons to whom students would go with certain kinds of problems. In 1969, 50 percent of the students said they would go to their parents for both occupational-vocational problems and academic problems. In 1971, however, this figure dropped to 38 percent and 34 percent respectively. A noticeable percentage rise in choice is seen among persons other than relatives, particularly fellow students. In 1971, fellow students rated ten percentage points above parents as persons to whom students would go with personal-social problems and four points less than parents as persons to whom they would go with academic problems.

Why Did Students in 1971 Not Answer Questions the Same as They Did in 1969?

An inspection of the demographic data to compare the types of homes from which the students come will reveal that there is no difference between the student populations with respect to the parents' type of employment, the parents' level of education, and the family incomes. Yet despite this similarity in background, the students did not answer the questions the same. The data for the two years surveyed seems to say that the student perceptions of the effectiveness of the counseling and advising program are generally lower in 1971 than in 1969.

Were advisors not caring as much, were they not working as hard, were they not as available, were they actually less friendly in 1971 than in 1969? Are counselors in the Counseling Center actually

less competent in 1971 than in 1969 as the data would seem to indicate? Why did the Placement Office experience a 14 percent drop and Freshman Orientation a 14 percent gain? Even though the data from Table 67 would suggest that there is no difference between the two years in the frequency with which students have felt the need for counseling and advising, yet why was not one hypothesis which was confirmed in 1969 reconfirmed in 1971? Could it be that students in 1971 were brighter and better informed than they were in 1969 and so were harder to please?

A number of answers can be suggested but none can be affirmed. Perhaps the most obvious suggestion would have to do with the 55 percent growth in enrollment experienced by the University between the two years. A school which undergoes a growth experience of this magnitude within a relatively short period cannot hope to maintain a steady image, particularly in an area as delicate as human relationships.

Another factor which should be considered is size. The probable assumption that the larger the school the less personal the program could be operating at this university as well. The increase in size may account for what seems to be a greater dissatisfaction among students with the counseling and advising program; hence, a greater call by students for "advisors who are willing to help students at times other than at registration," "fewer students per advisor," and for "counselors who will treat students as people, not responsibilities."

A third factor which may help account for the difference is a growing desire for independence from adult society which college age people are experiencing. The last few years have seen tremendous changes within society. To illustrate, witness the lowering of the legal and voting age to include eighteen-year-olds. In colleges and

universities witness the change of policy in the residence hall programs and in some areas of university administration. In this study witness the noticeable shift away from significant adults in students' personal lives and toward fellow students for help with certain problems.

RECOMMENDATIONS

As a result of this study the following recommendations are made.

Recommendations for the Improvement of the Counseling and Advising Program, University of the Pacific

1. Considering the fact that 86 to 90 percent of the counseling and advising is being done by faculty advisors who are for the most part full-time classroom instructors, and considering the fact that these advisors were judged by two-thirds to three-fourths of the students to be helpful in all areas in which their help was sought during the two years when the enrollment increased 55 percent, it is recommended that they be commended for a job well done.

2. The great majority of advisors are considered to be friendly, approachable, accessible, and knowledgeable, but because the students rated them significantly lower in 1971 than in 1969, it is recommended that a panel of advisors be formed to determine what, if anything, can be done to reverse the trend.

3. Because 21 percent of the students felt their advisors were not knowledgeable, it is also recommended that this same panel consider what, if anything, can be done to help advisors become more knowledgeable about academic procedures and policy.

4. Because 16 percent of the students have expressed a desire to know more about the counseling and advising program (including the Counseling Center and the Placement Office), it is recommended that the Student Personnel Office make concerted effort to publicize these services in such a way that every student will know about them.

5. Fifty-two percent of the students (65% of the liberal arts students) desired more help than they were able to get with occupational-vocational planning; 23 percent desired more help than they were able to get with social-personal problems; 40 percent of the students rated the counseling and advising services as not helpful in the areas of vocational-occupational and social-personal problems. In view of these facts, it is recommended that the University consider ways in which these kinds of services can be improved and expanded.

6. In view of the fact that the potential number of students who would use the Counseling Center would greatly increase if it were advertised to handle a variety of problems and if it were located in the central campus, it is recommended that consideration be given to expanding the function of the Center and moving it to a central location.

7. Because lower division students generally view their advisors as less easy to get appointments with, less knowledgeable about academic policy, and less helpful with problems concerning choice of major, occupation, or career, it is recommended

- a. That advisors for lower division students be especially chosen and trained for their work,
- b. That lower division students (especially freshmen) be invited by their advisors to meet them at times other than at registration,
- c. That steps be taken to provide better occupational-vocational counseling for them than what they are presently receiving, and

d. That advisors be given more credit load for advising tasks.

8. Because of the importance of keeping advisors and counselors informed and of giving them opportunity to express their views and ask questions, it is recommended that administrative officials conduct periodic workshop-type, in-service training sessions to discuss procedures, policy, changes, and projected changes.

9. Considering the fact that it is virtually impossible to get all advisors and counselors together for in-service training sessions, and because of the importance of having everyone aware of policies and procedures, it is recommended that careful attention be given to the preparation and yearly revision of a complete advisor-counselor handbook. Such a publication would be distributed to all members of the faculty, all dormitory personnel, and anyone else who may have an advisor-advisee relationship with students.

10. In view of the fact that a very small percentage of students are being helped by the Placement Office, it is recommended that study be given to the function and objectives of the Office to determine whether it is performing the services the University would deem functional.

11. Organizers and administrators of the Freshman Orientation program should be commended for the increase in student rating from one year to the other; however, because of certain student comments, it is recommended that the program be expanded to include regularly scheduled meetings with advisors during the first semester.

12. Because of the wide acceptance of the Resident Assistant Program, and because of what seems to be a growing dependence upon fellow students for counsel and advice, it is recommended that the

University continue to explore ways of helping the resident assistants to be more effective in their roles as student counselors and advisors.

Recommendations for Areas Needing Further Research

1. The nature of this project would suggest that until the method has been tried on a number of different kinds and sizes of campuses, it will not be known how adaptable or useable it really is.

2. The literature seemed to suggest what should have been expected for some of the hypotheses, but this study was not able to substantiate any of them. Such an outcome would suggest further and wider study is needed in the areas of the hypotheses.

3. In judging the success of a counseling and advising program, a set of standards against which to compare an evaluation would be useful. The more campuses on which similar studies to this one are conducted and the more data available, the easier it will be to construct a set of norms as a point of reference.

APPENDIX A

AREAS INCLUDED IN THE FIRST QUESTIONNAIRE-1969

- A. Background information about the student and his family.
 - 1. Place of residence.
 - 2. Sex.
 - 3. Age.
 - 4. G.P.A. last semester.
 - 5. Number of years at this university.
 - 6. Class standing.
 - 7. College or school in which enrolled.
 - 8. Major, if in liberal arts.
 - 9. Father's type of employment.
 - 10. Mother's type of employment.
 - 11. Estimated family income per year.
 - 12. Father's level of education.
 - 13. Mother's level of education.
 - 14. Number of children in the family.
 - 15. Marital status of the parents.

- B. Evaluation of high school counseling or advising.
 - 1. Concerning college program.
 - 2. Concerning personal or social problems.
 - 3. Concerning occupational or vocational problems.

- C. Evaluation of counseling and/or advising at this college.
 - 1. Help with occupational-vocational problems.
 - 2. Help with personal or social problems.
 - 3. Difficulty involved in seeing advisor.
 - 4. Student-advisor relationship
 - 5. Knowledge of advisor concerning school policy.
 - 6. Advisor help with personal or social problems.
 - 7. Advisor help with choice of major or occupation.
 - 8. Advisor help with academic problems.
 - 9. Type of school-employed person student would go to for a personal or social problem.
 - 10. Type of school-employed person student would go to for an occupational-vocational problem.
 - 11. Type of school-employed person student would go to for an academic problem.

- D. Evaluation of the Counseling Center.
 - 1. Evaluation of services received.
 - 2. Evaluation of services from what others have said.
 - 3. Number of times student has gone to the Center.
 - 4. Perception of the kinds of problems the Center handles.
 - 5. Reasons students do not use Center services.

- E. Evaluation of the Placement Office.
 - 1. Students' post-college plans.
 - 2. Evaluation of services received.
 - 3. Reasons students do not use Placement Office services.

- F. Significant non-school counselors and advisors.
 - 1. Person most helpful with vocational problems.
 - 2. Person most helpful with personal or social problems.
 - 3. Person most helpful with educational problems.

- G. Freshman Orientation.
 - 1. Evaluation of its helpfulness.
 - 2. Recommendation for its improvement.

- H. How often need for counseling or advising is felt.

APPENDIX B

A STUDENT EVALUATION OF
THE COUNSELING AND ADVISING PROGRAM
AT THE COLLEGES OF
THE UNIVERSITY OF THE PACIFIC

Your answers to these questions will be used by the administrators, deans, counselors and advisors in the colleges of the University of the Pacific, in assessing the effectiveness of their work as seen from the student's point of view. Your taking time (about 20 minutes) to express your opinions regarding this phase of University of the Pacific's campus life will be sincerely appreciated.

Instructions: Indicate your answers by marking the IBM card with a No. 2 soft lead pencil. Completely darken the space containing the letter that agrees with the letter preceding the statement that most accurately indicates your current status or feelings. Some questions require more than one set of blanks on the card for possible responses. Don't be disturbed about sets of blanks on this card which you do not use.

PART I, BACKGROUND INFORMATION

1. Place of residence here at UOP:
 - a. Sorority or fraternity house
 - b. Cluster college dorm
 - c. Other college dorm
 - d. Off-campus rooming house or apartment
 - e. Own home

2. Sex:
 - a. Male
 - b. Female

3. Age:
 - a. 17 or under
 - b. 18-20
 - c. 21-23
 - d. 24-26
 - e. 27 or over

4. As nearly as you can remember, what was your GPA last semester?
 - a. 3.1 - 4.0
 - b. 2.6 - 3.0
 - c. 2.1 - 2.5
 - d. 1.6 - 2.0
 - e. Does not apply in my college

5. No. of years at this university, counting this year as 1:
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5 or more

6. Class Standing:

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior
- e. Other

7 & 8. In which school or college are you presently enrolled?

School of Liberal Arts

- 7a. College of the Pacific
- b. Raymond College
- c. Elbert Covell College
- d. Callison College

- 8a. Conservatory of Music
- b. School of Education
- c. School of Pharmacy
- d. School of Engineering
- e. Graduate School

9 & 10. If you are enrolled in one of the liberal arts colleges, what is your current area of major concentration? (If still undecided, or if enrolled in a professional school or the graduate school, leave 9 and 10 blank.)

- 9a. Art
- b. Business Administration or Economics
- c. English or Speech
- d. Languages: Classic or Modern
- e. Mathematics
- 10a. Philosophy
- b. Health, Physical Education, Recreation or Groupwork
- c. Religion or Pre-ministerial
- d. Science (Biology, Chemistry, Geology or Geography, Physics, Medical Tech., etc.)
- e. Social Science (History, Political Science, Sociology, Psychology, Inter-American Studies, International Relations, etc.)

11 & 12. Father's major type of employment: (If you have a stepfather or foster father, respond for the one with whom you most closely identify.)

- 11a. Professional, technical, or managerial (Engineering, medicine, education, religion, etc.)
- b. Clerical or sales (Accounting, merchandizing, etc.)
- c. Service (Waiter, barber, laundry, police, armed forces, etc.)
- d. Farming, fishery, forestry, and related occupations
- e. Processing (Metal, foundry occupations: food, wood, petroleum, etc.)

- 12a. Machine trades (Toolmaker, mechanical repair, machinest, etc.)
 - b. Bench work (Assembly, fabrication, repair of products, etc.)
 - c. Structural (Welder, electrician, builder, etc.)
 - d. Miscellaneous (Transportation, amusements, etc.)
 - e. Don't know
- 13 & 14. Mother's major type of employment: (if you have a stepmother or foster mother, respond for the one with whom you most closely identify.)
- 13a. Professional, technical, or managerial (See 11a)
 - b. Clerical or sales (See 11b)
 - c. Service (See 11c)
 - d. Processing (See 11e)
 - e. Bench work (See 12b)
- 14a. Housewife
 - b. Other
 - c. Don't know
15. Estimated family income per year:
- a. Under \$10,000
 - b. \$10,000 -- 19,999
 - c. \$20,000 -- 29,999
 - d. Over \$30,000
 - e. Don't know
16. Father's highest level of education: (If you have a step-father or foster father, respond for the one with whom you most closely identify.)
- a. Elementary school
 - b. High school
 - c. Attended junior college, technical or trade school
 - d. Graduated from college
 - e. Earned a graduate degree (MA, MD, Ph.D., etc.)
17. Mother's highest level of education: (Interpret the same as for #16)
- a. Elementary school
 - b. High school
 - c. Attended junior college, technical or trade school
 - d. Graduated from college
 - e. Earned a graduate degree

18. Number of children in your family: (Include stepbrothers and sisters)
- a. One; self
 - b. Two, including self
 - c. Three or four, including self
 - d. Five or six, including self
 - e. Seven or more, including self
19. Marital status of your real parents:
- a. Living together, good relationship
 - b. Living together, poor relationship
 - c. Separated
 - d. Divorced
 - e. One or both deceased

PART II, HIGH SCHOOL COUNSELING AND/OR ADVISING

20. Rate the counseling you received in high school concerning your college program:
- a. Very helpful
 - b. Helpful
 - c. Not helpful
 - d. Such counseling was not available at my high school
 - e. I didn't seek this kind of counseling
21. Rate the counseling you received in high school concerning personal or social problems. (Family or opposite-sex relationships, drugs, etc.)
- a. Very helpful
 - b. Helpful
 - c. Not helpful
 - d. Such counseling was not available at my high school
 - e. I didn't seek this kind of counseling
22. Rate the counseling you received in high school concerning occupational, vocational or career planning:
- a. Very helpful
 - b. Helpful
 - c. Not helpful
 - d. Such counseling was not available at my high school
 - e. I didn't seek this kind of counseling

PART III, UOP COUNSELING AND/OR ADVISING

23. Rate the counseling or advising you have received here, concerning occupational, vocational, or career problems or planning. (Choice of major or occupation, etc.)
- Very helpful
 - Helpful
 - Not helpful
 - I have not sought this kind of counseling or advice
24. Rate the counseling or advising you have received here concerning personal or social problems. (Roommates, opposite-sex relationships, drugs, etc.)
- Very helpful
 - Helpful
 - Not helpful
 - I have not sought this kind of counseling or advice
25. How easy is it to get an appointment with your faculty advisor? (If you have had more than one advisor, in this question and others dealing with advisors, limit your response to your present advisor)
- Very easy---usually available
 - Easy
 - Not easy---seldom available
 - I have not tried to get an appointment with my advisor other than at registration time
26. What kind of relationship do you have with your faculty advisor?
- Very friendly---good understanding
 - Friendly
 - Not friendly---cold and distant
 - I have not had occasion to visit with my advisor other than at registration time
27. How much does your faculty advisor seem to know about your college's academic policies and/or procedures?
- Very knowledgeable---has most of the answers or tries to get them
 - Knowledgeable
 - Not knowledgeable---has few answers and makes little effort to get them
 - I have not had occasion to ask my advisor for this kind of help

28. Rate the help you have gotten from your faculty advisor concerning choice of major, occupation or career.
- Very helpful
 - Helpful
 - Not helpful
 - I haven't discussed this with my advisor
29. Rate the help you have gotten from your faculty advisor concerning personal or social problems.
- Very helpful
 - Helpful
 - Not helpful
 - I haven't discussed this with my advisor
30. Rate the help you have gotten from your faculty advisor concerning academic or school-related projects. (Low grades, learning to study, problem with a teacher, staying in school, etc.)
- Very helpful
 - Helpful
 - Not helpful
 - I haven't discussed this with my advisor
- 31 & 32. If you had an occupational or vocational problem which you could not handle, to which school-employed person would you most likely go for help?
- High school teacher, counselor, or administrator
 - A university administrator
 - Dean of Students, Dean of Men or Women, Ombudsman, Dean of Student Life or Preceptor
 - Head Resident (House "parent" or adult responsible for the residence)
 - Resident Assistant (Upper classman or graduate student hired to assist and counsel in the residence)
- 32a. Faculty advisor
- Counselor at the Counseling Center (Mrs. Mason's Office)
 - Religious advisor (Chaplain or Anderson Y staff member)
 - College teacher
 - Other

33 & 34. If you had a personal or social problem which you could not handle, to which school-employed person would you most likely go for help?

- 33a. High school teacher, counselor, or administrator
 - b. A university administrator
 - c. Dean of Students, Dean of Men or Women, Ombudsman, Dean of Student Life or Preceptor
 - d. Head Resident (House "parent" or adult responsible for the residence)
 - e. Resident Assistant (Upper classman or graduate student hired to assist and counsel in the residence)
- 34a. Faculty advisor
 - b. Counselor at the Counseling Center (Mrs. Mason's Office)
 - c. Religious advisor (Chaplain or Anderson Y Staff Member)
 - d. College teacher
 - e. Other

35 & 36 If you had an academic problem which you could not handle, to which school-employed person would you most likely go for help?

- 35a. High school teacher, counselor, or administrator
 - b. A university administrator
 - c. Dean of Students, Dean of Men or Women, Ombudsman, Dean of Student Life or Preceptor
 - d. Head Resident (House "parent" or adult responsible for the residence)
 - e. Resident Assistant (Upper classman or graduate student hired to assist and counsel in the residence)
- 36a. Faculty advisor
 - b. Counselor at the Counseling Center (Mrs. Mason's Office)
 - c. Religious advisor (Chaplain or Anderson Y Staff Member)
 - d. College teacher
 - e. Other

37. If you have gone to the Counseling Center (Mrs. Mason's Office) for help, rate the service you received.

- a. Very helpful
- b. Helpful
- c. Not helpful
- d. I have not gone to the Center for help

38. How would you rate the services of the Counseling Center from what you have heard about it from other students or faculty members?
- Very helpful
 - Helpful
 - Not helpful
 - I have not heard it discussed
39. How many times have you gone to the Counseling Center for help since coming to University of the Pacific?
- None
 - One to three times
 - Four to six times
 - Seven to nine times
 - Ten or more times
40. According to your understanding, the Counseling Center has been set up to help with what kinds of students' problems? (You may give more than one response.)
- Occupational and vocational problems
 - Personal and social problems
 - Academic problems
 - Emotional and mental problems
 - I don't know
41. If you have not gone to the Counseling Center, why not?
- I didn't know about it, or didn't know where it was
 - I found help from a fellow student
 - I found help from my advisor or faculty member
 - I worked out my own problems
 - I have not felt the need for this kind of help
42. What are your present post-college plans?
- Find a job
 - Go to graduate school
 - Men--military service
Women--become a housewife
 - Work, or keep house, and go to graduate school
 - Uncertain
43. If you have registered with the Placement Office for help in finding a job, how would you rate the service you received by that office?
- Very helpful
 - Helpful
 - Not helpful

44. If you have not registered with the Placement Office, which of the following statements most accurately indicates why not?
- a. I don't need this type of service as yet (underclassman), but plan to register in the future
 - b. I don't know about their services or where they are located
 - c. I plan to find my own job
 - d. I already have made my post-college plans
45. What person, not employed by the school, has helped you most with your occupational, vocational, or career problems, planning and/or decisions?
- a. Parent
 - b. Relative
 - c. Employer or employee in an occupation
 - d. Fellow student
 - e. Other
46. What person, not employed by the school, has helped you most with your personal and social problems, planning and/or decisions?
- a. Parent
 - b. Relative
 - c. Employer or employee in an occupation
 - d. Fellow student
 - e. Other
47. What person not employed by the school, has helped you most with your educational problems, planning and/or decisions?
- a. Parent
 - b. Relative
 - c. Employer or employee in an occupation
 - d. Fellow student
 - e. Other
48. How would you rate the help you received during Freshman Orientation?
- a. Very helpful
 - b. Helpful
 - c. Not helpful
 - d. I did not attend Freshman Orientation at University of the Pacific

49. What would be your recommendation concerning Freshman Orientation for the future?
- a. No change
 - b. More days prior to school
 - c. Fewer days prior to school
 - d. Meetings spread out during the first 4-6 weeks of school
 - e. Other
50. How often have you felt the need for counsel or advice, or wished that you could get it, about any kind of problem while you have been here at UOP? (This includes both times when you have, and when you have not, asked for counsel or advice.)
- a. Frequently; several times a week
 - b. Often; several times a month
 - c. Occasionally; 6-10 times a year
 - d. Seldom; up to 5 times a year
 - e. Not at all

WRITE-IN QUESTIONS

Sex _____ Class standing _____

College _____ Major _____

Type of university residence (See question 1) _____

51. Name the UOP advisor which has helped you most with your occupational or vocational problems or decisions. _____
Rate this help by putting a check mark on the line below.

1	2	3	4	5
Poor		Average		Very helpful

52. Name the UOP advisor which has helped you most with your academic problems or decisions. _____

1	2	3	4	5
Poor		Average		Very helpful

53. Name the UOP advisor which has helped you most with your personal or social problems. _____

1	2	3	4	5
Poor		Average		Very helpful

54. What have you liked best about the counseling or advising program here at UOP? (Use the back of this page if necessary)

55. How can the counseling or advising program here at UOP be improved? (Use the back of this page if necessary)

A STUDENT EVALUATION OF
THE COUNSELING AND ADVISING PROGRAM
OF THE UNIVERSITY OF THE PACIFIC

To the Student: Your answers to these questions will be used by the administrators, deans, counselors and advisors in the colleges of the University in assessing the effectiveness of their work as seen from the student's point of view. Your taking time to express your opinions regarding this important phase of the University campus life will result in helping to improve the program.

Instructions: Indicate your answers by filling in the appropriate blank with the proper number on the answer sheet. If you cannot answer a question or if the question does not pertain to you, please put an X in the blank.

A. BACKGROUND INFORMATION

1. Place of residence here at UOP:
 - 1) On campus (university housing, dormitory, sorority, fraternity)
 - 2) Off campus

2. Sex:
 - 1) Male
 - 2) Female

3. As nearly as you can remember, what was your GPA last semester?
 - 1) 2.6 or above
 - 2) below 2.6
 - X) does not apply

4. Class standing:
 - 1) Lower classman (first two years)
 - 2) Upper classman (last two years)
 - 3) Other

5. In which school or college are you presently enrolled?

1) College of the Pacific	6) School of Education
2) Raymond College	7) School of Pharmacy
3) Covell College	8) School of Engineering
4) Callison College	9) Graduate School
5) Conservatory of Music	

6. Father's major type of employment: (If you have a step-father or foster father, respond for the one with whom you most closely identify.)
 - 1) Professional, technical, or managerial (engineering, medicine, education, religion, etc.)
 - 2) Clerical or sales (accounting, merchandizing, etc.)
 - 3) Service (waiter, barber, laundry, police, armed forces, etc.)
 - 4) Farming, fishing, forestry, and related occupations.
 - 5) Processing (metal, foundry, food, wood, petroleum, etc.)

- 6) Machine trades (toolmaker, mechanical repair, machinist, etc.)
 - 7) Bench work (assembly, fabrication, repair of products, etc.)
 - 8) Structural (welder, electrician, builder, etc.)
 - 9) Miscellaneous
7. Mother's major type of employment: (If you have a step-mother or foster mother, respond for the one with whom you most closely identify.)
- 1) Professional, technical, or managerial (medical, educational, etc.)
 - 2) Clerical or sales (accounting, merchandizing, etc.)
 - 3) Service (waitress, laundry, etc.)
 - 4) Processing (metal, foundry, food, wood, petroleum, etc.)
 - 5) Bench work (assembly, fabrication, repair of products, etc.)
 - 6) Housewife
 - 7) Miscellaneous
8. Estimated family income per year:
- 1) Less than \$10,000
 - 2) \$10,000 or more
9. Father's highest level of education: (If you have a step-father or foster father, respond for the one with whom you most closely identify.)
- 1) Elementary school
 - 2) High school
 - 3) Attended junior college, technical or trade school
 - 4) Graduated from college
 - 5) Earned a graduate degree (MA, MD, Ph.D, etc.)
10. Mother's highest level of education:
(Same interpretation and possible answers as for #9)

B. HIGH SCHOOL COUNSELING AND ADVISING

11. Rate the counseling you received in high school concerning your college plans.
- 1) Helpful
 - 2) Not helpful
 - 3) Such counseling was not available at my high school
 - 4) I didn't seek this kind of counseling
12. Rate the counseling you received in high school concerning personal or social problems. (Family or opposite-sex relationships, drugs, etc.)
(Same possible answers as for #11)
13. Rate the counseling you received in high school concerning occupational, vocational or career planning.
(Same possible answers as for #11)

C. UOP COUNSELING AND ADVISING

14. Rate the counseling or advising you have received here concerning choice of major, occupation, or career.
- 1) Helpful
 - 2) Not helpful
 - 3) I have not sought this kind of help
15. Have you wished that you could get more help with your choice of major, occupation, or career than you have been able to get?
- 1) Yes
 - 2) No
16. Rate the counseling or advising you have received here concerning personal or social problems. (Roommates, opposite-sex relationships, drugs, etc.)
- 1) Helpful
 - 2) Not helpful
 - 3) I have not sought this kind of help
17. Have you wished that you could get more help with your personal or social problems than you have been able to get?
- 1) Yes
 - 2) No

D. FACULTY ADVISOR

18. How easy is it to get an appointment with your present faculty advisor?
- 1) Easy (usually available)
 - 2) Not easy (seldom available)
 - 3) I have not tried to get an appointment other than at registration.
19. What kind of relationship do you have with your faculty advisor?
- 1) Friendly (warm and accepting)
 - 2) Not friendly (cold and distant)
 - 3) I have not tried to get an appointment other than at registration.
20. How much does your faculty advisor seem to know about your college's academic policies and procedures?
- 1) Knowledgeable (has most of the answers or tries to get them)
 - 2) Not knowledgeable (has few answers and makes little effort to get them)
 - 3) I have had no occasion to ask for this kind of help.
21. Rate the help you have gotten from your faculty advisor concerning choice of major, occupation, or career.
- 1) Helpful
 - 2) Not helpful
 - 3) I have not asked for help

22. On a five-point scale, how would you rate your advisor's help concerning your occupational or vocational problems and decisions?
- 1) Poor
 - 2) Unsatisfactory
 - 3) Average
 - 4) Good
 - 5) Excellent
23. Rate the help you have gotten from your faculty advisor concerning personal or social problems.
- 1) Helpful
 - 2) Not helpful
 - 3) I have not asked for help.
24. On a five-point scale, how would you rate your advisor's help concerning personal or social problems?
- 1) Poor
 - 2) Unsatisfactory
 - 3) Average
 - 4) Good
 - 5) Excellent
25. Rate the help you have gotten from your faculty advisor concerning academic or school-related problems. (Low grades, learning to study, problem with a teacher, staying in school, etc.)
- 1) Helpful
 - 2) Not helpful
 - 3) I have not asked for help
26. On a five-point scale, how would you rate your advisor's help concerning academic or school-related problems?
- 1) Poor
 - 2) Unsatisfactory
 - 3) Average
 - 4) Good
 - 5) Excellent

E. THE COUNSELING CENTER

27. Rate the help you have received at the Counseling Office in the Health Center. (If you have not gone to the Center for help, place an X in the blank.)
- 1) Helpful
 - 2) Not helpful
 - X) Haven't gone
28. How would you rate the services of the Counseling Center from what you have heard about it from other students or faculty members? (If you have not heard it discussed, place an X in the blank.)
- 1) Helpful
 - 2) Not helpful
 - X) Haven't heard it discussed
29. How many times have you gone to the Counseling Center for help since coming to the University of the Pacific?
- 1) None
 - 2) 1 to 3 times
 - 3) 4 to 6 times
 - 4) 7 to 9 times
 - 5) 10 or more times

30. According to your understanding, the Counseling Center has been set up to help with what kinds of students' problems? (You may give more than one response to this question.)
- 1) Occupational and vocational problems
 - 2) Personal and social problems
 - 3) Academic problems
 - 4) Emotional and mental problems
 - 5) I don't know
31. If you have not gone to the counseling Center, why not?
- 1) I didn't know about it, or didn't know where it was.
 - 2) I found help from a fellow student.
 - 3) I found help from my advisor or a faculty member.
 - 4) I have not felt the need for this kind of help.
32. If the Counseling Center were advertised as being professionally prepared to handle a variety of student problems such as occupational-vocational, personal-social, or emotional-mental, would you have need of its services?
- 1) Yes
 - 2) No
 - 3) I don't know
33. Would you be more likely to use the services of a Counseling Center located in the central campus than one located at the Health Center?
- 1) Yes
 - 2) No
 - 3) I don't know

F. THE PLACEMENT OFFICE

34. Have you registered with the Placement Office for help in finding a job?
- 1) Yes
 - 2) No
35. If you have registered with the Placement Office, rate the services you have received.
- 1) Helpful
 - 2) Not helpful
 - X) Haven't registered
36. If you have not registered with the Placement Office, which of the following statements most accurately indicates why not?
- 1) I don't need this type of service as yet, but I plan to register in the future.
 - 2) I don't know about its services or where it is located.
 - 3) I plan to find my own job.
 - 4) I already have made my post-college plans.

G. FRESHMAN ORIENTATION

Instructions: If you did not attend Freshman Orientation at UOP, place an X in the blanks for questions 37-40.

37. How would you rate the help you received during Freshman Orientation?
- 1) Helpful
 - 2) Not helpful

38. What would be your recommendation concerning Freshman Orientation for the future?
- 1) No change
 - 2) Longer period of Service Orientation
 - 3) Shorter period of Service Orientation
 - 4) Meetings spread out during the first 4-6 weeks of school
 - 5) Regular group meetings with my advisor during the first semester
 - 6) Other
39. Rate the help you received from your student counselor during Freshman Orientation. (If you did not have a student advisor when you attended Freshman Orientation, proceed to Section H.)
- 1) Helpful
 - 2) Not helpful
40. How much did the student counselor seem to know about the University and its policies and procedures?
- 1) Knowledgeable (knew most of the answers or tried to get them)
 - 2) Not knowledgeable (had few answers and did not try to get them)

H. RESIDENT ASSISTANTS

Instructions: Questions 41 to 45 should be answered only by students who live in a residence hall in which there is a Resident Assistant (an upper classman or graduate student hired to assist and counsel in the residence). If these questions do not pertain to you, place an X in the blanks for questions 41 to 45.

41. What kind of relationship does your Resident Assistant have with the students in your residence hall?
- 1) Positive (friendly)
 - 2) Neutral
 - 3) Negative (not friendly)
42. How much does your Resident Assistant seem to know about school policies and procedures?
- 1) Knowledgeable (has most of the answers or will try to get them)
 - 2) Not knowledgeable (seems to know little and makes little effort to learn them)
 - 3) I have had no occasion to find out
43. Rate the help gotten from your Resident Assistant concerning personal or social problems.
- 1) Helpful
 - 2) Not helpful
 - 3) I have not discussed them with the Resident Assistant.

44. Rate the help you have gotten from your Resident Assistant concerning academic or school-related problems. (Low grades, learning to study, problems with a teacher, etc.)
- 1) Helpful
 - 2) Not helpful
 - 3) I have not discussed them with the Resident Assistant.
45. Rate the Resident Assistant's overall effectiveness as an administrative assistant and as a student counselor in your residence hall.
- 1) Poor
 - 2) Unsatisfactory
 - 3) Average
 - 4) Good
 - 5) Excellent

I. PERSONS TO WHOM YOU GO FOR HELP

46. To which school-employed person would you most likely go for help, if you had an occupational or vocational problem which you could not handle?
- 1) High school teacher, counselor, or administrator
 - 2) A university administrator
 - 3) Dean of Students, Dean of Men or Women, Dean of Student Life, Preceptor, or equivalent
 - 4) Head Resident (House "parent" or adult responsible for the residence)
 - 5) Resident Assistant (Upper classman or graduate hired to assist and counsel in the residence)
 - 6) Faculty advisor
 - 7) Counselor at the Counseling Office in the Health Center
 - 8) Religious advisor (Chaplain or Anderson Y staff member)
 - 9) College teacher
 - 10) Other
47. To which school-employed person would you most likely go for help, if you had a personal or social problem which you could not handle? (See #46 for possible answers.)
48. To which school-employed person would you most likely go for help, if you had an academic problem which you could not handle? (See #46 for possible answers.)
49. What person not employed by a school has helped you most with your occupational, vocational, or career problems, plans, and decisions?
- 1) Parent
 - 2) An adult relative
 - 3) Employer or employee in an occupation
 - 4) A fellow student
 - 5) Other
50. What person, not employed by a school, has helped you most with your personal or social problems, plans, and decisions? (See #49 for possible answers.)

51. What person, not employed by a school, has helped you most with your academic problems, plans, and decisions? (See #49 for possible answers.)
52. How often have you felt the need for counsel or advice, or wished that you could get it, about any kind of problem while you have been here at UOP? (This includes both the times when you have, and when you have not, asked for counsel or advice.)
- 1) Frequently (several times a week)
 - 2) Often (several times a month)
 - 3) Occasionally (6 to 10 times a year)
 - 4) Seldom (1 to 5 times a year)
 - 5) Not at all

J. WRITE-IN QUESTIONS

53. What have you liked best about the counseling and advising program here at UOP?

(Place your answer on the answer sheet.)

54. How can the counseling and advising program at UOP be improved?

(Place your answer on the answer sheet.)

APPENDIX C

A sample of the response card on which each subject recorded his answers for the 1969 questionnaire.

		Student's Name					Card Number				
1	A	B	C	D	E	26	A	B	C	D	E
2	A	B	C	D	E	27	A	B	C	D	E
3	A	B	C	D	E	28	A	B	C	D	E
4	A	B	C	D	E	29	A	B	C	D	E
5	A	B	C	D	E	30	A	B	C	D	E
6	A	B	C	D	E	31	A	B	C	D	E
7	A	B	C	D	E	32	A	B	C	D	E
8	A	B	C	D	E	33	A	B	C	D	E
9	A	B	C	D	E	34	A	B	C	D	E
10	A	B	C	D	E	35	A	B	C	D	E
11	A	B	C	D	E	36	A	B	C	D	E
12	A	B	C	D	E	37	A	B	C	D	E
13	A	B	C	D	E	38	A	B	C	D	E
14	A	B	C	D	E	39	A	B	C	D	E
15	A	B	C	D	E	40	A	B	C	D	E
16	A	B	C	D	E	41	A	B	C	D	E
17	A	B	C	D	E	42	A	B	C	D	E
18	A	B	C	D	E	43	A	B	C	D	E
19	A	B	C	D	E	44	A	B	C	D	E
20	A	B	C	D	E	45	A	B	C	D	E
21	A	B	C	D	E	46	A	B	C	D	E
22	A	B	C	D	E	47	A	B	C	D	E
23	A	B	C	D	E	48	A	B	C	D	E
24	A	B	C	D	E	49	A	B	C	D	E
25	A	B	C	D	E	50	A	B	C	D	E

(PLEASE DETACH)

A STUDENT EVALUATION OF
THE COUNSELING AND ADVISING PROGRAM
OF THE UNIVERSITY OF THE PACIFIC

Instructions: Please detach this answer sheet, and when you have completed the questionnaire, return only this answer sheet.

Section A	Section B	21. _____	32. _____	42. _____
1. _____	11. _____	22. _____	33. _____	43. _____
2. _____	12. _____	23. _____	Section F	44. _____
3. _____	13. _____	24. _____	34. _____	45. _____
4. _____	Section C	25. _____	35. _____	Section I
5. _____	14. _____	26. _____	36. _____	46. _____
6. _____	15. _____	Section E	Section G	47. _____
7. _____	16. _____	27. _____	37. _____	48. _____
8. _____	17. _____	28. _____	38. _____	49. _____
9. _____	Section D	29. _____	39. _____	50. _____
10. _____	18. _____	30. _____	40. _____	51. _____
	19. _____	31. _____	Section H	52. _____
	20. _____		41. _____	

53. What have you liked best about the counseling and advising program here at UOP?

54. How can the counseling and advising program at UOP be improved?

APPENDIX D

May 19, 1969

TO: Head Residents, House Presidents, Resident Advisors,
Assistants and Counselors

FROM: Edward S. Betz, Dean of Students

Some time ago, the Dean's Council gave study to ways and means of determining the effectiveness of the counseling and advising programs here on our campus. It was finally agreed that one of the means should be a sampling of the student's reaction to these services.

Many hours have been spent in preparing a questionnaire and in selecting a stratified random sample of students. It is hoped that the results will be representative of those enrolled in the various colleges and programs of the University, and at the same time statistically valid.

Your help is needed in this evaluation in the following ways:

Head Residents:

- a. Designate someone from your staff to pick up the name lists, questionnaires, and answer cards from the Student Personnel Office sometime between 10 a.m. and 3 p.m. on Wednesday, May 21.
- b. Assign responsibility for the distribution and collection of materials.
- c. See that all materials (name lists, used and unused questionnaires and cards) are returned to the Student Personnel Office as soon as possible, but not later than 1:30 p.m., Monday, May 26.

House Presidents, Resident Advisors, Assistants and Counselors:

Your part will be the most crucial and difficult.

- a. You will probably be asked by your Head Resident to distribute the questionnaires and answer cards to specific students in your residence--which shouldn't be too hard.
- b. Then, by means of tact, charisma, or karate, get responses back from all of those on your list! We are aiming for 100 percent returns!!

Many thanks for your help in this project!

UNIVERSITY OF THE PACIFIC Stockton, California

9-7-1

DEAN OF STUDENTS

May 22, 1969

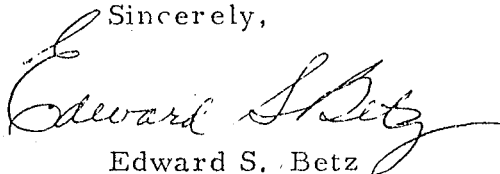
Dear Student,

The Student Personnel offices of the University are seeking information from students that will help evaluate and improve the advising and counselling program on campus. About fifty hours have been spent setting up a random sample that will represent the many types of students in our various schools and programs. You have been selected as one of those in this sample.

Won't you please do me a personal favor and indicate your honest reaction to the questions on the evaluation form? It should only take about 20 to 30 minutes.

Help us make our sample complete and the information valuable. Turn in your evaluation to your Resident Assistant, House President, or to my office as soon as possible, but no later than 9:00 a. m., Monday, May 26th. Thank you.

Sincerely,



Edward S. Betz
Dean of Students

ESB:ph

April 27, 1972

TO: Head Residents, House Presidents, President Advisors, Assistants and Counselors

FROM: Edward S. Betz, Dean of Students

Two years ago, the Dean's Council gave study to ways and means of determining the effectiveness of the counseling and advising program here on our campus. It was finally agreed that one of the means should be a sampling of the student's reaction to these services. The study was made and the results have been helpful; however, a number of changes have taken place since that time, and we feel that a follow-up study is needed to see whether student needs and perceptions have changed during the two years. A random sample of current students from the various colleges has been selected; the questionnaire has been both revised and expanded and is now ready for distribution. Your help is needed in the following ways:

Head Residents:

1. Designate someone from your staff to pick up the questionnaires from your office and take the responsibility for distribution and collection of materials.
2. See that all materials (name lists, answer sheets and undelivered questionnaires) are enclosed in the accompanying manila folder, addressed and returned to the Dean of Students' Office as soon as possible, but not later than Friday, May 7.
3. Do not discard any undeliverable questionnaires. Supply a forwarding address if you have one.


House Presidents, Resident Advisors, Assistants and Counselors:

1. You will probably be asked by your Head Resident to distribute the questionnaires to specific students in your residence.
2. Then, by means of tact, charisma, or karate, get responses back from all of those on your list. We are aiming for 100 percent returns.
3. Do not be concerned that one of the persons in the counseling program which the students are being asked to rate is the resident assistant. No one will ever know who the students are rating. We are hoping the information received will help us know wherein we may improve services.

Many thanks for your help in this project!

UNIVERSITY OF THE PACIFIC Stockton, California

95204


DEAN OF STUDENTS

April 30, 1971

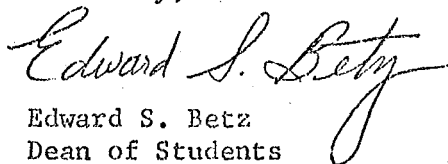
Dear Student:

As the University grows we have an increasing need to know how our students feel about various programs on the campus. For that reason the Student Personnel Offices of the University are seeking information that may be used to evaluate and improve the advising and counseling program. Several hours have been spent setting up a random sample that will represent the many types of students in our various schools and programs. You have been selected as one of those in this sample.

Won't you please do me a personal favor and indicate your honest reaction to the questions on the attached evaluation form? It shouldn't take very much of your time, but what you tell us will be tremendously beneficial to the University.

Please help us make our sample complete and the information valuable. Return your evaluation to your Resident Assistant or to my office as soon as possible, but no later than Friday, May 7. Thank you.

Sincerely,

Edward S. Betz
Dean of Students

ESB:df

May 14, 1971

TO: Students who have not yet completed the Evaluation of the
Counseling and Advising Program

FROM: The Office of the Dean of Students

URGENT!!!!

In order for our conclusions to be valid, we must have a good response from the student group selected for this study. If you have not already done so, won't you PLEASE complete the questionnaire TODAY and send it back. It is very important that we know how YOU feel about our program.

THANK YOU

If you have misplaced your questionnaire, another one is available in the Student Personnel Office.

APPENDIX E

(A Question-by-Question Analysis of the 1971 Questionnaire,
Categorized According to the Several Schools
within the University of the Pacific)

Table 75

Number and Percentage of On-Campus and Off-Campus Students Who Responded to the 1971 Questionnaire, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	66%	34%	586	
College of the Pacific	71	29	259	
Raymond College	81	19	52	
Covell College	92	8	64	
Callison College	74	27	44	
Conservatory of Music	71	29	21	
School of Education	29	71	34	
School of Pharmacy	35	65	88	
School of Engineering	59	41	17	87.36*

^aData compiled from Item 1 of the 1971 questionnaire.

^bColumns: (1) On-Campus, (2) Off-Campus.

*Chi Square $P < .05$.

Table 76

Number and Percentage of Male and Female Students Who Responded to the 1971 Questionnaire, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	Chi Square
Total University	55%	45%	586	
College of the Pacific	50	50	259	
Raymond College	65	35	52	
Covell College	52	48	64	
Callison College	51	49	43	
Conservatory of Music	38	62	21	
School of Education	21	79	34	
School of Pharmacy	80	20	88	
School of Engineering	100	0	17	59.33*

^aData compiled from Item 2 of the 1971 questionnaire.

^bColumns: (1) Male, (2) Female

*Chi Square $P < .05$.

Table 77

Number and Percentage of Upper G.P.A. and Lower G.P.A. Students Who Responded to the 1971 Questionnaire, Analyzed According to the Several School Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	76%	24%	453	
College of the Pacific	76	24	219	
Raymond College	100	0	3	
Covell College	82	18	61	
Callison College	86	14	7	
Conservatory of Music	81	19	21	
School of Education	91	9	32	
School of Pharmacy	68	32	88	
School of Engineering	41	59	17	20.57*

^aData compiled from Item 3 of the 1971 questionnaire.

^bColumns: (1) Upper G.P.A. (2.6 or above), (2) Lower G.P.A. (below 2.6).

*Chi Square $P < .05$.

Table 78

Number and Percentage of Upper Classmen, Lower Classmen, and Unclassified Students Who Responded to the 1971 Questionnaire, Analyzed According to Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	47%	46%	7%	584	
College of the Pacific	56	43	1	259	
Raymond College	62	37	2	52	
Covell College	48	50	2	64	
Callison College	58	42	0	43	
Conservatory of Music	67	29	5	21	
School of Education	21	36	42	33	
School of Pharmacy	10	67	23	88	
School of Engineering	47	53	0	17	170.13*

^aData compiled from Item 4 of the 1971 questionnaire.

^bColumns: (1) Upper classmen, (2) Lower classmen, (3) Unclassified.

*Chi Square $P < .05$.

Table 79

Number and Percentage of Students from the Various University of the Pacific Schools and Colleges Who Responded to the 1971 Questionnaire, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	8	N	Chi Square
Total University	47%	9%	11%	7%	6%	6%	15%	3%	578	
College of the Pacific	100	0	0	0	0	0	0	0	259	
Raymond College	0	100	0	0	0	0	0	0	52	
Covell College	0	0	100	0	0	0	0	0	65	
Callison College	0	0	0	100	0	0	0	0	44	
Conservatory of Music	0	0	0	0	100	0	0	0	21	
School of Education	0	0	0	0	0	100	0	0	34	
School of Pharmacy	0	0	0	0	0	0	100	0	88	
School of Engineering	0	0	0	0	0	0	0	100	17	***

^aData compiled from Item 5 of the 1971 questionnaire.

^bColumns: (1) College of the Pacific, (2) Raymond College, (3) Covell College, (4) Callison College, (5) Conservatory of Music, (6) School of Education, (7) School of Pharmacy, (8) School of Engineering.

***Chi Square not applicable for this item.

Table 80

The Major Types of Employment in Which the Fathers of the Students Were Engaged, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	8	9	N	Chi Square
Total University	53%	15%	7%	7%	3%	4%	0%	3%	7%	550	
College of the Pacific	55	16	6	7	1	5	0	4	7	243	
Raymond College	68	12	8	2	4	2	0	2	2	50	
Covell College	55	15	6	6	3	5	3	3	3	62	
Callison College	68	10	5	0	3	3	0	3	10	40	
Conservatory of Music	53	11	0	21	5	0	5	0	5	19	
School of Education	50	16	6	16	6	3	0	0	3	32	
School of Pharmacy	35	17	16	9	6	0	2	3	10	86	
School of Engineering	43	21	0	7	0	7	0	14	7	14	76.91*

^aData compiled from Item 6 of the 1971 questionnaire.

^bColumns: (1) Professional, technical, managerial, (2) Clerical, sales, (3) Services, (4) Farming, etc., (5) Processing, (6) Machine trades, (7) Bench work, (8) Structural, (9) Miscellaneous.

*Chi Square $P < .05$.

Table 81

The Major Types of Employment in Which the Mothers of the Students Were Engaged, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	N	Chi Square
Total University	19%	12%	2%	2%	0%	60%	4%	569	
College of the Pacific	16	11	2	2	0	65	4	253	
Raymond College	25	12	2	0	0	53	8	51	
Covell College	23	10	0	0	0	66	2	61	
Callison College	30	13	3	0	0	53	3	40	
Conservatory of Music	35	5	0	0	5	45	10	20	
School of Education	15	12	3	0	0	64	6	33	
School of Pharmacy	16	20	5	3	2	49	5	86	
School of Engineering	12	18	0	6	0	59	6	17	51.78*

^aData compiled from Item 7 of the 1971 questionnaire.

^bColumns: (1) Professional, technical, managerial, (2) Clerical, sales, (3) Services, (4) Processing, (5) Bench work, (6) Housewife, (7) Miscellaneous.

*Chi Square $P < .05$.

Table 82

Estimated Yearly Income of the Families From Which the Students Came, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	24%	76%	564	
College of the Pacific	17	83	251	
Raymond College	21	79	52	
Covell College	38	62	60	
Callison College	23	78	40	
Conservatory of Music	32	68	19	
School of Education	24	76	33	
School of Pharmacy	36	64	86	
School of Engineering	41	59	17	24.02*

^aData compiled from Item 8 of the 1971 questionnaire.

^bColumns: (1) Less than \$10,000, (2) \$10,000 or more.

*Chi Square $P < .05$.

Table 83

The Highest Level of Education of the Students' Fathers, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	6%	25%	17%	28%	24%	573	
College of the Pacific	5	23	15	31	27	254	
Raymond College	2	19	8	35	37	52	
Covell College	5	25	28	22	20	64	
Callison College	10	12	14	38	26	42	
Conservatory of Music	10	20	10	25	35	20	
School of Education	17	17	17	27	23	30	
School of Pharmacy	7	45	20	20	7	88	
School of Engineering	6	24	35	24	12	17	65.51*

^aData compiled from Item 9 of the 1971 questionnaire.

^bColumns: (1) Elementary school, (2) High school, (3) Junior college, technical or trade, (4) Graduated from college, (5) Earned a graduate degree.

*Chi Square $P < .05$.

Table 84

The Highest Level of Education of the Students' Mothers, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	6%	33%	24%	29%	9%	559	
College of the Pacific	3	29	26	30	11	248	
Raymond College	4	16	20	49	12	51	
Covell College	5	44	26	21	5	62	
Callison College	5	20	23	40	13	40	
Conservatory of Music	5	24	29	38	5	21	
School of Education	4	32	32	25	7	28	
School of Pharmacy	11	54	17	14	3	87	
School of Engineering	6	25	25	31	13	16	59.92*

^aData compiled from Item 10 of the 1971 questionnaire.

^bColumns: (1) Elementary school, (2) High school, (3) Junior college, technical, or trade, (4) Graduated from college, (5) Earned a graduate degree.

*Chi Square $P < .05$.

Table 85

How the Students Rated Counseling They Had Received in High School
Concerning College Plans, Numbers and Percentages Analyzed
According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	51%	34%	6%	9%	586	
College of the Pacific	56	32	4	8	259	
Raymond College	42	38	0	19	52	
Covell College	42	28	22	9	65	
Callison College	43	48	0	9	44	
Conservatory of Music	67	29	0	5	21	
School of Education	36	39	15	9	33	
School of Pharmacy	54	35	2	9	89	
School of Engineering	56	25	13	6	16	60.87*

^aData compiled from Item 11 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$.

Table 86

How the Students Rated Counseling They Had Received in High
School Concerning Personal-Social Problems, Numbers and
Percentages Analyzed According to the Several
Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	17%	17%	5%	53%	578	
College of the Pacific	19	16	12	53	254	
Raymond College	16	14	10	61	51	
Covell College	29	14	14	43	63	
Callison College	16	16	2	66	44	
Conservatory of Music	10	24	5	62	21	
School of Education	6	21	24	48	33	
School of Pharmacy	11	28	18	42	88	
School of Engineering	6	12	18	65	17	37.17*

^aData compiled from Item 12 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$.

Table 87

How the Students Rated the Counseling Received in High School
Concerning Occupational-Vocational Plans, Numbers and
Percentages Analyzed According to the Several
Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	30%	33%	8%	29%	582	
College of the Pacific	32	35	7	27	257	
Raymond College	13	31	10	46	52	
Covell College	32	32	16	21	63	
Callison College	14	36	2	48	44	
Conservatory of Music	29	19	5	48	21	
School of Education	28	41	16	16	32	
School of Pharmacy	40	36	4	19	89	
School of Engineering	29	18	18	35	17	49.89*

^aData compiled from Item 13 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Counseling not available, (4) Didn't seek counseling.

*Chi Square $P < .05$.

Table 88

How the Students Rated the Counseling and Advising They Had Received
at University of the Pacific Concerning Occupational-Vocational
Plans, Numbers and Percentages Analyzed According to the
Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	36%	26%	38%	583	
College of the Pacific	40	33	27	258	
Raymond College	16	8	16	51	
Covell College	48	31	20	64	
Callison College	20	20	60	45	
Conservatory of Music	41	27	32	22	
School of Education	53	15	32	34	
School of Pharmacy	29	15	55	85	
School of Engineering	53	18	29	17	83.32*

^aData compiled from Item 14 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) This kind of counseling or advising not sought.

*Chi Square $P < .05$.

Table 89

How the Students Rated the Counseling and Advising They Had Received at University of the Pacific Concerning Occupational-Vocational Plans, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	57%	43%	351	
College of the Pacific	54	46	188	
Raymond College	67	33	12	
Covelli College	61	39	51	
Callison College	50	50	18	
Conservatory of Music	60	40	15	
School of Education	78	22	23	
School of Pharmacy	66	34	38	
School of Engineering	53	47	17	7.11

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

Table 90

Number and Percentage of Students Who Said They Desired or Did Not Desire More Help with Occupational-Vocational Planning Than They Had Been Able to Get, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	52%	48%	574	
College of the Pacific	65	35	253	
Raymond College	35	65	52	
Covelli College	69	31	62	
Callison College	31	69	42	
Conservatory of Music	43	57	21	
School of Education	38	62	34	
School of Pharmacy	32	68	87	
School of Engineering	47	53	17	56.08*

^aData compiled from Item 15 of the 1971 questionnaire.

^bColumns: (1) Have desired more help, (2) Have not desired more help.

*Chi Square $P < .05$.

Table 91

How the Students Rated the Counseling and Advising They Had Received at the University of the Pacific Concerning Personal-Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi. Square
Total University	15%	10%	74%	582	
College of the Pacific	16	11	73	259	
Raymond College	14	14	73	51	
Covell College	16	17	67	64	
Callison College	17	5	79	42	
Conservatory of Music	19	0	81	21	
School of Education	12	9	79	33	
School of Pharmacy	13	8	80	88	
School of Engineering	18	12	71	17	9.84

^aData compiled from Item 16 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) This kind of counseling or advising not sought.

Table 92

How the Students Rated the Counseling and Advising They Had Received at the University of the Pacific Concerning Personal-Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	59%	41%	150	
College of the Pacific	60	40	70	
Raymond College	50	50	14	
Covell College	48	52	21	
Callison College	78	22	9	
Conservatory of Music	100	0	4	
School of Education	57	43	7	
School of Pharmacy	61	39	18	
School of Engineering	60	40	5	5.76

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

Table 93

Number and Percentage of Students Who Said They Desired or Did Not Desire More Help with Social-Personal Problems Than They Had Been Able to Get, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	23%	77%	556	
College of the Pacific	23	77	247	
Raymond College	26	74	50	
Covell College	38	62	58	
Callison College	13	88	40	
Conservatory of Music	6	94	18	
School of Education	12	88	33	
School of Pharmacy	25	75	87	
School of Engineering	12	88	17	16.85*

^aData compiled from Item 17 of the 1971 questionnaire.

^bColumns: (1) Yes, (2) No.

*Chi Square $P < .05$.

Table 94

The Ease with Which Students Said They Had Obtained Appointments with Their Advisors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	64%	20%	16%	580	
College of the Pacific	61	24	15	257	
Raymond College	77	0	23	48	
Covell College	63	25	13	64	
Callison College	70	9	20	44	
Conservatory of Music	52	29	19	21	
School of Education	48	39	12	33	
School of Pharmacy	66	17	17	89	
School of Engineering	100	0	0	17	38.76*

^aData compiled from Item 18 of the 1971 questionnaire.

^bColumns: (1) Easy, (2) Not easy, (3) Have sought advice only at registration time.

*Chi Square $P < .05$.

Table 95

How Students Who Had Sought Advice at Times Other Than at Registration Rated the Ease with Which They were Able to Obtain Appointments with Their Advisors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	76%	24%	488	
College of the Pacific	72	28	218	
Raymond College	100	0	37	
Covell College	71	29	56	
Callison College	89	11	35	
Conservatory of Music	65	35	17	
School of Education	55	45	29	
School of Pharmacy	80	20	74	
School of Engineering	100	0	17	31.71*

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Easy, (2) Not easy.

*Chi Square $P < .05$.

Table 96

The Kind of Relationship the Students Had with Their Advisors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	75%	11%	14%	575	
College of the Pacific	69	15	16	255	
Raymond College	78	4	17	46	
Covell College	84	6	9	64	
Callison College	78	7	16	45	
Conservatory of Music	90	5	5	21	
School of Education	82	12	6	33	
School of Pharmacy	74	9	17	87	
School of Engineering	100	0	0	17	23.50

^aData compiled from Item 19 of the 1971 questionnaire.

^bColumns: (1) Friendly, (2) Not friendly, (3) No occasion to see advisor except at registration.

Table 97

The Kind of Relationship That Students Who Had Sought Advice at Times Other Than at Registration Had with Their Advisors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	87%	13%	495	
College of the Pacific	82	18	215	
Raymond College	95	5	38	
Covell College	93	7	58	
Callison College	92	8	38	
Conservatory of Music	95	5	20	
School of Education	87	13	31	
School of Pharmacy	89	11	72	
School of Engineering	100	0	17	13.68

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Friendly, (2) Not friendly.

Table 98

Students' Perceptions of the Advisors Knowledgeability About College Academic Policies and Procedures, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	.N	Chi Square
Total University	71%	19%	10%	576	
College of the Pacific	68	20	11	256	
Raymond College	80	0	20	46	
Covell College	70	28	2	64	
Callison College	77	14	9	43	
Conservatory of Music	81	14	5	21	
School of Education	74	24	3	34	
School of Pharmacy	70	20	9	88	
School of Engineering	94	0	6	17	31.54*

^aData compiled from Item 20 of the 1971 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable, (3) No occasion to find out.

*Chi Square $P < .05$.

Table 99

How Students Who Had Sought Help Rated Their Advisors with Respect to Knowledge About College Academic Policies and Procedures, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	79%	21%	520	
College of the Pacific	77	23	227	
Raymond College	100	0	37	
Covell College	71	29	63	
Callison College	85	15	39	
Conservatory of Music	85	15	20	
School of Education	76	24	33	
School of Pharmacy	78	23	80	
School of Engineering	100	0	16	18.54*

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable.

*Chi Square $P < .05$.

Table 100

The Students' Perceptions of Their Advisors' Help Concerning Choice of Major, Occupation, or Career, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	41%	21%	38%	579	
College of the Pacific	41	29	30	258	
Raymond College	21	2	77	48	
Covell College	41	33	27	64	
Callison College	41	2	57	44	
Conservatory of Music	41	27	32	22	
School of Education	58	15	27	33	
School of Pharmacy	41	12	48	86	
School of Engineering	71	6	24	17	79.24*

^aData compiled from Item 21 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

*Chi Square $P < .05$.

Table 101

How Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness Concerning Choice of Major, Occupation, or Career, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	66%	34%	359	
College of the Pacific	59	41	181	
Raymond College	91	9	11	
Covell College	55	45	47	
Callison College	95	5	19	
Conservatory of Music	60	40	15	
School of Education	79	21	24	
School of Pharmacy	78	22	45	
School of Engineering	92	8	13	25.83*

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$.

Table 102

How Students Rated Their Advisors on a Five Point Scale Concerning Their Help with Occupational-Vocational Problems and Decisions, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Average	Chi Square
Total University	7%	15%	35%	29%	15%	498	3.30	
College of the Pacific	11	18	34	25	13	232	3.11	
Raymond College	5	5	41	32	18	22	3.55	
Covell College	3	16	38	33	10	61	2.30	
Callison College	9	6	22	38	25	32	3.63	
Conservatory of Music	6	17	28	33	17	18	3.39	
School of Education	0	15	35	29	21	34	5.56	
School of Pharmacy	3	13	40	26	19	78	3.08	
School of Engineering	0	0	31	63	6	16	3.75	38.04

^aData compiled from Item 22 of the 1971 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

Table 103

How Students Rated Their Advisors on a Five Point Scale Concerning Their Help with Personal or Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Average	Chi Square
Total University	11%	13%	43%	22%	11%	283	3.08	
College of the Pacific	15	12	41	21	11	121	3.00	
Raymond College	6	6	33	50	6	18	3.44	
Covell College	10	20	46	15	10	41	2.95	
Callison College	11	26	21	21	21	19	3.16	
Conservatory of Music	8	15	31	31	15	13	3.31	
School of Education	17	8	33	33	8	12	3.08	
School of Pharmacy	4	6	63	18	8	49	3.20	
School of Engineering	14	14	57	14	0	7	3.71	32.94

^aData compiled from Item 24 of the 1971 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

Table 104

The Students' Perceptions of Their Advisors' Help Concerning Academic or School-Related Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	35%	13%	52%	575	
College of the Pacific	30	16	54	256	
Raymond College	48	4	48	48	
Covell College	46	16	38	63	
Callison College	45	2	52	44	
Conservatory of Music	24	10	67	21	
School of Education	13	9	78	32	
School of Pharmacy	39	16	45	88	
School of Engineering	50	13	38	16	32.69*

^aData compiled from Item 25 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

*Chi Square $P < .05$.

Table 105

The Students' Perceptions of Their Advisors' Help Concerning Personal-Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	10%	6%	84%	572	
College of the Pacific	9	6	86	251	
Raymond College	15	4	81	48	
Covell College	13	13	75	64	
Callison College	14	5	81	43	
Conservatory of Music	10	5	86	21	
School of Education	6	0	94	33	
School of Pharmacy	9	5	86	88	
School of Engineering	12	6	82	17	11.95

^aData compiled from Item 23 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) Haven't asked for this kind of help.

Table 106

How the Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness Concerning Personal-Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	63%	37%	91	
College of the Pacific	61	39	36	
Raymond College	78	22	9	
Covell College	50	50	16	
Callison College	75	25	8	
Conservatory of Music	67	33	3	
School of Education	100	0	2	
School of Pharmacy	67	33	12	
School of Engineering	67	33	3	3.83

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

Table 107

How the Students Who Had Sought Help Rated Their Advisors with Respect to Helpfulness Concerning Academic or School-Related Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	73%	27%	277	
College of the Pacific	66	34	118	
Raymond College	92	8	25	
Covell College	74	26	39	
Callison College	95	5	21	
Conservatory of Music	71	29	7	
School of Education	57	43	7	
School of Pharmacy	71	29	48	
School of Engineering	80	20	10	14.02

^aThis table is the same as the previous table but with Response 3 eliminated and the data analyzed according to Responses 1 and 2.

^bColumns: (1) Helpful, (2) Not helpful.

Table 108

How Students Rated Their Advisors on a Five Point Scale Concerning Their Help with Academic or School-Related Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Average	Chi Square
Total University	9%	12%	27%	32%	19%	423	3.36	
College of the Pacific	13	13	31	26	17	182	2.93	
Raymond College	3	3	3	47	44	32	4.25	
Covell College	4	11	34	40	11	53	3.43	
Callison College	7	7	23	37	27	30	3.70	
Conservatory of Music	15	8	23	38	15	13	3.31	
School of Education	10	14	33	29	14	21	3.24	
School of Pharmacy	8	16	28	32	16	75	3.32	
School of Engineering	8	8	15	54	15	13	3.62	42.31*

^aData compiled from Item 26 of the 1971 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

*Chi Square $P < .05$.

Table 109

How the Students Who Had Gone to the Counseling Center Rated the Service They Received, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	64%	36%	85	
College of the Pacific	68	32	38	
Raymond College	38	62	13	
Covell College	62	38	13	
Callison College	60	40	5	
Conservatory of Music	50	50	2	
School of Education	100	0	1	
School of Pharmacy	80	20	10	
School of Engineering	50	50	2	5.99

^aData compiled from Item 27 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

Table 110

How the Students Rated the Counseling Center From What They Had Heard Others Say, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	55%	45%	177	
College of the Pacific	53	47	74	
Raymond College	45	55	29	
Covell College	60	40	20	
Callison College	56	44	18	
Conservatory of Music	57	43	7	
School of Education	60	40	5	
School of Pharmacy	72	28	18	
School of Engineering	50	50	4	3.83

^aData compiled from Item 28 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

Table 111

Number and Percentage of Times the Students Had Gone to the
Counseling Center, Analyzed According to the Several
Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	86%	8%	3%	1%	2%	546	
College of the Pacific	86	7	4	1	2	244	
Raymond College	72	18	6	0	2	49	
Covell College	77	16	4	2	2	56	
Callison College	93	5	0	0	2	42	
Conservatory of Music	86	0	5	5	5	21	
School of Education	97	3	0	0	0	31	
School of Pharmacy	89	8	1	0	1	83	
School of Engineering	93	0	7	0	0	14	31.33

^aData compiled from Item 29 of the 1971 questionnaire.

^bColumns: (1) None, (2) 1 to 3 times, (3) 4 to 6 times, (4) 7 to 9 times, (5) 10 or more times.

Table 112

The Reasons Students Gave for Not Using the Counseling Center,
Numbers and Percentages Analyzed According to the
Several Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	30%	12%	9%	49%	550	
College of the Pacific	32	12	6	50	248	
Raymond College	19	19	8	53	36	
Covell College	25	19	7	49	59	
Callison College	14	18	20	47	49	
Conservatory of Music	19	10	24	48	21	
School of Education	27	6	9	58	33	
School of Pharmacy	45	6	8	40	84	
School of Engineering	38	0	25	38	16	45.76*

^aData compiled from Item 31 of the 1971 questionnaire.

^bColumns: (1) Did not know about the center, (2) Found help from a fellow student, (3) Found help from advisor or faculty member, (4) Worked out own problem or have not felt the need.

*Chi Square $P < .05$.

Table 113

The Number and Percentage of Students Who Would or Would Not Have Need of the Services of the Counseling Center if It Were Advertised as Being Professionally Prepared to Help with a Variety of Student Problems Such as Occupational-Vocational, Personal-Social, or Emotional-Mental, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	33%	25%	42%	572	
College of the Pacific	41	20	40	255	
Raymond College	37	20	43	49	
Covell College	36	28	36	61	
Callison College	19	33	49	43	
Conservatory of Music	25	35	40	20	
School of Education	21	27	52	33	
School of Pharmacy	21	33	46	87	
School of Engineering	35	24	41	17	23.76*

^aData compiled from Item 32 of the 1971 questionnaire.

^bColumns: (1) Yes, (3) No, (3) I do not know.

*Chi Square $P < .05$.

Table 114

The Number and Percentage of Students Who Would or Would Not be More Likely to Use a Counseling Center Located in the Central Campus Than at the Health Center, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	32%	44%	25%	555	
College of the Pacific	38	37	25	257	
Raymond College	39	41	20	49	
Covell College	31	46	23	61	
Callison College	26	42	33	43	
Conservatory of Music	33	43	24	21	
School of Education	24	42	33	33	
School of Pharmacy	16	64	20	87	
School of Engineering	35	29	35	17	28.02*

^aData compiled from Item 33 of the 1971 questionnaire.

^bColumns: (1) Yes, (2) No, (3) I do not know.

*Chi Square $P < .05$.

Table 115

How the Students Who Had Registered at the Placement Office Rated the Service They Received in Finding a Job, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	45%	55%	102	
College of the Pacific	41	59	44	
Raymond College	29	71	7	
Covell College	32	68	19	
Callison College	29	71	7	
Conservatory of Music	100	0	3	
School of Education	86	14	14	
School of Pharmacy	0	100	4	
School of Engineering	50	50	4	19.60*

^aData compiled from Item 35 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

Table 116

The Reasons Students Gave for Not Registering at the Placement Office, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	31%	33%	20%	16%	495	
College of the Pacific	34	35	17	15	218	
Raymond College	30	37	15	17	46	
Covell College	33	43	9	15	46	
Callison College	34	31	23	11	35	
Conservatory of Music	17	39	35	9	23	
School of Education	53	26	11	11	19	
School of Pharmacy	21	22	32	24	90	
School of Engineering	8	31	38	23	13	39.17*

^aData compiled from Item 36 of the 1971 questionnaire.

^bColumns: (1) Do not need this service yet, (2) Do not know about its services, (3) Plan to find my own job, (4) Already have post-college plans.

*Chi Square $P < .05$.

Table 117

How the Students Who Attended Freshman Orientation Would Rate the Help Received, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	67%	33%	250	
College of the Pacific	72	28	134	
Raymond College	56	44	25	
Covell College	50	50	40	
Callison College	69	31	13	
Conservatory of Music	92	8	12	
School of education	75	25	4	
School of Pharmacy	63	37	19	
School of Engineering	60	40	5	12.05

^aData compiled from Item 37 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

Table 118

Students' Recommendations for the Future Concerning Freshman Orientation, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	N	Chi Square
Total University	24%	11%	7%	13%	25%	21%	263	
College of the Pacific	28	12	7	10	26	18	138	
Raymond College	12	4	12	19	15	38	26	
Covell College	16	9	7	14	35	19	43	
Callison College	38	15	0	8	8	31	13	
Conservatory of Music	29	14	7	7	29	14	14	
School of Education	20	0	0	40	20	20	5	
School of Pharmacy	22	17	11	17	22	11	18	
School of Engineering	33	0	0	17	17	33	6	29.29

^aData compiled from Item 38 of the 1971 questionnaire.

^bColumns: (1) No change, (2) More days prior to school, (3) Fewer days prior to school, (4) Meetings spread out during first 4 to 6 weeks of school, (5) Regular group meetings with advisor during the first semester, (6) None of the above.

Table 119

How Students Who Had Attended Freshman Orientation Rated the Help Received from Student Counselors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	64%	36%	180	
College of the Pacific	71	29	117	
Raymond College	73	27	11	
Covell College	35	65	23	
Callison College	33	67	3	
Conservatory of Music	50	50	10	
School of Education	100	0	2	
School of Pharmacy	56	44	9	
School of Engineering	80	20	5	15.43*

^aData compiled from Item 39 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful.

*Chi Square $P < .05$.

Table 120

How the Students Who Had Attended Freshman Orientation Rated Their Student Counselors With Respect to Knowledge About University Policy and Procedures, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	N	Chi Square
Total University	80%	20%	176	
College of the Pacific	84	16	115	
Raymond College	70	30	10	
Covell College	50	50	22	
Callison College	67	33	3	
Conservatory of Music	90	10	10	
School of Education	100	0	2	
School of Pharmacy	78	22	9	
School of Engineering	100	0	4	16.78*

^aData compiled from Item 40 of the 1971 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable.

*Chi Square $P < .05$.

Table 121

The Students' Perceptions of the Kinds of Relationships the Resident Assistants Had with the Students in the Residence Halls, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	76%	21%	3%	340	
College of the Pacific	77	19	3	149	
Raymond College	77	20	2	44	
Covell College	56	41	3	59	
Callison College	91	9	0	33	
Conservatory of Music	86	14	0	14	
School of Education	78	22	0	9	
School of Pharmacy	83	13	4	23	
School of Engineering	100	0	0	8	23.17

^aData compiled from Item 41 of the 1971 questionnaire.

^bColumns: (1) Positive (friendly), (2) Neutral, (3) Negative (not friendly).

Table 122

How the Students Rated Their Resident Assistants with Respect to Knowledge About University Policy and Procedures, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	67%	9%	24%	338	
College of the Pacific	66	9	25	148	
Raymond College	73	7	20	45	
Covell College	52	14	34	58	
Callison College	88	0	13	32	
Conservatory of Music	50	0	50	14	
School of Education	78	0	22	9	
School of Pharmacy	14	17	9	23	
School of Engineering	88	0	13	8	26.63*

^aData compiled from Item 42 of the 1971 questionnaire.

^bColumns: (1) Knowledgeable, (2) Not knowledgeable, (3) No occasion to find out.

*Chi Square $P < .05$.

Table 123

How the Students Rated Their Resident Assistants with Respect to Helpfulness with Personal-Social Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	33%	5%	62	334	
College of the Pacific	30	6	64	146	
Raymond College	41	2	57	44	
Covell College	28	7	65	57	
Callison College	44	3	53	32	
Conservatory of Music	21	0	79	14	
School of Education	22	0	78	9	
School of Pharmacy	48	9	43	23	
School of Engineering	0	0	100	8	16.54

^aData compiled from Item 43 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) No occasion to find out.

Table 124

How the Students Rated Their Resident Assistants with Respect to Helpfulness with Academic or School-Related Problems, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	N	Chi Square
Total University	19%	4%	77%	335	
College of the Pacific	19	6	76	147	
Raymond College	27	5	68	44	
Covell College	11	5	84	57	
Callison College	22	3	75	32	
Conservatory of Music	14	0	86	14	
School of Education	0	0	100	9	
School of Pharmacy	35	0	65	23	
School of Engineering	13	0	88	8	14.72

^aData compiled from Item 44 of the 1971 questionnaire.

^bColumns: (1) Helpful, (2) Not helpful, (3) No occasion to find out.

Table 125

How the Students Rated, Using a Five Point Scale, Their Resident Assistants' Overall Effectiveness as Administrative Assistants and as Student Counselors, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Average	Chi Square
Total University	7%	5%	20%	34%	34%	374	3.83	
College of the Pacific	8	4	18	32	38	167	3.87	
Raymond College	4	7	27	33	29	45	3.76	
Covell College	10	6	25	35	24	63	3.57	
Callison College	9	0	11	46	34	35	3.97	
Conservatory of Music	0	7	36	36	21	14	3.71	
School of Education	0	0	27	36	36	11	4.09	
School of Pharmacy	7	7	10	34	41	29	3.96	
School of Engineering	10	0	30	20	40	10	3.80	21.08

^aData compiled from Item 45 of the 1971 questionnaire.

^bColumns: (1) Poor, (2) Unsatisfactory, (3) Average, (4) Good, (5) Excellent.

Table 126

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Occupational-Vocational Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total University	4%	4%	17%	2%	4%	26%	3%	1%	19%	18%	757	
College of the Pacific	5	5	12	2	5	27	5	1	19	19	324	
Raymond College	0	1	20	1	7	8	1	1	30	19	73	
Covell College	5	3	36	3	2	23	3	1	12	21	92	
Callison College	6	2	22	2	8	19	0	0	19	13	53	
Conservatory of Music	0	6	6	3	3	29	3	0	39	10	31	
School of Education	5	9	12	0	0	42	0	0	16	16	43	
School of Pharmacy	4	3	21	1	3	34	2	0	16	17	111	
School of Engineering	4	0	9	4	4	39	0	0	13	26	23	100.00*

^aData compiled from Item 46 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$.

Table 127

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Personal-Social Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total University	3%	2%	11%	7%	12%	15%	18%	9%	17%	6%	519	
College of the Pacific	4	2	6	7	16	11	20	10	18	6	218	
Raymond College	0	0	17	4	19	2	21	6	31	0	48	
Covell College	3	2	21	11	5	23	16	7	2	10	61	
Callison College	4	2	24	2	13	15	7	4	24	4	46	
Conservatory of Music	11	0	4	0	11	11	22	11	26	4	27	
School of Education	0	15	4	0	7	26	19	15	7	7	27	
School of Pharmacy	3	1	10	10	7	24	15	11	14	4	71	
School of Engineering	0	0	0	8	8	23	31	23	8	0	13	126.07*

^aData compiled from Item 47 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident Assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$.

Table 128

Number and Percentage of School-Employed Persons to Whom the Students Would Go for Help with Academic Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	6	7	8	9	10	N	Chi Sq.
Total University	1%	3%	16%	1%	1%	47%	2%	0%	26%	1%	643	
College of the Pacific	1	4	13	1	1	45	4	1	28	1	282	
Raymond College	0	2	38	0	4	18	2	0	38	0	56	
Covell College	0	6	18	1	1	50	0	0	21	3	72	
Callison College	0	2	29	0	0	43	0	0	27	0	49	
Conservatory of Music	4	0	8	0	4	68	0	0	12	4	25	
School of Education	0	3	11	0	5	61	0	0	21	0	38	
School of Pharmacy	1	2	13	4	1	57	1	0	20	1	96	
School of Engineering	0	0	11	0	0	58	0	0	32	0	19	93.81*

^aData compiled from Item 48 of the 1971 questionnaire.

^bColumns: (1) High school person, (2) University administrator, (3) Student personnel dean, (4) Head resident, (5) Resident Assistant, (6) Faculty advisor, (7) Counseling Center, (8) Religious advisor, (9) College teacher, (10) Other.

*Chi Square $P < .05$.

Table 129

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Occupational-Vocational Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	38%	4%	10%	20%	28%	615	
College of the Pacific	40	4	7	23	25	274	
Raymond College	39	0	4	19	39	54	
Covell College	38	4	13	22	23	69	
Callison College	32	4	4	20	40	50	
Conservatory of Music	30	0	20	25	25	20	
School of Education	29	6	18	9	38	34	
School of Pharmacy	41	2	17	14	26	90	
School of Engineering	19	6	13	25	38	16	36.78

^aData compiled from Item 49 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

Table 130

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Personal-Social Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	30%	4%	3%	40%	23%	604	
College of the Pacific	30	4	3	45	19	276	
Raymond College	16	0	2	47	35	51	
Covell College	38	5	8	32	18	66	
Callison College	29	4	2	31	35	49	
Conservatory of Music	38	10	0	33	19	21	
School of Education	26	3	9	29	34	35	
School of Pharmacy	36	6	1	33	24	85	
School of Engineering	7	7	0	60	27	15	44.93*

^aData compiled from Item 50 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

*Chi Square $P < .05$.

Table 131

Number and Percentage of Non-School-Employed Persons to Whom the Students Would Go for Help with Academic Problems, Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	5	N	Chi Square
Total University	34%	4%	7%	30%	25%	570	
College of the Pacific	37	5	7	28	24	259	
Raymond College	45	0	2	31	22	51	
Covell College	28	7	8	30	27	60	
Callison College	25	7	7	25	36	44	
Conservatory of Music	45	0	0	40	15	20	
School of Education	31	9	16	16	28	32	
School of Pharmacy	25	4	7	40	25	85	
School of Engineering	14	0	0	43	43	14	36.86

^aData compiled from Item 51 of the 1971 questionnaire.

^bColumns: (1) Parent, (2) Relative, (3) Employer or employee in an occupation, (4) A fellow student, (5) Other.

Table 132

The Frequency with Which Students Have Felt the Need for Counseling or Advising, or Wished That They Could Get It, About Any Kind of Problem, Numbers and Percentages Analyzed According to the Several Schools Within the University^a

Schools	1 ^b	2	3	4	N	Chi Square
Total University	18%	28%	42%	13%	580	
College of the Pacific	20	29	40	11	256	
Raymond College	21	19	44	15	52	
Covell College	31	31	31	6	64	
Callison College	14	31	31	24	42	
Conservatory of Music	15	30	40	15	20	
School of Education	7	21	50	21	34	
School of Pharmacy	10	27	49	14	88	
School of Engineering	6	24	53	18	17	29.67

^aData compiled from Item 52 of the 1971 questionnaire.

^bColumns: (1) Frequently or often (several times each month), (2) Occasionally (6 to 10 times a year), (3) Seldom (up to 5 times a year), (4) Not at all.

APPENDIX F

(A report to the University based upon the results of the first
questionnaire)

STUDENT PERCEPTIONS OF THE COUNSELING AND ADVISING PROGRAM
OF THE UNIVERSITY OF THE PACIFIC

A Research Project
Presented to
the Faculty of the School of Education
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Howard Owen Hardcastle

February 1971

PREFACE

This project was originally proposed and initiated by Earl W. Wright, who died in an airplane accident March 11, 1970. To him goes the credit for the design of the instrument and the gathering of the data.

STUDENT PERCEPTIONS OF THE COUNSELING AND ADVISING PROGRAM
OF THE UNIVERSITY OF THE PACIFIC

INTRODUCTION

One of the demands loudly proclaimed by college students today is that they be given a greater voice in the shaping of school policies and practices. No better example of this trend can be cited than the internationally famed 1965 student uprisings on the Berkeley campus of the University of California and subsequent similar uprisings on campuses across the nation and around the world. All have in common one recurring theme: students feel the college does not know or care that they exist and they want to be heard; they insist on being given the right to be heard on matters dealing not only with education but also with every other aspect of life as well.

Feeling that each department in a college should do what it can to break this barrier between the school and its students, the late Earl W. Wright, in the Spring of 1969, set out to develop, in the area of his specialty, an instrument whereby students could convey to college administrators, deans, counselors, and advisors, their anonymous convictions concerning the counseling and advising programs on their campuses. It was his feeling that a survey of student perceptions and opinions is perhaps the most effective means of finding out what the students think about existing practices and policies and that the most natural outcome of such a student evaluation would be not only in giving the students a feeling that what they think does matter but more importantly the college would be able to make changes in its program

based on statistical data rather than on individual "hunches".

A search of the literature reveals little material dealing with the evaluation of college or university counseling and advising programs. Rothney and Roens (1948), Cottle (1957), Rothney and Farwell (1960), and Metzler (1964), reporting on research accomplished to the date of their writing, concluded that there was general recognition of a need for evaluation of counseling and guidance services, but little evidence that the need was being met. Metzler (1964) says that "research to determine the effectiveness of guidance programs and counseling have made only minimal contributions and have proven to be of little value to existing programs."

Walter Lee (1969), reviewing the evaluation and research section in ten recently published guidance textbooks, finds a common agreement among authors of the extreme difficulty one encounters in trying to evaluate guidance programs. Lee maintains, however, that if the guidance specialist is to remain a unique and necessary professional member of the school staff, then "the techniques and applications of program evaluation must become clear, sharp, and precise."

After surveying the literature on evaluation one wonders how counseling and guidance programs have continued to multiply over the past fifty years. There is very little evidence that these programs exist on much more than faith and reason, certainly not by empirical evidence.

A study to gather some empirical evidence was undertaken at the University of the Pacific to see just what, other than faith and reason should go into a counseling and advising program. Even though the university has had very little trouble in terms of student unrest, and

even though administrators felt the counseling and advising program was reasonably effective, they wanted to know just how effective. The results, as this study will reveal, showed not only how effective the program is but it also showed what possibly could be one of the reasons why student unrest has been almost non-existent on this campus.

After the questionnaire had been devised, it was administered to a stratified random sample of the undergraduate students of the Stockton campus of the University of the Pacific during the Spring Semester of 1969. Questionnaires were distributed to 1015 students or 45 percent of the total student population. To be able to pinpoint areas of strengths and weaknesses, and to better understand needs and interests of various groups, the results were demographically categorized as follows:

1. Male and Female,
2. Liberal Arts (College of the Pacific) and Professional Schools (Conservatory of Music, School of Education, School of Pharmacy, and School of Engineering),
3. Upper Classmen and Lower Classmen,
4. Upper G.P.A. (2.6 or above) and Lower G.P.A. (below 2.6),
5. Type of Housing: Sorority-Fraternity, Cluster Dormitory, Other Dormitory, Off-Campus,
6. Family Type: Type 1 (parents are living together, father or mother is a college graduate, and the father is employed in a professional, technical, or managerial capacity) and Type 2 (all others),
7. Perception of High School Counseling: Good (students who rated as helpful counseling received in at least two of the following areas: college plans, personal-social problems, occupational-vocational) and Poor (all others).

Statistical significance of tabulated data was obtained by applying a simple chi square test to each of the categories into which the questions were divided and were accepted at the .05 level.

Of the 1015 questionnaires distributed, 651 were returned. These consisted of 45 percent men and 55 percent women; 60 percent liberal arts and 40 percent professional students; 64 percent upper division and 36 percent lower division; 64 percent upper G.P.A. and

36 percent lower G.P.A.; 22 percent sorority-fraternity, 29 percent cluster dormitory, 37 percent regular dormitory and 10 percent off-campus students.

Perceptions of Counseling and Advising Received

The tabulated data revealed that 72 percent of the students had sought counseling and advising concerning occupational-vocational problems. The statistical data suggests that significantly more women sought help than did men, more professional school students than liberal arts, more upper classmen students than lower classmen, and more sorority-fraternity students than regular dormitory students. The highest group seeking help was sorority-fraternity with 84 percent and the lowest group was cluster dormitory students with 53 percent. Of this group of students who had sought occupational-vocational counseling, nearly two-thirds judged it to be helpful. The highest groups judging it to be helpful were the off-campus students (78%) and the professional students (71%). The lowest group judging it to be helpful were the liberal arts students (52%) and the regular dormitory students (55%).

Seeking help concerning social-personal problems were 31 percent of the sample, with sorority-fraternity (22%), off-campus (23%), and men (28%) seeking help the least and women (34%) seeking help the most. Of those who sought this kind of help, slightly more than two-thirds were satisfied. Sorority-fraternity students (46%) and the men (54%) were the least satisfied; whereas, the regular dormitory students (72%) and the women (76%) were the most satisfied with help received.

How Students See Their Advisors

Eighty-six percent of the students had seen their advisors at

times other than at registration and of this group 84 percent said they were easily available, with men, upper classmen students, cluster dormitory students, and off-campus students being significantly above this average and their counter parts being below this average. Of those who had seen their advisors at times other than at registration, 93 percent said they were friendly. Of interest is the fact that significantly more upper G.P.A. students considered their advisors to be friendly than did lower G.P.A. students. More upper classmen, sorority-fraternity, cluster and off-campus students found their advisors to be knowledgeable than did the others. The sample average for knowledgeability for advisors was 82 percent.

Sixty-five percent had sought their advisors' help concerning choice of major, occupation, or career and of this group over two-thirds were satisfied with the help received. Of the 16 percent who had sought help with social or personal problems, almost two-thirds considered it helpful; and of the 43 percent who had sought their advisors' help with academic or school-related problems, nearly three-fourths considered it helpful.

The Counseling Center

In response to a question asking the students to rate the services received at the Counseling Center 90 percent had not gone to the Center, but of those who had, four-fifths rated the services received as helpful. Of the 31 percent who had heard others comment upon the Counseling Center, nearly three-fourths reported favorable comments. The reason given most often for not using the services of the Counseling Center was "haven't felt the need" (49%); however, close to this percentage was "no knowledge of the Center (36%)". Fifteen percent

had worked out their own problems, 8 percent had found help from an advisor or a teacher, and 6 percent had found help from a fellow student.

Not all groups of students were equally unaware of the services available at the Counseling Center. Lower G.P.A., lower classmen, sorority-fraternity, and regular dormitory students were significantly less knowledgeable of the services available at the Counseling Center than were the upper classmen, cluster dormitory, and off-campus students. The percentages for those having no knowledge of the Center ranged from 28 percent to 45 percent.

To the question asking students to tell what kinds of problems, according to their understanding, the Counseling Center was set up to handle, most of them said that they did not know. The others marked answers in the following descending order: 37 percent personal-social, 34 percent emotional-mental, 15 percent occupational-vocational, and 14 percent academic.

Placement Office

The data revealed that 19 percent of those responding to the questionnaire had registered at the Placement Office. Of this group 57 percent considered the service received to be helpful, but within this latter group regular dormitory students (64%) felt they were better served than off-campus students (43%), and family Type 2 students (70%) than family Type 1 students (40%).

Given most frequently as the reason for not registering at the Placement Office was "don't need this service yet" (40%). Twenty-one percent did not know about the service, 18 percent planned to find their own jobs, and 18 percent had already made post-college plans. Responding to the inquiry about post-college plans were 48 percent

planning to go to graduate school, 28 percent planning to find a job, and 16 percent uncertain. Six percent of the men were planning to go into the military and 4 percent of the women were planning on being housewives.

What Students Like Best About UOP's Counseling and Advising Program

That which impresses students most about UOP's program is the close faculty-student relationship and the excellent group of advisors described variously as knowledgeable, competent, helpful, personable, friendly, understanding, easily available, and a variety of other positive statements. In fact, in answer to the open ended question, "What have you liked best about the counseling or advising program," 56 percent chose to make a favorable comment about the faculty personnel. Twelve percent made favorable comments about other aspects of the program; 24 percent either had no need for the program, had not used it, did not know about it, or had nothing to say; and 14 percent made negative comments about it, the biggest complaint concerning uninformed, unavailable, or uninterested advisors.

How Students Would Improve the Program

In answer to an open ended question asking for suggestions for improving the counseling and advising program, one-third were concerned about having a better informed counseling-advising staff, particularly concerning graduation requirements both within and outside their own areas. A sizeable number appealed for better communication between administration, advisors, and students concerning new programs and requirements. Other suggestions were variously divided as follows:

1. More publicity should be given to services available.
2. Advisors should spend more time with their advisees.

3. Advisors should demonstrate more of a willingness to help advisees.
4. Full-time counselors and advisors should be available.

DISCUSSION

Advising and Counseling

Results of this study indicates that the students in general have a fairly positive opinion of the counseling and advising program of the University, the strongest feature being the friendly interest which large numbers of advisors take in their advisees. In the absence of empirical data against which to compare, it is difficult to know whether or not better results should be expected. Apparently, however, advisors are much more willing than they are capable as evidenced by the 93 percent rating for friendliness as compared to the 82 percent for knowledgeability about academic policy, the 73 percent for helpfulness with school-related or academic problems, the 68 percent for helpfulness with personal-social matters. With respect to the last two percentage figures quoted above, perhaps better results for advisors cannot be expected, but in areas dealing with academic matters it would seem reasonable to expect a better percentage rating than 82 percent or 73 percent, especially for University faculty personnel.

Counseling Center

It is remarkable that only 10 percent of the students of the university had been to the Counseling Center at all for any kind of help. It would not be fair to the Counseling Center to attempt to evaluate its effectiveness on the basis of a sample of only 50 students, yet it is of interest to note that over four-fifths of those who went to the Center felt they had been helped. Of those who had gone, some felt

the staff was overworked. There seemed to be much confusion among students as to exactly what kinds of problems the Center was set up to handle. These data probably explain the reason why 16 percent of the students listed as their number one suggestion for improvement, the publicizing of services available.

The Placement Office

Not much can be said about the Placement Office in the absence of a criterion against which to measure the data. The 57 percent who considered services received as helpful might be all that can be expected although it may lead one to wonder, especially in view of the fact that the rating was derived from only 19 percent of the population who had registered at the Placement Office. In other words, approximately 10 percent of the population had been helped by the Placement Office. The expression by 21 percent of the students who said they did not know about its services should indicate a need for better publicity for the Office, particularly among off-campus students where the percentage figure is 28.

COMMENDATIONS AND RECOMMENDATIONS

As a result of this study the following commendations and recommendations are made:

1. Considering the fact that at least 90 percent of the counseling and advising is being done by faculty advisors who are for the most part full-time classroom instructors, the results are commendable if not excellent.
2. A great majority of the students feel that their advisors are friendly, approachable, accessible, and knowledgeable.

3. Because large numbers of students (at least one-third feel that their advisors are not as informed as they should be about academic matters, it is recommended that a panel of advisors be formed to consider ways to improve this information gap.

4. Because a large number of students (16%) have expressed a desire to know more about the counseling and advising program (including the Counseling Center and the Placement Office), it is recommended that the Student Personnel Office make special effort to publicize these services in such a way that every student will know about them.

5. In view of the fact that 9 percent of the student population expressed the wish that more full-time counselors and advisors were available and in view of the fact that almost one-third (one-half in the liberal arts school) rated the counseling and advising services as not helpful in the areas of vocational-occupational and social-personal problems, it is recommended that the University consider ways in which these kinds of services can be improved and expanded.

6. Because lower classmen students generally view their advisors as less easy to get appointments with, less friendly, less knowledgeable about academic policy, and less helpful with problems concerning choice of major, occupation, or career, it is recommended that,

- a. advisors for lower classmen students be especially chosen and trained for their work,
- b. that lower classmen students (especially freshmen) be invited by their advisors to meet them at times other than at registration, and
- c. that steps be taken to provide better occupational-vocational counseling for them than what they are

presently receiving.

7. Because of the importance of keeping advisors and counselors informed and of giving them opportunity to express their views and ask questions, it is recommended that administrative officials conduct periodic workshop-type, in-service training sessions to discuss procedures, policy, changes, and projected changes.

8. Considering the fact that it is virtually impossible to get all advisors and counselors together for in-service training sessions, and because of the importance of having everyone aware of policies and procedures, it is recommended that careful attention be given to the preparation and yearly revision of a complete advisor-counselor handbook to be distributed to all members of the faculty, all dormitory personnel, and anyone else who may have an advisor-advisee relationship with students.

SUMMARY AND CONCLUSION

At the beginning of this study it was stated that one of the purposes of this study was to develop an instrument whereby college students could anonymously express their convictions concerning the counseling and advising program of their school, and that with these data college faculties could set about making improvements in their programs based on solid evidence rather than on hunches or feelings.

The instrument was devised and administered to the undergraduate students of the University of the Pacific, Stockton Campus. The results showed that, in general, students have a fairly positive opinion of the work being done by the advisors and counselors on this campus. In the absence of criteria against which to measure, it is difficult to say

just how positive this opinion is. That which pleased the great majority of students most was the close student-faculty relationship and advisors who were friendly, interested, knowledgeable, and accessible. This fact may be one of the big reasons why the university has experienced so little unrest.

Although not severe, some areas of weakness were revealed. Students expressed confusion as to just what services were available. Many had no knowledge of the Counseling Center or of the Placement Office. Besides the need for publicizing better its counseling and advising services, perhaps the two greatest needs pointed out by this study is the need for an expansion and improvement of the occupational-vocational guidance program and the need for a better informed cadre of academic advisors.

It is not believed by the author of this article that the instrument is one which can be used in its present form on all campuses, but rather is one which can be used as a model to build an instrument to fit the campus being studied. A follow-up study of the same campus is presently being planned to see what changes, if any, have taken place during the past two years and to give the University replicated evidence upon which to base any program changes which may come about as a result of this study.

APPENDIX*

(A compilation of the data obtained from Questions 51, 52, 53)

*This material was included as a part of the report to the University after the 1969 questionnaire.

QUESTIONS 51, 52, 53

Explanation

Questions 51, 52, 53, asked the students to name the UOP advisors who had been most helpful in three areas (occupational-vocational, academic, and personal-social) and to rate this help on a scale of from 1 to 5 (poor to very helpful). Advisors who were helpful with occupational problems were named by 406 students; 420 named advisors who were helpful with academic problems; and 164 named advisors who helped them with personal or social problems. For the purpose of this report only advisors who were mentioned five or more times are included for questions 51 and 52, and three or more times for question 53. Code numbers instead of names of advisors are used in this report. Only the Dean of Students of the University has the key to the code.

QUESTION 52

RATING OF ACADEMIC ADVISORS WITH ACADEMIC PROBLEMS

Name the UOP advisor who has helped you most with your academic problems or decisions.

Rate this help by putting a check mark on the line below.

1	2	3	4	5
Poor		Average		Very helpful

Tabulation of Results:

ADVISORS MENTIONED FIVE OR MORE TIMES FOR HELPING WITH ACADEMIC PROBLEMS LISTED IN DESCENDING ORDER OF:

FREQUENCY OF MENTION			STUDENTS' AVERAGE RATING		
<u>Advisor</u>	<u>Frequency</u>	<u>Rating</u>	<u>Advisor</u>	<u>Rating</u>	<u>Frequency</u>
B-2	17	4.00	H-7	4.70	7
H-8	14	3.90	S-2	4.70	8
M-17	14	4.30	K-5	4.62	7
D-7	13	3.74	M-14	4.60	7
G-2	12	4.04	H-1	4.40	5
Y-1	12	3.05	K-3	4.40	10
A-2	11	3.85	M-5	4.40	5
M-10	11	4.35	M-10	4.35	11
C-3	10	2.80	K-4	4.30	8
K-3	10	4.40	M-17	4.30	14
N-1	10	3.80	W-2	4.25	6
L-4	9	3.90	F-3	4.10	7
R-1	9	3.50	G-2	4.04	12
C-2	8	3.40	B-2	4.00	17
K-2	8	3.75	D-3	4.00	5
K-4	8	4.30	R-9	4.00	5
S-2	8	4.70	B-5	3.95	7
B-5	7	3.95	H-8	3.90	14
D-2	7	3.50	L-4	3.90	9
D-9	7	3.40	A-2	3.85	11
F-3	7	4.10	N-1	3.80	10
H-2	7	3.57	K-2	3.75	8
H-6	7	3.40	D-7	3.74	13
H-7	7	4.70	C-5	3.60	5
K-5	7	4.62	H-2	3.57	7
M-14	7	4.60	D-2	3.50	7
R-9	7	4.00	R-1	3.50	9
W-2	6	4.25	C-2	3.40	8
C-5	5	3.60	D-9	3.40	7
D-3	5	4.00	H-6	3.40	7
G-5	5	2.90	L-1	3.30	5
H-1	5	4.40	Y-1	3.05	12
L-1	5	3.30	G-5	2.90	5
M-5	5	4.40	C-3	2.80	10
R-8	5	2.66	R-8	2.66	5

QUESTION 53

RATING OF ACADEMIC ADVISORS WITH PERSONAL--SOCIAL PROBLEMS

Name the UOP advisor who has helped you most with your personal-social problems. _____

Rate this help by putting a check mark on the line below.

1	2	3	4	5
Poor		Average		Very helpful

Tabulations of Results:

ADVISORS MENTIONED THREE OR MORE TIMES FOR HELPING WITH PERSONAL--SOCIAL PROBLEMS LISTED IN DESCENDING ORDER OF:

FREQUENCY OF MENTION			STUDENTS' AVERAGE RATING		
<u>Advisor</u>	<u>Frequency</u>	<u>Rating</u>	<u>Advisor</u>	<u>Rating</u>	<u>Frequency</u>
M-4	11	4.49	W-2	4.90	3
K-5	10	4.75	W-3	4.79	3
W-5	10	4.36	K-5	4.75	10
D-3	7	4.32	E-2	4.65	3
M-3	7	4.58	M-3	4.58	7
D-7	5	2.75	H-7	4.50	5
H-7	5	4.50	F-2	4.50	4
B-2	4	4.25	O-2	4.50	4
H-1	4	4.00	M-4	4.49	11
F-2	4	4.50	W-5	4.36	10
O-2	4	4.50	D-3	4.32	7
H-8	3	4.30	H-8	4.30	3
M-14	3	3.85	B-2	4.25	4
N-1	3	3.06	H-1	4.00	4
R-9	3	4.00	R-9	4.00	3
E-2	3	4.65	N-1	3.95	3
N-2	3	3.95	M-14	3.85	3
W-3	3	4.79	N-1	3.06	3
W-2	3	4.90	D-7	2.75	5

ADVISORS
Questions 51, 52, 53

COMPARATIVE LIST OF RATINGS OF ADVISORS
MENTIONED FIVE OR MORE TIMES CONCERNING HELP WITH THREE TYPES OF PROBLEMS
(Rating: 1=Poor; 5=Very Helpful)

<u>Advisor</u>	<u>ACADEMIC</u>		<u>OCCUPATIONAL</u>		<u>PERSONAL</u>		<u>Average</u>
	<u>Frgncy</u>	<u>Rating</u>	<u>Frgncy</u>	<u>Rating</u>	<u>Frgncy</u>	<u>Rating</u>	
A-2	11	3.85	7	4.03	1	3.00	3.87
B-2	17	4.00	17	4.60	4	4.25	4.29
B-4	4	4.40	4	4.10			4.25
B-5	7	3.95	6	4.50	2	4.90	4.31
B-6	3	4.50	3	4.50			4.50
B-7	1	4.00	1	5.00	3	4.75	4.65
B-9	2	3.75	3	4.55			4.23
B-10	4	3.25	5	3.33	2	4.50	3.51
B-12	2	4.90	2	4.90	1	5.00	4.92
C-2	8	3.40	11	2.80	1	3.00	3.05
C-3	10	2.80	10	2.75	2	2.50	2.75
C-4	4	2.75	3	4.35	1	1.00	3.13
C-5	5	3.60	5	3.33	1	3.00	3.42
D-2	7	3.50	6	3.10			3.32
D-3	5	4.00	1	5.00	7	4.32	4.25
D-7	13	3.74	13	4.10	5	2.75	3.73
D-9	7	3.40	9	3.60			3.51
D-10	3	3.33	4	3.76	2	3.00	3.45
F-3	7	4.10	6	4.20	1	2.20	4.86
G-1	4	3.20	2	2.50	2	1.00	2.48
G-2	12	4.04	7	3.85	1	4.00	3.97
G-3	3	3.94	1	4.20	2	3.60	3.87
G-5	5	2.90	5	3.36			3.13
G-8	2	4.50	2	4.50	1	5.00	4.60
H-1	5	4.40	6	4.75	4	4.00	4.43
H-2	7	3.57	7	3.57	2	2.60	3.45
H-3	4	3.90	4	3.90			3.90
H-5	3	4.33	1	4.00	2	4.25	4.25
H-6	7	3.40	5	2.90			3.19
H-7	7	4.70	12	4.55	5	4.50	4.58
H-8	14	3.90	16	4.25	3	4.30	4.11
K-2	8	3.75	6	3.65	1	3.00	3.66
K-3	10	4.40	7	4.30	1	2.00	4.23
K-4	8	4.30	12	3.78	1	3.20	3.95
K-5	15	3.90	7	4.62	10	4.75	4.80
K-6	3	3.50	2	2.00	1	4.50	3.17

Questions 51, 52, 53 (Continued)

<u>Advisor</u>	<u>ACADEMIC</u>		<u>OCCUPATIONAL</u>		<u>PERSONAL</u>		<u>Average</u>
	<u>Frcncy</u>	<u>Rating</u>	<u>Frcncy</u>	<u>Rating</u>	<u>Frcncy</u>	<u>Rating</u>	
L-1	5	3.30	4	3.20	1	3.00	3.23
L-2	3	4.33	2	4.50	2	4.50	4.42
L-4	9	3.90	9	3.40	1	4.80	3.71
M-1	2	5.00	1	5.00	2	4.00	4.60
M-3	2	4.10			7	4.58	4.47
M-4	1	5.00	4	3.75	11	4.49	4.34
M-5	5	4.40	4	4.80			4.58
M-10	11	4.35	14	4.35	2	2.00	4.18
M-11	4	4.25	3	3.50			3.93
M-13	4	4.20	9	3.50	1	3.00	3.66
M-14	7	4.60	8	4.28	3	3.85	4.33
M-15	2	4.75	4	3.75	1	5.00	4.21
M-17	14	4.30	9	3.65	1	2.00	3.96
M-18	3	3.08	2	3.10			3.08
N-1	10	3.80	13	3.90	3	3.06	3.76
N-3	4	4.40	3	4.16	1	4.00	4.26
P-7	3	4.25	2	4.50			4.35
R-1	9	3.50	7	4.15			3.78
R-4	4	4.75	3	5.00	1	5.00	4.88
R-6	3	3.33	3	3.33	1	3.00	3.28
R-7	3	5.00	1	4.00	2	5.00	4.83
R-8	5	2.66	6	3.25			2.98
R-9	7	4.00	3	4.00	3	4.00	4.00
R-10			4	4.75	1	5.00	4.80
S-1	1	4.00	2	3.25	2	5.00	4.10
S-2	8	4.70	9	4.25			4.46
S-11	3	2.85	6	1.82			2.16
V-1	4	4.45	4	4.90	1	3.00	4.49
W-1	4	3.80	3	2.30	1	1.00	2.89
W-2	4	4.65	6	4.25	3	4.90	4.52
W-5	3	4.75	5	4.65	10	4.36	4.33
W-6	3	3.16	3	3.74	1	5.00	3.67
Y-1	12	3.05	11	2.70	1	1.10	2.80
	N=399		366		132		
Average=		3.93		4.10		3.95	3.96

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