

AN EVALUATION STUDY OF THE KANSAS  
STATE COUNSELING BUREAU

by

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## INTRODUCTION

### Purpose of the Study

The purpose of this study is to report the results obtained from a student evaluation of the services offered at the Kansas State Counseling Bureau. The Counseling Bureau was first organized as a college service in July, 1945. During the past five years the Bureau has grown and expanded in services and personnel and has become an integral part of the college program offered at Kansas State College. Evidences of the growth are apparent in the vastly increased orientation testing program, the in-service faculty advisor training system, the offering of study and reading clinics and training of counselors, in addition to the individual counseling services. Much of the counseling service was initially used in conjunction with the Veterans Administration advisement program. As veteran enrollment has dropped, the required advisement service has decreased. However, there is now a much more general use of the Bureau services by the student body, veteran and nonveteran, as attested by the fact that approximately 50 percent of the June, 1950 graduates had used the service at some time.

The existence of a college service such as the Kansas State Counseling Bureau is a relatively new feature of modern education. As with other nonacademic offerings in a college, such as the health service, it has grown out of a definite need on the part of the students. The present education sys-

tem of the United States emphasizes education of the total individual and preparation for a happy and useful life, with the utmost benefits possible to the individual and his society. Educating and preparing the total individual includes a many sided college program. In addition to classes and grades and credits which educate in the traditional sense, colleges offer the individual the opportunity to grow in physical, social and emotional maturity. Since most class work is primarily preparatory, and most jobs are learned "on the job", the worth of the nonacademic college program is obviously important. The student is housed, his physical health cared for, opportunities are provided for physical and social development. A counseling program offers an opportunity for a realistic self-evaluation and progress toward a life goal in keeping with the individual's abilities and interests. Through group testing, the student's aptitudes, abilities and interests are measured. Through a trained faculty advisor the student may learn of these objective measures and be helped to make the best possible use of them in his school career and in future planning. In this general way, the Bureau works with the entire student body.

To the student who has failed to choose the best curriculum, to the low or high ability student who has academic problems, to the student with personal problems he is unable to work out by himself, and to the student who is undecided about his vocation, the Bureau can offer individual help by well-trained counselors.

In meeting these needs, an effectively functioning counseling staff becomes part of a program of education for living. The primary goal of the counselor is to help students become well-adjusted in personal, social and vocational relationships. In speaking of the need of a well integrated education for a well adjusted person, Leonard and Enrich (10) say,

In our society education becomes meaningless unless it contributes to the improvement of the conditions that influence the happiness and development of men and to men's ability to control and direct the forces which control them.

An undertaking such as this evaluation meets the problems common to any measurement of human activity. An evaluation may be made in terms of counselor opinion of the success of counseling, by means of the student's academic success, by his job satisfaction and in other ways as discussed below. In Education for What is Real Kelly (9) has said,

The most important evaluation in such a school would be precisely the one made by the student himself, who undertakes, experiences faulty action and contrives better. Test in matters which really make a difference.

In agreement with this philosophy, this study is an evaluation by the students who have participated in the Bureau's program, since they are the most directly concerned and thus best able to judge and evaluate.

#### The Need for Study

There are many problems involved in the evaluation of a uniquely personal situation such as counseling. They fall into

that class of educational and psychological measurement which has been well described by Brown(3). He says,

In general, I've come to the conclusion (there are exceptions of course) that the ease and accuracy with which any educational outcome is measured is in direct proportion to its unimportance. The more important things tend to be beneath the surface, too deep to be picked up readily on the hooks of a question, and that measurement is usually involved in questioning whether direct or indirect.

With the growth of guidance and counseling programs there have been discussions of the need for follow up and evaluation, but the work which has been done is limited. Emphasis has been placed upon theoretical formulations, methods, requirements for the counselor, etc. Counseling services are offered in most colleges and universities, in many high schools, and the Veterans Administration has conducted a large scale advising program. It is perhaps partly this rapid growth of methods, technics, schools of therapy, testing procedures and the whole concept of organized counseling, plus the difficulty of evaluation which has prevented more serious self examination on the part of counseling staffs. Those who are counseling students may well ask if their methods are successful. Is the staff adequate in number and training and are the counselors accepted by the students? Does the student feel that this is a place where he can receive personal help? It is most important to know whether or not the student who has been counseled feels that it was a worthwhile and beneficial experience.

The conclusions from a study of this sort can be used as an indication of how effectively the organization has functioned in the past; but more important, they may be useful in discovering

areas of weakness, correcting major errors and in general, in setting up the type of organization which the students find best suits their needs.

#### Related Research

Evaluation studies of counseling include several types of research varying in extent from the very complete clinical follow-ups possible to workers in private clinics and necessarily limited to small numbers of subjects, to those studies which, while using a large group, deal merely in statistical analyses of number counseled, scholastic achievements, etc. The type of study may vary also with the type of counseling: i. e., vocational or educational.

In a discussion of evaluation studies, Muench (12) points out that in many experiments there is questionable validity in the criteria used in deciding what case has been successful. He questions either the counselor's or the client's statement of success, and uses instead several personality tests administered before and after treatment. In a study of 12 cases of personality maladjustment which were counseled by non-directive therapists, the Rorschach, the Kent Rosanoff Free Association Test and the Bell Adjustment Inventory were administered. These objectively scored tests showed signs of better personality organization and adjustment and agreed well with the counselors' classification of the success of treatment.

A similar study by Garr (4) employed qualitative and

quantitative scoring of Rorschach tests and retests for nine counseled cases. The tests were analyzed for evidences of change following therapy. The cases were also evaluated by the counselor for his rating on the degree of adjustment obtained. Although the counselors' ratings indicated improvement in six cases the test showed no reliable or consistent changes apparent following therapy.

In a study of college students, Combs (5) used before and after administration of the Bernreuter personality test, scores on college aptitude tests, failing and passing grades and a physical fitness index. In all measures there was improvement following counseling, but especially in the Bernreuter and physical fitness index.

Baruch (2) used self evaluation and instructors' ratings as criteria of personal adjustment following counseling. She reports that 85 percent of the students report improvement and that the instructors rated 87 percent as improved in personal adjustment.

An evaluation of counseling in the Veterans Administration program was reported by Lipkin (11). Thirty-seven of his clients, after completing counseling, reported their feelings toward the counseling they had received. They were asked to write on: (one), what seemed to be the story before they came in, (two), what seemed to go on during their visits to the counselor, and (three), how things looked to them at the close of counseling. In addition to much valuable information about how the counselee reacts to the process of counseling, a favorable



evaluation was received from thirty-five of the thirty-seven subjects, indicating that the therapy they had received had been helpful to them.

A study by Stone and Simos (17) reports and evaluation made by employment office applicants who were given vocational tests and then counseled before making a choice of vocation. The subjects were followed-up by letter. There was a very favorable response indicating that in general, the information they had received from the testing and counseling had aided them in getting and liking their jobs.

A rather extensive study of a college counseling program was performed at New York University by Toven (19). They studied 376 students during their four years in college. Of this group, 188 received systematic counseling by faculty advisors, while 188 did not have formal counseling. Since these students were counseled by faculty advisors and the interviews were required, this study is more properly placed in general guidance studies than in counseling. However, the value of such a program is well illustrated in the final record of the counseled group. Although matched with the noncounseled group for scholastic aptitude and other measures, the counseled group demonstrated that counseling may be associated with persistence in college, is effective in helping students avoid academic difficulties and that counseled students had significantly higher grade-point averages.

Barnette (1) reports a study of 890 counseled veterans

who used the services of the Vocational Service Center of New York City. Their advisement was in conjunction with the Veterans Administration program. The follow-up was to determine what use these clients had made of their vocational plans made during their counseling interviews. It was found that 52 percent began the advised training and were pursuing it at the time of the study, 19 percent had never begun training toward the advised objective, 10 percent began training but dropped it and 9 percent had completed the advised training. A high percentage of all respondents reported satisfaction with their present status.

Williamson and Bordin (21) have performed a study using a control group but employing a method which attempts to overcome the difficulty of comparing counseled and non-counseled students. The evaluation was based on judgment of counselors as to how the case fit into a five category adjustment scale. In the final experimental group, the judges concluded that 83 percent of the students "improved in their educational and vocational adjustments, presumably as a result of their clinical counseling". The experiment was designed to compare the group with a non-counseled group carefully selected to correspond in scholastic aptitude, degree of cooperation and degree of initial adjustment. The experiment indicates that counseled students were more likely to be better adjusted than the non-counseled and were markedly more likely to make better grades.

All studies of evaluation express the need for more adequate criteria of success of counseling. Froehlich (8) reports the

methods used in an evaluation study which based the success of counseling upon composite criteria. The study was based on 279 clients from a group of 740, all of whom had used the counseling service of the State Consultation Service at Richmond, Virginia. This group, a 37.7 percent sample, was interviewed and rated on the basis of four criteria: occupational adjustment, personal adjustment, attitude toward counseling and changes in occupational or educational status. This study was a description of methodology and did not include findings.

The lack of study in the evaluation field, plus the lack of a really good evaluation technique has been reported by Williamson and Bordin (20). In a paper emphasizing the need for more scientific experiments and a greater number of experiments in the evaluation field, they have summarized the assumptions, criteria, methods of measurement and experimental designs involved in evaluation of educational and vocational counseling.

They find that the attitude of personnel workers may be classed as follows: those who believe the worth of counseling is self-evident, those who believe such a personal process cannot be evaluated, and those who believe in the possibility and necessity of evaluation studies. The latter have taken one of three approaches: the statistical approach, which uses quantifiable data such as grades, wages earned, etc.; the non-statistical detailed case study method; the use of objective criteria combined by means of impartial judgment rather than with statistical assumptions.

Williamson and Bordin discuss further the specific criteria and assumptions used in different evaluation studies. Specific experimental designs are discussed and criticized. These include experiments based on academic achievement, educational and vocational choices, cooperation with the counselor, student satisfaction, success on the job, quality of case work, predictive efficiency and composite criteria. The summary and conclusions are:

1. All available methods of evaluation have weaknesses.
2. Composite criteria which avoid arithmetic combination of the part-criteria which are at present least open to question, although still being crude measures.
3. The problem of securing sufficient data without doing violence to the concept and practice of counseling is a real one. Involved also are the inadequacy and incompleteness of most available case records.
4. The proper time interval to use for evaluation is extremely important because of the possible relationships between the intervention of confusing factors and the length of time between counseling and evaluation.
5. The methods used for validation of diagnostic and prognostic tools (e.g., tests) may not be applicable because of the uniqueness of each counseling situation. Stated another way, the methods of studying students in general may not be applied to the study of individual students with particular problems.
6. An impediment to more exact evaluation is the inability to control conditions for an adequate test of counseling recommendations. (20, p. 471).

## PLAN OF THE STUDY

### Procedure

This evaluation study was conducted by means of a questionnaire sent to students who had formerly used the services of the Counseling Bureau. The goal of the study was to obtain their evaluation of how adequately they had been served by the Bureau. The single criterion used in this evaluation was the students' satisfaction or dissatisfaction. No check such as a counselor's rating was employed. The use of the criterion of student satisfaction has been criticized by Williamson and Bordin (20). They state that student satisfaction may actually conceal real dissatisfaction by rationalization, that it may be a reflection of dissatisfaction in some other area, and may be because of a desire to please the counselor. The latter would apply to direct questioning of a student but hardly to an unsigned questionnaire of this type where it was possible to express dissatisfaction and resentment without being checked on or penalized. One suggestion they make in testing student satisfaction is the testing of the attitude toward the school and educational training and the attitude toward the counselor. In this study, an attempt has been made to secure this attitude by means of questions on each of these points. How much answers given in this questionnaire were the result of rationalization or were influenced by other factors is an uncontrollable area common to any study in the social sciences. The multiple factors entering into the making of an individual's act, decision or opinion and attitude

are not easily studied. Student satisfaction is certainly a less objective measure than test-retest, grade-point averages or wages earned; and it is a less satisfactory measure than those possible when using a composite criteria. However, where it is impossible to use many methods and still study a significantly large group it seems best to use a measure which is most directly in line with the purpose or goal of the process which is being studied.

The goal of counseling, according to Robinson (13) is to increase the client's feeling of personal adjustment and his effectiveness within his environment and his society. The criterion of student satisfaction has been used because although there are many objections, it was felt that personal evaluation was necessary to study changes effected in a very personal situation. Research shows that improved changes in attitude toward one's self and others, are accompanied by improvement in personal behavior, thus supporting the student's ability to evaluate validly. The value of the counseling experience is best known to the person, who, having sought help with a troubling situation has gotten some type of service. The individual is assumed able to gauge his own improvement, or at least that improvement which makes a difference to him. Snygg and Combs (16), in considering this problem state,

If we are to deal effectively with behavior we must consider what our students think of themselves. Indeed we must, if our assumptions are correct, frankly assume the responsibility for helping our students to perceive themselves in ways that will be more satisfactory to them and, through the resulting behavior, to others.

The importance of the student's self concept and personal evaluation seems to be a primary factor in his success and happy adjustment. What he thinks of himself is the most important factor, further substantiating the validity of a personal evaluation of any change which has taken place. The fallacy of judging personal adjustment from superficial signs is well known in observing prominent student leaders on campus. Although attractive, popular, intelligent and by all outward signs very successful and happy, many of these students tell a different story of their own belief in themselves and their happiness. Combs (6) places little weight on external evaluation saying:

Almost any psychotherapist has among his clients many individuals who from an external point of view seem to be living satisfactory lives. There may even be some who feel a need of therapy themselves, although they are described by other people as "remarkably well adjusted" and may, even be pointed out to our youth as notable examples, worthy of emulation. Yet these same people often reveal themselves in the therapy sessions to be deeply threatened and unhappy. It matters little what things look like to others. The crucial factor is the individual's own perception of threat to his concept of self. Knowing that other people think he is unthreatened does not produce less threat for the individual. It merely proves how little other people really understand him.

This and other theoretical formulations support the uses of student satisfaction as a valid criterion.

### Objectives

The specific objectives of the study were:

1. To obtain individual student opinion of how adequately the Bureau had served them.

2. To determine how satisfied the students were with the counseling they had received.

3. To determine areas in which the student believed he had been helped.

4. To determine areas in which the student felt dissatisfied with the counseling procedures of this Bureau.

5. To determine how well the counseling relationship was established.

6. To determine the source from which the student had learned of the Counseling Bureau, and why he had sought help from this service.

7. To determine student opinion of the effect which counseling had on his personal behavior and plans, his success and happiness.

8. To obtain suggestions for improvement of the counseling service.

9. To obtain a generalized picture of student opinion of the Counseling Bureau.

This study does not attempt to:

1. Match questionnaire returns with the student counseled. No identification was used on the blanks. Thus there was no attempt to compare the student's satisfaction with a counselor's



opinion of success of a case. Also, there was no attempt to rate the counselors individually with the students whom they had counseled.

2. Determine whether or not specific decisions made during counseling were followed.

3. Find out the effect which counseling had had upon such specific measures as success in school, wages earned, etc.

4. Limit the "type" of counseling; i. e., vocational, personal, educational.

In order to achieve these objectives the following procedure was followed. A tentative questionnaire was constructed. A trial of this questionnaire was made using ten students who had been counseled prior to September, 1950. Personal letters explaining the nature of the study were sent, requesting that the student appear at the Bureau. The trial questionnaires were filled out and the students were asked for criticisms and suggestions. The final questionnaire was based on the revisions of the tentative questionnaire.

The subjects to be included in the final study were chosen from the Counseling Bureau client files. These files include the student's name, address, counselor and the appointment dates for counseling. The students selected for this study were all of those who had three or more interviews with a counselor.

The questionnaires were sent out on November 21, 1950 with a letter explaining the nature of the study and enclosing a

stamped, self-addressed envelope. The total number of questionnaires sent to students no longer in school was 334, 120 were sent to those students still in college. This group was selected from the Bureau files which were started in September, 1945. Those students who had had an initial appointment after September 1950 or who were still having interviews with a counselor at this date were not included in the study. The results of the study are based on returns received on or before December 20, 1950.

In choosing the students who had three or more contacts with a counselor, certain considerations were employed, in addition to the practical impossibility of using a 100 percent sample. This selection of a sample group was based primarily on the fact that counseling usually requires more time than is possible in one or two contacts.

Many one contact cases are sessions involving only the interpretation of test scores taken during orientation week, requests for change of curriculum (necessary for students studying under the Veterans Administration), or interviews giving information. The two contact cases very frequently are concerned with an initial interview which defines the area of the student's concern. Tests are assigned and vocational and educational information is given. The second interview involves interpretation of the test results and planning. Also included in this group of one or two interview cases are those cases in which the student initiates but does not continue personal counseling.

However, it should be recognized that one or two interviews may effect great changes in personal adjustment; conversely, some cases of long range therapy may be unsuccessful. It is therefore unwise to restrict counseling in terms of the time involved. When an individual has achieved an adjustment satisfactory to himself and society with the help of counseling this may be justifiably called a successfully counseled case.

Strang (18) substantiates this view point by showing that even very brief interviews may be helpful in providing the relief of tension and negative feelings, giving timely information, aid in looking at a problem objectively, and in general, simply sharing a problem with someone better able to view it objectively.

This would seem to hold true not only for problems involving educational or vocational matters, but also for those with emotional problems. Snyder (15) gives an excellent example of this in a case counseled by Axline, in which one interview with a very emotionally disturbed client was successful in bringing about release of feeling, viewing of problems more objectively, and planning for a better future.

It has been noted above that no attempt was made to divide the sample cases into "types" of counseled cases. The divisions of vocational, educational and personality adjustment counseling, while convenient, may be quite superficial. The use of these divisions assumes that a dichotomy exists between an individual's personal adjustment and his satisfaction

with his school life or job. Counseling which helps an individual to adjust his plans for a more satisfactory job may be termed personal counseling as correctly as that which deals with a problem of more involved personality disorganization.

The following case of a Kansas State graduate illustrates the effect of a poor vocational choice on the total personality. The client had graduated in home economics and had been teaching school until the summer when she came to the Counseling Bureau. She was unhappy about her teaching experience which had not been successful, and she had failed to get one teaching job due to a poor reference. The counselor's case notes indicate that she was badly lacking in self-confidence and she reported that she felt inadequate about almost everything.

Following the first interview, the Strong Vocational Interest Blank, the Minnesota Multiphasic Personality Inventory and the California Occupational Interest Inventory were administered. The results of the personality inventory confirmed her lack of self-confidence and depression with T-scores of plus 70 on the psychasthenic and depression scales. The Strong interest test gave highest ratings in the fields of doctors and dentists, artists and architects. She showed interests neither similar nor dissimilar to those of teachers, but had a low social uplift pattern. The California interest test supported the indication the her highest interests lay in scientific fields.

During the second counseling interview, vocations such as medical or X-ray technician, medical receptionist, clothing

merchandising and designing were discussed and explored. Due to the fact that she had to leave Manhattan at this time, no further counseling was possible, nor was a direct follow-up made. However, the counselor who had talked with her later (three years) received the following information which is taken from the case notes:

Talked with an acquaintance of Miss D. She is now a medical technician and very happy about it. The person giving report knew her before counseling and says that definite changes started taking place immediately after. Says she is a "different person" now--self confident, happy and in good health.

The final form of the questionnaire contained three varieties of questions. The first group consisted of 11 statements which were descriptions of the effects of counseling, comments on the counselor and counseling process and how the student now felt about the value of counseling for himself and others. The student was to show how these statements applied in his situation by encircling Y for "yes", N for "no" or ? when in doubt.

The second group of questions consisted of five sentence completion or "open ended" questions. These questions were used in order to get information which, while not readily quantifiable, is the most valuable type, since it gives opinions and reasons which are individual and are not easily reached by the more usual type of question. These questions sought information about the student's reason for coming to the Bureau, his opinion, what he believed to be general student opinion of the Bureau, and suggestions for improvement in the service.

The third group of questions consisted of items where definite categories were known to exist; thus, a check list was practical. Here factual data, such as the source from which the student had learned of the Bureau, could be obtained; and the attitude of the counselor, degree of understanding and communication could be learned.

Using the three types of questions, the following major areas were evaluated: the effect of counseling, area of adjustment, establishment of rapport, understanding and help received, "reason" for coming, opinion of the Bureau, opinion of worth of counseling for self and others, suggestions for improvements.

## FINDINGS

The returned questionnaires upon which these findings are based comprise a total percentage of 42.39 of those delivered to the post office addresses available in college records. The out-of-school group included 334 questionnaire; 27 were returned by the post office because of changed address, unknown, etc., reducing the out of school sample to 307. The following table gives the group and total numbers and percentages.

Table 1. Percentages of returned questionnaires.

	No. sent	No. ret'd	percent
Out of school	307	112	36.48
In school	120	69	57.50
Total	427	181	42.39

The findings of this study are presented in divisions according to the three groups of questions. Answers to the first group of questions are in Table 2., answers to the second group of questions are in Table 3., and answers to the third group of questions are in Table 4.

Table 2. Answers to the first group of questions.

Question	Yes		No		No.:	percent	No.:	percent	No.:	percent
	No.:	percent	No.:	percent						
1. With the help of counseling I made important changes in my personal behavior										
Out of school	29	25.89	66	58.93	17	15.18				
In school	12	18.75	37	57.81	15	23.44				
Total	41	23.30	103	58.52	32	18.18				
2. With the help of counseling I made important changes in my personal plans										
Out of school	56	50.91	46	41.82	8	7.27				
In school	43	60.56	19	26.76	9	12.68				
Total	99	54.70	65	35.91	17	9.39				
3. I believe that counseling has helped me to be happier and/or more successful than I would have been without it.										
Out of school	63	58.33	28	25.93	17	15.74				
In school	47	70.15	12	17.91	8	11.94				
Total	110	62.86	40	22.86	25	14.29				
4. Counseling was a benefit to me.										
Out of school	18	17.14	76	72.38	11	10.48				
In school	6	8.95	54	80.60	57	10.45				
Total	24	13.95	130	75.56	18	10.47				



Table 2 (cont.)

Question	Yes		No	
	No.:	percent	No.:	percent
5. The counselor was genuinely interested in helping me.				
Out of school	99	90.00	6	5.45
In school	56	86.15	3	4.62
Total	155	88.57	9	5.14
6. The counselor had an accepting attitude toward anything I told him.				
Out of school	76	71.03	15	14.02
In school	48	71.64	5	7.46
Total	124	71.28	20	11.49
7. After we got started I found that the counselor was easy to talk to.				
Out of school	87	81.31	11	10.28
In school	57	80.28	8	11.27
Total	144	80.90	19	10.67
8. I felt that the counselor could be trusted with any confidence that I revealed.				
Out of school	91	86.67	3	2.86
In school	60	86.96	6	8.70
Total	151	86.78	9	5.17

Table 2 (concl.).

Question	Yes		No		?	
	No. :	percent :	No. :	percent :	No. :	percent :
9. I had sufficient privacy and quiet during the interviews.						
out of school	97	88.18	10	9.09	3	2.73
In school	62	89.86	4	5.80	3	4.35
Total	159	88.83	14	7.82	6	3.35
10. If I had it to do over again, I would seek counseling as I did when I originally went to the Bureau.						
Out of school	95	87.16	4	3.67	10	9.17
In school	63	90.00	3	4.29	4	5.71
Total	158	88.27	7	3.91	14	7.82
11. I would recommend counseling to others.						
Out of school	100	92.59	2	1.85	6	5.55
In school	66	92.96	3	4.23	2	2.82
Total	166	92.74	5	2.80	8	4.47

Table 3. Answers to the second group of questions.

Question	: Out of school :		: In school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	percent :
1. I came to the Counseling Bureau because:						
Personal problems ("I needed help", "I didn't know a better place to go to have help with my problems", "I was all mixed up", "I questioned the worth of staying in school, the worth of studying".	31	27.68	17	15.18	48	26.52
Educational problems ("I wanted to choose my best field of study", "I didn't like the school I was in", "I couldn't decide on the best curriculum".	16	14.28	19	27.54	35	19.34
Vocational selection ("I wanted to find out what field I was best fitted for", "I needed help in planning my future work".	21	18.75	10	14.49	31	17.13
Sent by Veterans Administration	7	6.25	3	4.35	10	5.52
Necessary because of change of curriculum	5	4.46	4	5.80	9	4.97

Table 3 (cont.).

Question	: Out of school :		: in school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	percent :
Desire to take aptitude and interest tests	13	11.61	3	4.35	16	8.84
Scholastic problems	4	3.57	8	11.57	12	6.63
Sent to Bureau by some specific referral.	2	1.78	2	2.90	4	2.21
Required interview ("I had to", "Part of my reinstatement conditions".)	1	.89	3	4.35	4	2.21
Miscellaneous ("I don't remember", "Curiosity", "I had a speech defect".)	9	8.04	1	1.45	10	5.52
2. (Answer this if not now enrolled) Since leaving KSC I have						
A specific job mentioned	59.	52.86				
Not answered	19	16.94				
I have found satisfaction in my choice of work.	14	12.50				
"I have enjoyed life", "been very happy", "made a good adjustment of emotional difficulties".	11	9.82				

Table 3 (cont.).

Question	: Out of school :		: In school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	percent :
"I have not found work in which I'm interested."	1	.89				
Miscellaneous	5	4.46				
3. The general opinion of students toward the Counseling Bureau is						
"Good", "beneficial".	35	31.25	8	11.59	43	23.76
"I don't know"	23	20.54	13	18.84	36	19.89
"It is good if they know about it, but most don't know", "Most don't realize that it can help them till they go", "Most think its okay for those that need it".	12	12.50	3	4.35	17	9.39
"Very helpful service".	11	9.82	12	17.39	23	12.71
Not answered	8	7.14	4	5.80	12	6.63
"They don't know what goes on there", "Don't know that it exists".	0	0.00	8	11.59	8	4.42
Indifference	7	6.25	5	7.25	12	6.63

Table 3 (cont.).

Question	: Out of school :		: in school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	Percent :
Unfavorable opinion. "Wasted time", "Joke", "Silly".	3	2.68	13	18.84	16	8.84
Miscellaneous	8	7.14	4	5.50	12	6.63
4. My opinion of the Counseling Bureau is						
"Good", "favorable", "fine", "excellent"	27	24.10	24	34.78	51	28.18
"Fair", "O.K.", "All right".	4	3.57	2	2.90	6	3.31
"Helpful service", "a big help to the students"	17	15.18	16	23.19	33	18.23
"Good, but more should use it"	17	15.18	4	5.80	21	11.60
Not answered	7	6.25			7	6.63
"It is a service", "Fulfills a need", "Part of a college education".	13	11.61	9	13.04	22	12.15
"Good--but understaffed, unattractive offices, needs expansion, could be lots better in its physical setup".	11	9.82	5	7.25	16	8.84

Table 3 (cont.).

Question	: Out of school :		: In school :		Total
	No. :	Percent :	No. :	Percent :	
Frankly unfavorable	8	7.14	6	8.70	14
Miscellaneous	5	5.36			5
5. I would suggest the following as improvements in the counseling service					
Didn't answer	26	23.21	14	20.29	40
Nones	10	8.93	2	2.90	12
"Don't feel qualified to answer"	9	8.04	7	10.14	16
"Needs more publicity."	6	5.36	6	8.70	12
"Better physical settings, "privacy"	9	8.04	2	2.90	11
"More positive directive counseling, advice"	7	6.25	6	8.70	13
"Make compulsory to Freshmen and those who are failing, or at least offer service earlier."	10	8.93	10	14.49	20
					11.05

Table 3 (concl.). Answers to the second group of questions.

Question	: Out of school :		: in school :		: Total :
	No. :	percent :	No. :	percent :	
"Increase scope and services, make available to all, make students aware of the value of guidance, make more contacts."	17	15.18	15	21.74	32 17.68
"Spend more time, show more interest, better trained counselors, show more personal interest."	9	8.04	6	8.70	15 8.29
Specific criticism of counselor or Bureau setup	4	3.57	1	1.45	5 3.87
Miscellaneous	21	18.75	7	10.17	28 15.47



Table 4. Answers to the third group of questions.

Question	: Out of school :		: in school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	percent :
1. Counseling helped me to get along better with:						
Friends	15	13.39	11	15.94	26	14.36
Family	9	8.04	7	10.14	16	8.84
Instructors	18	16.07	21	30.43	39	21.55
Employers	15	13.39	3	4.35	18	9.94
(Myself)	13	11.61	12	17.39	25	13.61
2. Counseling helped me to make a better adjustment						
Socially	15	13.39	6	8.70	21	11.60
Vocationally	58	51.79	27	39.13	85	46.96
Emotionally	50	26.76	13	18.84	63	23.76
Educationally	65	58.03	36	52.17	101	55.80
3. The counselor was						
Interested in helping me	102	91.07	48	69.56	150	82.87
Fully understanding of my problems	33	29.46	20	28.98	53	29.28
Bored	3	2.68	3	4.35	6	3.31
Just listened, didn't talk much	31	27.68	15	21.74	46	25.41
Too busy	5	4.46	3	4.35	8	4.42
4. In the counseling interviews, the counselor						
Really helped me to get to the root of my problems	64	57.14	35	50.72	99	54.70

Table 4 (cont.). Answers to the third group of questions.

Question	: Out of school :		: In school :		: Total :	
	No. :	percent :	No. :	percent :	No. :	percent :
Made only a superficial analysis	17	15.18	9	13.04	26	14.36
Made a temporary solution which didn't have much effect	14	12.50	7	10.14	21	11.60
Worked on what he thought was important, but didn't help me.	11	9.82	6	8.70	17	9.39
5. The counselor						
Let me tell my story	73	65.13	41	59.42	114	62.98
Gave me a lot of advice	11	9.82	9	13.04	20	11.05
Acted like a parent or teacher	6	5.36	4	5.80	10	5.52
Make decisions for me	0	0.00	0	0.00	0	0.00
Helped me make my own decisions	62	55.36	22	31.88	84	46.41
Acted as a judge of my actions	11	9.82	4	5.80	15	8.29
6. I heard about the Counseling Bureau from						
Friends	26	23.21	19	27.54	45	24.86
Faculty advisor	7	6.25	12	17.39	19	10.50
Instructor	8	7.14	8	11.59	16	8.84
House mother, house advisor	1	.89	1	1.45	2	1.10
Orientation week	13	11.61	21	30.43	34	18.78
Veterans Administration	30	26.79	18	26.09	48	26.52
7. I had additional help from the Bureau in						
Study skills	6	5.36	5	7.25	11	6.08
Reading	7	6.25	11	15.94	18	9.94
Planning my vocation	32	28.57	17	24.64	49	27.07
Educational plans	28	25.00	18	26.09	46	25.41
Changing curricula	31	27.68	45	65.22	76	41.99

Table 4 (concl.). Answers to the third group of questions.

Question	: Out of school :		: In school :		: Total :	
	No. :	Percent :	No. :	Percent :	No. :	Percent :
Relations with faculty	4	3.57	1	1.45	5	2.76
Finding a job	0	0.00	1	1.45	1	.55
8. If I ever wanted to have additional counseling services I would						
Like to use this same service, if possible	63	56.25	42	60.87	105	58.01
Prefer a different kind of service	11	9.62	7	10.14	18	9.94
Like to have the same counselor	31	27.68	27	39.13	58	32.04
Like to have a different counselor	4	3.57	9	13.04	13	7.16

The third group of questions were items which the student answered by checking the response appropriately describing his counseling experience. After each group of responses, space was provided for the student to write in an alternate response if he wished to do so.

Of the eight check list questions, the first provided more written in responses than did any other. It was also a question where many replies indicated improved adjustment with more than one group. The most frequently written in response was that counseling helped the individual to get along better with himself, and this has been included in the above table. Included among the other written in responses were eight who said they had not needed any help in this area or had never had any problems in inter-personal adjustments. Eight others indicated that counseling had not helped them in this type of adjustment.

Question 4. also produced a large number of written in responses. Several students said that the counselor had merely "read off and analyzed test results"; others indicated that the counselor was "too passive", "too non-directive" or "seemed confused". Many of the added responses showed that the student had gained an ability to look objectively at his problems, and learned to help himself. These responses emphasized the need for the development of responsibility for their own decisions as in the following: "felt I had to get to the root of the trouble myself", "help me figure out a plan and helped me see the hidden aspects", and "one has to make one's own decisions".

Of the written in responses to question 5, five students indicated dissatisfaction, saying that the counselor "let me tell my story, which was insufficient", "didn't give me any advice, I wish he had", and in general, expressing the desire for a more supportive type of counseling.

## DISCUSSION AND IMPLICATIONS

An analysis of data obtained by this method does not lend itself easily to significant statistical study. The very nature of individuality found in each student and each student-counselor relationship makes gross statistical studies of little value, unless supported by individual case studies. Therefore, the data are discussed in terms of individual questionnaires as well as for the two groups and for the total group.

## Study of Individual Questionnaires

In order to get a clearer picture of individual reactions to counseling, it was necessary to study the questionnaires singly. It was possible to make rough groupings of "positive" or "negative" evaluations by the use of the first four questions. These questions were:

1. With the help of counseling I made important changes in my personal behavior.
2. With the help of counseling I made important changes in my personal plans.
3. I believe that counseling has helped me to be happier and/or more successful than I would have been without it.
4. Counseling was of little or no benefit to me.

These questions were used in the grouping because they most nearly approximate the question "Did counseling help you?" Table 2 shows that there was a greater difference in distribution of yes, no and ? answers to these questions than to the remaining seven in the group. Answering these questions seems

to have produced more resistance than any other questions of any group. Thus, as is shown later, a student may freely admit that he has been helped in specific areas of adjustment, that the counselor has been understanding and accepting, that he would recommend and return for counseling; but he will not easily say that he has been changed or made happier, or even that he was "counseled".

The most positive and most negative, plus some of the ambivalent questionnaires were separated and analyzed. The separation was based on the way in which the first four questions were answered. Those who answered "yes" to the first three questions and "no" to the fourth were considered positive; those who answered "no" to the first three questions and "yes" to the fourth were considered negative. Also included are some which were ambivalent but predominatingly positive or negative.

#### "Positive" Questionnaires

Of the 181 questionnaires, 25 or 13.81 percent answered "yes" to the first three questions and "no" to the fourth. Fifty-one, or 28.18 percent indicated they had been happier and/or more successful and that counseling had been of some benefit to them, but answered either the first or the second question with no or ?.

In the first, strongly positive group, the following case gives a good general picture. This student answered "yes" to all of the first 11 questions except the fourth. On the check

list sheet, he states that counseling helped his adjustment with family, employers, socially and educationally; that the counselor was fully understanding and really helped him to get to the root of his problems; that he was helped to make his own decisions and that he would like to use the same service and have the same counselor. In the group of sentence completion questions he states that he came to the Counseling Bureau because "I needed help--my grades were very low as compared to the year before I sought advice". Since leaving Kansas State College he has "been very successful--have a good job". When asked for suggestions he replies, "I have no suggestions but would like to say that (Counselor's name) helped me and I am all for the service and I think that he is tops. Without his help I could not be holding the job I am holding today."

In the second group, which was positive but had some criticisms and ambivalent feelings, the following case is typical. This student questioned that he had made important changes in personal behavior but was positive in the remaining questions. In the check list, he indicates that counseling helped him to get along better with friends and with himself, that he made a better adjustment emotionally and educationally; that the counselor was fully understanding and really helped him to get to the root of his problems, helped him make decisions, and that he would like to use the same service. In completing the sentences, this student gives his reason for coming to the Counseling Bureau as one of undecided future. Since leaving Kansas State



he has attained responsibility (a family) and a good job. He believes that the general opinion of other students is unfortunately skeptical, but his own opinion is that the Bureau is a worthy service and should be publicized more.

The suggestions for improvements in the counseling service which this positive group gave were principally for expansion and increase of Bureau services, with an emphasis on contacting more people. Several suggested compulsory contacts for Freshmen. The idea of earlier contacts was mentioned by many who felt ambivalent toward the help they received. This group also emphasized the need for better physical conditions in the Bureau--more pleasant surroundings, privacy, etc., and felt that more publicity was needed.

#### "Negative" Questionnaires

In the negative group, 18 or 9.94 percent of the total sample answered "no" to the first three questions and "yes" to the fourth. Ten others gave ambivalent, but mostly unfavorable responses. The study of these cases, in which the students feel that they have not been helped is among the most valuable information gotten from the study. The dissatisfied customers of a society may contribute much useful information as to where their needs are not met, and in locating these sources of difficulty, which are often unseen by those conducting a service, the service may be improved.

In the analysis of these negative cases an attempt was made to see what went wrong; to determine if the fault lay

with the Bureau, a specific counselor, a misunderstanding or what counseling is, or a student whose personal attitude was such that he could not accept counseling.

Four distinct groups were apparent among the negative replies. The first group, containing 10 students, stated that they had not come to the Bureau because they wished to be counseled; rather they came because they were required to do so before they could change curricula or they were sent by some authority such as the reinstatement board, or they sought test appraisal.

A typical case from this first group is that of an individual who was actually pleased with the service he received. He feels that his contacts were of help but he is unwilling to admit that he made any changes as a result of his experience. The evidence for this assumption is: He would seek counseling again and would recommend the service to others; he felt that the counselor was helpful and congenial and would like to have the same counselor again. It may be inferred that he was interested only in a psychological or vocational appraisal, and does not consider himself "counseled".

A second group consists of two cases who apparently could not take the personal responsibility necessary for a successful counseling relationship. The report of one of these students was that he was not fully satisfied because the counselor would not take responsibility for him. "I wish he had given me lots of advice. I went for him to make decisions for me. It leaves too much for the student to solve". A reinstatement

referral, he was reinstated and understood for some reason, that one of the conditions of his reinstatement was further counseling. He was probably resistant and it appears that the counselor did not establish too good rapport, for he felt at times that the counselor didn't know what he was talking about and that the counselor was bored and worked on what he thought was important.

A third group resulted in dissatisfaction because of a poor relationship with the counselor and an apparent lack of communication. This group, with 5 persons, contained the most pertinent criticisms of individual counselors, their personalities, techniques and lack of training. Superficial analyses were reported most often here, often in connection with the student's opinion that the counselor worked on what he thought was important. One individual in this group was evidently counseled by a graduate assistant during the first year of the Bureau's existence. He felt that the counselor was interested in helping him but that the counselor worked on what the counselor thought was important, and in this way failed to meet the needs of the client. The counselor must accept the diagnosis of the client and work from that. If the client thinks something is important, it is.

A fourth category was that where a test was lost and the student was required to re-take it. The record of the test was lost and before he could graduate, the Registrar's office required the test. The student blames the Bureau for the rule and for losing the record and his opinion of the Bureau is that

it is very haphazardly run.

Within this negative group was one student who although not helped personally, gave one of the strongest recommendations of any in the total group. In completing the sentence on his opinion of the Bureau he says, "that it is a much needed service --the sooner the better. I deeply believe that vocational interest test should be a requirement for high school students as a person is loath to throw overboard what he has learned in high school to change to a different aim in college. In my case, it was much too late as I was a last semester senior before I took the interest test. I believe the interest tests gave a truthful picture of my inherent interests".

In the positive questionnaires there was a high agreement in rating the favorable aspects, or a kind of internal consistency within the questionnaire. Thus, those who came for personal counseling checked emotional adjustment as improved. If the student believed he had been helped he indicated a positive feeling toward the Bureau, his counselor, recommended counseling for others and would like to have the same service and counselor again if necessary.

This agreement was not present in most of the negative replies. Individuals who had not been helped might still check areas where their adjustment had been improved, and still believe in the worth of counseling and the Bureau.

### Study of Questionnaires as a Total Group

The effect of counseling, as judged by the first four questions of group one (enumerated above), appears to have been greater in the area of personal planning than in personal behavior. This could be predicted from the larger number who sought counseling for vocational and educational reasons, than those who came because of emotional disturbances. The help given, however, seems to have gone beyond this planning aid, because a large number (62.86 percent) indicate that they have been happier and/or more successful with the help received; and only 13.95 percent believe that counseling was of little or no benefit. It would seem to be obvious that better adjustment and increased happiness and success would reflect in behavioral changes; but the afore-mentioned factor of resistance plays an important role in whether or not a student believes this sort of change has taken place.

The area in which adjustment was improved, beyond plans and behavior, was greatest in helping students get along better with instructors. In this group, it was significant that 13.81 percent of the students indicated that they improved in getting along with themselves, although this category, one indicating the best possible result of personal counseling, was not provided, and it was necessary for the students to write it in the blank.

Again, the areas of help sought--vocational and educational advisement, provided the largest number of stated adjust-

ments. Educational adjustment was gained in 55.80 percent of the cases; vocational adjustment in 46.96 percent. In the second group of questions, 26.41 percent indicated their reason for coming to the Bureau was for help with personal problems. Social or emotional adjustment was checked by 35.36 percent of the cases, indicating that personality adjustment was believed to have taken place in more cases than those originally seeking it.

The establishment of rapport between a counselor and his client is considered one of the most important, if not the most important aspects of the counseling process. Numerous studies of the counseling relationship indicate that in cases where the client and counselor cannot establish the feeling of mutual trust and confidence and a feeling of working toward a goal together, little progress toward personal growth is made and usually the client leaves more dissatisfied than when he arrived.

The ability to establish this type of relationship is the counselor's best technic in any type of therapy. Even with the most proficient counselors it is not always possible to create and maintain an understanding atmosphere. The client too must be able and ready to receive and use help. Client cooperation is regarded by Rogers (14) as a necessary prerequisite to a favorable outcome of a counseled case. The student who sent a letter accompanying his returned questionnaire illustrated this, saying:

I filled out my questionnaire as honestly--and truthfully as I could.

This is purely my own answer for I know that you have helped a great many people.

I am not a crank--but I received no help--because I had no faith in myself. Thusly I had not the guts to have faith in others.

Since--I have been married, divorced-- and I am afraid I am beginning to enjoy feeling sorry for myself. So, sir, please disregard my questionnaire as a cross section, these were purely my own answers.

Because the student-counselor relationship is so important, more questions were directed at an evaluation of this aspect of the Counseling Bureau service than at any other area. The responses from both positive and negative groups indicate that during the period studied, the Bureau counselors did an excellent job in establishing this desirable relationship. Of the total group 88.57 percent found the counselor genuinely interested in helping them, 71.26 percent felt that the counselor's attitude was accepting, 80.90 percent found the counselor easy to talk to and 86.78 percent felt that the counselor could be trusted with any confidence revealed.

The check-list questions further substantiated these findings. In answering this question, 54.70 percent said that the counselor really helped them to get to the root of their problems, while only 14.36 percent believed a superficial analysis was made. In spite of the heavy schedules of counseling, teaching and research carried by members of the counseling staff, only 3.31 percent felt their counselor was bored and only 4.42 were given the impression that the counselor was too busy.

That a permissive and non-authoritarian atmosphere was established, was indicated by the 62.98 percent who were allowed to "tell their story", whereas only 5.52 percent felt the counselors acted as parents or teachers and 8.29 percent felt the counselors acted as judges. No one indicated that the counselor made decisions for him, but 46.41 percent were helped in making their own decisions.

The most frequently stated reason for coming to the Bureau was the existence of personal problems which were reported by 25.41 percent of the students. The desire for educational guidance was second with a total of 19.34 percent vocational guidance third with 17.13 percent.

Two sentence completion questions were used to study student opinion of the Bureau. The first one sought the opinion of the general student body. This was considered an important area for study because a service such as this, where attendance is voluntary, lives or dies on its reputation. Student opinion of a service can far outweigh a more tangible or objective measure in its effect upon the use to which the service is put. In answering this question, many students (19.89 percent) felt that they could not answer for all, or that they didn't know; 23.76 percent thought the general opinion was good. This was answered by 9.39 percent saying that the general student opinion "is good if they know about it, but most don't know, don't realize it can help them until they go".

The opinion of those who had used Bureau services was highly favorable; only 7.73 percent of the returns were frankly un-



favorable. Good or excellent opinions were reported by 28.58 percent, 18.23 percent believed it a helpful service, 11.60 percent reflected the feeling that "Its good if you know about it" mentioned above; 12.15 percent recognized it as a part of a college education. Others (8.84 percent) emphasized that they believed the service was good, but that physical conditions were very poor and that there was a need for expansion.

On the question of the worth of counseling, the highest percentages of favorable replies were received. In answer to the statement, "If I had it to do over again, I would seek counseling as I did when I originally went to the Bureau", 88.27 percent of the replies were "yes", 3.91 percent "no". There are 58.01 percent who would like to use the same services again if necessary and if possible. An even high degree of belief in the benefits available from counseling was expressed in answer to the statement "I would recommend counseling to others", with a total of 166 or 92.74 percent replying "yes".

#### The Sample Studied

The two groups studied here, consisting of students who had left school and those who were still in school at the time of the study, were analyzed to determine their similarity. The significant differences as shown in some questions are treated in the section which follows.

### Differences Between the Two Groups

In the various questions asked, it was found that the greatest difference between the students now in school and those who have left school, was in the first question where 7.14 percent more of the students in the out of school group believed counseling had effected changes in personal behavior. This was significant at the .05 level of confidence. Other answers where differences were significant below the 5 percent level of confidence were the following:

The in-school group gave significantly more replies to indicate that they had improved their relationships with instructors and with themselves. This corresponds well with the other findings in that the largest percentage of reasons for coming to the Bureau, for this group, was to seek educational guidance.

The out-of-school group, having had an opportunity to test their adjustment, gave a significantly higher number of responses that their vocational adjustment was improved.

In the out-of-school group 91.07 percent, as compared to 69.56 percent of the in-school group, found the counselor interested in helping them. This is significant at the .1 level of confidence. Since the groups are different it is difficult to draw any final conclusion from this. It may be due to the difference in the groups, to a halo effect operating with the longer period of time, or the result of a changed counseling staff. The category "The counselor helped me

make my own decisions" was higher for the out-of-school group and presents this same problem. Similarly, the in-school group had a larger number who "would prefer a different counselor".

Trends in referral sources were noticeable in that more in-school students were referred by faculty advisors or learned of the counseling service through orientation week information. Both the faculty advising system and orientation week have been greatly expanded in scope during the last three years. These findings reflect favorable growth in source of referral, compared to the Veterans Administration referrals which were often compulsory.

With the exception of these items, there was a high degree of agreement between the two groups. This was especially noticeable in the sentence completion questions. If passage of time has a real effect upon evaluation or if the Kansas State Counseling Bureau has changed greatly during this period, it is not demonstrated in this study.

#### Implications of this Study for the Kansas State Counseling Bureau

Information gained from this study may be profitably used to improve the present counseling service. While the greatest number of responses were favorable, pertinent criticisms were given, which may profitably be studied.

Suggestions for improvement were many and diverse. The largest group felt that in view of their experiences, they would have the Bureau scope increased--available to all, more counselors, more services, etc. Many felt that counseling should be compulsory, especially for Freshmen, so that full benefits could be gotten from a college career. The nature of the counseling relationship rejects compulsory interviews. However, most students who recommended this, wanted other students to have the benefits of test information and guidance from a trained source, earlier in their school career. The present faculty advisor system is designed to meet this need for general guidance, with advisors trained in test interpretation, knowledge of curricula and ability to refer students who need more specialized help.

The results of the study contraindicate compulsory interviews with counselors. In the past, the Counseling Bureau has sent letters to students in academic difficulty, or with excessive absences, suggesting that they seek help. Other students who had become disciplinary problems were sent to the Bureau to be counseled. The feeling of the counseling staff has been that very little was accomplished in interviews with the few students who came to the Bureau under these circumstances. This feeling is reflected in those questionnaires where the student came in "because I had to" and expressed mostly negative feelings in his replies.

Specific criticisms of the counselors show that although most students were well satisfied in this area, some were not.

This dissatisfied group is important, though small. The commonest criticisms were that the counselor did not demonstrate enough personal interest and that the counselor was passive. This would indicate misuse, or more probably, poor ability in the use of the "non-directive" technic of counseling. It shows that the counselor must always be aware of the needs of the student for signs of personal interest, understanding and warmth, no matter what the problem, or what the school of therapy.

There were many recommendations for positive publicity from those who believe the Bureau to have been helpful. These students believe that the services which the Bureau offers are unknown to many whose only contact may be from orientation week testing.

Complaints about the privacy and physical conditions were made by those who were disturbed at being counseled in surroundings "like the office of a warehouse" and in the noisy, not private cubicles.

#### SUMMARY AND CONCLUSIONS

1. An evaluation study of the Counseling Bureau at Kansas State College was conducted by means of a questionnaire sent to students who had used the Bureau during a five year period. Two subgroups were studied, an in school and an out of school group. The difference between the two groups was significant at the .1 percent level of confidence, indicating that the

two groups have arisen from different populations.

2. The majority of students believed that counseling had helped them to be happier and/or more successful (62.86 percent). Only 13.95 percent believed counseling was of little or no benefit to them. A total of 54.70 percent said that counseling had helped them to make important changes in their personal plans. It may be concluded that a large majority of the students were satisfied with their counseling experience.

3. Student satisfaction was high in areas testing the establishment of a good student-counselor relationship. A large majority found their counselors to be understanding, accepting and interested in helping them.

4. Educational, vocational and emotional adjustment were noted as improved by a significant number of replies.

5. Areas of dissatisfaction, although few in number, were important in showing where this service had failed to meet student needs. The principal criticism here was that understanding and communication between student and counselor was poor. Cases with many negative replies were analyzed and showed that in addition to cases of poor communication, some counseling failed because the students wished the counselor to be supportive and did not care to take responsibility for counseling.

6. The generalized student opinion of the Counseling Bureau was that it was a good and useful service especially to those who knew about it.

7. Both groups of students had a highly favorable opinion of the worth of counseling for themselves and others, 92.74 percent would recommend counseling to others.

8. There were many recommendations given for an improved services; those suggested most often were that the Bureau increase its scope of services and personnel, and that more publicity be given.

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## APPENDIX

PLEASE ANSWER THE FOLLOWING QUESTIONS BY ENCIRCLING Y FOR YES, N FOR NO. IF YOU FEEL UNDECIDED OR UNSURE, ENCIRCLE THE QUESTION MARK.

- Y N ? 1. With the help of counseling I made important changes in my personal behavior.
- Y N ? 2. With the help of counseling I made important changes in my personal plans.
- Y N ? 3. I believe that counseling has helped me to be happier and/or more successful than I would have been without it.
- Y N ? 4. Counseling was of little or no benefit to me.
- Y N ? 5. The counselor was genuinely interested in helping me.
- Y N ? 6. The counselor had an accepting attitude toward anything I told him.
- Y N ? 7. After we got started I found that the counselor was easy to talk to.
- Y N ? 8. I felt that the counselor could be trusted with any confidence that I revealed.
- Y N ? 9. I had sufficient privacy and quiet during the interviews.
- Y N ? 10. If I had it to do over again, I would seek counseling as I did when I originally went to the bureau.
- Y N ? 11. I would recommend counseling to others.

PLEASE COMPLETE THE FOLLOWING SENTENCES WITH THE FIRST WORDS THAT COME TO YOUR MIND.

1. I came to the Counseling Bureau because
2. (Answer this if not now enrolled) Since leaving KSC I have
3. The general opinion of students toward the Counseling Bureau is
4. My opinion of the counseling service and the Counseling Bureau at KSC is
5. I would suggest the following as improvements in the counseling service

TO ANSWER THE FOLLOWING ITEMS, PLACE A CHECK MARK BEFORE THE STATEMENT WHICH BEST DESCRIBES YOUR EXPERIENCE DURING THE COUNSELING INTERVIEWS. IF NONE OF THESE STATEMENTS SEEM TO FIT, WRITE HOW YOU FELT IN THE SPACE PROVIDED BELOW EACH STATEMENT.

1. Counseling helped me to get along better with

- Friends
- Family
- Instructors
- Employers
- 
- 

2. Counseling helped me to make a better adjustment

- Socially
- Vocationally
- Emotionally
- Educationally
- 
- 

3. The counselor was

- Interested in helping me
- Fully understanding of my problems
- Bored
- Just listened, didn't talk much
- Too busy
- 
- 

4. In the counseling interviews, the counselor

- Really helped me get to the root of my problems
- Made only a superficial analysis
- Made a temporary solution which didn't have much effect
- Worked on what he thought was important, but didn't help me.
- 
- 

5. The counselor

- Let me tell my story
- Gave me a lot of advice
- Acted like a parent or teacher
- Made decisions for me
- Helped me make my own decisions
- Acted as a judge of my actions
- 
- 

6. I heard about the Counseling Bureau from

- Friends
- Faculty advisor
- Instructor
- House mother, house adviser
- Orientation week
- V. A.
- 
- 

7. I had additional help from the Bureau in

- Study skills
- Reading
- Planning my vocation
- Educational plans
- Changing curricula
- Relations with faculty
- Finding a job
- 
- 

8. If I ever wanted to have additional counseling services, I would

- Like to use this same service, if possible
- Prefer a different kind of service
- Like to have the same counselor
- Like to have a different counselor
- 
-

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\_\_\_\_ Family  
\_\_\_\_ Instructors  
\_\_\_\_ Employers  
\_\_\_\_
2. Counseling helped me to make a better adjustment  
\_\_\_\_ Socially  
\_\_\_\_ Vocationally  
\_\_\_\_ Emotionally  
\_\_\_\_ Educationally  
\_\_\_\_
3. The counselor was  
\_\_\_\_ Interested in helping me  
\_\_\_\_ Fully understanding of my problems  
\_\_\_\_ Bored  
\_\_\_\_ Just listened, didn't talk much  
\_\_\_\_ Too busy  
\_\_\_\_
4. In the counseling interviews, the counselor  
\_\_\_\_ Really helped me get to the root of my problems  
\_\_\_\_ Made only a superficial analysis  
\_\_\_\_ Made a temporary solution which didn't have much effect  
\_\_\_\_ Worked on what he thought was important, but didn't help me.  
\_\_\_\_
5. The counselor  
\_\_\_\_ Let me tell my story  
\_\_\_\_ Gave me a lot of advice  
\_\_\_\_ Acted like a parent or teacher  
\_\_\_\_ Made decisions for me  
\_\_\_\_ Helped me make my own decisions  
\_\_\_\_ Acted as a judge of my actions  
\_\_\_\_
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\_\_\_\_ Friends  
\_\_\_\_ Faculty advisor  
\_\_\_\_ Instructor  
\_\_\_\_ House mother, house adviser  
\_\_\_\_ Orientation week  
\_\_\_\_ V. A.  
\_\_\_\_
7. I had additional help from the Bureau in  
\_\_\_\_ Study skills  
\_\_\_\_ Reading  
\_\_\_\_ Planning my vocation  
\_\_\_\_ Educational plans  
\_\_\_\_ Changing curricula  
\_\_\_\_ Relations with faculty  
\_\_\_\_ Finding a job  
\_\_\_\_
8. If I ever wanted to have additional counseling services, I would  
\_\_\_\_ Like to use this same service, if possible  
\_\_\_\_ Prefer a different kind of service  
\_\_\_\_ Like to have the same counselor  
\_\_\_\_ Like to have a different counselor  
\_\_\_\_

KANSAS STATE COLLEGE  
Manhattan, Kansas

Counseling Bureau

November 21, 1950

Dear Kansas Stater:

Kansas State College's Counseling Bureau has now been in operation for five years. It therefore seems to be an appropriate time to make a serious evaluation of our services and make some new plans for improving them.

Since only the students for whom the service is provided can really evaluate it, we are asking you to help us with this important job of evaluation. Our records show that at some time you have made use of some of our services, and we would like for you to base your evaluation on these experiences.

Filling out the enclosed blank should not take more than fifteen minutes of your time. Just check or fill in the blanks as directed and mail it right back in the enclosed self-addressed and stamped envelope. You need not even write your name on it unless you want to, and there is no identification whatsoever on the blank.

Don't delay. This is very important to us and can be very useful in helping us to improve our services for future students.

Sincerely,

*Paul Torrance*

Paul Torrance  
Director



AN EVALUATION STUDY OF THE KANSAS  
STATE COUNSELING BUREAU

by

FLORA DUNCAN SMITH

B. S., University of Illinois, 1949

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AN ABSTRACT OF A THESIS

Department of Education and Psychology

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1951

## PURPOSE

The purpose of this study was to report the results obtained from a student evaluation of the counseling services offered at the Kansas State Counseling Bureau. At the time of the study the Bureau had been functioning as a college service for a period of five years; this study sought the opinions and evaluation of those students who had used the service three or more times during this period.

## PLAN OF THE STUDY

The single criterion used in the evaluation was the student's expression of satisfaction or dissatisfaction with the help he had received and what effects this had on him.

Objectives of the study were:

1. To obtain individual student opinion of how adequately the Bureau had served them.
2. To determine how well satisfied the students were with the counseling they had received.
3. To determine areas in which the student believed he had been helped.
4. To determine areas in which the student felt dissatisfied with the counseling procedures of this Bureau.
5. To determine how well the counseling relationship was established.
6. To determine the source from which the student had learned of the Counseling Bureau and why he had sought help

from this service.

7. To determine student opinion of the effect which counseling had on the individual student's personal behavior and plans, success and happiness.

8. To obtain suggestions for improvement of the counseling service.

9. To obtain a generalized picture of student opinion of the counseling service.

Questionnaires designed to test these objectives were sent to all those students who had three or more interviews with a counselor during the five year period. The selection of this sample was based on the fact that in addition to the practical impossibility of using a 100 percent sample, it was felt that counseling usually requires more time than is possible in a one or two contact case.

#### FINDINGS

The findings of the study were based on 181 returned questionnaires, 69 of which were from students in school at the time of the study, 112 from students no longer in school. The total sample was 42.39 percent of all questionnaires sent out; the in school group was a 57.50 percent sample, the out of school group a 36.48 percent sample.

#### SUMMARY AND CONCLUSIONS

1. The difference between the in school and out of school groups was found to be significant at the .1 percent level of

confidence, indicating that the two groups have arisen from different populations.

2. The majority of students believed that counseling had helped them to be happier and/or more successful (62.86 percent). Only 13.95 percent believed counseling was of little or no benefit to them. A total of 54.70 percent said that counseling had helped them to make important changes in their personal plans. It may be concluded that a large majority of the students were satisfied with their counseling experience.

3. Student satisfaction was high in areas testing the establishment of a good student-counselor relationship. A large majority found their counselors to be understanding, accepting and interested in helping them.

4. An improvement in educational, vocational and emotional adjustment was indicated by a large number of replies.

5. Areas of dissatisfaction, although few in number, were important in showing where this service had failed to meet student needs. The principal criticism here was that understanding and communication between student and counselor was poor. Cases with many negative replies were analyzed and showed that in addition to cases of poor communication, some counseling failed because the students wished the counselor to be supportive and did not care to take responsibility for counseling.

6. The generalized student opinion of the Counseling Bureau was that it was a good and useful service especially to those who knew about it.

7. Both groups of students had a highly favorable opinion of the worth of counseling for themselves and others. Of the total group, 92.47 percent would recommend counseling to others.

8. There were many recommendations given for an improved service. Those suggested most often were that the Bureau increase its scope of services and personnel, and that more publicity be given.