

THE EFFECTS OF FOUR ORIENTATION APPROACHES ON DISADVANTAGED
BLACK FRESHMAN STUDENTS' PERCEPTIONS OF COUNSELING
CENTER SERVICES

By

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Black college students have not used counseling center services because they were unaware of the services provided by such centers. The purpose of this study was to determine the effects of four orientation approaches on disadvantaged black students' perceptions of counseling center services. The 86 students in the sample included 48 black freshman students entering the Program for Academic Counseling and Tutoring and 38 black freshman students entering the Special Services Program during the 1980 summer quarter at the University of Florida. These students were divided into four groups, each group receiving similar and different orientation approaches.

In the first group, 31 students participated in a large group orientation which acquainted them with the services of the counseling center and provided them with a brochure explaining these services. In the second group, 18 students participated in the large group orientation, received the counseling center brochure, and were sent a personalized letter from the director of the center welcoming them to campus and explaining the services of the center. In the third group, 19 students participated in the large group orientation, received the

center brochure, were taken on a tour of the center, and participated in a small group orientation in which a black counselor acquainted them with the services of the center. In the fourth group, 18 students participated in the large group presentation, received the center brochure, and participated in an individual orientation in which a black counselor acquainted them with the services of the center.

The students in the four groups completed the Counseling Appropriateness Check List (CACL) and a self-report questionnaire at the end of their orientations. The 66 item CACL was used to measure their attitudes toward the appropriateness of discussing problems with a counselor in the counseling center related to satisfactory adjustment to college life, career exploration and career choice, and personal and social adjustment. The self-report questionnaire was used to determine students' knowledge about the location and services of the counseling center and expected use of the center for problems.

An analysis of variance indicated no significant differences among the four groups on their responses to the three CACL factors and their CACL total scores. An analysis of variance of repeated measures was performed to evaluate differences in responses to questions concerning each factor within each group. This analysis indicated that these students were more likely to consider vocational and educational problems as more appropriate than personal problems for discussion with a counselor in the counseling center. There was a correlation between the scores of the CACL and knowledge of the center for the students in group 3 who received the small group orientation, but not for students in the other groups. The students in group 4 who received the individual interviews were more likely to discuss a future personal problem

with a counselor in the counseling center than the students in other groups. The results of a six-week follow-up indicated that no significant changes occurred in the students' responses to the CACL items.

Based on the results of this study, four conclusions were drawn. First, personalized orientations do not affect students' attitudes toward problems appropriate to discuss with a counselor in the counseling center. Second, the traditional counseling center brochure appears to be as effective in changing student attitudes toward the center as a more personal approach. Third, information-dissemination appears to be most effective through small-group orientation. Fourth, students seem more likely to use the counseling center for solving personal problems if they have had an opportunity to see a counselor individually.

CHAPTER 1
INTRODUCTION

Statement of the Problem

One of the main concerns of university student services staff, in general, and university counseling center staff, in particular, is their effectiveness in communicating services to new students attending the institution. Studies have revealed a significant difference between those services which students perceive being offered by counseling centers and those which are actually offered (Warman, 1960; Gelso & McKensie, 1973; Nathan, Joanning, Duckro, & Beal, 1978).

Recent surveys estimate that at least 30 percent of the students in college do not know the services offered by university counseling centers (Paul & Crego, 1979). Another large number possess erroneous information about specific services (Paul & Crego, 1979). This continues to occur even after extensive dissemination of information by counseling centers and by structured orientation programs. This lack of effective communication procedures appears to be an important factor in students' perceptions of counseling center services.

The black student population exemplifies perceptual differences between services which students perceive being offered by the counseling center and those which are actually offered. Since these students are often first generation college students, they frequently arrive on campus with no clearly defined expectations of college life (Gibb,

1973). Another significant factor contributing to perceptual inaccuracies is the student's lack of knowledge about counseling in general. Most middle-class students have had continuing relationships with "helping" professionals such as doctors, lawyers, etc. The role of the helper and the helpee has been clearly defined (Vontress, 1969). With many minority students these roles are not so clearly differentiated. They are less likely to perceive a counseling center professional as a resource from which to seek help. These cultural barriers affect decisions by black students to use counseling center services.

There is supportive research suggesting that the perceptions of entering freshmen are most likely developed and changed during their first months on campus (Freedman in King & Walsh, 1972). Freshmen have greater sensitivity to their environment and hence are more likely to assimilate more information. Thus, a strong case can be made for more powerful and informed orientation programs which reach the students during this critical period when they are more likely to accept and assimilate the information.

Need for the Study

Reportedly, nonwhite students are not using university counseling centers in proportion to their numbers on campus (Winer, Pasca, Dinello, & Weingarten, 1974). Benedict, Apsler, and Morrison (1977) suggested that this lack of use of counseling centers by minority students was the result of a lack of awareness of the availability of counseling as well as inaccurate perceptions of the counseling center. Assuming that the results of the Winer and Benedict studies are correct, it would

seem that a comprehensive information campaign may be needed to orient these students to services which are offered.

Another factor related to this lack of use is a persistence among black students that university services are directed toward white students on campus. As a result, information given black students is often overlooked. This lack of awareness constitutes a large portion of their misconceptions toward university counseling services. It would appear that an effective means of increasing awareness is essential to their future use of the services.

Traditionally, newspapers and brochures have been used by counseling centers to inform students of their services. A study conducted by Paul and Crego (1979) found that directors of counseling center services reported this means of communication as their most important way of disseminating information to the students. They also perceived it as the most effective means of communication. Gibb (1973), however, reports that passive efforts alone are not enough and suggests that "counselors should use more aggressive techniques with black students in seeking them out for anticipatory guidance" (p. 469). These conflicting results suggest that an investigation of attitudes held by minority students regarding help-giving sources is important. Because counseling centers must plan for their programs, and orientation staff must devise the most effective means of "orienting" new students, there is an economic and administrative need for the most effective and efficient way of communicating services to incoming students, especially minority students.

Purpose of the Study

The purpose of this study was to determine the effects of four types of orientation approaches on black freshman students' perceptions of counseling center services. Each orientation technique increased the personal contact each student received from university staff members. Follow-up data were used to determine whether students' perceptions of counseling center services changed after the initial orientation.

Significance of the Study

This investigation has important implications for future orientation programs directed specifically toward black students as well as for administrators of university counseling centers who must choose effective methods of information dissemination. Counseling center services are intangible and as such are difficult to "market" to the student population (Paul & Crego, 1979). Traditionally, universities have utilized existing student services programs to orient all students including the minority population (Madrazo-Peterson & Rodriguez, 1978). The results of this traditional approach of disseminating information are not encouraging (Paul & Crego, 1979).

Webster and Fretz (1978) found that black students placed counseling centers as low preferences in seeking help for personal problems and suggested an exploration of student perceptions of these services. If students' perceptions can be altered by specific orientation approaches, orientation programs could become an important method of information dissemination in which staff are expected to place more energy.

There is every indication in the literature that once black students' perceptions of counseling center services adequately match actual services offered, utilization of counseling center services by black students will increase (King et al., 1973). Therefore, this study opens other avenues of research to examine the assumptions made in previous literature; namely, that, with increased awareness of services, black students would, in fact, use counseling center services.

Definition of Terms

The following terms have been operationally defined for this study:

University Counseling Center--A service offering free psychological and vocational counseling to all students and their spouses. The center is staffed by psychologists whose primary interests are to facilitate the growth and development of the students.

Counseling--"An interactive process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behavior" (Shertzer & Stone, 1974, p. 20).

Counselor--"A skilled helper who provides conditions that facilitate problem resolution and behavior change in a way that is consistent with the client's values and goals" (Blackham, 1977, p. 9).

Black Student--Black students who are enrolled full-time at the University of Florida and who have been admitted to the university under the special admittance program during summer quarter, 1980.

Perceptions--The perceived knowledge which is held by the students about the services of university counseling centers.

Orientation--A formalized period of time set by university staff to systematically familiarize new students with the campus and its services. For the purposes of this study the term orientation will refer to the five days prior to the first day of summer classes.

Program for Academic Counseling and Tutoring (PACT)--A program mandated by the State of Florida to admit disadvantaged students to the University of Florida as special students who for academic reasons could not be admitted as regular students. The program is administered by the College of Liberal Arts and Sciences.

Special Services--A program mandated by the federal government to admit disadvantaged students to the University of Florida as special students who for academic reasons could not be admitted as regular students. The program is administered by the DSSSP.

Traditional Counseling Center Brochure--Prepared written material given to all incoming students which explains the services offered by the university counseling center.

Organization of the Study

The remainder of the study is described in four chapters. A review of literature on minority students' perceptions of counseling centers is presented in Chapter II. The methods and procedures which were used in the study are explained in Chapter III. The results of the study are reported and discussed in Chapter IV. Implications, recommendations, and a summary of the study are presented in Chapter V.

CHAPTER 2
REVIEW OF RELATED LITERATURE

Introduction

There are many interdependent factors affecting minority students' perceptions of counseling center services. All new students have certain expectations of counseling that they bring to campus. These have been developed by previous experiences with counselors or by friends or relatives' experiences. To evaluate some of the problems and explore research in the area, several aspects of the literature on student perceptions have been researched. The areas discussed in this chapter include student perceptions of counseling, black student perceptions of counseling, student perceptions of the counseling center services, and factors affecting student use of counseling center services.

Student Perceptions of Counseling

Most of the research conducted on student views of counseling have been done in terms of the type of problems students will discuss with a counselor at a counseling center (Strong et al., 1971; Resnick & Gelso, 1971). The results of these studies have been used to define the student's expectations and perceptions of the counseling role.

There is research which indicates that the professional counselor is not considered the principle source of help on campus and is being "challenged" by other nonprofessional sources, i.e., friends, family, etc. (Warnath, 1972). One reason appears to be that minority students

often reject campus counselors because they are considered typical middle-class persons who do not understand the background of the students. Thus, minority students rate counselors low as sources of help for problems. Warnath (1972) suggested that university counselors need to define, educate, and expand their role to include successful techniques for various problems and clientele.

Christensen and Magoon (1974) continued to evaluate students' preference of help-givers by surveying University of Maryland students and asking them to rank their order of preference. Their results continued to support previous studies. They found that family, friends, faculty, and relatives were the first preference for all problems: educational, vocational, and emotional. On the average, counselors were not perceived as important help-givers on campus. Their conclusions indicated that "counseling centers should educate students generally as to their perceived importance as help-givers" (p. 313).

A main concern for counselors is that students utilize them as a resource for many problems ranging from vocational through emotional crisis counseling. However, Resnick and Gelso (1971) reported that vocational and educational problems were considered more important to discuss with a counselor than were personal and emotional problems. Wilcove, Gerry, and Sharp (1971) found even greater significant differences in what students perceived as being appropriate for counseling than Resnick and Gelso's study. As in other studies, they found that the students were less likely to visit counselors for a personal problem than for educational or vocational problems.

In a survey of student perceptions toward various campus help-givers at the University of Minnesota, Strong, Hendel, and Bratton (1971)

found students more likely to see a counselor for vocational and educational problems, but as the problems became more complex and serious they turned to other mental health professionals for help such as psychologists and psychiatrists. The counselor was not perceived as a resource for personal and emotional problems. The results, however, did show that students viewed counselors on campus as good resources for help. These student perceptions brought their views of counselors more in line with the counselors' perceived view of their profession.

Most of the studies determining student views of counseling consistently show that students are more likely to seek help for vocational and educational problems than for personal and emotional concerns. Students do not seem to be aware that counselors have been trained in a specialized profession where they have developed unique counseling skills to help students in a wide range of concerns. Counselors become frustrated when students come only for educational and vocational problems. Because students view the counseling role as a functional role for vocational and educational problems, counselors spend much of their time on these problems and very little time on what they consider to be an important functional role.

Black Students' Perceptions of Counseling

Black students' perceptions of university counseling centers and counselors have been reported in the student personnel literature. Russell (1970) explored black students' perceptions of counseling in general and found that because schools are dominated by white leaders

and counseling centers by white counselors, black students have feelings of alienation toward counselors. As a result of this alienation, they have negative attitudes toward counseling services. Black clients feel frustrated in the counseling relationship and as a result terminate prematurely. These negative experiences are indirectly passed along to their friends and relatives. As a result, black students do not seek counseling. The expectations of black students regarding counseling differ from actual experience, and, thus, constitutes a serious gap for effective counseling services. Russell (1970) suggested that counselors have a major responsibility to educate the black student to the need and use of counseling services.

An exploration by Vontress (1969) of the barriers which black students must overcome before they can utilize the full benefits of the counseling relationship supported Russell's work. One significant barrier for black clients is their "lack of familiarity with counseling" (p. 12). Because they have not been involved with helping professionals, they have inaccurate expectations of counseling and the counseling relationship. His suggestions included very structured counseling relationships as well as reeducation of the black client toward counselors as help-givers.

As previously mentioned, minorities often bring inaccurate perceptions of college life to campus. According to the study by Gibb (1973) of the differential expectations of black students in a predominantly white university, the college expectations of minority students are not clearly defined. According to Haettenschwiller (1971), the students have not completed "anticipatory socialization." Not only

do these students have ill-defined expectations of college life, they also possess erroneous information which affects their interaction with the college environment. In addition, as these expectations were not met, students became frustrated and hostile toward the institution and the help-givers. One clear indication of this phenomenon is the different types of expectations and perceptions held by freshmen black students and upperclassmen. The freshmen entered the university with idealized expectations but soon became disillusioned. Gibb's solution to the problems of differential perceptions and their expectations of services on campus was to aggressively seek out students for potential counseling using more direct and positive methods as well as more effective orientation approaches.

There is also research which suggests that black students come to campus with different expectations than white students. Erwin (1976) found that black students' basic attitudes of alienation, powerlessness, and social isolation keep them from seeking help from professionals whom they consider part of the established white community. Erwin (1976) found the following:

Their racial and ethnic barriers often make conventional counseling inoperable: racially stereotyped attitudes of both the white counselor and the black client, mutual ignorance of backgrounds, the language barriers, client's lack of familiarity with counseling, and the black students' reservation about self-disclosure. (p. 162)

These barriers are similar to those discussed by Russell and Vontress 10 years earlier.

Madrazo-Peterson and Rodriguez (1978) found a prevailing attitude that college services were directed toward the white college community and as a result ethnic minority students expressed "anger, frustration,

and helplessness" (p. 262). These perceptions are, in part, a result of the universities' continued use of traditional approaches in student services programs toward non-traditional groups. Because of this rigidity, the non-traditional groups have not utilized the services. With their feelings of alienation and hostility, the minority students take active steps to withdraw from university activities and associate primarily with other minority students. A consistent finding with previous results indicated that freshmen students expressed a significantly greater satisfaction with the university environment than the upperclassmen. The authors suggested that this was due, in part, to their idealism and optimism they have when they reach college. As they continue to become involved on campus, they become less satisfied with the services and the college environment. One possible reason for dissatisfaction appears to be the realities of inadequate campus services to meet their needs, and as a result their idealism is lost. Their recommendations included the need for further research to assess the environmental perceptual differences of minority students and the need for universities to provide support services designed specifically for minority students.

In another exploration of various ethnic groups' preferences for sources of counseling, Webster and Fretz (1978) found that the source of help was often related to the kind of problem. Their results were consistent with other studies (Warnath, 1972; Strong, Hende1, & Bratton, 1971; Synder, Hill, & Dirksen, 1972; Christensen & Magoon, 1974). Their students also reported a low preference for using mental health professionals. Another aspect of preferences occurred in the reported preference by black students for black counselors. This

counseling centers since most centers have few black professionals. The reported low preference for using counseling center staff was also attributed in part to a lack of understanding of the services offered. They recommended more exploration as to why students ranked counselors low to assess whether it is a negative attitude toward counselors or is actually a misunderstanding of the availability of services. Another suggestion was that counseling centers have active outreach programs to clarify student expectations of their services.

Somewhat different results were reported by Peoples (1977). In his dissertation study he found that black students had positive views toward counseling, although they reported more positive views toward black counselors than toward white counselors. He did not find any perceived difference between freshmen and upperclassmen as did Gibb (1973) and Madrazo-Peterson and Rodriguez (1978). Although these findings were somewhat surprising, the most significant and unusual finding appeared in the types of problems they perceived as being appropriate to discuss with a counselor. Peoples found that black students reported seeking counseling mainly for social and personal problems. Educational and vocational problems were secondary. This finding was the first research to indicate that students may be changing their perceptions of the counselor role, and was a significant contribution to previous research as well as opening other avenues for continued study.

Most of the studies concerning black students' perceptions of counseling have one continuing theme: They perceive counseling as a white "invention" which is directed toward the white community. They did not perceive counselors as effective help-givers who could

significantly help them with social and emotional adjustment problems. This inadequate perception of the counselor role led this population to non-professional help (family, friends, or relatives) during times of emotional and social stress. As a result, black students did not seek counseling in proportion to their numbers on campus.

Student Perceptions of Counseling Center Services

The original study which explored the views held by students toward counseling center services was conducted by Warman (1960) as part of his dissertation research. For the purpose of his study, Warman developed an instrument entitled the Counseling Appropriateness Check List (CACL) which measures attitudes toward the appropriateness of discussing problems with a counselor in the counseling center. His study yielded significant differences between counseling center staff perceptions and students' perceptions of appropriate problems to be brought to staff. His results showed that all groups (faculty, administration, and students) except counselors placed vocational counseling as the most appropriate for discussion at counseling centers while counselors saw adjustment problems as the most appropriate. Several replication studies have yielded similar results (Ogston, Altmann, & Conklin, 1969; Wilcove, Gerry, & Sharp, 1971; Resnick & Gelso, 1971).

An exploration of the perceptions of students toward a counseling center in a large midwestern university by Leonard (1971) found that even though most of the students who had used the counseling center had positive attitudes toward it, they

expressed feelings that the "worth of the counseling center had not been adequately communicated to the total population of the students whom it serves" (p. 3272A). There was a definite feeling that the services offered by the counseling center were not commonly known on campus. As a result of these findings she suggested as in previous studies that the university find more effective ways of publicizing their services.

More recent research continues to support Warman's 1960 study (Gelso, Karl, & O'Connell, 1972; Benjamin & Romano, 1980). Gelso, Karl, and O'Connell (1972) using the CACL found that the communication gap between the counselors and the student population continued. They sought to answer the question "Do students' perception of the appropriateness of various types of problems for discussion in counseling depend on the amount of knowledge about the counseling centers which they perceive themselves possessing?" Their results showed that as perceived knowledge about the center services increased, their rating on the CACL of the appropriateness of discussing adjustment problems increased and thereby became synonymous with what counselors perceived as their role. Perceived knowledge of counseling center services was an important variable in their rating of problems appropriate for counselors.

There are, however, several studies which contradict perceptual differences toward counseling center services. Fullerton and Potkay (1973) surveyed undergraduate students at Western Illinois University to explore their perceptions of the university counseling center and help-giving sources. They concentrated on knowledge of counseling center services and found results contrary to previous studies.

Students responded by overwhelmingly agreeing that the university should offer counseling services (91 percent) but not usually for themselves (65 percent). The students reported a greater awareness of counseling center services than previous literature. This may be due, in part, to the effectiveness in communicating their services to students on that campus.

Several studies have indicated that lack of knowledge of counseling services is a definite variable in perceptual differences of students and other campus groups. King, Newton, Osterlund, and Baber (1973) at the University of Missouri evaluated the perceptions of students toward counseling centers. One variable which they tested was "source of knowledge of the counseling center." Their comparison consisted of two groups: those who had received counseling and those who had received their information in some other indirect way such as word-of-mouth or advertisement. They found that students who had received counseling in the counseling center had somewhat different views of counselors than the others, i.e., they saw counselors as "strange" but would use the counseling center if they had a problem while the group who had not been counseled saw counselors as "trained professionals." This brings about some interesting questions as to the importance of personal counseling experiences and how they affect one's perceptions of counselors as helping professionals.

A survey study of perceptions of Boston University students done by Benedict, Apsler, and Morrison (1977) found a general lack of knowledge about the counseling center by campus students. Most of the students did not have adequate knowledge about the counseling center. Only 54 percent were aware that there was a center on campus while only

14 percent could identify where it was located. It was more likely that students would use the center for academic problems (55 percent) than for vocational (42 percent) or emotional problems (37 percent). Overall, only 47 percent of the sample reported that they would ever use the counseling center for any reason. There was reportedly consistent lack of interest in using the counseling center. This particular study was the first to quantify the general lack of use and understanding of the counseling center, and has been used to reevaluate the effectiveness of information-giving sources about counseling centers. The authors suggested their results were due largely because the majority of the students were unaware of the counseling center's existence. These results were not surprising to the authors since the student orientation to the center consisted of brochures explaining services which were given to the students at the same time as all the other information about services on campus and was quickly shelved or lost. They concluded that because Boston University relies only on communicating counseling center services by "brief written communication," the lack of knowledge would be expected to be great and understandable.

Holmberg (1971) surveyed undergraduate students' attitudes toward counseling centers and other campus groups. Results indicated that the students were the least informed group on campus (groups included faculty members, administration, and students), although the students had the greatest need to have adequate knowledge of the counseling center services. The author suggested that counseling centers begin to concentrate more energy and time toward the student groups who need the knowledge the most.

There appears to be several conflicting results on students' adequate perceptions of counseling center services. Fullerton and Potkay (1973) and Peoples (1977) reported exceptionally good results on student perceptions of counseling centers, while the majority of the literature supports the initial conclusion found by Warman in 1960; there is a definite perceptual difference between students' perceptions of counseling center services and what counseling center staff perceive as being their role. Most of the literature strongly suggests that counselors in counseling centers have an obligation to find better means of communicating their services to the students.

Communicating Counseling Services of Counseling Centers

Recently counselors have begun to evaluate the effectiveness of different means of communicating services to students. An early study by Bigelow, Hendrix, and Jensen (1968) determined whether counseling center brochures were communicating services to students effectively. As a result of their study, certain conclusions were reached about this type of written communication and its effectiveness on students. Their results indicated that counseling center brochures did increase students' use of the counseling center. They also found that students who received the brochures after they arrived on campus, as opposed to receiving it in the mail, were more likely to use the services. The brochures also increased the counselor's workload for students with emotional problems. These results support the contention that brochures can be used to provide students with information about counseling center functions and services. Results such as these, however, have

been used by counseling centers to justify their continued use of brochures while no further research has been undertaken to evaluate the effectiveness of the counseling center brochure.

Frankel and Perlman (1969) approached the problem a little differently by trying to determine the approach most successful in providing knowledge about the counseling center. According to the authors, perceptions of the counseling center are developed through personal contact with a counselor, by other people's contact with counselors, and by university brochures and other written information (advertising and brochures). They were able to determine whether personal contact was important in students' perceptions toward the counseling center. The results showed that personal contact did not make a difference in students' perceptions. They reported that indirect contact with counseling services and the university written information were as successful in providing adequate knowledge of the services as personal contact with a counselor.

Some researchers have investigated different types of information approaches and reported their findings. Gelso and McKensie (1973) using Warman's original study on the differential perceptions of students and other campus groups experimented with two types of information-giving approaches in an effort to change the perceptions of women toward counseling center services at the University of Maryland. The oral-written information group was given a 10 to 15 minute oral presentation in small group format on the appropriateness of various problems for discussion with a counselor at the counseling center. The written-information only group received a three-page

counseling center brochure containing the same information presented to the oral-written group. Their results contradicted the previous studies of Bigelow, Hendrix, and Jensen (1968) and Frankel and Perlman (1969). Gelso and McKensie found that written communication alone was not sufficient to change students' perceptions of counseling center services. Using the CACL they differentiated between the change in perceptions of various groups. Their results strongly suggested that written communication of services (brochures, newspaper advertisement, etc.) was ineffective in changing students' perceptions. Information, however, presented by counselors with written communication was sufficient to modify their perceptions.

Taking Gelso and McKensie's study a step further, Duckro, Beal, and Moebes (1976) determined whether the personal nature of the presented communication was a "relevant dimension" in making the difference. By using the CACL they evaluated changes in students' perceptions. Their results showed that personal communication was more effective, and there was greater change in the perceptions of freshmen than sophomores or juniors. This study indicated that personalized written communication may be effective in helping to eliminate negative perceptions freshman students have toward use of counseling centers for vocational and educational problems.

Another variable in the communication of services which has been explored is the optimum time to present the information. An investigation of this optimum time for presenting information most successfully to college students was performed by King and Walsh (1972). They explored the changes in college expectations and

perceptions at six different times in the freshman year and found that events which freshmen experience during that first year had a lasting impact on the perceptions of the university. This is a good indication that the freshman year is an excellent time to offer information for assimilation and strongly supports an effective orientation approach in communication services to incoming students.

Other studies have tried to determine the precise approach in communicating counseling center services. A comparison study by Nathan, Joanning, Duckro, and Beal (1978) explored the effectiveness of verbal versus written communication in changing students' perceptions. Using the traditional brochure, a personalized letter, and a small group presentation they tried to determine which, if any, was more effective. The results suggested that vocational counseling and counseling for problems in college routine appeared to be susceptible to change by any of the three methods of receiving information. None of the three, however, had any effect in changing the perceptual differences regarding adjustment problems. Therefore, they surmised that there was no difference in the three presentations of information and concluded that "simple presentation of the facts is enough to increase at least self-reported knowledge of the center functions" (p. 244). Further research, however, into their presentation of the information is required to substantiate their results since no significant difference was found.

Students often fail to perceive their lack of awareness about campus counseling services until they near graduation. Gallagher and Scheuring (1979) in reporting the results of a student needs

survey at the University of Pittsburgh found that the students about to graduate complained that while they were going to school, they were not aware of the various services on campus. This continued to occur even with extensive advertising of student services. As a result of the need survey a direct outreach program was developed to inform students about the services. Programs were developed which had high impact and high interest, and the students were individually contacted by counselors. As a result of their intervention, they found that an aggressive campaign was successful in students becoming more aware of counseling services and their worth.

A new approach to evaluating students' use and lack of use of services is known as "student consumerism." Paul and Crego (1979) approached the problem of information dissemination by using this new approach. As a result of the responses from 153 counseling center directors who had attended the 1976 Annual Directors' Conference in Salt Lake City, various conclusions were made. Directors of counseling centers were asked what type of media they utilized most often for information dissemination and which one appeared to be the most successful. Most of the directors reported that newspapers and brochures were more effective than orientation programs. These perceptions were not developed as a result of research data, but as a general feeling about their delivery. They also perceived word-of-mouth communication by a student who had received counseling and had used the counseling center as the greatest contribution to

general feeling about their delivery. They also perceived word-of-mouth communication by a student who had received counseling and had used the counseling center as the greatest contribution to the students' knowledge of services offered. Paul and Crego summed up the results as a general lack of awareness by counseling center directors that their advertising approach may not be as successful as they had perceived.

Many of these studies support the traditional approach of information dissemination. However, as was seen in previous research, students on campus continue to be inadequately informed about counseling services. This suggests that the traditional approach to communication services is not effective. Further research is indicated to determine why traditional approaches are not effective.

Factors Affecting Student Use of Counseling Services

Research studies have shown that black students prefer black counselors. They do not use counseling centers as often as they would if black professionals were available. Sager, Braybay, and Waxenberg (1972) found that black students often refused to accept counselors from the white community. Since there are limited black professionals in counseling centers to counsel black clients, services are not used by black students. Two alternatives to this problem are seeking out black professionals for counseling center positions and training white counselors in techniques that are effective in counseling ethnic minorities.

Inaccurate perceptions of counseling also affect students' use of counseling centers. According to Davis and Swartz (1972) for many

admission that they are "crazy." Counseling and psychiatry often have very negative connotations. The center itself does not promote positive attitudes (i.e., long intake procedures and white counselors who do not understand clients or their problems). Their study was conducted at City College of San Francisco where a mental health service was established on the community college campus. The authors investigated new ways of bringing black students to counselors for help. Using aggressive techniques, they emphasized on black radio stations that the counseling center was for students, and that there was a "brother" there to help. They contacted all black staff in key positions and asked them to recommend that students in need of counseling visit the center. They made informality and professionalism compatible by visiting students in cafeterias, parking lots, or the Black Student Union. These techniques increased the number of black clients using the center. Spring, 1970, showed that 9 percent of the students seeking counseling were black students, while by June the intake of black students had risen to 23 percent. His conclusion was that one of the main factors in increasing black students' utilization of counseling services was "personalized contact."

Lack of knowledge about counseling center services is a significant factor in black students not visiting counselors. Snyder, Hill, and Dirksen (1972) explored why students did not use counseling center services. They found that although students had positive attitudes toward the counseling center, they had little knowledge about it or about counseling. Furthermore, when students had personal and social problems, they turned to family and friends for help. The counseling center was the last choice as a resource for

help. Lack of knowledge of the counseling center and inaccurate perceptions of counselors as a resource for personal problems kept the students from using the center.

Lack of awareness by counseling center personnel about the lack of use appears to have some impact on student use of counseling centers. Winer, Pasca, Dinello, and Weingarten (1974) asked counseling center directors the reason for non-use of services by black students. Although their respondents agreed that nonwhite students were not using their services, no one offered an explanation for the cause or what could be done to help the problem. Furthermore, as a general rule, counseling center staff waited for the students to come to them. Little, if any, outreach was attempted. In fact, the respondents seemed to have little awareness that there was a need to educate nonwhite students about counseling center services. The directors on the average thought the problem could be solved by finding minority professionals to join their staff. Winer et al. felt this unawareness by directors was a contributing factor of nonuse of counseling services by black students.

As well as those listed previously, a variety of factors which determine use of counseling center services have been explored in the literature. Gibb (1975) in a three-year study at the University of Illinois found that the use of counseling centers by black students decreased during the period studied. He suggested that the decline in the utilization was possibly due to several interrelated factors: (1) university services in general increased for minority students and as a result of this increased support system the students had less need for counseling; (2) as the number of black students on campus increased they had more satisfaction with social and cultural contacts and had

greater chances of becoming involved in extracurricular activities; and (3) there may have been general dissatisfaction with the counseling center services. Another result found a greater use of the clinic by black middle-class students. Lower socioeconomic level students did not use the center. As a result they suggested an aggressive outreach program to reach students who otherwise would not use the services. Spurlock (1976) found that minority students especially at larger universities had problems dealing with "conflicting advice and bureaucratic complexity of the guidance system" (p. 187) and as a result developed feelings of alienation and withdrawal from the university support system.

Woods (1977) found that minority students were reluctant to use counseling center services because they perceived them to be oriented toward the white middle-class students. He developed a model at the University of California, Santa Barbara, that was effective in increasing the use of counseling by the black students. Instead of waiting for voluntary self-referral clients, the coordinator of the program aggressively sought out clients and informed the students about their services. He used peer counselors and ethnic awareness groups. He made presentations at student orientation and consulted with faculty and staff about special needs of minority students. His final results were so successful that he concluded counseling centers should have more aggressive techniques to make students aware of services.

A ranking of factors affecting the use of the counseling center was done by Peoples (1977) in his dissertation research. The minority students of his study responded to a questionnaire as to why they did not use the counseling center services. The top five reasons are listed below:

		<u>Rank</u>
Lack of knowledge	29.97%	1
Other images of CC	19.27%	2
Reluctance because or personal factors	9.17%	3
Fear, lack of self-confidence, and mistrust	7.03%	4
Negative expectations regarding counseling	6.73%	5

Peoples' rank order appears to substantiate the previous research on factors which affect student use of counseling centers. A general theme in most of the literature is the continual lack of knowledge about counseling services. Another general theme concerns minority students' negative attitudes and perceptions of counseling and the perceived white support system.

Summary

There are continued reports in the literature indicating that college students do not consider the counselor an important resource for social and emotional problems. They are more likely to seek help from family and friends than from mental health professionals. Minority college students consider the counselor even less of a resource person and have greater perceptual inaccuracies of the counselor role. Not only do they prefer black counselors, and have negative views of white counselors, but also have a general lack of knowledge about counseling services. Various approaches have been used to reeducate these students, but for the most part, they have been unsuccessful. The

literature suggests that better communication of counseling center services is the first step toward increasing the use of counseling centers by black students.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to determine the effects of four types of orientation approaches on black freshman students' perceptions of counseling center services. The Counseling Appropriateness Check List (CACL) was used to obtain three scores (college routine, vocational choice, and adjustment to self and others). These scores were used as a measure of students' perceptions of problems appropriate to discuss with a counselor at the university counseling center. The scores were compared to the type of orientation which the students received. The randomized control-group posttest only design was used in the study. The hypotheses, population and sample, instrument, treatment, procedures, analysis of the data, and the limitations of the study are discussed in this chapter.

Hypotheses

1. There are no significant differences among groups on their responses to items pertaining to satisfactory adjustment to college life as measured by the group scores on the college routine factor of the CACL.
2. There are no significant differences among groups on their responses to items pertaining to career exploration and career choice as

measured by the group scores on the vocational choice factor of the CACL.

3. There are no significant differences among groups on their responses to items pertaining to social and personal adjustment as measured by the group scores on the adjustment to self and others factor of the CACL.
4. There is no relationship between problems considered appropriate to discuss with a counselor as measured by the CACL and knowledge of the counseling center as measured by the self-report questionnaire.

Population and Sample

The target population to which the results are generalizable is black freshman students who have been admitted to four-year public universities under special admittance programs. These students are entering the university directly from high school. They have not met the minimum academic standards set by universities to be admitted as "regular" students, but have been recommended by counselors, teachers, and administrators who believe that they can succeed in college. They are all receiving financial aid from federal and state assistance programs and are considered "high-risk" students.

There are two special admittance programs at the University of Florida: Special Services and Program for Academic Counseling and Tutoring (PACT). Because federal guidelines governing the Special Services Program restrict students from participating in studies requiring different presentations of information, they could not be

included in the three treatment groups. However, they were used to obtain baseline data on the population.

Students in both of these special programs were drawn from the same population. Special students were admitted to the University of Florida during spring quarter, 1980. They were randomly assigned to a particular program with Special Services choosing approximately three students for every one student chosen by PACT. The students' backgrounds and demographic information were similar.

The sample included all black freshmen entering the PACT program and 38 students entering the Special Services Program during the 1980 summer quarter at the University of Florida. The students from PACT were randomly assigned to three experimental groups and the students from Special Services to a control group. These students were black males and females who had been admitted to the university under the special admittance programs during the 1980 summer quarter and who were full-time freshmen enrolled in at least 12 credit hours.

All Special Services students who completed the freshman orientation by attending the final orientation meeting (N = 31) were selected for the control group (Group 1) in the study. All PACT students enrolled in the summer program were selected for the experimental groups (Group 2 (N = 18); Group 3 (N = 19); Group 4(N = 18)). Permission was granted from the Special Services Director to use seven students from Special Services in Group 3. The total number of students who participated in the study was 86. The procedure of random assignment was completed two days prior to the beginning of orientation. Ten peer counselors randomly chose five to six students. The peer counselors were randomly (by selecting numbers from a hat) assigned a time at which all

their students were to attend the special orientation at the counseling center. Those students assigned to group 2 (N = 18) were not given an orientation time. Students were assigned to groups 3 and 4, according to which time they were scheduled to attend the orientation. The peer counselors were given the responsibility of getting their students to the counseling center at the assigned time. Students were assigned to groups to ensure that they would attend their special orientation.

Treatment

Four information-dissemination approaches were used in this study. In the first approach, the 31 students in group 1 participated in a large group orientation in which the services of the counseling center were discussed by a counseling center representative during the initial general meeting to welcome new students to the campus. They also received the traditional counseling center brochure in their orientation packet.

In the second approach, the 18 students in group 2 participated in the large group orientation above, received the counseling center brochure, and received a personalized letter from the Director of the Counseling Center welcoming them to campus. This letter also included an explanation of the type of services offered by the counseling center (Appendix A). The letter was sent to their campus address during the first week of summer quarter.

In the third approach, the 19 students in group 3 participated in the large group orientation above, received the counseling center brochure, were given a tour of the counseling center, and received

an orientation to the center by a black counselor in small groups of five to ten. The information covered in the small group was the same as that which is covered in the traditional brochure. The black counselor was given an outline to follow for this small group presentation (Appendix B).

In the fourth approach, the 18 students in group 4 participated in the large group orientation above, received the counseling center brochure, and participated in an individual interview with a black counselor to discuss types of services offered in the center. The information provided in the traditional brochure also was reviewed during the individual interview. The counselors who saw students individually were given the same outline as the group presenter (Appendix B).

Instrumentation

The instruments used in this study were the Counseling Appropriateness Check List (CACL) and a self-report questionnaire (Appendix C). The CACL was used to measure student attitudes toward the appropriateness of discussing problems with a counselor at the counseling center. The self-report questionnaire was used to determine students' knowledge of location and services of the counseling center. The CACL was developed by Warman (1960) and is composed of 66 items related to student problems. Through a literature search, Warman collected 362 statements of problems as potential items. A panel of experts was used to evaluate the items. He obtained agreement on 72 percent of the items. Of

these items agreed upon, he chose 99. In later research, 33 items were dropped leaving 66 items now contained in the instrument. The three factors being evaluated on the instrument are college routine, vocational choice, and adjustment to self and others. Students are asked to answer each item by indicating to what degree each problem would be appropriate to discuss with a counselor in a counseling center.

The instrument has a 5-point Likert Scale ranging from 1 (definitely inappropriate) to 5 (most appropriate). The responses included in the instrument are

- A (most appropriate for discussion at the counseling center)
- a (appropriate but there are other sources on campus that would be just as appropriate)
- ? (undecided or uncertain)
- i (probably inappropriate for discussion at the counseling center)
- I (definitely inappropriate)

The college routine factor contains 12 items that represent questions pertaining to students' satisfactory adjustment to college life, such as study habits, school problems, and time management. The vocational choice factor contains 14 items which represent questions pertaining to career explorations and career decisions. The adjustment to self and others factor contains 40 items which represent questions pertaining to social and emotional adjustment. Warman used the instrument to evaluate the perceptual differences among various campus groups toward the appropriateness of discussing problems with a counselor at the counseling center.

No reported validity or reliability data were found in the literature other than Warman's original panel of experts. However, various studies since 1960 have used the CACL effectively to evaluate differential perceptions of various groups on campus as well as measuring the effects of some type of "treatment" on students' perceptions. Ogston, Altmann, and Conklin (1969); Wilcove, Gerry, and Sharp (1971); and Resnick and Gelso (1971) used the instrument in much the same way as Warman by evaluating perceptual differences of various campus groups. Other research has been done to evaluate a manipulation of students' perceptions toward counseling centers by various information-giving approaches (Gelso & McKensie, 1973; Duckro, Beal, & Moebes, 1976; Nathan, Joanning, Duckro, & Beal, 1978). Data from this research indicate that the instrument is very reliable and capable of yielding significant results.

Content validity was determined by a panel of experts that included one clinical psychologist from the Student Mental Health Clinic and four Counseling Psychologists from the Psychological and Vocational Counseling Center at the University of Florida. Each professional was contacted by phone and asked to participate. A cover letter and the CACL were sent to them with specific instructions (Appendix D). Each professional was asked to rate each item for its representativeness to be included in the instrument. There was general consensus among the respondents. If four of the five experts agreed that the item should remain in the instrument, the item was retained. None of the items were singled out as inappropriate by at least two experts, and therefore, all items were retained in the instrument used in this study.

Because the instrument has no reported reliability data, a pilot study was conducted spring quarter, 1980, to determine the reliability of the instrument. The sample included a random selection of 65 students who used the University of Florida Teaching Center and the Office of Instructional Resources Math Lab. These students were special admittance students who entered the university under the same program and policies as the sample which was drawn for the dissertation research, but had been at the university for at least two quarters.

All 65 students completed the CACL between the second and fourth week of the 1980 spring quarter at the University of Florida. Three weeks later they were again contacted to complete a second questionnaire. Several follow-ups were needed. By the end of the 8th week, 47 questionnaires had been completed, and the analysis was begun. This field technique (test-retest) was used to determine if there were any problems in the reliability of the instrument as well as problems with test administration. Reliability coefficients were determined for each factor as well as the overall instrument (see tables in Appendix E). The weighted raw scores for the Vocational Choice factor are shown in Table 1, where x is the pretest score and y is the posttest score. The computation of a product-moment correlation between the two test scores is shown in Table 2. The correlational coefficient r was .62. The mean of x equals 55.02 while the mean of y equals 56.47. The standard deviation of the pretest was 12.35 while the standard deviation of the posttest was 7.71.

The weighted raw scores for the College Routine factor are shown in Table 3 where x is the pretest scores and y is the posttest scores. The computation of a product-moment correlation between the two test

scores is shown in Table 4. The correlational coefficient, r , was .82. The mean of the pretest was 43.57 while the mean of the posttest scores was 42.21. The standard deviation of the pretest was 10.27 while the standard deviation of the posttest was 9.31.

The weighted raw scores for the Adjustment to Self and Others factor are shown in Table 5 where x is the pretest scores and y is the posttest scores. The computation of the product-moment correlation between the two test scores is shown in Table 6. The correlational coefficient, r , was .95. The mean of the pretest was 129.26 while the mean of the posttest was 128.70. The standard deviation of the pretest was 38.72 while the standard deviation of the posttest was 36.13.

The overall weighted raw scores are shown in Table 7 where x is the pretest and y is the posttest. The computation of the product-moment correlation between the two test scores is shown in Table 8. The correlational coefficient r was .88. The overall mean of the pretest was 225.51 while the overall mean of the posttest was 227.70. The standard deviation of the pretest was 45.35 while the standard deviation of the posttest was 43.51.

As a result of the evaluation of the panel of experts, the content of the Counseling Appropriateness Check List was judged to be valid. The reliability coefficients range from .63 to .95 depending on the factor. The Adjustment to Self and Others had the highest reliability with a coefficient of .95. In evaluating the raw data, there were definite differences in the answers of the pre- and posttests, but they were unstable in such a way that when students changed their minds on one item, they were likely to change their minds on other

items and thus canceled out differences. This was due, in part, to the weighting of the raw data.

The overall scores coefficient and the college routine coefficient reported high correlations of .88 and .82, respectively. The lowest correlation .63 on the vocational choice factor was somewhat surprising. Previous literature has reported this factor as the most stable, while adjustment to self and others has previously been the least stable. The overall reliability of .88 indicates that the CACL is reliable and can be used in research studies to yield significant results.

The self-report questionnaire was developed by the researcher to obtain specific knowledge the students held about the counseling center and to determine their future use of the center for problems. The questionnaire contained nine items, eight of which could be answered by yes or no. Three items were concerned with the knowledge the students had about the counseling center on the University of Florida campus. Four items addressed the students' future use of the counseling center for personal, academic, and vocational problems. One item asked the students' perceptions of importance of the counseling center on the University of Florida campus. The last item asked an open-ended question concerning where the students had received their information about the counseling center.

Procedures

A special orientation program occurred for all incoming special admittance students five days prior to the beginning of summer quarter. At that time students were oriented to student life on the University

of Florida campus. Each student was assigned a peer counselor whose main function was to help the new students adjust to college life. These peer counselors were trained by orientation staff during the previous quarter on their role and function in the orientation process. At that time they also were given a presentation on the procedure for this research study and the importance of the project. The peer counselors were asked to help see that the students in the study followed through on their schedules.

On the first day of summer orientation, all four groups received the large group presentation by a counseling center staff member and the counseling center brochure in their orientation packet. This was the only orientation approach that group 1 received. In addition to the above orientation group 2 received a personal letter of welcome containing information about the counseling center from the Director during the first week of summer quarter. On the third day of orientation, all students in groups 3 and 4 received their special orientation to the counseling center. Five black counselors participated in this orientation. Four counselors saw four to six students individually in 15 minute interviews while one counselor facilitated three small group presentations for group 3 students.

At the end of the five-day orientation program, students attended an evaluation session where the researcher administered the CACL and the self-report questionnaire to groups 1, 3, and 4. Students in group 2 were individually contacted at the end of the first week of summer quarter to complete the instruments. Six weeks after the orientation, the CACL was administered to the students a second time to measure their perceptions of counseling center services.

Analysis of the Data

The analysis of variance was used to test the hypotheses. Hypothesis 1 was evaluated by an analysis of mean scores among groups on the college routine factor of the CACL. Hypothesis 2 was evaluated by an analysis of variance of mean scores among groups on the vocational choice factor of the CACL. Hypothesis 3 was evaluated by an analysis of variance of mean scores among groups on the adjustment to self and others factor of the CACL. Hypothesis 4 was evaluated by an analysis of variance of total mean scores among groups on the CACL. Hypothesis 5 was evaluated by using the product-moment correlation coefficient to determine whether a relationship existed between students' knowledge of the counseling center and their scores on the CACL. An analysis of variance also was performed to evaluate differences in scores of each factor within each group. The level of significance was $p < .05$.

Limitations of the Study

Threats to internal validity include:

1. Contemporary history--Since the students participated in an intensive orientation program, there was a possibility that they experienced events besides the treatment procedure that may have affected their attitudes and scores. Through the self-report questionnaire it was reported that the peer counselors may have affected the students' scores, especially in group 1 where they had no other special orientation.

2. Subject mortality--Groups 2, 3, and 4 had several instances of subject mortality. Several students in group 3 canceled registration prior to attending. Two students from the groups left the campus before the end of orientation.

3. Differential selection of subjects--Some threats to the randomness began to occur the day prior to the special orientation. The researcher was contacted by the leaders of the PACT program and told that some of the students were moved to different time slots for the convenience of the program. As a result, six students were switched in groups 3 and 4. Also, seven students from the Special Services program came into the counseling center and were given the special orientation of group 3. These seven students were retained in group 3 since seven students who had been assigned to group 3 did not attend the orientation. Also, there were 2 students who left the university before the end of the orientation period. Because of this compromise in randomness, the results may reflect a difference between the groups as a result of differential selection of subjects rather than as a result of the treatment.

CHAPTER 4
RESULTS AND DISCUSSION

Results

This research study examined the effects of four types of orientation approaches on black freshman students' perceptions of counseling center service. At the end of these orientation approaches, each student was asked to complete the Counseling Appropriateness Check List (CACL) as well as a self-report questionnaire. The CACL yielded total weighted scores for each student on each factor represented in the instrument. The self-report questionnaire yielded students' perceptions of specific knowledge of the counseling center and information on their expected use of the counseling center for problems.

An analysis of variance was performed on each factor of the CACL and on total scores of the instrument among groups. An analysis of variance of repeated measures was performed to evaluate student differences in responses to questions pertaining to each factor within each group. Several chi-square analyses were performed on the answers of the self-report questionnaire to determine the differences among groups on their knowledge of the counseling center and how they perceived using the counseling center. A Pearson Product-Moment Correlation was used to evaluate the correlation between students' scores of the CACL and their specific knowledge of the counseling center. Table 1 shows the distribution of subjects by sex and by group.

Table 1
Distribution of Subjects by Sex

Group	Males	%	Females	%
1 (general orientation)	13	42	18	58
2 (letter)	9	50	9	50
3 (small group)	5	28	13	72
4 (individual interviews)	9	50	9	50
Total	36	44%	49	56%

Hypothesis 1: There are no significant differences among groups on their responses to items pertaining to satisfactory adjustment to college life as measured by the group scores on the college routine factor of the CACL. The means and standard deviations of each group are reported in Table 2. The means among groups ranged from 48 to 52 while the standard deviations ranged from 8.82 to 12.60. The result of the analysis of variance is reported in Table 3. This analysis indicates no differences among groups in their responses to the CACL college routine factor questions. Therefore, null hypothesis one was retained.

Table 2
Means and Standard Deviations of the College
Routine Factor of the CACL

	Group 1 (N = 31)	Group 2 (N = 18)	Group 3 (N = 18)	Group 4 (N = 18)
Means	49	51	48	52
Standard Deviations	9.21	8.82	13.30	12.60

Table 3
Analysis of Variance of the College
Routine Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	197	3	66	.786
Within Groups	6764	81	84	

Hypothesis 2: There are no significant differences among groups on their responses to items pertaining to career exploration and career choice as measured by the group scores on the vocational choice factor of the CACL. An analysis of variance was used to test the hypothesis. The means and standard deviations for each group are reported in Table 4. The means among groups ranged from 52 to 62 with a standard deviation range from 11.1 to 14.74. The result of the analysis of variance is shown in Table 5. This analysis indicates no differences among groups in their responses to the CACL vocational choice factor questions. Therefore, null hypothesis two was retained.

Table 4
Means and Standard Deviations of the Vocational
Choice Factor of the CACL

	Group 1 (N = 31)	Group 2 (N = 18)	Group 3 (N = 18)	Group 4 (N = 18)
Means	58	60	60	62
Standard Deviation	12.81	14.34	11.10	14.74

Table 5
Analysis of Variance of the Vocational
Choice Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	221	3	74	.583
Within Groups	10208	81	126	

Hypothesis 3: There are no significant differences among groups on their responses to items pertaining to social and personal adjustment as measured by the group scores on the adjustment to self and others factor of the CACL. An analysis of variance was used to test the hypothesis. The means and standard deviations of each group are reported in Table 6. The means among the four groups ranged from 126 to 132, and the standard deviations ranged from 35.48 to 43.05. The result of the analysis of variance is reported in Table 7. This analysis indicates no differences among groups in their responses to the CACL

adjustment to self and others factor questions. Therefore, null hypothesis three was retained.

Table 6
Means and Standard Deviations of the Adjustment to Self
and Others Factor of the CACL

	Group 1 (N = 31)	Group 2 (N = 18)	Group 3 (N = 18)	Group 4 (N = 18)
Means	126	129	132	130
Standard Deviations	36.46	43.05	38.57	35.48

Table 7
Analysis of Variance of Adjustment to Self
and Others Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	393	3	131	.094
Within Groups	112707	81	1391	

Hypothesis 4: There are no significant differences among groups on the CACL total scores. An analysis of variance was used to test the hypothesis. The means and standard deviations of each group's total scores are reported in Table 8. The means among the four groups ranged from 234 to 245 with the standard deviation ranging from 46.72 to 54.52. The result of the analysis of variance is reported in Table 9. This

analysis indicates no differences among groups in their responses to the CACL questions. Therefore, null hypothesis four was retained.

Table 8
Means and Standard Deviations of the Total Scores on the CACL

	Group 1 (N = 31)	Group 2 (N = 18)	Group 3 (N = 18)	Group 4 (N = 18)
Means	234	241	241	245
Standard Deviations	46.72	54.52	52.82	54.07

Table 9
Analysis of Variance of Total Scores of the CACL

Source of Variation	SS	df	MS	F
Between Groups	1648	3	549	.212
Within Groups	209095	81	2581	

Hypothesis 5: There is no correlation between students' knowledge of the counseling center and their overall CACL scores. All students were asked three questions to determine their specific knowledge of the counseling center on the University of Florida campus. The responses to each item were yes or no. A Pearson Product-Moment Correlation was computed between their scores on the questions pertaining to knowledge of the counseling center and their overall scores on the CACL.

The results are shown in Table 10. Group 4 had a negative correlation of $-.31$. Groups 1 and 2 had the same correlation of $+.16$. Group 3 had a correlation of $.608$ which was significant at the $.01$ alpha level. The null hypothesis that there is no correlation between knowledge of the counseling center and scores on the CACL was retained for groups 1, 2, and 4. However, the null hypothesis was rejected for group 3.

Table 10

Product-Moment Correlation between Knowledge of the Counseling Center and the Total Scores of the CACL

	Group 1	Group 2	Group 3	Group 4
Knowledge of the counseling center with overall scores on the CACL	.162	.160	.608**	-.310

**p < .01

Table 10.1

Means of Knowledge of Counseling Center Scores and Overall Scores on CACL among Groups

	Group 1	Group 2	Group 3	Group 4
\bar{X} - knowledge of counseling center scores	1.74	1.61	2.11	2.39
\bar{X} - overall scores on the CACL	234	241	241	245

In an evaluation of perceived knowledge of the counseling center among groups, there were no significant differences in their responses to questions pertaining to knowledge of the counseling center existence on campus (question one) and knowledge of specific programs offered by the counseling center (question three). The results of the chi-square analyses are reported in Tables 11 and 13. There was a significant difference among groups on their responses to the question pertaining to the counseling center location on campus (question two) as shown in the chi-square analysis in Table 12. The greatest variance can be found with groups 3 and 4 where these groups were more likely to know the location of the counseling center than groups 1 and 2.

Table 11
Chi-Square Analysis of Four Group Responses
to Question One

	N	YES	NO
Group 1 (General Orientation)	31	27	4
Group 2 (Personalized Letter)	18	17	1
Group 3 (Small Group Orientation)	17	16	1
Group 4 (Individual Orientation)	15	15	0
Totals	81	75	6

$$\chi^2 = 2.7028; df = 3$$

Table 12
Chi-Square Analysis of Four Group Responses
to Question Two

	N	YES	NO
Group 1 (General Orientation)	31	12	19
Group 2 (Personalized Letter)	18	7	11
Group 3 (Small Group Orientation)	17	15	2
Group 4 (Individual Orientation)	15	14	1
Totals	81	48	33

$$\chi^2 = 21.65^{**}; df = 3; **p < .01$$

Table 13
Chi-Square Analysis of Four Group Responses
to Question Three

	N	YES	NO
Group 1 (General Orientation)	31	15	16
Group 2 (Personalized Letter)	18	6	12
Group 3 (Small Group Orientation)	17	7	10
Group 4 (Individual Orientation)	15	10	5
Totals	81	38	43

$$\chi^2 = 3.93; df = 3$$

Although there were no differences among groups in their scores on the CACL, there were differences to the question on the self-report

questionnaire pertaining to future use of the counseling center for a personal problem (question six). The greatest variance was found in group 4 where more students reported they would use the counseling center for a personal problem than students in other groups (Table 14). Using the chi-square analysis, the responses were significant at the .05 alpha level. There were no differences in the responses among groups to the questions pertaining to future use of the counseling center for academic (question seven) or vocational (question eight) problems (Tables 15 and 16, respectively).

Table 14
Chi-Square Analysis of Four Group Responses
to Question Six

	N	YES	NO
Group 1 (General Orientation)	31	19	12
Group 2 (Personalized Letter)	18	6	12
Group 3 (Small Group Orientation)	17	7	10
Group 4 (Individual Orientation)	15	13	2
Totals	81	45	36

$$\chi^2 = 10.11^*; df = 3; *p < .05$$

Table 15
Chi-Square Analysis of Four Group Responses
to Question Seven

	N	YES	NO
Group 1 (General Orientation)	31	30	1
Group 2 (Personalized Letter)	18	17	1
Group 3 (Small Group Orientation)	17	17	0
Group 4 (Individual Orientation)	15	15	0
Totals	81	79	2

$$\chi^2 = 1.4754; df = 3$$

Table 16
Chi-Square Analysis of Four Group Responses
to Question Eight

	N	YES	NO
Group 1 (General Orientation)	31	30	1
Group 2 (Personalized Letter)	18	16	2
Group 3 (Small Group Orientation)	17	16	1
Group 4 (Individual Orientation)	15	14	1
Totals	81	76	5

$$\chi^2 = 1.23; df = 3$$

In previous literature continuing support can be found that students are more likely to perceive the counseling center as a source of help for vocational and educational problems than for adjustment problems (Wilcove,

Gerry, & Sharp, 1971; Resnick & Gelso, 1971). An analysis of variance of repeated measures was performed to investigate the differences of each student on their perceptions of each factor of the CACL.

The analysis of variance across factors for group 1 is shown in Table 17. There was a significant difference across factors at the .01 alpha level. The analysis of variance across factors for group 2 is shown in Table 18. There was a significant difference across factors at the .01 alpha level. There also was a significant difference across factors on the responses of group 3 at the .01 alpha level (Table 19). The analysis of variance across factors for group 4 is shown in Table 20. There was a significant difference across factors at the .01 alpha level.

Table 17
Analysis of Variance of Repeated Measures
of Group 1

Source of Variation	SS	df	MS	F
Between Subjects	41.284	30	1.38	4.84*
Within Subjects	19.125	2	9.56	33.54**
Interaction	17.109	60	.285	

**p < .01; *p < .05

Follow-up data were collected during the sixth week of summer quarter, 1980. This consisted of administering the CACL to the students from all four groups who had participated in the orientation approaches. Eighty percent of group 1, 79 percent of group 2, 88 percent of group 3,

Table 18
 Analysis of Variance of Repeated Measures
 of Group 2

Source of Variation	SS	df	MS	F
Between Subjects	22.815	17	1.342	3.82
Within Subjects	13.721	2	6.86	19.6**
Interaction	12.063	34	.35	

**p < .01

Table 19
 Analysis of Variance of Repeated Measures
 of Group 3

Source of Variation	SS	df	MS	F
Between Subjects	28.693	17	1.69	6.04**
Within Subjects	9.453	2	4.73	16.89**
Interaction	9.356	34	.28	

**p < .01

Table 20
 Analysis of Variance of Repeated Measures
 of Group 4

Source of Variation	SS	df	MS	F
Between Subjects	32.587	17	1.92	12.00**
Within Subjects	16.736	2	8.37	52.31**
Interaction	5.481	34	.16	

**p < .01

and 88 percent of group 4 responded to the CACL. An analysis of variance was performed on each CACL factor and the CACL total scores.

The means and standard deviations of the three factors and the total scores are reported in Tables 21, 22, 23, and 24. The analysis of variance of each of the three factors and the total scores are reported in Tables 25, 26, 27, and 28. The analyses of variance indicate no differences in the responses of the students for all three factors and their total scores. Therefore, null hypotheses one, two, three, and four were retained as they were in the posttest analysis of data.

Table 21
Follow-Up Means and Standard Deviations of the College
Routine Factor of the CACL

	Group 1 (N = 25)	Group 2 (N = 14)	Group 3 (N = 16)	Group 4 (N = 16)
Means	46	47	47	51
Standard Deviations	12.995	12.311	14.935	6.475

Table 22
Follow-Up Means and Standard Deviations of the Vocational
Choice Factor of the CACL

	Group 1 (N = 25)	Group 2 (N = 14)	Group 3 (N = 16)	Group 4 (N = 16)
Means	57	55	58	60
Standard Deviations	15.555	15.892	12.467	10.179

Table 23

Follow-Up Means and Standard Deviations of the Adjustment to
Self and Others Factor of the CACL

	Group 1 (N = 25)	Group 2 (N = 14)	Group 3 (N = 16)	Group 4 (N = 16)
Means	122	113	131	110
Standard Deviations	40.523	42.981	37.661	36.006

Table 24

Follow-Up Means and Standard Deviations of the Total
Overall Scores of the CACL

	Group 1 (N = 25)	Group 2 (N = 14)	Group 3 (N = 16)	Group 4 (N = 16)
Means	226	216	236	222
Standard Deviations	52.642	52.001	60.913	37.520

Table 25

Follow-Up Analysis of Variance of College Routine
Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	204	3	68	.600
Within Groups	7582	67	113	

Table 26

Follow-Up Analysis of Variance of Vocational Choice
Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	164	3	55	.331
Within Groups	11063	67	165	

Table 27

Follow-Up Analysis of Variance of Adjustment to Self
and Others Factor of the CACL

Source of Variation	SS	df	MS	F
Between Groups	3981	3	1327	.859
Within Groups	103497	67	1547	

Table 28

Follow-Up Analysis of Variance of Total Overall
Scores of the CACL

Source of Variation	SS	df	MS	F
Between Groups	3328	3	1109	.428
Within Groups	173588	67	3591	

Summary

1. There was no significant difference among the treatment groups' responses to the college routine factor as measured by the CACL.
2. There was no significant difference among the treatment groups' responses to the vocational choice factor as measured by the CACL.
3. There was no significant difference among the treatment groups' responses to the adjustment to self and others factor as measured by the CACL.
4. There was no significant difference among the treatment groups' responses to the total scores on the CACL.
5. There was no correlation between groups 1, 2, and 4's knowledge of the counseling center at the University of Florida and their overall scores on the CACL.
6. There was a significant positive correlation between group 3's knowledge of the counseling center at the University of Florida and its overall scores on the CACL.
7. There was a significant difference among groups in their perceived knowledge of the counseling center location on the University of Florida campus.
8. There was no significant difference among groups in their perceived knowledge of the existence of the counseling center on the University of Florida campus.
9. There was no significant difference among groups in their perceived knowledge of special programs offered by the counseling center on the University of Florida campus.
10. There was a significant difference among groups in their perceived future use of the counseling center for personal problems.

11. There was no significant difference among groups in their perceived future use of the counseling center for academic problems.
12. There was no significant difference among groups in their perceived future use of the counseling center for vocational problems.
13. The scores for all groups on the vocational choice factor and the college routine factor of the CACL were significantly higher than the adjustment to self and others factor of the CACL.
14. There were no significant changes in the follow-up responses of all groups to the CACL.

Discussion of the Results

No significant differences were found for any factor measured by the CACL among groups. This is an indication that the scores on the CACL were not significantly affected by the four orientation approaches which the students received. Based on their self-report, the attitudes of students toward the counseling center were essentially unchanged, regardless of the orientation approach. This result is supportive of Nathan et al. (1978), who found the personalized letter as effective in information dissemination as a more personal approach. It is contrary to Gibb (1975) and Vontress (1969), however, who believed that black students required more personal aggressive information-giving techniques to affect change.

The results from groups 1, 2, and 4 indicated no correlation between knowledge of the counseling center and the CACL scores. The scores were not affected by their knowledge of the counseling center. There was no evidence in this study that the increased knowledge would increase black student usage of the counseling center. This is contrary

to Benedict et al. (1977) who believed that with increased knowledge, students' perceptions of counseling center services would change and result in greater usage of the counseling center. It appears, however, that the scores of group 3 (small group orientation) were positively affected by their knowledge of the counseling center. This could be due, in part, to a sharing of ideas during the small group session. However, this greater knowledge did not increase the probability of their using the counseling center for problems in the future.

Groups 3 and 4 reported significantly higher knowledge of the counseling center location. This is not surprising since groups 3 and 4 attended their orientation at the counseling center while groups 1 and 2 relied on written information of the counseling center location. Ninety-two percent of the students knew there was a counseling center on campus, regardless of the orientation received. Unlike other colleges (Benedict et al., 1977) which reported less than 30 percent of their student population were aware of the counseling center, the University of Florida orientation was effective in communicating to the students the existence of the counseling center on campus. There also was little difference among groups in their knowledge of special programs at the counseling center. This occurred even though special programs were discussed in the special orientations of groups 3 and 4.

It appears that the students in group 4 (individual interview orientation) were more likely to go to the counseling center for a personal problem than any other group. Eighty-seven percent of group 4 responded that they would use the counseling center for a personal problem, while only 61 percent of group 1, 32 percent of group 2, and

41 percent of group 3 would use it for a personal problem. The personal interviews appear to have influenced the students' attitudes about personal use of the counseling center for an adjustment problem, but did not affect their scores on the CACL.

It appears that a more personal orientation to the counseling center does not affect students' perceptions of what is appropriate to discuss with a counselor at the counseling center. In addition, this study found that students' attitudes toward discussing personal problems with a counselor cannot be changed by a more personal one-time orientation. There is, however, some indication the personal one-on-one interview affected students' attitudes toward their own use of the counseling center for personal problems. This in itself is interesting since no literature to date has been able to identify an effective way of increasing students' perceptions of counseling for personal problems (Nathan et al., 1978). It would seem that these personal interviews may have set the foundation for future counseling relationships.

The small group discussion, where students could ask questions and process information, was the most effective means of transmitting knowledge. Previous literature, however, which suggested that students' attitudes would change with more knowledge of services has not been supported. Students' perceived knowledge had no effect on their attitudes.

It appears that the peer counselors affected students' knowledge of the counseling center. Based on an evaluation of the responses to the ninth question on the self-report questionnaire asking where students received information about the counseling center, more students (65 percent) reported peer counselors as their major source of information.

The peer counselors may have offered groups 1 and 2 more personal information than was intended and as a result affected students' scores on the instruments.

CHAPTER 5
SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Reportedly, nonwhite students are not using the university counseling center in proportion to their numbers on campus (Winer et al., 1974). One important reason cited in the literature appears to be the attitudes students hold about counseling and the counseling center. The purpose of this study was to determine the effects of four types of orientation approaches on black freshman students' perceptions of counseling center services. The need for the study was discussed in Chapter 1 as well as the significance of the study. The definition of the terms used throughout the study also were included.

Chapter 2 included a discussion of student attitudes toward counseling center services, student attitudes toward counseling, black student attitudes toward counseling and counseling center services, effective ways of communicating services to students, and factors affecting student use of the counseling center. The literature regarding black student attitudes stated that often they perceive friends and relatives as more appropriate help-givers than professional counselors on campus, and as a result do not use the counseling center services. An exploration of factors affecting black student use of the counseling center revealed their perceptions of counseling center services and perceived knowledge of the center were most often cited

as important factors in student use. The hypotheses, population and sample, treatment, instruments, procedures, analysis of data, and the limitations of the study were described in Chapter 3.

The results of the study and a discussion of the results were presented in Chapter 4. Based on the results of the study, hypotheses 1, 2, 3, and 4 were retained. Correlational coefficients on the knowledge of the counseling center and the overall scores on the CACL were computed. For groups 1, 2, and 4, no relationship was found between the two scores, while for group 3 there was a significant difference at the .01 alpha level. Differences among groups on perceived future use of the counseling center were investigated. It was found that students with more personalized orientation were more likely to use the counseling center in the future for personal problems than those students with general orientations. F-ratios were determined to evaluate students' perceptual differences across factors of the CACL. It was found that students were more likely to consider vocational and educational problems appropriate than personal adjustment problems. Implications for the orientation staff, counseling center staff, staff of special admittance programs, and student affairs staff were discussed in Chapter 5. This chapter also included the summary and recommendations for further research.

Implications

This investigation has important implications for future orientation programs directed specifically toward black students and for administrators of university counseling centers who must choose effective

methods of information dissemination. Traditionally, universities have used existing student orientation programs to orient new black students. Although their orientation may be separate from the general population, the approaches used for them are essentially the same as the general new freshman student population. There have been repeated assertions in the literature that the traditional approaches are not successful in changing black student attitudes toward counseling center services (Madrado-Peterson & Rodriguez, 1978; Paul & Crego, 1979). However, the present study indicates that the traditional orientation approaches using large group presentations and counseling center brochures are successful in orienting black freshman students toward the counseling center. Thus, it appears that black students do not need a special approach distinctly different from the general student population. Although black student attitudes did not change toward the counseling center, their perceived future use of the counseling center was affected by the more personal orientation approach. They are more likely to use the counseling center for personal problems than those who received the traditional approaches.

For university administrative groups, the implications are clear:

1. Orientation staff should continue to use the traditional general large group orientation and the counseling center brochures since they appear to be as effective in changing student attitudes as the more personal approaches.
2. Counseling center staff should investigate ways of offering small group sessions for incoming freshmen. Small group discussion appears to be the most effective method of information dissemination. Since the individual interview with a black counselor appears to increase the

probability that a black student will use the counseling center for personal problems, counseling center staff who want to increase their black student load for personal problems should promote interviews with black counselors.

3. Special services staff, as a part of orientation, should schedule students to visit the counseling center. Students are more likely to have knowledge of the counseling center if they have been physically shown the center. Large group presentations also should be continued because they are effective in making students aware of the services on campus. Students use the peer counselors as a major source of information and help. Therefore, peer counselors should be well-trained and well-informed about the university and the services offered to incoming freshman students.

4. Student affairs staff should include special written material in the orientation packets followed by a brief presentation during the general orientation meeting describing services being offered on campus. The traditional brochures are effective in communicating the existence of services on campus to black freshman students.

Recommendations

The following are suggested recommendations for further research:

1. There should be further investigation of orientation programs for black freshmen that includes a control group without peer counselor contact. Peer counselors were a major source of information and influence on the new students. It is important to assess this influence quantitatively.

2. An outreach approach needs to be examined in future research studies. This approach should include the orientation staff visiting the housing units on campus with specific orientation techniques. During the present study, it was found that the impact of housing on the study was substantial, and as a result should be used to promote information dissemination.

3. A more comprehensive questionnaire needs to be developed not only to obtain specific information about student attitudes toward counseling and the counseling center, but also to assess their attitudes toward the university. There was evidence during the study that attitudes toward the university were modified as a result of the more personalized orientation.

4. A study comparing the effects of black and white counselors on black student attitudes toward counseling center services needs to be conducted. It was decided for this study to limit the orientation approaches to all black counselors. As a result, there was no measure of the impact of white counselors on black students during orientation.

APPENDIX A
LETTER TO STUDENTS OF GROUP 2

June 16, 1980

Dear _____,

Welcome to the University of Florida campus. Ahead of you lie four very exciting but possibly stressful years. Some students learn quickly how to cope with this stress. Others may need help in adjusting to campus life. The Counseling Center is a place to seek help with your problems.

We try to let new students know about the Counseling Center and the services we offer, but we are often forgotten in the confusion of freshman orientation. That is why I am taking the time to send this letter to you.

A little stress is a natural part of your college experience but the inability to cope with stress can lead to complications. Counseling is a way of dealing with stress. Counseling is a way for you to understand yourself and those around you better. Counselors are warm caring professionals who want to do everything possible to help you feel better about yourself and your environment.

We, at the Counseling Center, are ready to help you. You can see a counselor about any personal problem which is bothering you. You can see a counselor who will help you explore what your interests are and how these interests translate into a career. You can see a counselor to discuss school problems such as inability to study properly or inability to get along with your roommate. We have special interest groups during the year for such things as assertiveness training and weight control.

We hope that your years at the University of Florida will be happy and successful. If you feel a need to talk to someone, come to 311 Little Hall where there is always someone who will listen.

Sincerely,

Milan Kolarik
Director

APPENDIX B
OUTLINE FOR INTERVIEWS

- I. Introduction
- II. Role of the Counseling Center on the University of Florida Campus
- III. What is a Counselor?
 - a. Confidentiality
 - b. Training
 - c. Help Offered
- IV. Services Offered by the Counseling Center
 - a. Personal private counseling
 - b. Group counseling
 - c. Vocational counseling
 - d. Special interest groups
 - e. Marital/relationship counseling

APPENDIX C
INSTRUMENTS

Counseling Appropriateness Check List

Directions: Read over the following list of problems. For each problem decide to what extent you think it would be appropriate for a student to discuss it with a university counselor at the Psychological and Vocational Counseling Center on campus. Please respond to each item whether or not you have had direct experience with the Counseling Center. Mark your response as follows:

If the problem is most appropriate for discussion at the Counseling Center, mark a ? i I

If the problem is appropriate but there are other sources that would be just as appropriate, mark A ? i I

If you are uncertain or undecided, mark. A a i I

If the problem is probably inappropriate for discussion at the Counseling Center, mark A a ? I

If the problem is definitely inappropriate, mark. A a ? i I

1. Disappointed in a love affair A a ? i I
2. Home life unhappy A a ? i I
3. Ineffective use of study time A a ? i I
4. Going in debt for college expenses. A a ? i I
5. Troubled by moral values of others. A a ? i I
6. Doubting the wisdom of my vocational choice A a ? i I
7. Choosing best courses to prepare for a job. A a ? i I
8. Not knowing how to study effectively. A a ? i I
9. Want to be more popular A a ? i I
10. Am I qualified for the vocation I am considering? A a ? i I
11. Science conflicting with my religion. A a ? i I
12. Want to know what I'm suited for A a ? i I
13. Am I in the proper curriculum?. A a ? i I
14. Lacking self-confidence A a ? i I
15. Not getting as much out of my studying as I put in to it. A a ? i I

16. Feel inadequate about social skills A a ? i I
17. Want some sort of scholarship to help my expenses . A a ? i I
18. Am good at several occupations and don't know
which to choose A a ? i I
19. Having beliefs that differ from my church A a ? i I
20. Having to wait too long to get married. A a ? i I
21. Considering many fields but not certain which one . A a ? i I
22. Taking things too seriously A a ? i I
23. Not getting studies done on time. A a ? i I
24. Feel timid in the presence of other people. A a ? i I
25. Don't know what to believe about God. A a ? i I
26. Want to learn more about my chosen profession . . . A a ? i I
27. Being in love A a ? i I
28. Getting back in college after dismissal A a ? i I
29. Parents making too many decisions for me. A a ? i I
30. Want to achieve better study habits A a ? i I
31. Have no close friends in college. A a ? i I
32. What type of job would be best for me A a ? i I
33. Having conflicts about religion A a ? i I
34. Not happy with present major, but no alternative
in mind A a ? i I
35. Having trouble with one or both parents A a ? i I
36. Afraid to do new or different things. A a ? i I
37. Do not know when to talk, when to be still. A a ? i I
38. Want information about different vocations. A a ? i I
39. Tend to avoid my responsibilities and obligations . A a ? i I
40. Want help with a marital problem. A a ? i I
41. Unable to discuss certain problems at home. A a ? i I

42. Cry over little things. A a ? i I
43. Difficulty forming new friendships. A a ? i I
44. Want a career where my personality won't clash
with the field. A a ? i I
45. Confused on some moral questions. A a ? i I
46. Too many personal problems. A a ? i I
47. Need advice about marriage. A a ? i I
48. Parents old-fashioned in their ideas. A a ? i I
49. Too easily discouraged. A a ? i I
50. Not having enough time to study A a ? i I
51. Need to decide on an occupation A a ? i I
52. Easily upset by unexpected changes in plans A a ? i I
53. Too inhibited in sex matters. A a ? i I
54. Parents expecting too much of me. A a ? i I
55. Depressed and unhappy about my situation. A a ? i I
56. Want assistance in learning proper study methods. . A a ? i I
57. Ill at ease with other people A a ? i I
58. Need a part-time job now. A a ? i I
59. Now interested in clarifying my vocational goals. . A a ? i I
60. Differing from my family's religious beliefs. . . . A a ? i I
61. Afraid of making mistakes A a ? i I
62. Deciding whether to go steady A a ? i I
63. Want information about different curriculums. . . . A a ? i I
64. Not getting along with a member of my family. . . . A a ? i I
65. Feeling inferior. A a ? i I
66. Have too few social contacts. A a ? i I

Self-Report Questionnaire

Name _____ Classification _____

- Circle one
1. Have you ever heard of the counseling center? yes no
 2. Do you know where the counseling center is? yes no
 3. Do you know of any special programs offered by
the counseling center? yes no
 4. Do you think you are likely to see a counselor at
the counseling center while you are going to
school? yes no
 5. Do you think the counseling center is an impor-
tant service offered to students? yes no
 6. Would you use the counseling center for a
personal problem? yes no
 7. Would you use the counseling center for an
academic problem? yes no
 8. Would you use the counseling center for a
problem concerning your career choice? yes no
 9. From what source did you hear about the
counseling center?

APPENDIX D

LETTER TO PANEL OF EXPERTS

Gail Miles
1012 GPA
University of Florida

Dr. Bingham
311 Little Hall
University of Florida

Dr. Bingham:

As I mentioned to you on the phone last week, as a part of my dissertation research this summer, I will be using an instrument called the Counseling Appropriateness Check List. The instrument was developed by Roy Warman in 1960 and has been successfully used to measure perceptions of students toward counseling center services. The instrument has been used exclusively for research, and although it consistently yields significant results, there are no published reliability or validity data. I am now collecting reliability data in the form of test-retest on campus.

Concerning the validity data, I have chosen to evaluate content validity of the instrument, i.e. how representative are the items on the questionnaire of appropriate problems to take to a counselor? I would like an evaluation of each item concerning its appropriateness to be included in the instrument by indicating yes it is a representative item or no it is not a representative item. Furthermore, if there are any problems you feel should be included that were not, please comment on the bottom of the last page.

Thank you for the time you have given to this. Please send it back to me through the campus mail.

Gail Miles

APPENDIX E
TABLES OF RELIABILITY STUDY

Table E.1

Vocational Choice Scores

#	(Test 1)		(Test 2)		XY
	X	X ²	Y	Y ²	
1	52	2704	62	3844	3224
2	56	3136	62	3844	3472
3	69	4761	70	4900	4830
4	68	4624	70	4900	4760
5	63	3969	50	2500	3150
6	41	1681	41	1681	1681
7	66	4356	68	4624	4488
8	51	2601	54	2912	2754
9	42	1764	52	2704	2184
10	45	2025	46	2116	2070
11	69	4761	60	3600	4140
12	62	3844	65	4225	4030
13	47	2209	54	2916	2538
14	70	4900	63	3969	4410
15	53	2809	54	2916	2862
16	66	4356	54	2916	3564
17	52	2704	59	3481	3068
18	44	1938	55	3025	2420
19	47	2209	51	2601	2397
20	58	3364	55	3025	3190
21	57	3249	53	2809	3021
22	36	1296	34	1156	1224
23	54	2916	57	3249	3078
24	47	2209	49	2401	2303
25	47	2209	51	2601	2397
26	70	4900	65	4225	4550
27	60	3600	57	3249	3400
28	46	2116	43	1849	1978
29	60	3600	59	3481	3540
30	36	1296	53	2809	1908
31	60	3600	59	3481	3540
32	64	4096	67	4480	4288
33	70	4900	70	4900	4900
34	56	3136	58	3364	3248
35	54	2916	55	3025	2970
36	66	4356	63	3969	4158
37	66	4356	66	4356	4356
38	54	2916	63	3969	3402
39	63	3969	64	4096	4032
40	47	2209	52	2704	2444
41	62	3844	58	3364	3596
42	40	1600	47	2209	1880
43	49	2401	48	2304	2352
44	37	1369	51	2601	1887
45	60	3600	58	3364	3480
46	49	2401	53	2809	2597
47	55	3025	56	3136	3080
	$\Sigma X = 2586$	$\Sigma X^2 = 149,452$	$\Sigma Y = 2654$	$\Sigma Y^2 = 152,672$	$\Sigma XY = 148,861$

Table E.2
Vocational Choice Scores,
Computation of r

$$\bar{X} = \frac{\Sigma X}{N} = \frac{2586}{47} = 55.02$$

$$\bar{Y} = \frac{\Sigma Y}{N} = \frac{2654}{47} = 56.47$$

$$\alpha_x = \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2} = \sqrt{\frac{149,452}{47} - 3027.20} = 12.35$$

$$\alpha_y = \sqrt{\frac{\Sigma Y^2}{N} - \bar{Y}^2} = \sqrt{\frac{152,672}{47} - 3188.86} = 7.71$$

$$r = \frac{\frac{\Sigma XY}{N} - \bar{X}\bar{Y}}{\alpha_x \alpha_y} = \frac{\frac{148,861}{47} - (55.02)(56.47)}{(12.35)(7.71)} = .633$$

Table E.3

College Routine Scores

#	X	(Test 1) X^2	Y	(Test 2) Y^2	XY				
1	49	2401	55	3025	2695				
2	40	1600	48	2304	1920				
3	52	2704	49	2401	2548				
4	55	3025	58	3364	3190				
5	54	2916	30	900	1620				
6	48	2304	31	961	1488				
7	53	2809	58	3364	3074				
8	47	2209	47	2209	2209				
9	36	1296	37	1369	1332				
10	18	324	20	400	360				
11	49	2401	44	1936	2156				
12	53	2809	48	2304	2544				
13	50	2500	41	1681	2050				
14	52	2704	45	2025	2340				
15	47	2209	41	1681	1927				
16	60	3600	47	2209	2820				
17	51	2601	49	2401	2499				
18	41	1681	44	1936	1804				
19	42	1764	43	1849	1806				
20	51	2601	46	2116	2346				
21	51	2601	43	1849	2193				
22	25	625	21	441	525				
23	40	1600	44	1936	1760				
24	45	2025	47	2209	2115				
25	43	2849	44	1936	1892				
26	50	2500	48	2304	2400				
27	42	2764	42	1764	1764				
28	26	676	24	576	624				
29	28	784	30	900	840				
30	29	841	32	1024	928				
31	40	1600	45	2025	1800				
32	50	2500	47	2209	2350				
33	60	3600	59	3481	3540				
34	50	2500	45	2025	2250				
35	46	2116	46	2116	2116				
36	54	2916	54	2916	2916				
37	53	2809	51	2601	2703				
38	54	2916	51	2601	2754				
39	41	1681	40	1600	1640				
40	22	484	24	576	528				
41	36	1296	41	1681	1476				
42	30	900	35	1225	1050				
43	27	729	32	1024	864				
44	30	900	31	961	930				
45	45	2025	45	2025	2025				
46	46	2116	43	1849	1978				
47	37	1369	39	1521	1443				
$\Sigma X =$	2048	$\Sigma X^2 =$	94,180	$\Sigma Y =$	1984	$\Sigma Y^2 =$	87,810	$\Sigma XY =$	90,132

Table E.4
College Routine Scores,
Computation of r

$$\bar{X} = \frac{\Sigma X}{N} = \frac{2048}{47} = 43.57$$

$$\bar{Y} = \frac{\Sigma Y}{N} = \frac{1984}{47} = 42.21$$

$$\alpha_X = \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2} = \sqrt{\frac{94,180}{47} - 1898.34} = 10.27$$

$$\alpha_Y = \sqrt{\frac{\Sigma Y^2}{N} - \bar{Y}^2} = \sqrt{\frac{87,810}{47} - 1781.68} = 9.31$$

$$r = \frac{\frac{\Sigma XY}{N} - \bar{X}\bar{Y}}{\alpha_X \alpha_Y} = \frac{\frac{90,132}{47} - (43.57)(42.21)}{(10.27)(9.31)} = .822$$

Table E.5
Adjustment Scores

#	X	(Test 1) X^2	Y	(Test 2) Y^2	XY				
1	173	29929	154	23716	26642				
2	104	10816	97	9409	10088				
3	108	11664	168	28224	18144				
4	139	19321	134	17956	18626				
5	154	23716	108	11664	16632				
6	187	34969	195	38025	36465				
7	105	11025	90	8100	9450				
8	129	11641	137	18769	23994				
9	188	35344	186	34596	34968				
10	142	20164	142	20164	20164				
11	147	21609	145	21025	21315				
12	174	30276	160	25600	27840				
13	61	3721	101	10201	6161				
14	162	26244	149	22201	24138				
15	101	10201	94	8836	9494				
16	119	14161	133	17689	15827				
17	159	25281	147	21609	23373				
18	178	31684	166	27556	29548				
19	47	2209	80	6400	3760				
20	118	13924	97	9409	11446				
21	93	8649	98	9604	9114				
22	58	3364	59	3481	3422				
23	174	30276	169	28561	29406				
24	107	11449	107	11449	11449				
25	75	5625	84	7056	6300				
26	136	18496	137	18769	18632				
27	124	15376	139	19321	17236				
28	55	3025	48	2304	2640				
29	129	16641	136	18496	17544				
30	156	24336	147	21609	22932				
31	148	21904	152	23104	22496				
32	139	19321	142	20164	19738				
33	173	29929	167	27889	28891				
34	77	5929	87	7569	6699				
35	94	8836	96	9216	9024				
36	88	7744	88	7744	7744				
37	159	25281	163	26569	25917				
38	155	24025	160	25600	24800				
39	172	29584	182	33124	31304				
40	95	9025	82	6724	7790				
41	145	21025	148	21904	21460				
42	84	7056	70	4900	5880				
43	179	32041	159	25281	28461				
44	122	14884	134	17956	16348				
45	161	25921	156	24336	25116				
46	100	10000	88	7744	8800				
47	182	33124	168	28224	30576				
$\Sigma X =$	6075	$\Sigma X^2 =$	855,765	$\Sigma Y =$	6049	$\Sigma Y^2 =$	839,847	$\Sigma XY =$	847,794

Table E.6

Adjustment Scores,
Computation of r

$$\bar{X} = \frac{\Sigma X}{N} = \frac{6075}{47} = 129.26$$

$$\bar{Y} = \frac{\Sigma Y}{N} = \frac{6049}{47} = 128.70$$

$$\alpha_X = \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2} = \sqrt{\frac{855,765}{47} - 16,780.15} = 38.72$$

$$\alpha_Y = \sqrt{\frac{\Sigma Y^2}{N} - \bar{Y}^2} = \sqrt{\frac{839,847}{47} - 16,563.69} = 36.13$$

$$r = \frac{\frac{\Sigma XY}{N} - \bar{X}\bar{Y}}{\alpha_X \alpha_Y} = \frac{\frac{847,794}{47} - (129.26)(128.70)}{(40.67)(36.13)} = .954$$

Table E.7

Overall Scores

#	X (Test 1)	X ²	Y (Test 2)	Y ²	XY	
1	274	75076	271	73441	74254	
2	200	40000	207	42849	42400	
3	229	52441	287	82369	65723	
4	262	68644	262	68644	68644	
5	271	73441	206	42436	55826	
6	258	66564	267	71289	68886	
7	224	50176	216	46656	48384	
8	227	51529	238	56644	54026	
9	266	70756	275	75625	73150	
10	205	42025	208	43264	42640	
11	265	70225	249	62001	65985	
12	289	83521	273	74529	78897	
13	158	24964	196	38416	30968	
14	284	80656	257	66049	72988	
15	201	40401	189	35721	37989	
16	245	60025	234	54756	57330	
17	262	68644	255	65025	66810	
18	263	69169	265	70225	69695	
19	136	18496	174	30276	23664	
20	227	51529	198	39204	44946	
21	201	40401	194	37639	38994	
22	119	14161	114	12996	13566	
23	268	71824	270	72900	72360	
24	299	39601	203	41209	40397	
25	265	27225	179	32041	29535	
26	256	65536	250	62500	64000	
27	226	51076	238	56644	53788	
28	127	16129	115	13225	14605	
29	217	47089	225	50625	48825	
30	221	48841	232	53824	51272	
31	248	61504	256	65536	63488	
32	253	64009	256	65536	64768	
33	303	91809	296	87616	89688	
34	183	33489	190	36100	34770	
35	194	37636	197	38809	38218	
36	208	43264	205	42025	42640	
37	278	77284	280	78400	77840	
38	263	69169	274	75076	72062	
39	276	76176	286	81796	78936	
40	164	26896	158	24964	25912	
41	243	59049	247	61009	60021	
42	254	23716	152	23104	23408	
43	255	65025	239	57121	60945	
44	189	35721	216	46656	40824	
45	266	70756	259	67081	68894	
46	195	38025	282	32761	35295	
47	182	33124	263	69169	47866	
$\Sigma X =$	10599	$\Sigma X^2 = 2,486,817$	$\Sigma Y =$	10702	$\Sigma Y^2 = 2,525,781$	$\Sigma XY = 2,495,122$

Table E.8

Overall Scores,
Computation of r

$$\bar{X} = \frac{\Sigma X}{N} = \frac{10,599}{47} = 225.51$$

$$\bar{Y} = \frac{\Sigma Y}{N} = \frac{10,702}{47} = 227.70$$

$$\alpha_X = \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2} = \sqrt{\frac{2,486,817}{47} - 50,854.76} = 45.35$$

$$\alpha_Y = \sqrt{\frac{\Sigma Y^2}{N} - \bar{Y}^2} = \sqrt{\frac{2,525,781}{47} - 51,847.29} = 43.51$$

$$r = \frac{\frac{\Sigma XY}{N} - \bar{X}\bar{Y}}{\alpha_X \alpha_Y} = \frac{\frac{2,495,122}{47} - (225.51)(227.7)}{(45.35)(43.51)} = .954$$

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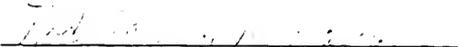
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BIOGRAPHICAL DATA

Gail Suzzette Boyes Miles was born in Louisa, Kentucky, on September 4, 1947, to Merle and Ardith Boyes. She attended public school in Wayne County, Ohio, graduating in 1965 from high school with high honors. She attended Ohio State University in 1965-66, but left college to be married. She had two children, John and Jeff, before she pursued her education at Pembroke State University, Pembroke, North Carolina, where she graduated Magna Cum Laude in June, 1974. She attended North Carolina State University Graduate School part-time, 1974-76, during which time her third child was born. She also worked part-time in the North Carolina School system. After a divorce she moved to Florida where she took a job as a counseling supervisor at North Florida Evaluation and Treatment Center. In January, 1978, she was married to Vernon M. Miles and entered the University of Florida Graduate School. She received a Master's of Education and Educational Specialist degree in December, 1979, and became a candidate for Doctor of Philosophy in February, 1980.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


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