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A Status Study of the Counseling Services Programs in Selected Church-Related Small Colleges

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Bowles,
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1974

A STATUS STUDY OF THE COUNSELING SERVICES PROGRAMS

IN SELECTED

CHURCH-RELATED SMALL COLLEGES

Specialist Project

Presented to

The Faculty of the Department of Counselor Education

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

by

Vivian M. Bowles

July 1974

A STATUS STUDY OF THE COUNSELING SERVICES PROGRAMS
IN SELECTED
CHURCH-RELATED SMALL COLLEGES

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A STATUS STUDY OF THE COUNSELING SERVICES PROGRAMS IN
SELECTED CHURCH-RELATED SMALL COLLEGES

Vivian M. Bowles

July 1974

68 pages

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Thirty-one selected church-related colleges with an average enrollment of fewer than 2000 students were surveyed regarding the status of their counseling service programs. The areas covered in the survey included the following: (1) a description of the counseling situation in each college; (2) the academic and professional background of the counselor; (3) the extent of the counselor's teaching responsibilities; (4) the adequacy of the counseling and clerical staff; (5) the role of the clergy-counselor; (6) the support accorded the counseling services; (7) the scope of counseling services rendered; (8) recommendations of the counselors regarding counseling services; and (9) the counselor's actual daily functions as compared with his ideal daily functions.

The survey revealed that more of the colleges surveyed had formally organized counseling services and were staffed with more professionally qualified personnel than the review of literature would indicate. It was also revealed that counselors felt too much of their time was devoted to teaching, testing and housing advisement and not enough to such areas as career counseling, group guidance and seminars.

Counselors' recommendations included the need for redefinition of the role of counselor, education of the faculty regarding counseling services, better utilization of community resources, and a redistribution of duties to include more time available for actual counseling services.

CHAPTER I
INTRODUCTION

Small colleges with particular religious affiliations differ in many respects, yet they do have many characteristics in common. For example, most of them have liberal arts and sciences or liberal education as their curricular core (Pattillo & Mackenzie, 1966). Additionally, as church-related small colleges they have a churchly or religious dimension, are private in control, and are basically private in support.

The sociological and psychological nuances of religious bodies are influential forces in the organization and development of church-affiliated higher education. The important fact that the distinctive ethos of the sponsoring religious group often affects a college in subtle ways of which the institution is often unaware must be recognized (Pattillo & Mackenzie, 1966). Such ethos accounts for many of the wide and cherished diversities in American education and culture.

Diversity in education is of special importance for American higher education. In his message on education to the Congress of the United States in 1957, President Eisenhower emphasized that in a nation which holds sacred the dignity and worth of the individual, education must be first and foremost an instrument for the aspirations of each person. It is not only the means for earning a living, but for enlarging life by maintaining and improving liberty of mind, for exercising both the rights and obligations of freedom, and for understanding the world in which we live.

When there is diversity in education these means would seem to be more effectively provided. Among these means is the implication that counseling services should be offered to each student to aid him in understanding the world in which he lives, exercising both the rights and obligations of his freedom, and clarifying his aspirations as a person.

Counseling services in small church-related colleges must have this quality of diversity. Even though the counseling center in each small college tends to be unique, counseling programs in all tend to share some common elements such as limited staffing and limited growth plans (Oetting, Ivey & Weigel, 1970). In spite of the diversities found in such centers it is especially important that every counseling center and its staff maintain a clear and complete understanding of their role expectations and responsibilities.

The counseling center staff and the college administration should jointly formulate the plans for meeting student needs. Determination of the degree of responsibilities for helping disturbed students must be made. A wider view of the counseling service as an integral part of the educational process must be realized and implemented by that center's activities. Within the limits of professional behavior the counselor and his services should support the church-related college's primary goal, the development of a Christian mental formation, thereby fitting the mind for reception of the truth rather than just filling it with knowledge (Stanford, 1965).

The lack of research on the organization and goals of counseling services in church-related small colleges would seem to indicate that there is a necessity for such a study. At present there does not seem to be any typical pattern of organization or clarified goals. Some small colleges have endorsed counseling programs in an effort to enhance

recruitment efforts; others to curtail attrition rates; and a number because they believe counseling services are valuable to the process of educating the whole person. However, quite a few small institutions still maintain that every small college faculty member functions as a counselor and that there is no need for organized counseling centers staffed with certified personnel (Oetting et al., 1970).

Purpose of the Study

This study involved a survey of counseling services in church-related small colleges. The survey includes the academic and professional preparation of the counselors, their present services and responsibilities. The study was designed (1) to acquire information which would be of value to college personnel attempting to organize a counseling program; (2) to create an awareness of the need of counseling services in those instances where a college does not have an organized counseling program; (3) to assist personnel in graduate programs insofar as the study provides insights on how to better prepare students who intend to function as counselors in church-related small colleges; and (4) to provide guidelines for establishing and organizing a counseling center at Brescia, a church-related small college in western Kentucky.

Statement of the Problem

A survey was conducted to determine the status of counseling programs in church-related small colleges. Data provided through the survey were concerned with (1) the description of the counseling situation at each institution; (2) the counselor's academic and professional background; (3) the counselor's present teaching responsibilities; (4) sufficiency of counseling and clerical staffing; (5) the role of the clergy counselor; (6) support of counseling services; (7) extension of services;

- (8) counselor recommendations relevant to counseling services; and
- (9) actual versus ideal daily functions of the counselor.

Counseling on the college level, with regard to meeting individual needs, is generally assumed to have increased both in quality and in availability to students over recent years (Goertzen & Strong, 1962). Yet while the administrators of small colleges tend to recognize students' needs for professional help in coping with their personal and social problems, they frequently encounter difficulty in providing such services. The counseling staff, with its many other functions and its limited personnel and finances, realizes that it cannot be all things to all people. A one or two-person counseling staff cannot conduct a successful testing program, tutor remedial students, provide occupational and vocational information, give group therapy, hold teaching and committee assignments, and still serve the general student population (Oetting, 1966).

It seems then that limited time and energy necessitates a decisive choice on the counselor's part. Unless the small college counselor carefully defines his role, he will find less and less time for counseling. This role will have a clear purpose and definite direction if it is consonant with the central purpose of the college. If a counselor works in a denominational school, he should be sensitive to the denominational pressures and sympathetic to the predominant campus value pattern (Oetting et al., 1970). This empathy, however, should not lead the counselor to impose his or the institution's values on the student. Oetting et al. (1970) cite that one weakness of many church-related small colleges is the strong conformity and social pressure that does not encourage students to express themselves. The counseling office may be the only place on a small campus where the student can freely voice

beliefs that differ from those of the group or institution.

Definition of Terms

The following terms are defined according to their meaning on the survey instrument and their application in this study:

Certified counselor designates a person who has completed a program of study in counseling or counselor education and who is certified by a state department of education or approved by an institution of higher learning to function as a counselor.

Church-related refers to those institutions having religious denominational relationships of sufficient significance to be considered church-sponsored institutions.

Counseling services refers to all of the functions that the counselor provides to the students. The study is concerned especially with such functions as personal problem counseling, testing, group therapy, occupational and vocational information, and academic advisement.

Selected institutions designates those particular colleges which were included in the study because of their religious affiliation, small enrollment and geographical location.

Small colleges includes those institutions of higher learning which have total enrollment of less than 2000 and which do not offer graduate programs. One institution with a 3500 enrollment was included in the study because of its religious affiliation and location.

Status of counseling services refers to all of the data collected on the questionnaire which was completed by the contributing counselors. The areas covered by the survey instrument were: counselor background, counseling programs, extension of services, and actual and ideal daily functions of the counselor.

Limitations of the Study

The study was designed merely to determine the present status of the counseling services programs in selected church-related small colleges. No attempt was made to evaluate the counseling programs of the participating colleges. Data obtained from the various institutions were tabulated as one group and incorporated into the general presentation without identifying any of the 31 participating colleges and their respective counselors.

Rationale for the Study

Frequently the attitude of administrators and faculties at small colleges (Oetting, 1966) is that no organized counseling services are required. This attitude would seem to infer that the extent of counseling services is giving free advice. According to Deutsch (1958), faculty members are selected because of their ability to contribute to the academic functions of the institution, and counseling done by faculty tends to be merely academic advisement.

From the responses of counselors (personal communication at Southeastern Conference of Counselors, Florida, October, 1973 and at American Personnel and Guidance Association Convention, New Orleans, April, 1974) it would appear that the function of counseling and the role of the counselor in small colleges are still greatly misunderstood. If this trend continues there could be a definite lack of control in the quality of counseling services offered in small colleges. Some of the responses were: that counselors were considered high paid secretaries; that they had referrals from faculty and administration only for severe disciplinary cases; that counselors felt little or no support from the administration; and that there is a great deal of discrepancy between their

actual functions and what they perceive as being more important duties.

There is almost no current literature on the subject of counseling programs in small colleges and even less information on counseling programs in church-related colleges.

In their extensive study on church-sponsored higher education, Pattillo & Mackenzie (1966) failed to mention counseling services. Stanford (1965) in his Guide to Catholic College Administration, did not recognize the need for a counseling program other than to suggest that faculty should be willing to provide academic counseling to students having difficulties with studies.

When respected authors and college administrators such as Pattillo, Mackenzie and Stanford neglect to mention the necessity and value of counseling services for college students, it would appear that there is a definite need to clarify the status of counseling services in church-related small colleges.

Summary

Private education in America is distinctive and diversified. Church sponsored higher education claims to provide a liberal education for its students that will not only acquaint them with intellectual knowledge but will also give them a thirst for truth, wisdom, and justice. The goal of church-related small colleges is to educate the whole person--body, soul, intellect, and emotions.

Counseling centers are often organized with the intention of assisting the students to clarify their aspirations as persons and to help them to better understand their roles in the world in which they live. However, due to limited personnel and finances and to a lack of continued planning and evaluation, too frequently the center disintegrates

into an academic advisement center.

Some church-related small colleges have totally neglected the establishment of professional counseling services, believing that their faculty can effectively help students with all problems and needs, but in recent years some administrators have become more aware of the need for special services to help their students grow and mature emotionally. More and more small colleges are establishing counseling centers and/or student personnel service programs to provide assistance to their students who are unable to cope with pressures and stressful situations.

Recognizing the limited information that is available on the organization of counseling services in church-related small colleges, the study was undertaken to determine the status of the present counseling services in selected church-related small colleges. A questionnaire was designed to collect data concerning: (1) description of the counseling situation at each institution; (2) counselors' academic and professional background; (3) counselors' present teaching responsibilities; (4) sufficient counseling and clerical staffing; (5) role of clergy-counselors; (6) support of counseling services; (7) extension of services; (8) counselors' recommendations relevant to counseling services; and (9) actual versus ideal daily functions of counselors.

Counseling on the college level has increased both in quality and in availability to students at large institutions in recent years. It is imperative that small colleges also realize the need for such and provide these same services. Counselors at church-related colleges must decide exactly what needs their students have, which of these needs they are able to meet, and how this is to be done. The counselors and their respective institutions must mutually define their goals and establish

a clear purpose and definite direction consonant with their church sponsoring group's philosophy, psychology, and religious values.

CHAPTER II
REVIEW OF RELATED LITERATURE

After extensive personal research in the libraries at Western Kentucky University, Bowling Green, Kentucky, at Brescia College, Owensboro, Kentucky, at Murray State University, Murray, Kentucky, and in the public libraries in Owensboro, Kentucky and Evansville, Indiana, during which no data were discovered concerning counseling services in church-related small colleges, this investigator had a Query Search run at Western Kentucky University. The topical search was returned from the computer center with no articles listed using any of the suggested parameters concerning the study. On a follow-up Query Search, using a new set of parameters, one journal on small colleges and a couple of articles which merely mentioned services in church-related colleges were revealed. There is a dearth of literature to which a counselor in a small college can turn for guidance concerning his particular problem (Oetting et al., 1970). The following presentation demonstrates the scarcity of material gleaned from the few articles that could be found. This discussion of the literature is consistent with the pattern followed in this study.

Background of Counselor

In the study of small colleges conducted by Oetting, Ivey, & Weigel (1970) the highest degree held by slightly over half of the college counselors studied was a Master's degree. In colleges with an enrollment from 1-999, 24% of the counselors possessed a Ph.D., 1% an Ed.D., 65% an

M.A., and 10% a B.A. In another study of small colleges (Goertzen & Strong, 1962) mention was made of the fact that an M.A. is usually considered the minimum academic qualification for a college counselor and was found to be the predominant training level of the personnel studied.

In addition to academic preparation, another important area of competence for college counselors was found to be teaching. In the study by Goertzen & Strong (1962) teaching was noted as the greatest source of background experience. The study made by Oetting and associates (1970) mentions that a small college counselor's relations with both faculty and administration are better if he teaches a course or two.

Of particular interest in church-related small colleges is the significance of the minister and his background for counseling. One classic study demonstrated that a college counselor who was also a minister could be as effective with students as with parishioners, but this study (Hiltner & Colson, 1961) did not deal experimentally with the counselor's identity as a clergyman among the students. Another author (Lee, 1972) remarked that there are good reasons for believing that ministers may present a favorable image as counselors and that some traits said to characterize effective counselors can be compared to ideals that many clergymen have stood for traditionally. Pastoral experience would seem to function in the case of a minister as an important factor in his background as a counselor.

Underwood (1969) in his study indicated that campus ministers spend from one-fourth to one-half of their time counseling students and that the demand on them for additional counseling help is currently increasing. However, students tend to come to the clergy with problems of a moral or religious nature and not with academic or vocational problems.

Glasse (1968) has argued against the opinion that the public respect for the clergy has been losing its attractiveness to young people. One study he cited in support of his argument was by Nelson and McDonald (1961). They asked graduating seniors to rank nine respected professions in regard to twelve variables and found that the students ranked ministers first in personality, honesty, influence, individual help to people and altruism.

Research indicates that counselors who have had specific training in counseling function better than those trained in general programs in psychology. According to Deutsch (1958) it is illogical for psychiatrists to be counselors and directors of counseling programs. He claims that the lack of congruence between the nature of student problems (for the vast majority, their problems are non-pathological problems in adjustment to stressful situations) and the nature of psychiatric training with its emphasis on pathology renders such a counselor or director ineffective. Counseling is a field in itself with its particular methods and theories. Deutsch implies, however, that a psychiatrist can be a useful consultant to counseling services in order to deal with infrequent cases of serious pathology.

Counseling Service Programs

The literature surveyed contains several recommendations regarding counseling services. One of the more vital concerns is with the client caseload of the counselor. The appointments per week for a full-time counselor vary from college to college depending on the dissimilar lengths of a counseling session (Oetting et al., 1970). If the session lasts from 50-60 minutes, there should be no more than 20-30 sessions for a full-time counselor. If the counselor is assigned to other duties

on an ongoing basis, his client caseload should be reviewed.

A prime consideration for counseling services is its campus location (Oetting et al., 1970). Counseling directors have expressed mixed feelings about being located in close proximity to the psychology or education departments. There is danger that being associated with either department may create a particular image of the counseling services being offered the students. An effort should be made to create a favorable image of the counseling center for the students.

Besides avoiding close proximity to psychology and education departments, according to several sources, it is also advisable to avoid administrative offices. Most counselors seem to agree that students hesitate to frequent counseling offices located near administrative ones for problems they feel might lead to administrative or disciplinary action (Oetting et al., 1970).

A well marked central location for counseling services seems to afford the best overall exposure. Physical and geographical separation of the counselor from the college administration and particular departments does not mean that he should be separated from other aspects of the activities of the college. On the contrary, the greater the integration, the more effective can the counselor's service become (Deutsch, 1958).

Observations from these studies indicate that counseling centers in small colleges should not attempt to provide all services to all students. Instead, a counseling center should have its objectives clearly in view and know what services it can offer and still maintain a reputable program.

Several institutions that were surveyed by Oetting and associates (1970) stated that although they did not have a counseling service, the

entire faculty provided this service. This must be taken in account when estimating counselor-student ratio.

Even where there is a counseling center, organization is not absolutely rigid (Oetting, 1966). More often it depends on individual communication rather than on a formal administrative chart. Some directors of counseling report directly to the President. Some are responsible to the Dean of Students, and some report to the Academic Dean. In a study by Oetting (1966) it was found that counseling centers under the sponsorship of Dean of Students were frequently viewed by students as disciplinary rather than helpful. Most counseling services at small colleges appear to have evolved to meet a particular need and went through little or no planning stages. Both the review of literature and the returned questionnaires indicated counselors' concern that more organization and planning were needed for their programs.

Extension of Counseling Services

The extension of counseling services provided for the students can be determined by what the counselors are doing with their time. According to Nugent & Pareis (1968) some individuals designated as counselors may actually be involved predominantly in testing, admissions, advisement, or personnel services other than personal counseling. Studies of small colleges tend to show that counseling staffs spend on an average only one-fourth to one-half of their time in counseling (Oetting et al., 1970), with the remainder of their time being spent in providing other services.

A particular form of counseling service is prevalent in many smaller theological colleges (Oetting, 1966) and rather than an extension of counseling services, there is more frequently a referral made

to outside sources. Staffing may vary greatly from part-time faculty with an M.A. in theology to full-time Ph.D.'s in psychology. Many of these centers provide students with religious advice but most do not provide vocational testing or personal problem counseling. Where counseling staff are primarily religious faculty (Oetting, 1966), emotional problems either lead to dismissal from the institution or are referred to external mental health resources.

Personal communication with counselors (Florida, October, 1973, and New Orleans, April, 1974) seemed to support the literature which indicated that attitude appeared to be one of the key factors in the policy of extending or not extending counseling services to part-time students and local townspeople. Not only should counseling services be restricted to students served by the institution, but also since all the faculty members are available for counseling, there is no need for any organized counseling program. This attitude on the part of administrators leaves the institution without an available and designated service available to students with problems other than academic difficulty.

Daily Functions of the Counselor

Educational counseling and advising still seem to be the focus for counseling programs in small colleges, although there is an increasing interest in dealing with emotional problems (Goertzen & Strong, 1962). Another study reveals that there are almost as many kinds of counseling programs as there are counseling centers in small colleges (Oetting et al., 1970). In general, there has been a basic conservative attitude (Oetting, 1966) that has influenced counseling in small colleges. Where innovation has been attempted, counseling centers have merely assumed student personnel functions performed by other agencies on larger campuses.

The kinds of counseling programs can be inferred from the duties of counselors in small colleges. One study by Goertzen & Strong (1962) of counselor's duties indicated that the colleges surveyed had counselors whose duty rostrum included: academic advisement, 100%; admissions, 29%; committee assignments, 55%; personal counseling, 78%; teaching, 76%; testing, 100%; and vocational counseling, 83%. This study indicates that counseling services in small colleges are generally more oriented toward academic problems than they are toward personal problems, since 100% of the colleges surveyed listed academic advisement and testing as counselor responsibilities and only 78% listed personal problem counseling as a duty. In the same study Goertzen & Strong also stated that for many of the institutions polled, statements on returned questionnaires indicated that the total program depended on only one person, often the respondent.

Church-Related Colleges

In recent years, growing attention by many counselor educators has been given to the philosophical dimension of the counselor, with apparent general agreement that the effective practice of counseling proceeds from the counselor's philosophical convictions. For this reason, according to Pattillo & Mackenzie (1966), counselors in church-related colleges should know the religious philosophy, ideals and purpose of their institutions. The philosophy, sociological and psychological nuances of the sponsoring group is that which gives the college its particular distinction and justifies its existence.

There are numerous criteria for defining college-church relationships. In Pattillo and Mackenzie's (1966) analysis six elements in identifying church-related institutions were considered. These elements

were: (1) broad composition; (2) ownership; (3) financial support; (4) acceptance of denominational standards or use of denominational name; (5) educational aims; and (6) selection of faculty and administrative personnel. All six elements were not required for an institution to be classified as church-related.

In this same study by Pattillo and Mackenzie there were 817 colleges identified as having relationships of sufficient significance to be considered church-sponsored institutions, 90% of which were located in the eastern half of the United States. Sixty-four religious bodies were represented and the basic enrollment ranged from 19 to 22,382 students. Although there was much study and evaluation of the 817 institutions, their religious affiliation, enrollment, future planning, curriculum and administration, it is important to notice that there was no mention of counseling services.

Summary and Conclusion

There is a dearth of literature to which a counselor on a small college campus can turn for information related to his particular problem. Instead, the literature tends to contain discussion of more general problems, such as the relation between the objectives of counseling centers and the general goals of the college, the amount of time involved in counseling versus the amount of time involved in research and writing on the part of the counselor, and the advisability of having a campus minister in a counseling center.

There are as many different types of counseling programs as there are centers in small colleges. In general, a conservative attitude has been influential in determining the development of these programs, as Otting and associates' study illustrated. Their study also demonstrated

that although a small college campus offers greater opportunity for individual approaches, the shortage of personnel and the limitations on their time have contributed toward the attitude. Another factor contributing to this conservative attitude is the fact that there are many types of counseling programs with widely divergent goals.

In those colleges where all faculty members are considered as counselors, the situation is tantamount to no counseling program at all. Although this contributes to a high ratio of counselors per student, simply considering the faculty as counselors is a retarding factor in the development of programs.

Oetting's study (1966) and his joint study with Ivey and Weigel (1970) both indicate that the most common type of counseling center is the student personnel center. In this type, all of the functions performed by a division in a large university are handled by a small staff and a few assistants. The disadvantages of this structure far outweigh its advantages. The wide scope of services frequently causes role conflicts; for example, disciplinary action versus empathic advisement, and the resulting confusion of purpose.

Another type of center is one that is subsumed in the psychology department with the department head as its director. This approach also contains more disadvantages than advantages. In this type organization, counseling becomes subordinate to academics, a direction which is taken by those whose background and training are oriented more toward teaching.

In conclusion, from a review of literature, it would seem that a conditio sine qua non for a development of a progressive counseling program would be the establishment of a center with qualified personnel. When the need for a counseling center has been granted, further questions

emerge concerning who are to be the personnel, what services are to be provided, where it will be located, and how the counseling services can be evaluated.

CHAPTER III
DESIGN OF THE STUDY

The basis for the study was a survey of counselors in selected church-related small colleges (Appendix A). A questionnaire was constructed and utilized for the survey (Appendix C). The procedure used in developing the questionnaire included an examination of current literature, interviews with counselors and administrators of church-related colleges, and a field test of the survey instrument. The information collected from the questionnaire provided the data which were used to determine the status of the counseling services in selected church-related small colleges.

Sampling

In 1966 Pattillo and Mackenzie reported to the Danforth Commission that they were able to identify 817 colleges as having relationships of sufficient significance to be considered church-related institutions. Enrollment ranged from 19 to 22,382 and 64 different religious denominations were represented.

For the academic year 1970-71 the American Council on Education Factbook stated that there were 801 church-related colleges in the United States but did not classify them according to enrollment. In the year 1972 Yearbook of American and Canadian Churches, statistics show approximately 435 church-related small colleges.

According to press releases and current discussion among college personnel, it is believed that a rather large number of small colleges

have closed since 1970, due to financial and enrollment problems. No exact figures could be found for the accurate number of church-related small colleges in the United States. Thus there is no accurate way to estimate the exact percentage of such institutions that this study surveyed, but it would range from 8-11%. Actual returns involve 7-10%.

This study involved 37 selected institutions of higher learning that are small in enrollment and have religious sponsorship. Twenty-five of the 37 colleges were chosen from Peterson's 1974 Annual Guide to Undergraduate Study. The other 12 were chosen from recruitment literature and church publications. The 37 institutions were chosen because of their religious affiliation, enrollment figures, and geographical location. An attempt was made to have a representative sampling of each religious denomination and each geographical area of the United States. To qualify as small, an institution was to have an enrollment less than 2000 students. One institution with a 3500 enrollment was selected for the study in order to obtain a greater representation of a particular religious affiliation and geographical area. The only denomination not fairly represented was Baptist, due to a lack of returned questionnaires from institutions of that denomination.

Most of the colleges were in the southern and southeastern sections of the United States. West of the 100th meridian there were few church-related institutions, other than seminaries and convents. Of the 37 institutions selected for the study, 31 (84.7%) of them returned completed questionnaires and are represented in the study.

Procedure

The impetus to undertake the study resulted from a research paper on counseling services that was required for partial fulfillment

of a course in Student Personnel Services at Western Kentucky University in the fall of 1973. While interviewing Dr. Don Rye of Murray State University and Dr. Faye Robinson of Western Kentucky University about college counseling services, the investigator became interested in the question: Would and should counseling services be different in church-related small colleges than they are in secular universities, and if so, how? The interviews with Drs. Rye and Robinson inspired further consultation with approximately 30 counselors (personal communication, Counseling Workshop, Florida, October, 1973) from church-related institutions. The purpose of these interviews was to become acquainted with the types of counseling programs established and services offered at small colleges. Based on the earlier research and the personal interviews, some information was collected and enough questions concerning counseling services were raised to develop a questionnaire that was to be used as a survey instrument.

After still further consultation with Drs. Emmett Burkeen and DeWayne Mitchell of the Department of Counselor Education, Western Kentucky University, and with fellow Brescia counselors, Rev. Leonard Alvey and Mrs. Betty Asher, the questionnaire was revised several times. The writer decided to use structured questions for parts A, B, C, and E to facilitate the collection and interpretation of results, and to use open-ended questions in part D in order to permit important, relevant, and creative contributions from the counselor respondents.

A cover letter and instruction sheet were then composed to explain the purpose of the study and the questionnaire. Duplicated copies were used to conduct a field test with Brescia College students in the courses, "Introduction to Counseling" and "Group Dynamics." Approximately ten members of Brescia faculty and staff also participated in the field test.

The purpose of the field test was to acquire feedback from the students and staff regarding organization, clarity of expression, and practicality of the material. Their suggestions for improving the instrument were considered and final drafts of the cover letter (Appendix D), instruction sheet (Appendix B), and questionnaire (Appendix C) were composed and printed.

The next procedure involved determining to whom the survey instrument would be sent. Using Peterson's 1974 Guide to Undergraduate Study and various college brochures, 37 church-related small colleges were selected as participants.

On March 17, 1973, a copy of the cover letter, instruction sheet, and questionnaire were mailed to each of the selected institutions with an enclosed stamped return envelope. Twenty of the 37 instruments were returned within ten days.

Due to typical college activities such as spring break and Easter holidays and because of the American Personnel and Guidance Association (APGA) convention occurring at the time, the writer decided to wait an additional two weeks before mailing follow-up letters. The investigator presumed that some counselors would be absent from their offices at the time.

On April 17, a follow-up letter (Appendix E), instruction sheet, questionnaire, and stamped return envelope were mailed to the 18 institutions which had not yet returned the questionnaire. Nine more instruments were returned during the following two weeks.

The non-respondents could not be ignored, for fear that they had not responded because they had no counseling services, and this would have invalidated the study. Five of the delinquent respondents who

lived within the Kentucky-Indiana area were telephoned and asked to please cooperate in the study. Three more questionnaires were returned within the week.

As of June 1, 1974, 31 (83.7%) of the 37 survey instruments were returned, tabulated and incorporated into the study.

Reliability and Validity of the Instrument

The success of the study depended chiefly on the respondents' perception of the survey instrument and on their good will in taking the time to complete it. The more carefully constructed the instrument, the greater percentage of expected return. Therefore, much time was spent with the intent to develop a reliable and valid survey tool. Several authorities on counselor education and fellow counselors were interviewed in an attempt to discover what kinds of information should be included on the questionnaire. Other ideas were derived from the review of literature. Each item on the questionnaire was either suggested or approved by Drs. Emmett Burkeen, DeWayne Mitchell, Faye Robinson of Western Kentucky University or by fellow Brescia counselors Rev. Leonard Alvey and Mrs. Betty Asher.

To certify the clarity and practicality of the instrument a field test was conducted. Involved in the field test were Brescia students, faculty and staff. Some of these persons were familiar with counseling and student personnel services and offered useful suggestions for material concerning professional development of counselors and counseling services that should be used in the study.

The collected opinions of authorities in counselor education, fellow counselors, and knowledgeable personnel concerning the study served to establish the face validity of the instrument. The final

draft of the questionnaire was constructed after considering the suggested improvements. The study was to determine only the status of counseling services in selected church-related small colleges and was not intended to be predictive or evaluative.

Considerations in Mailing the Instrument

Recognizing the importance of a high percentage of returned questionnaires to complete the study, much consideration went into the mailing procedures.

In an attempt to avoid the pitfall of having the mailed instrument appear to be just another piece of commercial mail, personalized envelopes and commemorative stamps were used for both mailings, rather than using business stationery and postage-meter stamps.

Also enclosed in each letter addressed to the counselor, was a packet of instant coffee with an invitation to have a free cup of coffee while completing the instrument. The purpose of the coffee packet was to serve as an incentive for the counselor to take a break and quickly complete and return the questionnaire. Possibly as a result of this procedure, 20 (64.5%) of the 31 instruments were completed and returned within ten days.

The first mailing of questionnaires was addressed to the counselor by name, if known. After discussion with other student personnel workers at the APGA convention (New Orleans, April, 1974), this researcher determined that at some institutions there is no designated counselor and that the Dean of Students directs all attempts at counseling other than academic advisement. Therefore, on the second mailing, the survey instrument was addressed to the Dean of Students except in those cases where the counselor's name was known. All but one of

those addressed to the Dean of Students were channeled to the proper person and returned with at least the first page of the questionnaire completed.

Data Analysis

To collect the data for the study a questionnaire was constructed and mailed to personnel at the selected institutions. The names of individual counselors and small colleges (Appendix A) were requested for the purpose of clarification and follow-up, but were not identified with any of the collected data. All of the data collected were used in the study, but it would be impossible to link any of the information to the particular counselor or institution. The cover letter (Appendix D) informed the counselors that the information they contributed would be kept confidential and anonymous.

The data have been analyzed primarily by tabulating the responses. Summary statistics such as means, ranges, and percentages are used throughout the analysis of the data.

Means are used to describe data regarding years worked at present position, graduate work beyond highest earned degree, counselor-student ratio, clerical workers available, number of counseling sessions per week, length of counseling sessions, and counselor performance analysis.

Ranges are used to describe data regarding years worked at present position, graduate work above highest degree, enrollment of institutions, counselor-student ratio, number of counseling sessions per week, and counselor performance analysis.

Percentages are used to describe data relating to organization of counseling services, counseling certification, sex roles of the counselors, decentralization of counseling services, evaluation of

services, support of counseling programs, extension of services, availability of night services, publication of services, availability of dorm counselors, and counselor performance analysis.

In the section regarding counselor performance analysis, the difference between the actual and ideal percentage means is calculated to readily emphasize the difference between the actual and the ideal working situation of the counselors in the selected church-related small colleges.

CHAPTER IV
COLLECTION AND INTERPRETATION OF DATA

This chapter presents the data collected from the questionnaires returned by 31 of the 37 counselors surveyed. The raw data for each item on the survey instrument have been compiled and statistically summarized. Means, ranges and percentages are used to describe the data. To facilitate interpretation, tables have also been used.

The data are presented under the titles and in the same order as the questionnaire items.

Official Organization

Preliminary to the five general sections of the questionnaire was a question asking for a description of the present counseling situation at each institution. Table 1 presents the official organization of counseling services. Fifteen (48.4%) of the respondents had formally organized counseling centers; twelve (38.7%) had one or more certified counselors but no counseling center; and four (12.9%) had neither counseling center nor certified counselors.

TABLE 1
OFFICIAL ORGANIZATION OF SERVICES

Type of Organization	Number Listing Type
Formally organized counseling center	15
One or more certified counselors but no center	12
Neither counseling center nor certified counselors	4
Total	31

Counselor Background

The 31 participating counselors hold ten different titles. The majority are called Director of Counseling. Their official titles are listed in Table 2.

TABLE 2
OFFICIAL TITLES OF THE COUNSELORS

Official Title	Number of Counselors Holding Title
Campus and Career Counselor	1
Coordinator of Health and Counseling Services	1
Coordinator of Guidance	1
Coordinator of Counseling Services	2
Dean of Students	2
Director of Career Counseling and Placement	3
Director of Counseling	14
Director of Religious Activities	3
Professor of Psychology	3
Residence Director	1
Total	31

As Table 3 illustrates, most of the participating counselors are responsible to the Dean of Students and to the Academic Dean as their immediate supervisors.

TABLE 3
TITLE OF COUNSELORS' IMMEDIATE SUPERVISOR

Title of Supervisor	Number of Counselors
Academic Dean	8
Dean of Students	14
Director of Psychological Services	3
Vice President for Student Affairs	3
Vice President for Students	2
Total	30

Note. —One counselor did not respond to this item.

The next four tables present information regarding the counselors' academic and professional preparation. The totals on all four tables did not balance because some counselors had as many as four different degrees. All respondents had a minimum of master's degree. Twelve counselors had earned a doctorate. Most of the undergraduate degrees were in the social and behavioral sciences. Table 4 lists the title and number of degrees held by the selected counselors. Table 5 shows the various areas in which the participating counselors have done their undergraduate work. Table 6 lists the graduate degree majors. Counseling seems to be the predominant graduate area of interest.

TABLE 4
DEGREES HELD BY PARTICIPATING COUNSELORS

Undergraduate Degree	Number of Counselors	Graduate Degree	Number of Counselors
Bachelor of Arts	20	Master of Arts	13
Bachelor of Science	8	Master of Science	4
		Master of Education	7
		Master of Divinity	5
		Doctor of Education	1
		Doctor of Religion	1
		Doctor of Philosophy	10
Total	28		41

TABLE 5
UNDERGRADUATE DEGREE MAJORS

Area	Number	Area	Number
Education	6	Humanities	6
Engineering	2	Natural Science	2
Home Economics	1	Social and Behavioral Science	11
Total	9		19 28

TABLE 6
GRADUATE DEGREE MAJORS

Area	Number of Counselors
Counseling-Guidance	12
Counselor Education	5
Education	4
History	1
Humanities	1
Natural Science	1
Psychology	8
Student Personnel Services	2
Theology	7
Total	41

Sixteen (51.6%) counselors hold state certification in counseling, and three (9.7%) were certified in psychological welfare. Seven (22.6%) had no certification, and the remaining five (16.1%) did not give sufficient information regarding certification.

The counselors have held their present positions from one semester to 15 years for a total of 107 years. As a group, they averaged some 3.5 years of working experience in their present situation. These data are somewhat inconclusive because six counselors did not respond to the item.

Only 12 counselors indicated study beyond their highest earned degree. The range of additional graduate work was 0-92 for a total of 196 credit hours, and an average of 6.3 semester hours of work above their highest earned degree. The fact that only 12 counselors responded, and that 12 others already hold doctorates would tend to distort the figures.

Twenty-seven respondents listed previous work experience. Table 7 shows that 12 professions were mentioned. Teaching was the major previous experience of the present counselors. Eight counselors had experience as ministers.

TABLE 7
PROFESSIONAL WORK EXPERIENCE

Previous Position	Number Listing Experience	Previous Position	Number Listing Experience
Administrator	6	Minister	8
Armed Forces Career	2	Production Manager	2
College Counselor	10	Psychologist	3
College Teacher	10	Secondary Counselor	5
Elementary Counselor	1	Secondary Teacher	13
Elementary Teacher	6	Social Worker	3
Total	35		34 69

The following three tables identify the types of institutions in which the 31 respondents function as counselors and student personnel workers. Table 8 enumerates the ten different churches with which the 31 institutions are affiliated. Catholic colleges predominate because all of those contacted returned their questionnaires and because percentage-wise there are more colleges sponsored by that faith in the general population of church-related colleges. Four Baptist colleges that were surveyed did not return the questionnaire, which accounts for the low number of Baptist colleges represented.

TABLE 8
RELIGIOUS AFFILIATION OF PARTICIPATING COLLEGES

Denomination	Number Affiliated	Denomination	Number Affiliated
Baptist	1	Methodist	5
Catholic	7	Presbyterian	4
Church of God	1	Quaker	2
Lutheran	4	Seventh Day Adventist	1
Mennonite	2	United Church of Christ	4
Total	15		16 31

Enrollment in the selected colleges ranged from 275-3500. As shown in Table 9, most of the colleges had enrollments in the range of 600-1200. Fourteen states were represented in the study. Table 10 names the home state of each institution studied, and indicates that most of the colleges were in the southern part of the United States, especially in the Carolinas and Virginia.

TABLE 9
TOTAL ENROLLMENT OF PARTICIPATING COLLEGES

College Enrollment	Number Listing Size Range	College Enrollment	Number Listing Size Range
1-300	1	1201-1500	1
301-600	2	1501-1800	4
601-900	13	1801-2100	1
901-1200	8	2101-3500	1

TABLE 10
LOCATION OF PARTICIPATING COLLEGES

State	Number	State	Number
Alabama	1	North Carolina	6
Indiana	3	Ohio	4
Iowa	1	South Carolina	2
Kansas	2	Virginia	4
Kentucky	3	Washington	1
Minnesota	1	West Virginia	1
Missouri	1	Wisconsin	1
Total	12		19
			31

Twenty-one (67.7%) of the respondents indicated that they teach courses at their respective institutions. Ten (32.3%) stated that they presently do no teaching. Table 11 lists the courses taught by the counselors. Four major areas are represented: psychology, counseling, theology and education.

TABLE 11
COURSES TAUGHT BY COUNSELORS AT THE SELECTED COLLEGES

Title of Course	Number Counselors Teaching Course	Title of Course	Number Counselors Teaching Course
Abnormal Psychology	5	Personal Development	3
Behavioral Disorders	2	Psychology	4
Clinical Psychology	2	Social Psychology	4
Developmental Psychology	3	Testing	2
Educational Psychology	2	Theology	4
Group Dynamics	2	Theories of Personality	5
Intro to Education	2	Violence & Non-violence	1
Intro to Counseling	7		

The names of the respondents indicate that the majority of the counselors were male. Twenty-three (74.2%) were male as compared to seven (22.6%) who were female. One questionnaire was returned without a name so the sex of that respondent was not known.

Counseling Services Programs

Of the 31 colleges surveyed, 19 (61.3%) have counseling offices that are decentralized in location from the administrative offices. Nine (29%) were located in or near the administrative complex. Three (9.7%) of the questionnaires had no response to that item.

The number of counselors per institution ranged from 0-8 full-time counselors. The total number of counselors for the 31 institutions was 21 full-time and 26 part-time counselors. The total enrollment figures of the institutions were used to determine the counselor-student ratio. The lowest counselor-student ratio for a selected college was 1:120. The highest ratio was 1:1500. The average counselor-student ratio for the selected institutions was 1:568. Five institutions among the 31 did not contribute enough information to determine their counselor-student ratio, and this may have distorted the figures somewhat. Table 12 shows a breakdown of ratios according to ranges.

TABLE 12
COUNSELOR-STUDENT RATIOS

Ratios (Ranges)	Number in Range	Ratios (Ranges)	Number in Range
1:100 - 300	5	1:901 - 1100	2
1:301 - 500	9	1:1101- 1300	1
1:501 - 700	4	1:1301- 1500	1
1:701 - 900	4		

On the questionnaire the respondents listed the number and qualification of all counselors at their respective institutions. Table 13 indicates that psychologists and counselors are nearly equally represented in the counseling centers.

TABLE 13
COUNSELOR QUALIFICATIONS

Counselor Qualification	Number Holding Qualification	Counselor Qualification	Number Holding Qualification
Certified Counselor (non-religious)	16	Certified Counselor (clergy)	9
Clergy Counselor (non-certified)	16	Psychologist	26
Psychometrist	4	Graduate Interns	3

The next two tables present the data collected regarding the frequency and length of counseling sessions. The average number of sessions per week is 21.2 with the range being 8-50. In Table 14 ranges are used to show the number of sessions per week, and in Table 15 the length of each counseling session is shown. The average length of each session is 45.8 minutes with the range being 25-60 minutes.

TABLE 14
NUMBER OF COUNSELING SESSIONS PER WEEK

Number of Sessions (Ranges)	Number Represented	Number of Sessions (Ranges)	Number Represented
8-11	4	24-27	7
12-15	4	28-31	2
16-19	0	32-35	1
20-13	7	36-50	1

TABLE 15
LENGTH OF COUNSELING SESSIONS

Length of Session in Minutes	Number Indicating Length
25	2
30	5
45	6
50	6
60	7

Note. — Five counselors did not respond to this item.

With a total of 12 full-time and 39 part-time clerical helpers the selected institutions as a group averaged 1.5 clerical workers with the range of 0-8.

Fifteen (48.4%) of the designated counselors replied that they conducted surveys to evaluate their counseling services. Twelve (38.7%) of the respondents indicated that they made no attempt to survey student opinion concerning counseling services. Four (12.9%) gave no response. Counselors who felt that their services were supported in general by the administration were 21 (67.7%); by the faculty, 20 (64.5%); and 21 (67.7%) by the student body.

Extension of Counseling Services

In response to services other than counseling provided by their office, according to Table 16, the counselors indicated that testing seemed to be a key function. Table 16 also lists the other services offered.

TABLE 16
SERVICES OTHER THAN COUNSELING OFFERED BY COUNSELING PROGRAMS

Service	# Providing Service	% Offering Service	Service	# Providing Service	% Offering Service
Admissions	4	12.9	Recruitment	2	6.4
Evaluation	13	41.9	Remedial work	12	38.7
Orientation	18	58.0	Research	5	16.1
Placement	9	29.0	Testing	21	67.7

Thirteen (41.9%) of the counselors stated that they offer counseling services to their part-time students on nights and weekends. Ten (32.2%) had no available counseling for part-time students, and eight (25.8%) responded that they offer no evening or Saturday classes, and therefore provide no counseling services at that time. Only

five (16.1%) indicated regular office hours for part-time students. The remaining five (16.1%) said they are on call and/or make appointments.

The student handbook seems to be the main means of publicizing counseling services on campus. Twenty-three (74.1%) centers use the student handbook to acquaint students with their services. Twenty-five (71.9%) use the college catalogue; twelve (38.7%) have brochures printed to publicize their programs. Other means designated as ways of familiarizing students with the counseling programs were student newspapers, classroom visits, special memos, letters of introduction to new students, and word of mouth.

According to the responses, 20 (64.5%) of the 31 participating colleges have no counselors available in the dormitories, as opposed to the eleven (35.4%) who do, sometimes staffed by graduate interns from neighboring universities.

Only ten (32.2%) of the institutions extend their counseling services to local townspeople not enrolled at their institution. Twenty-one (67.7%) of the colleges indicated that they make no effort to offer counseling services to non-college members of the local community.

Counselor Recommendations

Part D of the survey instrument requested comments from the counselors regarding their recommendations relevant to counseling services at church-related small colleges. Their contributions are listed below:

1. The term counselor needs to be redefined, as does the counselor's role.
2. There is a definite need for counselors to train the faculty in how better to advise and help students with personal problems.
3. Counselors should go to the classroom, meet the students and "rap" with them occasionally so that students will know the counselors as persons.
4. It would help college students' morale if counselors offered workshops and seminars on human potential and motivation and values clarification.
5. In institutions where there are dormitories, counseling fellows should be available in the dorms.
6. Counselors should make better use of community agencies and resources.
7. College administrators should recognize that counselors are needed to help students, not to do clerical work and odd jobs.
8. The counseling services should be removed from the Dean of Students' jurisdiction, especially at small colleges where the Dean of Students mainly directs extra-curricular activities and social clubs. Counseling is a vital function of academic life for many students.
9. In institutions where counseling service programs do not currently exist, they should be established.
10. No distinction should be made between personal counseling and religious guidance.

Most of the above statements or ones similar in meaning were made by at least two respondents. The eighth recommendation concerning the advisability of removing the counseling services from the

Dean of Students' jurisdiction was stated most often. Some indicated that as long as counseling was affiliated with that office, it was looked upon by the students as a punishment or disciplinary action.

Actual and Ideal Functions of the Counselor

The next two tables present the analysis of the daily functions of the counselor. Table 17 lists the approximate ranges of actual time the counselors give to each counseling function and the ideal time that they would give to that service if they were permitted to and had the necessary staff available. A few counselors indicated a very large percentage of their actual time was spent in teaching, in personal counseling and in vocational counseling, accounting for the large ranges for those duties. Table 18 shows the average percentage actually allotted to the particular service as opposed to the percentage of time the counselor thinks should be given to that service. It also illustrates the difference between the averages to indicate the apparent discrepancy between the actual and ideal functions as realized by the counselors. It seems that the respondents believe it necessary that counselors devote more time to career counseling, conducting seminars, consultation with teachers and local agencies, and group guidance than they presently do, and that considerably less time could be allotted to housing advisement, testing and teaching.

TABLE 17
ACTUAL AND IDEAL DAILY FUNCTIONS OF COUNSELORS

Functions	Actual time range (Percentages)	Ideal time range (Percentages)
Academic advisement	0-25	0-25
Admissions and recruitment	0-10	0- 5
Career and vocational guidance	0-40	0-40
Conducting workshops/seminars	0- 5	0-30
Coordinating student activities	0-15	0-10
Coordinating orientation programs	0-20	0-30
Consultation with parents	0-10	0-10
Consultation with teachers	0-15	0-30
Consultation with administrators	0-15	0-20
Consultation with local agencies	0- 5	0-10
Counseling personal problems	5-85	10-65
Group guidance	0-10	0-20
Health services	0-15	0-10
Housing advisement	0-35	0- 5
Job placement	0-20	0-10
Research, follow-up, evaluation	0-20	0-10
Religious guidance	0-25	0-25
Student financial aid	0- 5	0- 5
Study skills/remedial tutoring	0-25	0-25
Test administration/interpretation	0-35	0-15
Teaching	0-90	0-50
Secretarial work	0- 5	0- 0

Note. — Six counselors did not respond to this part of the study.

TABLE 18

AVERAGE TIME SPENT IN ACTUAL AND IDEAL COUNSELING FUNCTIONS

Function	Actual Mean (Percentages)	Ideal Mean (Percentages)	Mean Difference (Percentages)
Academic advisement	6.6	7.8	1.2
Admissions and recruitment	1.2	0.8	0.4
Career and vocational guidance	9.9	11.6	1.7
Conducting workshops and seminars	1.1	4.7	3.6
Coordinating student activities	2.0	0.8	1.2
Coordinating orientation programs	3.4	2.8	0.6
Consultation with parents	1.5	1.8	0.3
Consultation with teachers	3.8	5.4	1.6
Consultation with administrators	4.2	3.6	0.6
Consultation with local agencies	0.4	1.2	0.8
Counseling personal problems	27.9	29.3	1.4
Group guidance	3.4	7.3	2.9
Health services	0.6	0.4	0.2
Housing advisement	3.6	0.2	3.4
Job placement	2.4	1.2	1.2
Research, follow-up, evaluation	1.9	2.3	0.4
Religious guidance	3.4	4.2	0.8
Student financial aid	0.2	0.2	0.0
Study skills and remedial tutoring	1.8	2.5	0.7
Test administration and interpretation	7.5	5.8	1.7
Teaching	13.3	6.3	7.0
Secretarial work	0.2	0.0	0.2

Note. — Six counselors did not respond to this part of the questionnaire

The following list denotes the descending rank order of actual time given to each counseling function. The first mentioned service is allowed the highest percentage of time.

1. Counseling personal problems (27.9%)
2. Teaching (13.3%)
3. Career and vocational guidance (9.9%)
4. Test administration and interpretation (7.5%)
5. Academic advisement (6.6%)
6. Consultation and planning with administrators (4.2%)
7. Consultation with teachers (3.8%)
8. Housing advisement (3.6%)
- * 9. Coordinating orientation programs (3.4%)
- * 9. Group guidance (3.4%)
- * 9. Religious guidance (3.4%)
10. Job placement (2.4%)
11. Coordinating student activities (2.0%)
12. Research, follow-up, evaluation (1.9%)
13. Study skills, remedial tutoring (1.8%)
14. Consultation with parents (1.5%)
15. Admissions and recruitment (1.2%)
16. Conducting workshops and seminars (1.1%)
17. Health services (0.6%)
18. Consultation with local agencies and business (0.4%)
- ** 19. Student financial aid (0.2%)
- ** 19. Secretarial work (0.2%)

* Equal rating

** Equal rating

The next listing gives the descending rank order of the ideal performance ratings for the counselors' functions. The functions are ranked according to the average percentage of time which the respondents believe would be allotted to these services in an ideal counseling service program. The service which received the highest average percentage is listed first.

1. Counseling personal problems (29.3%)
 2. Career and vocational guidance (11.6%)
 3. Academic advisement (7.8%)
 4. Group guidance (7.3%)
 5. Teaching (6.3%)
 6. Test administration and interpretation (5.8%)
 7. Consultation with teachers (5.4%)
 8. Conducting workshops and seminars (4.7%)
 9. Religious guidance (4.2%)
 10. Consultation and planning with administrators (3.6%)
 11. Coordinating orientation programs (2.8%)
 - * 12. Study skills and remedial tutoring (2.5%)
 - * 12. Research, follow-up, evaluation (2.5%)
 13. Consultation with parents (1.8%)
 - ** 14. Consultation with local agencies (1.2%)
 - ** 14. Job placement (1.2%)
 - *** 15. Admissions and recruitment (0.8%)
 - *** 15. Coordinating student activities (0.8%)
 16. Health services (0.4%)
 - **** 17. Housing advisement (0.2%)
 - **** 17. Student financial aid (0.2%)
- * Equal rating ** Equal rating *** Equal rating **** Equal rating

An analysis of the two listings of the percentage of times spent in actual and ideal functions reveals that there is little difference in the ranking of the top five in both lists. Group guidance was elevated to the top five on the ideal list. Although teaching was ranked high on both lists, it seems that counselors as a group believe that they are teaching twice as much as they should be. The greatest differences appear to be in the amount of time spent conducting workshops and seminars, housing advisement, teaching and group guidance.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY

This chapter is devoted to a summary of the findings, some conclusions resulting from the findings and a discussion of the meaning of these findings. This aspect of the study is followed by a discussion of the implications for the possible future of counseling services in church-related small colleges.

Summary of the Findings

Although the relevant literature contains a discussion of different types of counseling services, one should first inquire whether there is a formally organized counseling center. Of the colleges investigated in the study, 48.4% had formally organized centers; 38.7% had certified counselors; and 12.9% had neither a center nor certified counselors.

In accord with previous studies, the present project reveals that over half of the counselors had a master's degree or above. Only 12 of the counselors indicated that they pursued studies beyond their highest degree. Slightly over half (51.6%) of them hold state certification in counseling.

The term counselor enters into 50% of the official titles of the persons surveyed. The areas in which a majority held their degrees were the social and behavioral sciences and theology.

In a plurality of cases, the counselors looked to the Dean of Students as their immediate supervisor, although they indicated that they were dissatisfied with this pattern of organization.

Of the respondents, 67.7% said that they teach courses at their respective institutions, mainly courses in the social and behavioral sciences. At the same time, the average number of counseling sessions per week was 21.2. The literature indicates that client caseload is a factor in determining counselor's other duties.

The location of the counseling center in 61.3% of the colleges is decentralized from the administrative offices. The average counselor-student ratio for the institutions was 1:568. This statistic can be viewed in the light of the fact that only four of the institutions lacked certified counselors.

Only 16.1% of the polled colleges regularly had counseling services available to students who attend only night and Saturday classes. Another 16.1% provide such services upon request. However, the majority of institutions do not provide counseling services to part-time students.

Of the counselors, 48.4% replied that they conducted surveys to evaluate their counseling services. Support of the administration was felt by 67.7%; support of the faculty by 64.5%; and support of the student body was indicated by 67.7%.

The principal services other than counseling that were offered were testing, orientation, evaluation, and remedial work, in that order of incidence.

The means of publicizing counseling services was first and foremost the student handbook. Some colleges used the college catalogue, student newspaper, classroom visits, special memos, letters of introduction, and word of mouth.

Recommendations from the counselors included the following: (1) the need for a redefinition of the role of the counselor; (2) the enlightenment of the faculty regarding the services provided by the

counselor; (3) the use of community resources; (4) closer connection with the academic life of the student; and (5) less wastage of the services of trained counselors.

In connection with their recommendations, most counselors felt that they should be able to devote more time to career counseling, conducting seminars, consultation with teachers and local agencies, and group guidance. At the same time, they thought they should devote less time to housing advisement, testing, and teaching. The last two functions listed in Table 17, teaching and secretarial work, were written in by the respondents and would seem to indicate that the function of teaching consumes a large portion of the counselor's time and should have been listed on the questionnaire in part E.

Conclusions from the Findings

Since the colleges surveyed in the study were not randomly selected, the conclusions cannot be generalized to all church-related small colleges. However, an effort was made to be as representative as possible in the choice of colleges and, therefore, there is good reason to believe that the results would have been reasonably similar had a random sample been used. The following conclusions seem warranted by the findings of the study:

1. A greater percentage of church-related small colleges have formally organized counseling centers than a review of literature would indicate.

2. These centers are staffed with more who are qualified as counselors than a review of literature would indicate, however:
 - (a) there should be more counselors than psychologists; (b) it would be beneficial for ministers to gain preparation in counseling.

3. The counselor-student ratio in church-related small colleges is smaller than in the typical larger college or university.

4. Although most counselors are under the direction of the Dean of Students, they do not feel this to be a desirable arrangement.

5. Although over half of the counselors teach and feel that this is desirable, they should not be overloaded with courses.

6. There is a much larger percentage of male than female counselors. It would seem that the ratio of female counselors should be increased.

7. More counseling should include part-time students and local townspeople.

8. By reason of the limited number of personnel, more time should be given to group work with faculty and student groups than in individual counseling. Time should not be wasted in clerical work.

9. Since testing consumes such a percentage of the counselor's time, the number of psychometrists in counseling centers should be increased to release the counselors for other counseling tasks.

Implications of the Study

It is hoped that the results of the study can be of interest and help to counselor educators who are responsible for training counselors who will function in church-related small colleges; to present and future counselors in church-sponsored institutions; to small college administrators and faculty; and to church hierarchy who sponsor institutions of higher learning.

A counselor educator, in designing graduate programs for future counselors, can use the results of the study to assist in planning the curriculum and practica that would best prepare graduate students to

work as counselors in church-related small colleges. The summary of collected data and counselor recommendations should provide important suggestions relevant to their programs.

Present counselors can use the information from the study as a means of evaluating their counseling services to determine whether they are satisfied with their present program, whether changes should be made, and if so, what these adjustments should be. Although the study was not intended to be an evaluation of counseling programs, it may still serve as a personal evaluation tool for individual counselors and colleges.

Those individuals contemplating a position as a counselor in a church-related small college could use the study to acquire a more realistic view of what such counselors actually do. This will assist them in deciding if they want such a position.

Since neither Stanford in his Guide to Catholic College Administration (1965) nor Pattillo & Mackenzie (1966) in their study on Church Sponsored Higher Education in the United States made any mention of counseling services, it would seem that administrators in church-related colleges have not considered counseling programs as being of great value to student life. The data and recommendations from the study might stimulate some administrators and other college personnel to realize the importance of an organized and competently staffed counseling program at their respective institutions.

One of the professed goals of church-related institutions is their desire to serve the people of God. With the high percentage of people suffering from emotional as well as religious problems today, it would seem that one of the most Christian acts any institution could perform would be to establish a counseling center with professionally

trained personnel where any member of the local church and/or civic community could go for help or for referral regarding professional help.

This leads directly into another implication of the study. Being a minister seems to be good background experience for a counselor but it does not automatically make one a good counselor. Even clergy involved in a counseling center should at least be enrolled in a graduate counseling program in order to learn and develop techniques which could assist them to be more confident and more professional counselors.

The selected colleges which participated in the study represented only a small percentage (7-10%) of the church-related small colleges in the United States. This study could serve as a basis for a more in-depth study of a larger number of such institutions and/or a study which attempts to evaluate the counseling programs in church-related small colleges. The study was designed to determine only the present status of such institutions.

APPENDIXES

APPENDIX A
SELECTED CHURCH-RELATED SMALL COLLEGES

	<u>Institution</u>	<u>Denomination</u>	<u>Enrollment</u>
1.	Abilene Christian Abilene, Kansas	Church of Christ	3500
2.	Belmont Abbey Belmont, North Carolina	Catholic	600
3.	Brescia Owensboro, Kentucky	Catholic	950
4.	Campbell Buries Creek, North Carolina	Baptist	2000
5.	Carthage Kenosha, Wisconsin	Lutheran	1490
6.	Catawba Salisbury, North Carolina	Church of Christ	1100
7.	Davis and Elkins Elkins, West Virginia	Presbyterian	800
8.	Defiance Defiance, Ohio	Church of Christ	700
9.	Eastern Mennonite Harrisonburg, Virginia	Mennonite	900
10.	Emory and Henry Emory, Virginia	Methodist	817
11.	Findlay Findlay, Ohio	Church of God	925
12.	Goshen Goshen, Indiana	Mennonite	1125
13.	Guilford Greensboro, North Carolina	Quaker	1750
14.	High Point High Point, North Carolina	Methodist	1080
15.	Huntington Huntington, Indiana	Church of Christ	478
16.	Marion Indianapolis, Indiana	Catholic	900

APPENDIX A--Continued

	<u>Institution</u>	<u>Denomination</u>	<u>Enrollment</u>
17.	Newberry Newberry, South Carolina	Lutheran	850
18.	Ohio Dominican Columbus, Ohio	Catholic	1000
19.	Presbyterian Clinton, South Carolina	Presbyterian	860
20.	Randolph-Macon Ashland, Virginia	Methodist	830
21.	Roanoke Salem, Virginia	Lutheran	1250
22.	Spalding Louisville, Kentucky	Catholic	1100
23.	Spring Hill Mobile, Alabama	Catholic	875
24.	St. Andrew Presbyterian Laurinsburg, North Carolina	Presbyterian	700
25.	St. John's Winfield, Kansas	Lutheran	275
26.	St. Scholastica Duluth, Minnesota	Catholic	1000
27.	Tarkio Tarkio, Missouri	Presbyterian	600
28.	Walla Walla College Place, Washington	Seventh Day Adventist	1600
29.	Wesleyan Owensboro, Kentucky	Methodist	650
30.	Westmar LeMars, Iowa	Methodist	700
31.	Wilmington Wilmington, Ohio	Quaker	714

APPENDIX B

A SURVEY OF COUNSELING SERVICES IN SELECTED
CHURCH-RELATED SMALL COLLEGES

Instructions

Please respond to each item that applies in any way to the counseling services at your institution. Where possible, simply check the appropriate response. However, when your professional opinion would indicate a better response, please feel free to write in such. As all responses will be treated confidentially, please respond as openly as possible to each item.

For most counselors, the instrument will take about 30 minutes to complete. For some it may take as much as an hour. An attempt was made to cover the topic thoroughly yet briefly, but since there is so little material available on the subject, it was necessary to make the survey quite comprehensive.

APPENDIX C

A SURVEY OF COUNSELING SERVICES IN SELECTED
CHURCH-RELATED SMALL COLLEGES

Preliminary Information

Please check the statement below which most accurately describes the counseling situation at your college.

- We have a formally organized counseling center.
 We have one or more certified counselors but no formally organized center.
 We have neither counseling center nor certified counselors.

A. Counselor Background

1. Name _____ Official Title _____
2. College _____ Religious Affiliation _____
 Total Enrollment _____
3. Title of Immediate Supervisor _____
4. Please complete the following concerning your academic preparation:
- | Degree(s) | Major(s) | Institution(s) | Certification(s) |
|-----------|----------|----------------|------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
5. How many semester hours of graduate work have you completed beyond your highest earned degree? _____ hours.
6. How long have you held your present position? _____ years.
7. Please indicate your previous professional experience by years:
- ____ elementary counselor ____ secondary counselor ____ college counselor
 ____ elementary teacher ____ secondary teacher ____ college teacher
 ____ social worker ____ administrator Other _____
8. Do you teach any courses or seminars at your institution? __Yes __No
 If so, please write in the course name and number.
- _____

APPENDIX C--Continued

B. Questions Related to Counseling Services Programs

9. Is your counseling office decentralized in location from administration?
 Yes No
10. How many counselors do you have? Full-time Part-time
11. How many are: Psychologists Psychometrists Certified counselors
 Clergy with counseling certificates Clergy without certificates
12. What is your counselor student ratio? _____
13. How many total counseling sessions do you average per week? _____
14. What is the average length of each session in minutes? _____
15. How many clerical workers are available to the counseling services?
 None Full-time Part-time
16. Are occasional surveys conducted to determine the student satisfaction with your counseling services? Yes No
17. Do you feel that your work is supported in general by:
 Administration Faculty Students

C. Extension of Counseling Services

18. Please check the following services provided by your office.
 Orientation Admissions Recruitment Evaluation
 Research Placement Remedial Study Groups Testing
19. Is counseling available to students who attend evening and Saturday classes?
 Yes No
20. How do you publicize your counseling services?
 College catalogue Brochures Student handbook Other
21. Do you have a counselor available in any dorm or residence hall for counseling?
 Yes No

APPENDIX C--Continued

22. Do your counseling services extend to local townspeople not enrolled at your institution?

____ Yes ____ No

23. Do you have an occupational/vocational reading room?

____ Yes ____ No

D. Your Personal Recommendations

24. I would like a copy of the results of the study. ____ Yes ____ No

25. Please add any comments you feel are relevant to counseling services at church-related small colleges that the investigator neglected to mention.

APPENDIX C--Continued

E. Actual and Ideal Daily Functions of the Counselor

In the first column to the right please list the approximate percentage of your time each semester which is actually spent performing the following functions. In the second column, list the approximate percentage of time that you think is necessary if you were in an ideal counseling situation. Your total should equal 100%.

	Actual	Ideal
26. Academic advisement	_____	_____
27. Admissions and recruitment	_____	_____
28. Career and vocational guidance	_____	_____
29. Conducting workshops and/or seminars	_____	_____
30. Coordinating student activities	_____	_____
31. Coordinating orientation programs	_____	_____
32. Consultation with parents	_____	_____
33. Consultation with teachers	_____	_____
34. Consultation and planning with administrators	_____	_____
35. Consultation with local agencies and business	_____	_____
36. Counseling personal problems	_____	_____
37. Group guidance	_____	_____
38. Health services	_____	_____
39. Housing advisement	_____	_____
40. Job placement	_____	_____
41. Research, follow-up and evaluation	_____	_____
42. Religious guidance	_____	_____
43. Student financial aid	_____	_____
44. Study skills and remedial tutoring	_____	_____
45. Test administration and interpretation	_____	_____
46. Other service (please specify)_____	_____	_____
_____	_____	_____

APPENDIX D

Box 72
Brescia College
120 West 7th Street
Owensboro, Kentucky 42301
March 17, 1974

Dear Counselor:

The enclosed questionnaire is designed to determine the status of counseling services in church-related small colleges. The areas included in the instrument are: counselor background; counseling programs; extension of counseling services; actual and ideal daily functions of the counselor; your recommendations.

The study is being conducted primarily for two purposes: 1) to fulfill a partial requirement for an education specialist degree from Western Kentucky University; and 2) to assist in establishing a counseling services program at Brescia College. In addition, I would hope that the results of the study will make colleges without a counseling program more aware of the need for such services, will assist those who are attempting to organize a similar program, and will advise graduate programs of how better to prepare students who intend to function in small colleges.

No attempt will be made to evaluate the counseling services of the participating colleges. Data obtained from each college will be incorporated into the general presentation without identifying the college. All information will be kept confidential.

May I ask your cooperation in completing the questionnaire at your earliest convenience and returning it to me in the enclosed stamped, self-addressed envelope. It is very important that you return this information, even if you do not have a counseling program, since your institution is one of a carefully selected sample of church-related colleges.

I invite you to use the enclosed packet to have a cup of coffee while completing the instrument. Thank you for your cooperation.

Sincerely yours,

Sister Vivian Marie Bowles
Ed. S. Candidate
Western Kentucky University

APPENDIX E

Box 72
Brescia College
120 West 7th Street
Owensboro, Kentucky 42301
April 17, 1974

The enclosed questionnaire is being used in a study to determine the status of counseling services in church-related small colleges. The study is a non-evaluative one designed to gather data on the organization and extension of counseling services and counselor background and professional preparation.

Your name and the title of your institution are requested for clarification of participating counselors and colleges and for follow-up. No counselor or institution will be identified with any of the collected data. All information is confidential.

A month ago I mailed the enclosed questionnaire to your institution and it has not yet been returned. May I ask that you return the survey instrument with at least the first page completed, even if you do not have any type of counseling services. Since this is a study of the status of such services it is most important that data also be collected from those institutions that have no services, as well as from those which do.

In selecting institutions for the study it was attempted to tap a selected number of colleges representing each religious denomination and a variety of locations. For this reason it is extremely important that you participate in the study. Please return the questionnaire in the self-addressed stamped envelope at your earliest convenience. Your cooperation is valuable to the study.

Thank you.

Sincerely yours,

Sister Vivian Marie Bowles
Ed. S. Candidate
Western Kentucky University

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