

RACE, SEX, AND AGE RELATED DIFFERENCES IN
ACADEMIC COUNSELING AS THEY EXIST OR ARE
BELIEVED TO EXIST AMONG SECOND YEAR STUDENTS
IN THREE SELECTED COMMUNITY COLLEGES

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This is to certify that the

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ACADEMIC COUNSELING AS THEY EXIST OR ARE
BELIEVED TO EXIST AMONG SECOND YEAR
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ABSTRACT

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The major purpose of this study was to investigate whether there are perceived differences in the practice of counseling community college students with respect to their curriculum placement into either transfer or terminal programs, and whether any such differences are systematically related to the race, age, and/or sex of the students counseled.

Three community colleges were selected for this study and the location of each provided: (1) business, industry, and government operations within commuting distance for available employment opportunities, and (2) four-year colleges and universities also located within commuting distance providing opportunities to transfer into a baccalaureate college program.

Subjects in this study were randomly selected from each of the three community colleges' print-out

data sheets and bound grade copies of grade slips. This random selection resulted in a total of 300 subjects. Age, sex, and curriculum were determined for each subject in the selected sample. Race could not be determined during randomization because official records could not legally contain such information, but it was later secured from the personal data section of student questionnaires.

Student questionnaires were administered during a scheduled visit to each community college. Follow-up letters with questionnaires were mailed to students unable to meet to answer questionnaires at the appointed time. A total of 168 usable questionnaires were statistically analyzed.

Twenty-five counselors participated in this study. Open-ended questionnaires were used to obtain data on counseling practices and philosophies concerning how the counselor sees his students in curriculum placement. Group interview sessions with counselors were held after they had responded to the questionnaires, allowing free discussion regarding their counselees and responsibilities.

Originally, six major questions provided the framework for this study. Three questions could not be answered due to unavailable data. Data for the remaining three questions were obtained from student and counselor questionnaires as well as counselor interviews.

Analyses employed in this research were a missing data analysis, factor analysis, and univariate analysis of variance.

The hypotheses tested involved four independent variables: race, sex, age, and curriculum. The dependent variables "college" and "self" were used to determine whether differences exist between these variables on students' beliefs about counseling practices of community college counselors in curriculum placement as those practices affect other college students as well as themselves.

The data tend to support, among others, the following generalizations: (1) There was a difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students and through post-hoc analysis it was determined that black students felt more strongly than white students that differential counseling exists. (2) There was a difference between students in transfer and terminal programs beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves with further analysis indicating that transfer students felt more strongly than terminal students. Differences due to age and sex were not observed.

The findings on the community college counselors suggest that the number of contact hours spent in

counseling does not afford counselors adequate knowledge concerning knowing students well enough to react to their continuing education plans. Overall, the three colleges appear to know about as many students as they know are capable of continuing their education. Counselors cited 58.74 per cent as capable of continuing their education in a four-year college and 59.13 per cent were indicated as counselees known.

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CHAPTER I

INTRODUCTION

In the United States, society is undergoing dramatic change largely because of rapidly advancing technology. One result is that there are ever expanding opportunities for increasing numbers of out-of-school youth and adults to move freely into the mainstream of American life. To enjoy these new opportunities, however, higher and higher levels of formal education have become necessary.

The community college is rapidly emerging as a medium through which growing numbers of youth and adults can initiate or pursue appropriate programs of higher education in their efforts to move into that mainstream.

According to Frank G. Jennings:

The community junior college is a kind of alchemist's universal social solvent. It can wash away the base metal and expose the golden gleam in every man. It can remove the blocks and blots and hindrances that distort or prevent learning, making it possible for man to know what he needs to know to be what he wants to be. The community college presumes to be that new and necessary social invention that will articulate into the social structure and convert our disorderly and often hurtful society into a pervasive responsive learning environment. Thus, whatever the

inadequacies of other educational institutions below and above, the community college sees itself becoming the sovereign "people-changing institution" through which citizens of all ages and conditions will find their way into, and discover how to remain securely within, the mainstream of our national life.¹

If the community college is to act responsibly and appropriately in its new societal role, it must assume a selective role in identifying and assisting those who have the necessary aspirations and qualifications for moving through progressively higher levels of college and university education. In addition, it must also guide those who are best served by its own "terminal" programs. In executing its role as a "people changing institution," it is essential that the community college be especially careful not to divert qualified students from continuing their higher education on the basis of race, sex, or age. Rather, it must become a source of educational opportunity to all high school graduates. It must serve the needs of all whose interests or qualifications require that their education be continued in the local community; and it must facilitate the movement of all its academically qualified students into whatever further educational endeavor they may desire. Clyde E. Blocker and his associates consider this to be the main objective of the community college:

The primary problem faced by the comprehensive community college is the challenging of students to

¹Frank G. Jennings, "Junior Colleges in America, The Two-Year Stretch," Change in Higher Education, II, No. 2 (March/April, 1970), 15.

grow to the limits of their abilities. At the same time, the college must avoid developing educational policies which will exclude students, discourage them from attempting college work, or ruthlessly eliminate those who cannot immediately meet the traditional patterns of baccalaureate programs.¹

The significance of this problem emerges from the fact that higher education has become almost a universal phenomenon in modern American society. Youth and adults, men and women, whites and non-whites are seeking to gain higher levels of education primarily because education is viewed by each of these groups as a prerequisite for a secure and happy life.

Factors Examined

While higher education is increasingly viewed as the principal avenue to upward mobility, educational inequalities resulting from race, sex, and age differences limit its pursuit by large numbers of Americans. This study has concentrated on one major facet of the community college: the role curriculum placement counseling may play in contributing to these inequalities.

Race

One major group that has historically had limited access to opportunities for upward mobility is the black group. The opportunity to obtain a quality education

¹Clyde E. Blocker, Robert H. Plummer and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 14. (Hereinafter referred to as Two-Year College.)

has traditionally been available to white Americans and denied to black Americans. In more recent years, though there have been numerous efforts to equalize educational opportunities for all, inequities have persisted, primarily because the segregated housing patterns prevalent in America result in segregated schools. Affluent white communities produce affluent white schools. Black students, on the other hand, have not been so fortunate. As Talcott Parsons and Kenneth Clark observe:

The massive enclaves of Negro Americans in the central cities of our metropolitan areas are allowing a generation of Negro Americans to be born into a new form of segregation--de facto segregation, Northern style, as contrasted with de jure segregation, Southern style. Residential segregation produces educational segregation, social segregation, and, to a considerable extent, occupational segregation as well. The Negro is caught in the rigid vise of poverty and residential segregation which imposes isolation from whites and social segregation, which produces educational segregation and inferior education, which restricts occupational and income opportunities, which maintains and reinforces poverty.¹

Inasmuch as the philosophy of the community college embraces the tremendous challenge of educating every man to his fullest potential, it must examine its programs and practices and do all that it can to provide the black man with essential access into the mainstream of American life. The function of academic and vocational counseling which results in curriculum placement within the community

¹Talcott Parsons and Kenneth Clark, The Negro American (Boston: The Beacon Press, 1966), p. 96.

college is a critical element in this process of self evaluation.

Sex

Black students are, however, not the only group to face educational discrimination. Women, too, often find themselves denied the opportunity to fulfill their intellectual potential through a college education.

John K. Folger has shown that while women are less likely to have been drop-outs from elementary and secondary education than men, they attend and complete college in significantly fewer numbers than men.

In terms of the median or average level of educational attainment, adult women have been slightly better educated than adult men at least since 1910, and the differential appears to be widening. . . . In 1960 smaller percentages of adult women than adult men lacked a fifth grade education, and larger percentages of women completed high school. Men were far more likely to have graduated from college. . . . In 1960 adult women exceeded their male counterparts in completing each level of schooling through the last year of high school, but larger percentages of men were found at each level beginning with the first year of college.¹

A fifteen-year comparison of women with men in the eighteen to twenty-one age range reveals that, while college attendance has increased dramatically for both men and women, and while the ratio of student population to total population has improved more for women than for men, women still fall

¹U.S., Department of Commerce, Bureau of the Census, "Trends in Educational Attainment," Education of the American Population, by John K. Folger and Charles B. Nam (Washington, D.C.: Government Printing Office, 1967), p. 143. (Hereinafter referred to as Folger and Nam, "Educational Attainment.")

far behind their male counterparts in terms of the portion of young adult women attending college.

In the fall of 1960, there were 46.3 men students per 100 men aged 18-21 in comparison with only 27.8 women students per 100 women 18-21. . . . But the differences between the ratios for men and women become especially apparent when the range of men's ratios from 1946 to 1960 is compared with the range for women. In 1960, the ratio of women students to the population base was 27.8--lower than the ratio of 30.3 for men in 1946. From 1946 to 1960, the men's ratio rose from 30.3 to 46.3, while the women's ratio rose from 14.0 to 27.8¹

There are many causes to which one might attribute the small number of women pursuing higher education. Some of these causes presumably are operative in the community colleges, and some of them at least, are believed to be associated with counseling practices. Melvne Draheim Hardee points out one of the problems of "today's Guinevere" in pursuit of higher education:

. . . there is a strong tendency for men faculty advisers of women students to assume that the women's intentions for proceeding into higher . . . education are not serious. But student course scheduling should be based on something more than personal bias.²

Counseling programs should not operate in ways which inhibit the legitimate goals and aspirations of academically qualified students. The total community

¹U.S., Department of Health, Education, and Welfare, Opening (Fall) Enrollment in Higher Education, 1960: Analytic Report, by Edith M. Huddleston, OE-54007-60 Circular No. 652 (Washington, D.C.: Government Printing Office, 1961), pp. 14-15.

²Melvne Draheim Hardee, "Counseling Women Students," Junior College Journal, XXXIX, No. 4 (December, 1963), 18. (Hereinafter referred to as "Counseling Women Students.")

college philosophy must embrace the democratic ideal and must be implemented by continuing efforts to make education available to every person according to his individual needs and capacities.

Age

Finally, this study is concerned with the age factor in relation to educational program planning at the community college. In the United States an increasingly technologically oriented society has created a crisis situation for many adult citizens. As E. C. Thoroman noted:

. . . hundreds of adults, ranging in age from the twenties to the sixties, are forced to seek new work because of the impact of automation. Relocating these individuals in the labor market is frequently dependent upon vocational counseling and reeducation.¹

In addition, young adults, who for various reasons have found earlier education not relevant to their needs, comprise an important element of this same problem.

Thoroman notes:

Much of the emphasis today in education is upon the educational rehabilitation of the young adult who is unable to compete for the jobs available because for some reasons he cannot function adequately in the formal public or private school situation. This has made him feel discriminated against, and he may have become not only a dropout from school but from the work force, as well.²

¹E. C. Thoroman, "A Philosophy of Adult Counseling," The Vocational Counseling of Adults and Young Adults (Boston: Houghton-Mifflin Company, 1968), p. 2. (Hereinafter referred to as Vocational Counseling.)

²Ibid.

Many of these school and work force dropouts seek, as adults, to return to school. The writer's experience has led to the assumption that many of them, more than one generally expects, are highly capable students. Assuming that the community college is willing to prepare itself to meet the needs of these students, it could undoubtedly become an extremely viable instrument in the continuing education process for these "latebloomers." Its personnel must also be qualified and committed to this process. The essential instrument of such a purpose is a counseling service which is equipped and open for the identification, acceptance, and serving of adult students. Its commitment seems especially critical as such a responsibility is delegated to the counseling of adults.

The Challenge

Thoroman writes:

. . . The philosophy of the junior or community college must be two-fold: it must prepare its academic student for continuing college education, and it must provide its terminal student with the suitable tools of a trade. It must take the student as it finds him and begin his education there.¹

Evidence indicates that it is often the counselor who possesses the most significant influence in the matter of choosing a college and a course of study. The counselor, by definition is in a position to:

¹Ibid., p. 170.

. . . manipulate the decisions of the students. He might do this by the kind of information or lack of information he provides about colleges, by the freedom he allows a student in applying for college, as well as by other subtle means.¹

Practices of the counselor would therefore seem to constitute one of the most important variables involved in determining whether and where a student attends college and what he studies after he gets there.

Purposes of the Study

The major purpose of this study is to investigate whether there are perceived differences in the practice of counseling community college students with respect to their curriculum placement into either transfer or terminal programs, and whether any such differences, are systematically related to the race, age, and/or sex of the students counseled.

Definitions

Academic Qualifications for Transfer: Community college grade point average of "C+" or higher in the "college transfer" or "college parallel" curriculum is considered necessary in order to transfer to a four-year college.

¹Loren L. Benson, "Students' Problems in Educational Planning and Their Need for Assistance," Preparing School Counselors in Educational Guidance (New York: n.p., 1967), p. 65. (Hereinafter referred to as "Students' Problems.")

Adult: An adult is a person who has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community.¹

Adult Student: A student will be classified as an adult if he is at least eighteen years of age, is enrolled in a program that normally requires two years to complete, and meets any two of the following additional criteria: (1) has been employed full-time for at least six months, (2) is or has been married, (3) is or has been a member of the military service, (4) is not living in or dependent upon his parental household.

Counselor: Any college staff member who is recognized as qualified to guide students in their choice of vocational or academic careers, who is assigned to discuss choice of curriculum, or who assigns or approves assignment of students to vocational or academic, transfer, or terminal curricula. That person may be known as an admissions counselor, community college counselor, academic advisor, teacher counselor, or academic dean.

¹Gale Jensen, A. A. Liveright, and Wilbur Hellenbeck, Adult Education: Outlines of an Emerging Field of University Study (n.p.: Adult Education of the U.S.A., 1964), p. 29.

Second-Year Student: One who has earned either forty-five quarter hours or thirty semester hours of academic credit in a community college.

Terminal or Occupational Programs: Any community college program leading to a certificate of achievement or degree and intended as direct preparation for an occupation. Such a program is not intended to lead toward a baccalaureate degree and is usually not transferrable toward one.

Transfer Program: Any community college program that prepares students to transfer to a four-year college or university. This definition also applies to the term "college parallel."

Youth Student: Any person who is less than eighteen years of age, is a member of a parental or guardian household and is dependent upon his family for educational support as well as other needs.

Differential Counseling: Factors other than intellectual capabilities and educational aspirations considered in the curriculum placement of students.

Questions to be Answered

The counseling of students during curriculum placement is one of the major functions performed by the community college. It is of special concern to black students, women students, and adult students whose ability

to obtain a better way of life is especially dependent upon more and better education. In an effort to obtain the amount and kind of education best suited to each individual, educational and vocational planning are usually done with the help of a counselor. Counseling with respect to curriculum placement does not always appear to be directed solely by an objective assessment of academic ability and student aspiration. This study was undertaken to ascertain whether variables such as race, sex, and age have entered into the counseling procedure because of a question in the minds of many students concerning the type of counseling they had experienced. Many debated whether they had been counseled strictly on the basis of academic achievement and personal aspiration, or whether instead, variables such as race, sex, and age have entered into the counseling procedure.

Consequently, this study has sought to answer the following major questions:

- I. Are community college counselors, in fact, differentially counseling students into transfer versus terminal curricula on the basis of race, sex, or age?
- II. Are community college counselors believed by their students to be differentially counseling students into terminal versus transfer programs on the basis of race, sex, or age?

- III. Are community college counselors differentially believed by black versus white, male versus female, youth versus adult, or college transfer versus terminal program students, to be differentially counseling students into transfer versus terminal programs on the basis of race, sex, or age?
- IV. Are community college counselors and their students differentially in agreement about students' curricula placement on the basis of the race, sex, or age of the students counseled?
- V. Are community college counselors and their students believed by students to be differentially in agreement about students' curricular placement on the basis of the race, sex, or age of students counseled?
- VI. Are community college counselors and their students differentially believed by black versus white, male versus female, youth versus adult, or college transfer versus terminal program students, to be differentially in agreement about students' curricula placement on the basis of the race, sex, or age of students counseled?

Overview of Thesis

Race, sex, and age related differences in academic counseling practices as they exist or as they are believed by second year students to exist in three selected community colleges comprise the focus of this study.

In the five chapters questions are posed, significant data and relationships are described and analyzed, and conclusions are presented.

Chapter I presents the introduction, factors examined, purposes of the study, definitions, questions to be answered, and a summary.

Chapter II summarizes selected literature concerned with community colleges and their roles in equalizing opportunity for higher education, the community college student, counselors and counselors' roles, and impediments to effective counseling, and a summary.

Chapter III describes the research design and procedures. The initial questions are restated and the hypotheses are developed. The population in terms of colleges under study, counselors and the sample of students, as well as anticipated differential practices in counseling are described. Next there is a discussion of the data required, the design of instruments and procedures in administration of instruments, interviews, and treatment of data. Finally there is a section on limitations and a summary.

Chapter IV presents the introduction, research findings and data analysis, counselor-interview data, analysis of crucial factors of counselors' philosophy in counseling students, summary, student commentaries, composite of student commentaries on curriculum counseling received, and a summary.

Chapter V presents a summary of the study, conclusions drawn from it, discussion, implications for future research, recommendations, and a concluding statement.

Summary

The emergence of the community college affords a medium through which white and non-white, men and women, youth and adults can achieve the type of college education necessary for them to move into the mainstream of American life. Effective and objective counseling is clearly required if the community colleges are to truly serve the needs and enlarge the horizons of the high school graduates who enroll in their programs. There is some evidence to indicate that differences in counseling practices may indeed exist, and that these differences are related to race, sex, and age. The purpose of this study is to ascertain, within selected community colleges, whether these differences in counseling procedures are believed by students to exist.

CHAPTER II

REVIEW OF LITERATURE

This chapter draws upon selected literature concerning the community college role in equalizing opportunity for higher education, the community college student, the counselor and counselor role, studies related to age, race and sex, and impediments to effective counseling.

The Community College Role in Equalizing Opportunity for Higher Education

Community colleges today are attracting more students with varied backgrounds, primarily because provisions have been made to allow the less affluent and less academically successful to attend. Specifically, community colleges have low-cost tuition and are usually located in urban areas. As John K. Folger and Charles B. Nam put it, a person interested in higher education, but not strongly motivated, or of limited means, is probably more likely to attend college if it is within commuting distance.¹

¹Folger and Nam, "Educational Attainment," p. 165.

Community colleges offer varied curricula, thus accommodating a broad spectrum of needs in the communities they serve. A distinct advantage to the less academically successful student is that these colleges are less competitive and have less rigorous entrance requirements than the traditional four-year college.

Many authorities have attempted to define the role of the community college. Richard C. Richardson and Paul A. Elsner have noted that:

. . . the junior college [is] a logical extension of the secondary school. The junior college, consequently, is torn between the necessity of maintaining standards to guarantee the employability and transferability of its graduates, and the knowledge that it constitutes the last opportunity for formal education some of its students will ever have.¹

Moreover, the community college provides terminal courses that meet the needs of those youth and adults who are not academically qualified or do not wish to complete degree programs. The community college is an institution designed to attract and serve a diverse population.

K. Patricia Cross and Clyde E. Blocker observed similar characteristics of the community college. Noting that the community college is easily accessible to a diverse group, Cross observes:

. . . the existence of a junior college in the local community attracts new students to higher education because of the reduction in cost, because of the

¹Richard C. Richardson, Jr. and Paul A. Elsner, "General Education for the Disadvantaged," Junior College Journal, XXXVI, No. 4 (December, 1965/January, 1966), 18.

"educational awareness" brought to the community, or because less intense motivation is required for continuing education in the same community.¹

According to Blocker and associates:

The public community college has adopted as its basic tenet the "open door" policy, whereby all high school graduates and adult citizens in the community who meet minimal educational requirements may be admitted. This policy, of course, encourages heterogeneity in the student body, which--in most instances--includes individuals from every social and economic level.²

Assuming a student's aspirations, economic resources, and academic record permit, the community college may serve as the vehicle to a four-year college. It also provides vocational-technical training for those whose academic records or low economic resources make other forms of higher education impossible, or whose career plans require this type of training.

Blocker further observes that:

The two-year college . . . is potentially capable of fulfilling a wide range of functions in contemporary society. It may provide the line of demarcation in certain areas between those who are and those who are not educated in a functional sense. . . . It can help reduce the number of functional illiterates in our society by stressing technical and specialized education for those students who lack the intellectual ability or other necessary requisites for baccalaureate work.³

¹K. Patricia Cross, "Higher Education's Newest Student," Junior College Journal, XXXIX, No. 1 (September, 1968), 40.

²Blocker, Plummer, and Richardson, Two-Year College, p. 14.

³Ibid., p. 6.

It is fortunate that this function does exist. However, it can be seriously misapplied. In community colleges and in the elementary and secondary schools research studies show that there is far too frequently an easy assumption that students coming from low socioeconomic and cultural backgrounds are not capable of entering general education or college transfer programs.

Walter Schafer and associates investigated tracking in two midwestern three-year high schools. Both schools placed their students into either a "college-prep" or "general track." The investigators found that:

. . . socioeconomic and racial background had an effect on which track a student took, quite apart from either his achievement in junior high or his ability as measured by IQ scores. In the smaller, working-class school 58 per cent of the incoming students were assigned to the college prep track; in the larger, middle-class school 71 per cent were placed in the college prep track. . . . The relationship of race to track assignment was even stronger: 71 per cent of the whites and only 30 per cent of the blacks were assigned to the college prep track.¹

Dorothy M. Knoell has found that "sidetracking" works in the secondary school to prevent many students from entering a community college.

Some evidence exists that the community college becomes inaccessible to poor youth as early as junior high school, unalterably so in many cases and until they reach their majority in others. Some are "tracked" into dull, dead-end vocational curriculums in high school from which they emerge uninspired,

¹Walter E. Schafer, Carol Olexa, and Kenneth Polk, "Programmed for Social Class: Tracking in High School," Trans-Action (October, 1970), 40. (Hereinafter referred to as "Tracking in High School.")

unprepared, and unsuited for college in the eyes of most. Others are labeled "not college potential" for all time, a prophecy they take little joy in fulfilling as they ponder the reasons for working for grades if college is not to be in their future.¹

A major goal in our American society is more and better education. Higher education, particularly for black people, women and adults, can be made much more readily available as the community college expands its opportunity equalizing function.

The Community College Student

Qualitatively, there are numerous differences in the educational goals of students attending a community college.

Knoell's research indicates:

. . . A substantial number of two-year college students will continue their education at other institutions of higher education. Students who plan to transfer to specific institutions need to be guided so that their course patterns insure smooth acceptance without loss of credit.²

Sex and race appear to make a difference in the educational levels attained by students. Knoell, in her study of students in the California area, observed:

White males appear to have a considerably higher probability of attending college than do white females and black males in the several cities. However, black female and male graduates continued

¹Dorothy M. Knoell, "Are Our Colleges Really Accessible to the Poor?," Junior College Journal, XXXIX, No. 2 (October, 1968), 9. (Hereinafter referred to as "Are Colleges Accessible?")

²Ibid., pp. 14-15.

their education after high school at about the same rate and compared favorably with white females in terms of college attendance.¹

While Knoell's study found that racial and sexual factors are partially responsible in determining who went on to higher education, Jaffe, Adams, and Meyers found interesting differences in levels of aspiration to attend college.

Almost identical proportions of white and non-white seniors (22 and 23 per cent, respectively) look forward only to junior college. Another 21 per cent of the whites hope to transfer to a four-year college and receive a baccalaureate, but a significantly larger proportion of the non-whites (34 per cent) expect to do so.²

John E. Roueche and David M. Sims found that most students entering the junior college indicate a preference for the college transfer program. While two-thirds to three-fourths of the students who enter our junior colleges announce that they intend to transfer to senior institutions, actually fewer than one-third continue their formal education beyond junior college graduation.³

Edwin A. Whitfield found that high school counselors are seen by community college students as having had very

¹Dorothy M. Knoell, "Who Goes to College in the Cities?," Junior College Journal, XL, No. 1 (September, 1969), 27.

²A. J. Jaffe, Walter Adams, and Sandra G. Meyers, Negro Higher Education in the 1960's (New York: Frederick A. Praeger, 1968), p. 106.

³John E. Roueche and David M. Sims, "Open-Door College or Open-Door Curriculums?," Junior College Journal, XXXVIII, No. 5 (February, 1968), 18.

little influence upon their academic or vocational choices.

These students:

. . . , as a total group, perceive themselves as being approximately average or a little above average, do not use the services of their high school counselor, and tend to make the final decision on attending junior college in high school . . . they perceive themselves as being somewhat independent (encouraged by no one) and decide on their occupation late in their high school career or just prior to entering junior college.¹

The question is therefore raised as to just how effective traditional counseling methods are in reaching the potential junior college student. Apparently, this type of student not only perceives himself as being independent, but also often perceives his counselor as being either unable or unwilling to provide him with the information necessary to make an intelligent decision about vocational or educational plans.

Marilyn Heilfron's study on differential perception of counseling role among high school students, found, " . . . high school students feel that students who are performing well academically and socially need much less counseling than students who are unrealistic in their aspirations."²

¹Edwin A. Whitfield, "The Junior College Student: A Description," The School Counselor, XVI, No. 4 (March, 1969), 283.

²Marilyn Heilfron, "The Function of Counseling as Perceived by High School Students," Personnel and Guidance Journal, XXXIX, No. 2 (October, 1960), 136. (Hereinafter referred to as "Function of Counseling.")

Another aspect of independence displayed by certain students, particularly youth students,¹ is suggested by William E. Amos. His investigation indicates:

Little interest is shown in long term planning, either for courses in school or for a career. Talk to such a youth about his future and the importance of building for the years to come, and he stops listening. He is concerned with today and tomorrow; and his way of life only reinforces his inability to think beyond tomorrow.²

An additional independent characteristic is found in the adult student. Blocker observes:

Adult students perceive the college as a means to an end. They want to use its resources in ways which will contribute directly to their goals. They expect reasonable standards of achievement in courses, but they reject capricious or immature behavior by instructors and bureaucratic procedures and requirements by the administration. In this regard, these students often make it clear to the college that some of the procedures and requirements appropriate for college-age students are unnecessary and irrelevant for adults.³

Counselors and Counselor Roles

It is now more widely accepted that the effective counselor must understand the role basic perception plays in the attitude of the student toward education in general.

¹Youth refers to one who is less than eighteen years of age, is a member of a parental or guardian household, and is dependent upon his family for educational support as well as other needs.

²William E. Amos and Jean Dresden Grambs, Counseling the Disadvantaged Youth (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 22.

³Blocker, Plummer, and Richardson, Two-Year College, p. 124.

Theoreticians such as Bartley and Deutsch propose that perception is based on the "surrounds" and past experiences of students.

S. Howard Bartley theorizes that:

All of the behavior of the individual in which we are interested whether it be perception or not, has to do with his relations to his surrounds. The individual's relating activities possess various names --perception, cognition, cogitation, thought, memory, and so forth.¹

Morton Deutsch has theorized that:

The perception of any act is determined both by our perception of the act itself and by our perception of the context in which the act occurs . . . since both the present situations and past experience of the actor and perceiver may be rather different, it is not surprising that they will interpret the same act quite differently. Misunderstandings of this sort, of course, are very likely when the actor and perceiver come from different cultural backgrounds and are not fully informed about these differences. . . . Since most people are motivated to maintain a favorable view of themselves but are less strongly motivated to hold such a view of others, it is not surprising that there is a bias toward perceiving one's own behavior toward the other as being more benevolent and more legitimate than the other's behavior toward oneself.²

A report of Commission XIII of the American College Personnel Association, edited by Clarence H. Thompson found that:

The way in which a person organizes his perceptions, as well as what he selects to perceive, is influenced by what he expects; and what he expects depends on

¹S. Howard Bartley, Principles of Perception (New York: Harper & Brothers, 1958), p. 39.

²Morton Deutsch, "Conflicts: Productive and Destructive," Journal of Social Issues, XXV, No. 1 (1969), 14.

his experience and his motives. It is more difficult to change the perceptions of an adult than of a youth because the adult has had more prior experience.¹

Assuming that Deutsch and Thompson are correct, the counselor will be perceived differently, depending on the age, experience, and motives of the student.

Dennis L. Trueblood, writing on the role of the counselor in the guidance of Negro students, comments:

. . . the techniques and skills applied in the counseling or guidance situation are everywhere the same . . . the individuality of the counselor should not affect these techniques, and . . . the psychosociological background of the client, though admittedly probably different, should not affect the techniques which the counselor will use or the role which the counselor will play.²

Similarly, C. H. Patterson argues that counseling cannot be compartmentalized:

All counseling deals with the total counselee. It is not possible to categorize his needs into educational, vocational, social, or emotional. Thus in order to deal adequately with the vocational aspects (or any other single aspect) of a counselee's development the counselor must also be prepared to recognize and deal with other aspects of his development.³

¹Clarence H. Thompson, ed., Counseling the Adult Student, Report of Commission XIII, Student Personnel Work for Adults in Higher Education--American College Personnel Association, April, 1967 (Des Moines, Iowa: Drake University, 1967), p. 3.

²Dennis L. Trueblood, "The Role of the Counselor in the Guidance of Negro Students," Harvard Educational Review, XXX, No. 3 (Summer, 1960), 253-54. (Hereinafter referred to as "Guidance of Negro Students.")

³C. H. Patterson, "Counseling: Vocational or Therapeutic?," The Counselor's Role Commentary and Readings, ed. by Joseph C. Bentley (Boston: Houghton Mifflin Co., 1968), p. 152.

Unfortunately, the counselee is sometimes fitted into the counselor's preconceived frame of reference. Differential counseling may be attributed to this practice. Myron E. Merrick's work on "General, Academic and Professional Counseling" emphasizes that:

. . . the role of the counselor should be one of encouraging the student to develop for himself, not only an appropriate major, but to explore as well other avenues in the college, other possibilities for rounding out his interests and abilities. Curriculum counseling is a vital and essential counseling function. The manner in which it is handled determines to a great extent the development of future counseling contacts and may determine whether the student is put on his way to his college career.¹

In addition, Merrick notes another vital point.

There exists the danger of over-counseling, which can change the interaction of faculty member and student from dissemination of information and aid in the development and growth of the student to dissemination of information without regard for the individual in terms of his own unique problems. The feeding of information to students should be a careful process, one which shows some concern for the fact that people digest different informational foods at different rates.²

Defining a counselor and his role is a hazardous endeavor. It has been said that " . . . counseling is one

¹Myron E. Merrick, "General, Academic and Professional Counseling," The Counseling of College Students, ed. by Max Seigel (New York: The Free Press, 1960), ch. 7, p. 142.

²Ibid.

of those words that everybody understands but no two people seem to understand in precisely the same way."¹

Claude Grant found that students' perceptions of the role and responsibility of the counselor seem to be a reflection of how the counselor is perceived by teachers, administrators, and counselors themselves, and that clients tend to involve the counselor only in situations in which the counselor is perceived as being able to make an acceptable contribution.²

In a paper presented at a conference on the preparation of school counselors, Loren L. Benson observed, " . . . The counselor's job is not a college placement function, putting students into slots, but rather it is to aid students in choosing from the many possibilities available to them."³

Heilfron's study on the perception of counseling by high school students found that "students are unaware of the role counselors might play in helping students who are getting along well become acquainted with the range of possibilities for using their talents."⁴

¹Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crofts, Inc., 1961), p. 1.

²Claude Grant, "How Students Perceive the Counselor's Role," Personnel and Guidance Journal, XXXII, No. 7 (March, 1954), 386.

³Benson, "Students' Problems," p. 57.

⁴Heilfron, "Function of Counseling," p. 135.

In addition, Tillery reports that, " . . . most students clearly perceive counselors and teachers as directive, demanding, but liking to help others."¹

Raymond C. Hummel describes the counselor's two primary areas of responsibility. The counselor must first assess the individual's aspirations and academic potential and then must help to guide him into either a transfer or terminal program. While the transfer program is designed to lead to eventual enrollment at a four-year college, the terminal program deals extensively with the "world of work" and with problems of job and job placement.²

Counseling demands an understanding of the varied personalities and problems each individual brings to the counseling situation. John R. Thompson notes:

When the client has a preconceived goal, it is natural for him to develop logic-tight compartments regarding the desirability of the goal and to minimize the hazards and disadvantages. The task of the counselor is to help the client to evaluate the goal honestly in terms of both reward and disadvantages.³

¹Dale Tillery, "Will the Real Guidance Counselor Please Stand Up?," College Board Review, No. 74 (Winter, 1969-70), 21.

²Joseph C. Bentley and Raymond C. Hummel, "Ego-Counseling in Guidance," The Counselor's Role Commentary and Readings (Boston: Houghton-Mifflin Company, 1968), p. 4.

³John R. Thompson, "The College Student and His Personality Correlates of Educational-Vocational Choice," Counseling for the Liberal Arts Campus, The Albion Symposium, ed. by Joseph C. Heston and Willard B. Frick (Yellow Springs: The Antioch Press, 1960), pp. 108-09.

Thoroman, in his study on the counseling of adults, found:

The increasing demand for continued education and training . . . affects the large number of adults seeking counseling. Night schools are overflowing with people whose continued work and promotions are dependent upon continued education. Those desiring promotion are particularly seeking vocational counseling to assist them in best utilizing their time in education. As the individual grows older, the careful use of time and finances in further education is imperative, and vocational counseling becomes a valuable aid.¹

Young students, on the other hand, encounter equally serious problems. Carl McDaniels found:

Efforts to help youth to choose must be long term, continual, and developmental. They must also recognize the varying rates of readiness and approach each student on an individual basis. And, finally, all efforts must safeguard the individual's right to make free choices for himself.²

Race may also be a factor in counseling the community college student. Charles Tildon, Harry Bard, and Robert Wilson of the Community College of Baltimore see a need to review and revise the one- and two-year occupational programs in order to make certain that black students have access to career ladders and do not, therefore, see themselves as "locked in."³

¹Thoroman, Vocational Counseling, p. 2.

²Carl McDaniels, "Youth: Too Young to Choose?," Vocational Guidance Quarterly, XVI, No. 4 (June, 1968), 248.

³Charles Tildon, Harry Bard, and Robert Wilson, Jr., "The Black Students: The Community College," Junior College Journal, XL, No. 3 (November, 1969), 21.

By limiting information to a specific community, Trueblood says, the guidance worker may continue to stifle the occupational curiosity of the Negro.¹

In his discussion on the role of the counselor in the guidance of Negro students, he expresses concern for counselors who advise students about occupational choice on the basis of national trends. Furthermore, Trueblood quotes Holland as observing:

It is well nigh impossible to inspire and motivate a person who has experienced the subtle and direct means of discrimination which are condoned and tacitly approved by the community. This is a challenge for the business and service clubs, labor unions, religious organizations and special interest groups. The full meaning of citizenship rights and free access to all tax supported programs and public offerings is intertwined with levels of aspirations, ideals and hopes of an individual. The minority group members must be made to feel that they are an integral part of the total community and that their successes or failures are based mainly on individual competence rather than the blanket denial of opportunity centered on visible physical features.²

Johnnie R. Clarke and Rose Mary Ammons conducted a study on identification and diagnosis of junior college students' needs and goals. They concluded:

When such students fail in the traditional programs, they usually are advised to enroll in remedial courses or vocational programs. In other cases, this advice is given at the time of admission. In the latter instances, the bases for the recommendations have been

¹Trueblood, "Guidance of Negro Students," p. 256.

²Ibid.

test scores or other predictive measures whose validities have not been tested for the junior college population.¹

Ronald J. Rousseve states that " . . . the inability of the white counselor to identify with the Negro counselee ordinarily makes a counseling relationship between these two parties difficult to establish."²

Literature is scarce on female students at the community college level but the need is great. In regard to the sex of the student, Marjorie B. Turner has said that increased and improved educational facilities in guidance and counseling are essential for the woman worker of the future. Thoroman, commenting on this statement, says, "unfortunately, the need is also now. Without counseling, many of these young women . . . are doomed because of their limited training."³ Hardee has found:

The individual's own bent--the inclination of Guinevere to express herself in an area of work of her own choosing--this is paramount. That she be given all the information available about the various fields and about her own aptitude for one or several of them is the concern of the professional counselor.⁴

¹Johnnie R. Clarke and Rose Mary Ammons, "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, XL, No. 5 (February, 1970), 14.

²Ronald J. Rousseve, "Counselor Education and the Culturally Isolated: An Alliance for Mutual Benefit," The Journal of Negro Education, XXXIV, No. 4 (Fall, 1965), 396.

³Thoroman, Vocational Counseling, p. 101.

⁴Hardee, "Counseling Women Students," pp. 18-19.

While limited employment opportunities in industry and certain professions in secretarial, teaching, and technical jobs have traditionally proven lucrative areas for women, the community college's counseling program must apprise women of other opportunities to afford even greater fulfillment of their intellectual potential.

Impediments to Effective Counseling

One of the most commonly cited reasons for ineffective counseling is observed by Twyman Jones:

Academic advisement interviews are often so short, usually fifteen to thirty minutes . . . the counselor-advisor usually sees twenty to forty students a day. This . . . makes the usual academic advisement interview a source of frustration for both adviser and student. . . . He is further aware that under these conditions it is very difficult to do anything more than check the accuracy of the course selections made by the students.¹

It is understandable, then, that William D. Kerr found that high school counselors were perceived by many senior students as not having influenced their college decision.²

The role of empathy, the understanding and identification of a counselor with his counselees in eliciting maximum performance from them is another aspect of the problem.

¹Twyman Jones, "The Counselor and His Role," Junior College Journal, XL, No. 7 (April, 1970), 13.

²William D. Kerr, "Students' Perceptions of Counselor Role in the College Decision," Personnel and Guidance Journal, XL, No. 4 (December, 1962), 341.

Moses S. Koch and Camilla Stivers report:

The disadvantaged criticized severely the quality of guidance and counseling in the high school, stressing particularly the failure of counselors to encourage those students with wavering aspirations to try for college. "They make you feel like you're crazy to think of it," one girl said. "You get convinced you're not going to make it, so you decide there's no point in trying." Also mentioned was the inadequacy of information given to students about scholarships, work-study programs, and loans. The tendency of counselors to categorize students, several people said, shows up particularly when a counselor steers a student toward schools whose enrollment is largely of the same color as the student.¹

James Harvey's description of the William Rainey Harper College in Chicago emphasized the necessity of first-rate counseling in his study of the counseling program:

Unless the academic advising is first class the student is "shortchanged" and the economic advantage of attending a junior college is soon lost. If programming errors are made, transfer students may be required to spend an additional summer or semester in college thereby negating all or part of the economic benefits. Career students may have to delay entry into the vocational world, take extra courses, and make substantial financial sacrifices also.²

It is generally assumed that the counseling community college students receive is restricted. The effectiveness of the counseling depends upon comprehension of

¹Moses S. Koch and Camilla Stivers, "The Poor Speak and the Presidents Listen," Junior College Journal, XXXIX, No. 5 (February, 1969), 20.

²James Harvey, "The Counseling Approach at Harper College," Junior College Journal, XXXVIII, No. 2 (October, 1967), 38-39.

factors such as special aptitudes, interests, and values, as well as the student's individual economic condition and social status.

Summary

The literature thus reviewed tends to support the need for additional research concerning the academic counseling practices of community college counselors. The counselor's role in academic advising appears to demand more attention in view of the limitations and kind of information provided students in making curricular choices.

Ideally the counselor must know and understand each student he attempts to counsel. Since every individual brings to the college his own characteristics of race, age, sex, academic ability, and vocational aspiration, the counselor must be willing to deal appropriately with these variables and their ramifications. The counselor must also refrain from any form of pressure when attempting to influence his advisees. It is his function to serve as an ally to the students, working toward his success, rather than as a roadblock to the student's attempts to discover the course of study most suited to his particular needs.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Introduction

Chapter III presents a revision of the original six major questions posed in Chapter I, lists the data required for the study, describes the population included, the design of the instruments used, the procedures for obtaining the data, administration of the instruments, the plan for the data analysis, and the limitations of the study. A summary is also included.

This study has been concerned with whether there are perceived differences in the practices of counseling community college students with respect to their curriculum placement into either transfer or terminal programs and whether any such differences are systematically related to the race, age, or sex of the students counseled.

In Chapter I, pp. 12 and 13 six major questions were identified and initially used to structure this research investigation. However, as the research progressed, some changes became necessary. Question I has

been retained and Questions II and III have been combined. The original Questions IV, V, and VI could not be answered in this study. The data for these questions could not be collected to determine whether counselors and students were differentially in agreement about curricular placement based on the variables race, age, and sex because at each of the community colleges, the counselors were unable to identify their assigned counselees. Consequently, Questions IV, V, and VI were dropped from this research.

The questions now used to structure this research investigation are:

- I. Are counselors, in fact, differentially counseling students into college transfer versus terminal curricula on the basis of race, sex, or age?
- II. Are counselors believed by students to be differentially counseling students into terminal versus college transfer curricula on the basis of race, sex, or age?
- III. Are counselors differentially believed by black versus white, male versus female, youth versus adult, and college transfer versus terminal, to be differentially counseling students into college transfer versus terminal programs on the basis of race, sex, or age?

Some research investigations have been made by Knoell¹ and Schafer² and associates on homogeneous grouping and "tracking" of students into curricula.

¹Knoell, "Are Colleges Accessible?," p. 9.

²Schafer, Olexa, and Polk, "Tracking in High School," p. 40.

Counseling procedures have been pointed out as a cause for students placed into either transfer or terminal programs based on factors other than intellectual capabilities and educational aspirations. For this investigation, a heterogeneous population sample was selected to cover a wide spectrum of community college students, and to find out whether such practices do in fact exist within the three selected community colleges.

The Population

The population involved in the study consisted of academic counselors and second-year students in three selected community colleges.

The participating counselors in the three community colleges held positions either as counselors in the counseling department, as teacher-counselors, or as members of the staff of the Dean of Student Personnel or of the Registrar.

As defined in Chapter I second-year classification in this study meant that the student had previously completed either forty-five quarter hours, or thirty semester hours of community college credit at the time he participated in the study. Respondents were classified by race (black or white), sex (female or male), age (adult or youth), and curriculum (terminal or college transfer). Ages ranged from eighteen to fifty years.

Because many young students tend to carry adult responsibilities, a youth was arbitrarily defined as a person less than eighteen years of age, a member of a parental or guardian household, and dependent upon family for financial support.

The adult student was defined as at least eighteen years of age, enrolled in a program that normally required two years to complete, and in addition met any two of the following additional criteria: (1) had been employed full-time at least six months, (2) was or had been married, (3) was or had been a member of the military service, (4) was financially and personally independent of his parental household.

The variable curriculum denoted terminal or college transfer. The terminal programs were those which prepare students for a two-year degree, intended as direct preparation for an occupation, and are not transferable toward work on a baccalaureate degree. The transfer programs were those which prepare students to continue work in a four-year college or university, leading to a baccalaureate degree. The definition also applied to the term "college parallel."

The three selected community colleges are located in metropolitan areas in which: (1) business, industry, and government operations within commuting distance provide readily available opportunities for employment, and

(2) four-year colleges and universities also located within commuting distance provide opportunity to transfer into a baccalaureate college program.

The location of each community college was an important factor in reducing bias due to differential access to work or to further college study. Students who attend the community college are frequently employed while attending school. Terminal students, upon graduation, hope to find employment within commuting distance. Transfer to further college study is enhanced if at least one college or university is located within commuting distance. It was assumed that if both employment locations and four-year colleges or universities were within commuting distance, students' choices of curricula would not likely be influenced by factors associated with distance.

A fictitious name was assigned to each community college studied: Anville Community College, Bayland Community College, and Centerville Community College, which also were respectively the fictitious names assigned to towns in which the colleges are located. The following is a brief description of each college, its population, and its academic counseling program.

Anville Community College had an enrollment of approximately 7,500 students. The 1960 Census reported Anville's city population as 107,807. This community

college is centrally located within the city and is also very near a major university. Anville Community College was found to have favorable community relations, as well as effective working relations with the business, industries, and professions in the community. College officials indicated that Anville Community College had specifically developed programs of study to meet the demands of the professions, businesses, industry, and governmental agencies located within the city. Both training and employment were thus possible during the time the student was pursuing his studies.

According to descriptions in the Anville Community College catalog, personal, academic, and vocational counseling were available to every student:

- 1) Faculty advisors are assigned to all full-time students. Advisors help students resolve questions arising in the development of their educational program, assist in the selection of specific courses, and are concerned with the students' academic progress.
- 2) A staff of professionally trained counselors is available to assist students in furthering their educational, vocational and personal development. . . . After a student is admitted to the college, a pre-enrollment interview with a counselor enables him to discuss his educational goals and to plan a program of study for enrollment.

. . . Counselors assist students with decisions of curriculum choice, vocational development, and social and emotional problems of a personal nature which tend to interfere with academic progress.

Bayland Community College had an enrollment of approximately 5,000 students. It was the smallest school included in the study. According to the 1960 census, the village of Bayland had a total population of 6,881, but its community college is located within commuting distance of Port City whose preliminary population estimate for 1970 was 1,492,914. Several four-year colleges were accessible in Port City, as well as opportunities for training and employment in business and industry. Students from Port City made up a large percentage of the enrollment of Bayland Community College. In addition, the college was found to serve several smaller surrounding communities.

Bayland Community College had the largest black enrollment of the three community colleges in this study. Of the 5,000 students approximately 1,400 were black.

According to officials of this college, the counseling program was structured to make possible a wide variety of diagnostic tests and occupational inventories designed to assess student abilities, skill levels, and qualifications for academic work. By taking advantage of these counseling services, students were theoretically able to select courses and programs based on their ability, background, interests, and needs. A student must, however, have had a validated program advisement form signed by his counselor in order to enroll in the courses he had selected.

Centerville Community College had an enrollment of approximately 8,300 students. A 1969 supplemental census count supplied by the Chamber of Commerce indicated that the population of Centerville was 215,000. The community college is located in an easily accessible residential area of the city, the majority of whose population are industrial workers. Again, a four-year college was situated nearby, as well as available business and industry job opportunities.

Officials of Centerville Community College indicated that it was designed to provide three basic programs: (1) a transfer program for students who wished to complete their education at a four-year college, (2) a program designed for the occupational student who wanted to take one or more years of study and/or training that did not lead to a baccalaureate degree, and (3) a program of general education for those students who wished to pursue varied courses on a non-structured basis.

According to the counseling department, assistance was provided to students in program planning. Each student, on the basis of his curriculum choice, was assigned to a division of the college. Advice and scheduling information were then provided by a faculty advisor in the student's area of specialization.

Vocational counseling was also provided. This was done by counselors who conducted personal interviews,

administered aptitude tests, and helped interpret test scores.

Data Required

The data required for this study consisted of the student's race, age, sex, grade point average, curriculum, marital status, employment status, living arrangements, source of income for education, military service, and curricula changes made. These data served to determine whether a student was classified as an adult or youth in this study and his qualifications for transfer and terminal status. Student responses to questionnaires concerning their beliefs about curriculum placement practices were deemed necessary.

Originally, a considerable amount of data were to have been obtained from each counselor at the three community colleges. It was planned for each counselor to identify his assigned counselees, according to the curricula in which his students were enrolled, but counselors could not provide this information. In the group-interview session, counselors explained the difficulty of identifying each counselee assigned to them because some never report for academic advisement. Counselors could not indicate whether they agreed with choice of curriculum by students or disagreed with their choice.

Other data required for this study were obtained by a questionnaire for counselors along with a group

interview of the counselors. The following data necessary to assess the counselor's responsibilities were gathered: hours spent in counseling, number of student consultations before curriculum decided upon, percentage of counselees known, counselor's criteria or college's criteria used to identify capable transfer students, and knowledge of counselees' plans for continuing their education. These questions provided the framework for studying community college counselor's curriculum placement practices and responsibilities.

The group interviews held at each community college allowed free discussion and comments of counselors about advising students on choices of curriculum.

Design and Administration of Instruments

Designing the Instrument

In order to investigate whether there are perceived differences in the practice of counseling community college students with respect to their curriculum placement into either transfer or terminal programs, and whether any such differences are systematically related to the race, age, or sex of the students counseled, two questionnaires were constructed specifically for this study--one to elicit students' beliefs regarding the practices of the counselors in relation to curriculum placement, and another

to ascertain each counselor's philosophy and practices, as he sees them, in determining curriculum placement for his students. In addition, counselors supplied supplementary comments in a group interview concerning their beliefs about students' curricula choices. (Complete copies of both questionnaires are in Appendix A.)

Student Questionnaire

The student questionnaire consisted of twenty-four questions, the items for which were taken from the three major questions posed in the beginning of this study (Chapter I, pp. 12 and 13). Each major question was divided into a series of sub-questions directed to a specific counseling practice concerning the placement of students in either transfer or terminal programs on the basis of age, race, and sex. Students were asked to respond to each item on a four-point Likert-type scale. The scale ranged from "strongly agree" (SA) to "strongly disagree" (SD). The four-point scale was designed instead of the five-point one to eliminate the neutral third response in the five-point scale, thus forcing an opinion.

In the Likert Method, statements are never neutral toward the object in question but are favorable or unfavorable in varying degrees. The subject reacts to each statement on a five-point scale, indicating that he either strongly agrees, agrees, is uncertain, disagrees, or strongly disagrees. His score is computed simply by weighting the responses from five to one for a favorable statement beginning

with strong agreement. Values are assigned in reverse order for unfavorable statements.¹

Directions accompanying the questionnaire instructed the respondents to indicate how strongly they agreed or disagreed with each question by circling the appropriate response. To eliminate guessing or uncertainty, definitions were provided for terms "counselor," "terminal program," "transfer program," and "qualifications." In addition, the last page of the questionnaire asked the student for demographic data, educational plans, counselors' name, and grade point average. Each student's grade point average was further checked against his grade point averages from official files for purposes of verification.

Counselor Questionnaire

The counselor questionnaire was designed specifically to discover general practices in curriculum placement, as well as philosophical viewpoints held by each counselor. The questionnaire provided free response to open-ended questions. In addition, counselors supplied supplementary comments concerning their beliefs about students' curricular choices. Each questionnaire consisted of fifteen items. A set of brief instructions

¹J. Stanley Ahmann and Marvin D. Glock, Evaluating Pupil Growth; Principles of Tests and Measurement (Boston: Allyn and Bacon, Inc., 1967), p. 455.

and explanations were given before each counselor independently completed his questionnaire.

At the time this study was conducted there were eleven counselors on the counseling staff at Anville Community College, all of whom participated. At Bayland Community College nine of the thirteen on the staff participated, and at Centerville Community College five of the nineteen took part.

Originally it was proposed that all counselors be included in the investigation, but because of previous commitments and other assignments, some counselors found it impossible to attend the one interview session that had been scheduled at their college. To assure complete objectivity, it was deemed essential that only one meeting be held. Therefore, only those who found it possible to attend the scheduled session are included in the counseling population. Responses to this questionnaire are recorded in Chapter IV.

Group interviews were held with the counselors who, after the questionnaire had been administered, engaged in a free-discussion of their counseling practices. A detailed report of the free-discussion comments is presented in Chapter IV.

Securing the Data

The data gathering process was initiated by a letter of transmittal to each of the three community

colleges, introducing the study and seeking a date and time for a preliminary conference. (Copy in Appendix A p. 113.) This was followed by a conference with college officials to explain the nature of the study.

When approval to include each college in the study was given, the writer contacted the Registrars and the Office of the Dean of Student Personnel. Registrars at Anville and Bayland made available the 1970 winter and spring enrollment print-out data for use in selecting subjects for this study. The Office of the Dean of Student Personnel at Centerville provided alphabetized bound copies of grade slips.

The print-out data sheets provided a profile of each student enrolled in the community college, including the students' names, addresses, birth dates, and major subjects, plus counselor numbers, credits accumulated, grade point averages, and present academic status. Centerville Community College could not provide print-out data, but did make available the necessary information through the Office of the Dean of Student Personnel.

To select names of possible participants for this study, a randomized procedure was used in which every tenth name was chosen from the official files. This random selection resulted in a total of 300 subjects. Age, sex, and curriculum were then determined for each subject in the selected sample.

Race, a major variable of this study could not be determined during randomization because official records cannot legally provide such information. It had to be determined later by the students themselves on the personal data section requested in the questionnaire.

During the months of May and June, 1970, 300 students were contacted by letter seeking their participation in the study. The date, time, and place for a meeting for responding to the questionnaire were given.

After the first meeting with the participants, follow-up letters along with questionnaires were mailed to students who had been unable to participate. From the original 300 questionnaires, two mailings resulted in 168 returned usable questionnaires.

Supplementary notes, letters, or comments written by the students, responding either favorably or unfavorably to a particular counseling practice were not employed in the formal analysis of the data, but they are included in their original form in Chapter IV, pp. 86-90.

College officials contacted the counseling staff at each college explaining the nature of the study and asked voluntary participation. At one of the colleges counselor contract clauses were reviewed before permission was granted to conduct the study.

Data Analysis

The returned student questionnaires were sorted according to each college and assigned a code number for identification purposes. The coding system used on the questionnaire provided each college with a series of numbers, Bayland 100-199, Anville 200-299, and Center-ville 300-399. The assigned code numbers were transferred to the data cards, thus identifying by college each subject in the study. The 3600 computer at Michigan State University Computer Laboratory was used for analysis.

The design chosen is a four-way crossed but unbalanced design. The design variables are race (black-white), age (youth-adult), sex (male-female), and curriculum (transfer-terminal). The dependent variables are self and college.

Cell frequencies of the study are found in Table 1, p. 51.

In order to test the research hypotheses, it was necessary to examine all components of this design.

Six questions had provided the initial framework for this study, but after a careful examination of the data, the writer discovered that there was a lack of valid evidence for answering Questions IV, V, and VI. Consequently, only Questions I, II, and III could be answered with the data which could be obtained.

TABLE 1.--Cell frequencies, by age, race, sex, and curriculum.

		Transfer		Terminal	
		Adult	Youth	Adult	Youth
Male	Black	4	16	1	3
	White	12	27	6	13
Female	Black	4	10	5	17
	White	16	23	7	14

Question:

- I. Are counselors, in fact, differentially counseling students into college transfer versus terminal curricula on the basis of race, sex, or age?

Data collected for this question were based upon the counselors' responses as well as students' responses to items pertaining to the actual counseling done between student and counselor.

Questions:

- II. Are counselors believed by students to be differentially counseling students into terminal versus college transfer curricula on the basis of race, sex, or age?
- III. Are counselors differentially believed by black versus white, male versus female, youth versus adult, and college transfer versus terminal, to be differentially counseling students into college transfer versus terminal programs on the basis of race, sex, or age?

Data collected for Questions II and III were done by responses on the student's questionnaire. By use of factor analysis, these items were collapsed, thereby necessitating the formulation of new hypotheses based upon the underlying variables college and self.

Data on crucial factors were extracted from findings provided on each counselor questionnaire. Since counselors participated in providing written data on forms and in discussions, the analyses tended to show some definite comparisons in regard to counselors' responses and philosophies. Each counselor's data were computed as a total and average. Where respondents failed to provide data, averages of the total were averaged in and final percentages presented. Tables 18, 19, and 20 in the following chapter summarize these data.

In addition, the Office of Research Consultation, College of Education, at Michigan State University provided assistance in employing a missing data analysis, factor analysis, and an analysis of variance for analyzing the data.

A missing data analysis was carried out in order to overcome the problem of omitted answers to some parts of the questionnaire. This analysis was done by substituting the mean of the group for each observation, thus minimizing the experimental error sum of squares.¹

¹Bernard Ostle, Statistics in Research (Ames: The Iowa State University Press, 1966), p. 391.

By the use of factor analysis followed by a varimax rotation, the underlying variables college and self were explicated as the dependent variables.

Factor analysis is a method for determining the number and nature of the underlying variables among large numbers of measures. More succinctly, factor analysis is a method for determining k underlying variables (factors) from n set of measures k being less than n. It may also be called a method for extracting common factor variances from sets of measures.¹

The two factors, college and self, were related to two basic beliefs of students: first, how the student perceives the community college counselors' curriculum placement practices affecting overall college students; and second, how the student perceives the community college counselors' curriculum placement practices directly affecting the respondent himself. Factor loadings identified questions directly related to the two beliefs (see questionnaire in Appendix E, p. 117). Items Q1, Q2, Q3, Q7, were found to be related to the students' beliefs about differential counseling practices as related to themselves. The questions therefore are taken as related to the variable self. The four questions relating to the variable college are Q5, Q8, Q10, Q11. These questions were taken as indices of how students' perceive differential counseling practices in relation to other students in the college as a whole.

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1967), ch. 36, p. 650.

From these variables, eight hypotheses about the underlying structures were generated. The hypotheses to be tested involved four independent variables, namely race, sex, age, and curriculum.

Since the study involved two dependent variables, college and self, a choice had to be made between two separate univariate analyses of variance, and one multivariate analysis of variance. Because of the low correlation between the variables, the univariate analysis of variance was deemed appropriate. This analysis was used to determine whether differences exist between students' beliefs about the counseling practices of community college counselors in curriculum placement as those practices affect other college students (college) as well as themselves (self).

Hypotheses

Null Hypotheses

Dependent Variable: Student beliefs about differential counseling practices in relation to other college students.

H_{0_1} : There will be no difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.

H_{0_2} : There will be no difference between youth and adult students' beliefs about differential curriculum

placement practices of community college counselors as those practices relate to other college students.

Ho₃: There will be no difference between male and female students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.

Ho₄: There will be no difference between beliefs of students in transfer programs and students in terminal programs about differential curriculum placement practices of community college counselors as those practices relate to other college students.

Dependent Variable: Student beliefs about differential counseling practices in relation to themselves.

Ho₅: There will be no difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves.

Ho₆: There will be no difference between youth and adult students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves.

Ho₇: There will be no difference between male and female students' beliefs about differential curriculum

placement practices of community college counselors as those practices relate to themselves.

Ho₈: There will be no difference between students in transfer programs and students in terminal programs beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves.

Limitations of the Study

First, there was a problem in obtaining a representative sample of black students for this study. Federal regulations prohibit racial identification on applications and other information gathering forms.

Second, many students were disqualified for the study because their cumulative hours were too low for second-year classification. Irregular enrollment during the year also eliminated many of these students, thereby reducing the size of sample.

Third, response distribution did not permit proportional allocation to each of the design variables.

Fourth, community college counselors did not all participate. Generalizations about this population are based on the responses of cooperating counselors only.

Fifth, not all of the data needed from counselors could be obtained. Counselors did not adequately know

their counselees and could not provide the information on whether they were in agreement with their counselees on curriculum placement.

Due to a limited number of black students in this study, a larger black student population represented in other community colleges may provide more objective data on students' beliefs about counseling practices particularly related to the variable race.

Summary

This investigation was undertaken to study the actual or perceived differences in the curriculum placement counseling practices of three selected community colleges in relation to four independent variables: race, age, sex, and curriculum.

Subjects were randomly selected for this study from second-year students having previously completed a minimum of forty-five quarter hours or thirty semester hours.

Counselor participation in this study was voluntary in all three community colleges. Some counselors found it impossible to attend the one interview session that had been scheduled at their college.

Data were gathered from official records of participating colleges and from questionnaires administered to both students and counselors. Counselor group-interviews were held for additional data collection.

Data were coded for analysis. The data analyses included a missing data analysis, factor analysis including rotated factor loadings, and univariate analysis of variance. By use of rotated factor loadings, the analyses resulted in two dependent student belief variables, thus inferring students' beliefs about counseling practices as related to "college" and "self."

The results of this study are reported in Chapter IV.

CHAPTER IV

FINDINGS AND DATA EXPLANATIONS

Introduction

This chapter is concerned with the findings and explanation of data. Analysis of differences will be presented based on data analyzed by use of factor analysis, rotated factor loadings, multivariate analysis of variance of the two major hypotheses posed. The findings from each counselor-group interview will be reported in tables for the community colleges under study, and discussed.

Findings in this study are generalizable only to community colleges that are similar to the three community colleges in this study. Extrapolating beyond this should be done with care.

Data Findings

Differences Between Black and White Students' Beliefs of Counseling Practices on Curriculum Placement

H_{01} : There will be no difference between white and black students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students.

Ho₅: There will be no difference between white and black students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to themselves.

The F-ratio for the multivariate test of equality of mean vectors as shown in Table 2, indicates that black and white students have different beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students rather than themselves. The F-ratio is significant at $p < .0001$. The F-ratio for the self variable indicates no differences between black and white students regarding belief in differential curriculum placement practices as they relate to themselves.

TABLE 2.--Differences between black and white students' beliefs of counseling practices in curriculum placement
[independent variable--race]

F-ratio for multivariate test of equality of mean vectors = 22.5728			
D.F. = 2 and 151.00		p < 0.0001	
Variable	Between Mean Squares	Univariate F	p Less Than
College	878.0728	44.7889	0.0001
Self	0.6116	0.1133	.7369
D.F. for Hypothesis = 1		D.F. for Errors = 152	

Since there was significance, a post-hoc analysis was performed in order to determine whether black students or white students felt more strongly toward counselors' practices on the variable college. Table 3 shows an estimate of the differences in their perception as well as the error of the estimate.

TABLE 3.--Least squares estimate of the effect of race on the variable college.

Least Squares Estimate	Standard Error	Significance
-5.443	.962	$\alpha = .05$
Black-White		

Differences Between Youth and Adult
Students' Beliefs of Counseling
Practices on Curriculum Placement

H_{o_2} : There will be no difference between youth and adult students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students.

H_{o_6} : There will be no difference between youth and adult students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to themselves.

TABLE 4.--Differences between youth and adult students' beliefs of counseling practices in curriculum placement [independent variable--age].

F-ratio for multivariate test of equality of mean vectors = 1.1225

D.F. = 2 and 151.00

p < 0.3282

Variable	Between Mean Squares	Univariate F	p Less Than
College	41.4321	2.1134	0.1481
Self	1.2643	0.2343	.6291
D.F. for Hypothesis = 1		D.F. for Error = 152	

The F-ratio for the multivariate test of equality of mean vectors indicates that youth and adult students perceive no differences in community college counselors' curriculum placement practices as practices relate to either college or self.

Differences Between Male and Female Students' Beliefs of Counseling Practices on Curriculum Placement

Ho₃: There will be no difference between male and female students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students.

Ho₇: There will be no difference between male and female students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to themselves.

TABLE 5.--Differences between male and female students' beliefs of counseling practices in curriculum placement [independent variable--sex].

F-ratio for multivariate test of equality of mean vectors = 1.4508

D.F. = 2 and 151.00

p < 0.2377

Variable	Between Mean Squares	Univariate F	p Less Than
College	55.6241	2.8373	0.0942
Self	0.1553	0.0288	0.8656
D.F. for Hypothesis = 1		D.F. for Error = 152	

The F-ratio for the multivariate test of equality of mean vectors as shown in Table 5, is not significant. No statistically significant difference was observed in how students perceive the relationship of the college and to themselves among community college counselors in curriculum placement.

Differences Between Transfer and Terminal Students' Beliefs of Counseling Practices on Curriculum Placement

Ho₄: There will be no difference between students in transfer programs and terminal programs beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students.

Ho₈: There will be no difference between students in transfer programs and terminal programs beliefs about the differential curriculum placement practices of community college counselors as those practices relate to themselves.

The F-ratio for the multivariate test of equality of mean vectors as shown in Table 6, indicates that a difference was observed between transfer and terminal students. Students in transfer and terminal programs differed in beliefs about the differential curriculum placement practices of community college counselors as those practices relate to themselves.

TABLE 6.--Differences between transfer and terminal students' beliefs of counseling practices in curriculum placement [independent variable--program].

F-ratio for multivariate test of equality of mean vectors
= 3.9760

D.F. = 2 and 151.00

p < 0.0208

Variable	Between Mean Squares	Univariate F	p Less Than
College	8.5780	0.4375	0.5094
Self	42.0185	7.7874	0.0060
D.F. for Hypothesis = 1		D.F. for Error = 152	

Since there was significance, a post-hoc analysis was performed in order to determine whether black students

or white students felt more strongly toward counselors' practices on the variable program. Table 7 shows an estimate of the differences in their perception as well as the error of the estimate.

TABLE 7.--Least squares estimate of the effect of program on the variable self.

Least Squares Estimate	Standard Error	Significance
1.146	.504	$\alpha = .05$
Transfer-Terminal Programs		

Interactions of Variables Tested

Tables 8, 9, and 10 represent the interactions of the four variables tested in combination with the two dependent variables.

Interaction is the differential response to one factor in combination with varying levels of a second factor applied simultaneously. That is, interaction is an additional effect due to the combined influence of two (or more) factors.¹

The following combinations represent the differential responses for First Order, Second Order, and Third Order interaction.

First Order Interactions

Sex × Race

Sex × Age

¹Ostle, Statistics, p. 258.

Sex × Program

Race × Age

Race × Program

Age × Program

Second Order Interactions

Sex × Race × Age

Sex × Race × Program

Sex × Age × Program

Race × Age × Program

Third Order Interactions

Race × Sex × Age × Program

TABLE 8.--First order interactions of variables tested.

F-ratio for multivariate test of equality of mean vectors
= 1.0196

D.F. = 12 and 302.00

p < 0.4305

Variable	Between Mean Squares	Univariate F	p Less Than
College	17.8102	0.9085	0.4906
Self	5.9718	1.1068	0.3610
D.F. for Hypothesis = 6		D.F. for Error = 152	

TABLE 9.--Second order interactions of variables tested.

F-ratio for multivariate test of equality of mean vectors
= 0.6328

D.F. = 8 and 302.00

p < 0.7501

Variable	Between Mean Squares	Univariate F	p Less Than
College	19.1023	0.9744	0.4234
Self	1.7526	0.3248	0.8610
D.F. for Hypothesis = 4		D.F. for Error = 152	

TABLE 10.--Third order interactions of variables tested.

F-ratio for multivariate test of equality of mean vectors
= 1.7358

D.F. = 2 and 151.00

p < 0.1798

Variable	Between Mean Squares	Univariate F	p Less Than
College	56.0514	2.8591	0.0930
Self	2.4672	0.4572	0.4324
D.F. for Hypothesis = 1		D.F. for Error = 152	

Examination of Tables 8, 9, and 10 shows that none of the interactions was found to be significant. This indicates that there were no additional significant effects, over and above the main effects, due to the combined influence of two or more independent variables.

TABLE 11.--Cell means of all responses to the variable college.

		Youth		Adult	
		Transfer	Terminal	Transfer	Terminal
Male	White	14.03	14.84	17.91	12.50
	Black	20.43	21.00	20.25	25.00
Female	White	14.00	14.42	13.87	16.42
	Black	17.00	19.42	18.25	20.20

TABLE 12.--Cell means of all responses to the variable self.

		Youth		Adult	
		Transfer	Terminal	Transfer	Terminal
Male	White	11.55	10.23	10.91	10.50
	Black	12.62	9.00	11.75	10.00
Female	White	11.60	10.50	11.18	11.71
	Black	11.10	10.42	11.00	10.20

Major Findings of the Study
on Students

The following conclusions were indicated by the data analysis:

1. There was a difference between white and black students' beliefs about the differential curriculum placement practices of community college counselors as those practices relate to other college students and through post-hoc analysis it was determined that black students felt more strongly than white students.
2. There was a difference between beliefs of students in transfer and terminal programs about differential curriculum placement practices of community college counselors as those practices relate to themselves with further analysis indicating that transfer students felt more strongly than terminal students.
3. There was no difference between youth and adult students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.
4. There was no difference between youth and adult students' beliefs about differential

curriculum placement practices of community college counselors as those practices relate to themselves. (Self)

5. There was no difference between male and female students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.
6. There was no difference between male and female students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)
7. There was no difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)
8. There was no difference between beliefs of students in transfer and terminal programs about differential curriculum placement practices of community college counselors as those practices relate to other college students.

TABLE 13.--Summary of responses from counselor questionnaire at Centerville Community College.

Number	Years As a Counselor	Average Number of Conferences Before Selecting Major	Student Permitted to Select Major Though Predicted?	Counselor Obligated to Make Final Curriculum Assignment?	Does High School Determine Eligibility for Transfer Programs?
1	7	4	Yes	No	No, unless GPA is suitable with appropriate test scores.
2	4	2-3	Yes	No only for new and re-entering into counselor's area; and undecided student.	No, screening at placement in program means some non-transfer students not part of programs.
3	4	4	Yes, student has a right to his decision even though he may fail.	No	No
4	7	5	Yes	No, there are some instructors qualified to assign.	Yes, provided he can demonstrate through a regular academic program selected at his request.
5	6	Advisement responsibilities vary with time of semester.	Yes	No	No, not always.

TABLE 13.--Continued.

Number	Avg. No. of Hrs. per Wk. in Counsel- ing	Percent of Coun- sees Capable of Continuing 4-Yr. Education?	Percent of Counselees You Know?	Percent of Counselees Plan Termi- nal Program?	Percent of Counselees Plan Trans- fer Program?
1	25	80	10	--- (Black) --- (White)	--- (Black) --- (White)
2	10: at peak times.	Undecided, 50%, Adult women 70%, Subject areas, 70-30.	90% of new, re-entry and adult women 50% very well.	10% (Black) 20% (White)	90% (Black) 80% (White)
3	25, 5 in academic advising.	About 25%	100% known	10% (Black) 50% (White)	90% (Black) 50% (White)
4	12	80	75	82% (Black) 84% (White)	80% (Black) 82% (White)
5	Advisement responsibil- ities vary with time of semester.	--	Attempt to know them all.	Group assign- ed is more terminal.	The current 4-yr. college recruitment plans often encourage black students to change transfer plans.

Counselor Free Discussion CommentaryCenterville Community College

During the free discussion period, the counselors at Centerville Community said that at least 80 per cent of the students are advised by teachers. Only the "undecided students" are assigned to counselors as faculty advisors.

When the counselors were asked if their counselees were permitted to select a major even though predictive evidence suggested otherwise, they responded affirmatively. One counselor's reply, "Yes, predictive evidence may be invalid and we suggest exploring to 'aspiring' students who are academically motivated towards a career." Such an attitude was indicative of the counseling philosophy expressed. Although most of the counselors agreed that the student has a right to determine his own curriculum, they indicated that this right is relatively restricted based upon such variables as previous test results and high school grades, vocational guidance, and job experiences.

In order to enter the transfer program, the counselors said, a student must have a "C" average and good test scores. Students, however, may take courses even though their counselors do not assign them. When a student does choose to take a course which his counselor has not assigned, the advisor said he usually makes a

note in the student's records that the advisee has enrolled in a course without the advisor's consent.

In response to the question of the percentage of black students enrolled in terminal programs, the counselors said there was no available statistical data. One counselor estimated, however, that there are "very few black students . . . in two-year technical programs, business programs, and apprenticeships." Most black students seem to aspire to liberal arts, humanities, and social sciences. Some are enrolled, however, in one- and two-year terminal programs in health occupations. In a special conference, the coordinator of Centerville Community College counseling department said that about 10 per cent of the black students are in terminal programs. Approximately 50 per cent of the white students are enrolled in terminal programs, however. Many of these students, he said, are enrolled in apprenticeship and technology curricula. The United Auto Workers and General Motors National contract determine the qualifications necessary to apply for an apprenticeship program. The director of the counseling program said that while there are 1,700 students currently enrolled in the apprenticeship program at Centerville Community College, only twelve of them are black. This is because, he said, there is a definite lack of adult models for black students to emulate. In addition, he said that black students regard the Industrial Arts curriculum as a dumping ground, and are therefore not anxious to apply.

In addition to the regular counseling procedure, Centerville Community College also maintains an Academic Advisement Center designed especially for new incoming students, usually superior in the areas of science and mathematics. At the Academic Advisement Centers students receive placement tests, a program, and then a schedule. If a student does not qualify for the science or mathematics curricula, he is then told about the vocational program. At Centerville Community College, counselors said, there are few black students in the science and mathematics curricula.

Bayland Community College

When the counselors at Bayland Community College were asked if they permitted students to select a major even though predictive evidence suggested a different one, there were numerous replies. Responses such as, "Youth demands freedom of choice," "Student needs opportunity to make own decision," and "I feel an obligation, however, to inform the student of all objective evidence so that his decision is at least an informed decision" were common. Another counselor said, "Testing is only a tool." One counselor said " . . . through a series of developmental courses, a student can attain his goal."

The counselors did say, however, that student strengths and weaknesses are substantiated by the use of

TABLE 14.--Summary of responses from counselor questionnaires at Bayland Community College.

Number	Years As a Counselor	Average Number of Conferences Before Selecting Major	Student Permitted to Select Major Though Predicted?	Counselor Obligated to Make Final Curriculum Assignment?	Does High School Determine Eligibility for Transfer Programs?
1	5	8	Yes	No	Yes
2	5	--	Yes	No	Yes
3	3	6	Yes	Yes, for all new Freshmen and returning students below 2.0 and upon request.	Yes, provided he makes up deficiencies not met in high school.
4	2	5	Yes	No	Yes
5	6	3-4	Yes	No	Yes
6	7	--	Yes	No, the final decision, like all life-choices should be the students.	Yes, including students without a high school diploma, 19 yrs. of age and older.
7	3	--	Yes	No	Yes
8	2	--	---	No	Yes
9	3	2-4	Yes	No	Yes, if they desire.

TABLE 14.--Continued.

Number	Avg. No. of Hrs. per Wk. Spent in Counseling	Percent of Coun- selees Capable of Continuing 4-Yr. Education?	Percent of Counselees You Know?	Percent of Counselees Plan Termi- nal Program?	Percent of Counselees Plan Trans- fer Program?
1	25	35	30	20% (Black) 80% (White)	80% (Black) 75% (White)
2	25-30	50-60	1/4-1/3	70% (Black) 10% (White)	30% (Black) 90% (White)
3	30	33	40-50	50% (Black) 50% (White)	50% (Black) 50% (White)
4	30	33	25	90% (Black) 90% (White)	10% (Black) 10% (White)
5	25	40	60	10% (Black) 10% (White)	90% (Black) 90% (White)
6	25	60-70	65-70	5% (Black) 20% (White)	95% (Black) 80% (White)
7	24	70	80	25% (Black) 15% (White)	75% (Black) 85% (White)
8	20	50	80	10% (Black) 10% (White)	90% (Black) 90% (White)
9	35	60	90	25% (Black) 10% (White)	75% (Black) 90% (White)

Interest Inventories. If the student chooses to disregard the counselor's recommendations, he is required to sign a "waiver of responsibility."

This waiver states: "I understand I am enrolling in course #___ with the knowledge that my counselor, ___ has advised me against enrolling in said course/or courses." Student must sign slip and comments may be written by the counselor.

One counselor who deals specifically with older students said:

Older students, especially women overestimate themselves often. Older adults generally select the Liberal Arts curriculum and course loads which are too demanding. . . . Advising adults is often difficult because they think they know what they want, and it is often too difficult for them.

Anville Community College

When the counselors at Anville Community College were asked whether a student is permitted to freely select his own curriculum, one counselor said, " . . . college students are adults who have the right to make their own decisions even if they are poor in the counselor's opinion." Another said, "I might try to have a student see alternatives, but the choices must be his." A third explained, "I know of no predictive 'tool' conclusive enough to say you can or cannot do this. We can point out the difficulty the student may encounter and the odds against him in reaching a goal." Another counselor said, " . . .

TABLE 15.--Summary of responses from counselor questionnaires at Anville Community College.

Number	Years As a Counselor	Average Number of Conferences Before Selecting Major	Student Permitted to Select Major Though Predicted?	Counselor Obligated to Make Final Curriculum Assignment?	Does High School Determine Eligibility for Transfer Programs?
1	3	1	Yes	No	Yes
2	4	2	Yes	No, . . . school's philosophy and own would not allow.	Yes, any curriculum may be chosen by all students admitted.
3	10	3	Yes	No	Yes
4	4	1	Yes	No	Yes
5	7	It depends on the number needed to enable student to have a bases for selection	Yes	No, student can seek changes through other channels.	Yes, includes G.E.D. test. Yes, and those whose admission was based on satisfactory completion of the G.E.D. test.
6	6	1	Yes	No	Yes
7	2	1	Yes	No	Yes
8	15 mo.	4	Yes, as trial majors.	No	Yes
9	8	1	Yes	No	Yes
10	15	--	---	--	---

TABLE 15.--Continued.

Number	Avg. No. of Hrs. per Wk. Spent in Counseling	Percent of Coun- sees Capable of Continuing 4-Yr. Education?	Percent of Counselors You Know?	Percent of Counselors Plan Termi- nal Program?	Percent of Counselors Plan Trans- fer Program?
1	40	99	0	10% (Black) 50% (White)	90% (Black) 50% (White)
2	25	90	100	20% (Black) 40% (White)	80% (Black) 60% (White)
3	20	40	80	80% (Black) 50% (White)	20% (Black) 50% (White)
4	4	90	60	5% (Black) 35% (White)	95% (Black) 65% (White)
5	30	--	75	20% (Black) 72% (White)	5% (Black) 3% (White)
6	20	50	75	50% (Black) 25% (White)	50% (Black) 75% (White)
7	2	25	40	25% (Black) 25% (White)	75% (Black) 75% (White)
8	25	60	20	75% (Black) 25% (White)	25% (Black) 75% (White)
9	30	We do not assign students to speci- fic counselors.		--	--
10	30	--	50	--	--
11	18-20	75	25	10% (Black) 15% (White)	90% (Black) 85% (White)

philosophically, I feel I am to provide information concerning available alternatives. The student makes the decision. He should have the right to fail."

One counselor elaborated on his individual counseling practice by saying:

Except in areas where selective admissions policies are employed (nursing, apprentice programs) the student determines his major. The only predictive device which may be employed in a "limiting" fashion, is the placement test which measures achievement in the areas of mathematics, English, and reading. If the results of this test indicate that a student needs remedial course work in any of these areas, he will be required to enroll in these courses before selecting courses which relate to his chosen major. A student may be confronted in a counseling session with a variety of predictive pieces of evidence which would indicate that his chosen major is not academically sound, but ultimately, he is still the sole determiner of his major choice.

Counselors primarily concerned with rehabilitation of students had somewhat different comments to make. The consensus of these counselors was that those students who had not finished high school were generally advised to enroll in terminal programs. Work incentive programs such as operations "COOL" and "WIN" were commonly recommended by these counselors for rehabilitated students. One counselor volunteered the information that " . . . the Michigan Employment Security Office makes referrals to the community college counselors regarding students' capabilities of college work."

An Analysis of Crucial Factors of Counselors'
Philosophy in Counseling Students

TABLE 16.--Percentages and comparisons of each counselors' experience, counseling hours, capable students for continuing education, and counselees known, Anville Community College.

Counselor Number	Years as a Counselor	Average Number of Hours Per Week Counseling	Percent of Counselees Capable of Continuing Education	Percent of Counselees Known
1	3	40	99	0
2	4	25	90	100
3	10	20	40	80
4	4	4	90	60
5	7	30	66.12	75
6	6	20	50	75
7	2	2	25	40
8	15 mo.	25	60	20
9	8	30	66.12	--
10	15	30	66.12	50
11	7	18-20	75	25
N = 11	6.11 Yrs.	22.27 Hrs.	66.12%	47.72%

TABLE 17.--Percentages and comparison of each counselors' experience, counseling hours, capable students for continuing education, and counselees known, Bayland Community College.

Counselor Number	Years as a Counselor	Average Number of Hours Per Week Counseling	Percent of Counselees Capable of Continuing Education	Percent of Counselees Known
1	5	25	35	30
2	5	27	55	33
3	3	30	33	45
4	2	30	33	25
5	6	25	40	60
6	7	25	65	67
7	3	24	70	80
8	2	20	50	80
9	3	35	60	90
N = 9	4.0 Yrs.	26.77 Hrs.	49.0%	56.66%

TABLE 18.--Percentages and comparisons of each counselors' experience, counseling hours, capable students for continuing education, and counselees known, Centerville Community College.

Counselor Number	Years as a Counselor	Average Number of Hours Per Week Counseling	Percent of Counselees Capable of Continuing Education	Percent of Counselees Known
1	7	25	80	10
2	4	10	56.67	90
3	4	27	25	100
4	7	12	80	75
5	6	5	--	--
<hr/>				
Sub-Totals N = 5	5.60 Avg.	15.40	48.32%	65.0%
Totals N = 25	5.25	22.52	58.74	59.13

Summary of Findings on Counselors

Analyzing these data across the three community colleges reveals some findings. Overall, twenty-five counselors participated in this study. Of the twenty-five counselors, the average years spent as a counselor was 5.25 years. The average number of hours per week spent in counseling was 22.52 hours. Percentage wise, counselors indicated that 58.74 per cent of their counselees were capable of continuing their education in a four-year college or university. Counselors further indicated that they know 59.13 per cent of their counselees at least by name or had some form of contact with them.

A discrepancy noted in one counselor's response is that while stating that 99 per cent of his counselees were capable of continuing their education in a four-year college, he also stated that he knew 0 per cent of his counselees. Another finding showed that at one community college, less than 50 per cent of the counselees were known, though stating that 60 per cent of the counselees were capable of continuing their education in a four-year college or university.

A major consideration in this analysis is that Bayland Community College is the most recently established community college, and overall, its counselors had less experience than these at the other two colleges.

These data presented in Tables 16, 17, and 18, are indicators of the extent to which counselors' curriculum placement practices may be recognized collectively as well as individually. These data further reflect the counseling philosophies and practices based on crucial factors affecting any student desirous of continuing education in a four-year college or university.

Student Commentaries

All of the subjects selected for this study could not meet at the appointed time for the investigation. Consequently, the questionnaires returned had various comments either written on the form or enclosed comments on additional paper. The following presents the students' identification number, sex, race, age, and program.

Anville Community College

Student No.: 101
Sex: Female
Age: Youth
Program: Transfer
Race: White

"I believe your questionnaire is a little bias. I made my mind up in high school on what I planned to major in and I haven't changed my mind. My counselor had absolutely no bearing on me."

Student No.: 111
Sex: Female
Age: Youth
Program: Transfer
Race: White

" . . . The only experience I have had with my counselor was the signing of my enrollment card. I knew what I wanted to do and the classes I needed."

Student No.: 118
 Sex: Female
 Age: Youth
 Program: Terminal
 Race: White

"My first year at (C.C.)* the only time I came in contact with my counselor was at the beginning of each term when he had to sign my enrollment card. All he ever asked was . . . 'are you sure this is what you want?'"

"I believe the actual work in the field of business will do more good than another two years of college. The first two years of a four-year program is spent picking up basic courses and in the last two years you get the business courses. I figure I can always go back to school at a later date and pick up these courses."

Student No.: 133
 Sex: Female
 Age: Adult
 Program: Transfer
 Race: Black

"I knew what I intended to do when I entered (C.C.). When I decided to change my major I consulted a counselor to make arrangements to take some Interest Tests. Based on their results but mainly on my desire for a major that could be hospital related. I switched to Foods and Nutrition. Since I'm 33 I've had plenty of time to think about and plan my own college course."

Student No.: 137
 Sex: Male
 Age: Youth
 Program: Transfer
 Race: White

"My major problem was that I didn't consult with a counselor before I started at (C.C.) as a result I was in a terminal rather than a transfer program. I found this out when I tried to transfer to Michigan State at that time I didn't have the required classes for transferring. . . . Actually the only time I sat down and talked to a counselor was at this time."

*Community College will be substituted for the name of the college.

Centerville Community College

Student No.: 201
 Sex: Female
 Age: Adult
 Program: Terminal
 Race: Black

" . . . Since I've only had this counselor for a year, it was kind of hard answering the questions. . . . Since I was working and going to school, I decided to take on the co-op class which called for a change in counselor."

Student No.: 207
 Sex: Male
 Age: Youth
 Program: Terminal
 Race: White

"Have counselor, but never talked to him."

Student No.: 213
 Sex: Male
 Age: Youth
 Program: Transfer
 Race: White

"I only met twice with my counselor, then only to be sure I was qualified to transfer. However, with another counselor, I took a preference test. I feel the most I got from both counselors was their acquaintance."

Student No.: 214
 Sex: Male
 Age: Adult
 Program: Transfer
 Race: White

" . . . I had already determined my course of study and senior college I wanted to transfer to at the beginning of my college career. Consequently, I selected my own subjects and worked out my own semester schedules . . . it seems to me that counseling would be more practical for those students undecided about their academic future."

Student No.: 216
 Sex: Female
 Age: Adult
 Program: Terminal
 Race: White

" . . . attitude is what counts, not race."

Student No.: 218
 Sex: Female
 Age: Youth
 Program: Terminal
 Race: White

"I've never really used one because I've used my advisor when I was on Co-op. When I first started at (C.C.) my counselor . . . impressed me as being a big fake. . . . Someone out to impress and I didn't like his advice. I have always wanted a major in Business Education, but my advisor wanted

me in a terminal program and put me in a secondary course which I have since changed back to Business Education."

Student No.: 224
Sex: Female
Age: Youth
Program: Transfer
Race: White

"In all honesty, I must state that I have only met with my counselor on two occasions, even though I have been at (C.C.) for four semesters and a summer term."

Student No.: 232
Sex: Male
Age: Youth
Race: White

"I found these questions particularly hard to answer. I have had relatively little contact with my counselor and I do not know what beliefs she holds. My answers were made on assumptions I made about her."

Student No.: 240
Sex: Male
Age: Youth
Program: Transfer
Race: White

"I consulted the catalog of M.S.U., talked to an advisor at (C.C.) once, and made my own program."

Bayland Community College

Student No.: 324
Sex: Male
Age: Youth
Program: Terminal

"I was unhappy with my first visit with . . . since then I have not been to see him. I feel I'm doing better without him."

Student No.: 325
Sex: Male
Age: Youth
Program: Transfer
Race: White

"I haven't enough empirical evidence to serve as a frame of reference for answering these questions."

Student No.: 328
Sex: Male
Age: Youth
Program: Transfer
Race: White

" . . . the questions on your questionnaire can only be answered if I knew my counselor well. The counselors at (C.C.) did not do anything for me except . . . who seemed to take an interest in my future. I don't know how she feels about black and white, youth and adults. She seems to be a very nice person and could help any person no matter what color, race, creed, or age."

Student No.: 330
 Sex: Female
 Age: Youth
 Program: Terminal
 Race: White

"I transferred to (C.C.) because I wanted to go into Data Processing. After I receive my degree I will marry and work. I would also like to continue my education."

Student No.: 350
 Sex: Female
 Age: Adult
 Program: Transfer
 Race: White

"Since I am an adult student who, . . . after a series of tests at (C.C.) in which I was advised to continue my education, I have not used the counseling service very much."

Student No.: 353
 Sex: Female
 Age: Youth
 Program: Transfer
 Race: White

" . . . I do not feel totally qualified to answer your questions. I have had five counselors at (C.C.) since September, 1968, none of whom I got to know very well. I do not feel that any of the counselors at (C.C.) would advise a student based on race, sex, or age. Also most of the counselors tend to agree and further your choice of curriculum rather than change your plans. . . . The only problems I have had with community college counselors is that many are not aware of transfer qualifications and procedures."

Summary of Student Commentaries

The three categories shown in Table 19 represent a composite of students' written comments which were provided on additional paper or written on the questionnaire. Respondents offered explanations which further supports hypotheses on differential counseling as believed to exist among transfer and terminal students.

The free responses of the twenty-one students clearly demonstrate that there exists a low demand for

TABLE 19.--Composite of student commentaries on curriculum counseling received.

Category	Transfer			Terminal	
		Youth	Adult	Youth	Adult
I. Received curriculum counseling through tests and/or consultation	Male	2	1		
	Female	1			
II. Received no curriculum counseling; never talked to a counselor.	Male	1		1	1
	Female	2			
III. Did not need or want curriculum counseling. Counselor signed enrollment card only.	Male	1	1	2	
	Female	2	2	1	2

academic advisement and further, students demonstrate decisiveness and independence in regards to curriculum choices.

Summary

The findings reported on both students and counselors are based on data gathered through questionnaires and group interviews of counselors with free written responses from students.

Two variables, race and curriculum, indicate statistically significant differences between the beliefs of students in regard to curriculum placement practices of community college counselors. Through post-hoc analysis, the findings showed that black students in particular believed more strongly than white students that differential curriculum placement practices were employed more for other college students than for themselves. Post-hoc analysis further showed that students enrolled in transfer programs believe that differential curriculum placement practices were related to themselves more than other college students. On the other two variables, age and sex, no differences were observed.

Counselor free discussions held at each of the community colleges illuminated some ambiguous points of view regarding the counseling practices and counselors' philosophies regarding curriculum placement.

An analysis of crucial factors of counselors' philosophy in regard to counseling students tended to suggest only a slight difference in the percentage of counselees capable of continuing education in a four-year college and the percentage of counselees counselors say they know. Counselors indicated that 58.74 per cent of the counselees were capable of continuing their education. Counselees reported as known by the counselors at the three community colleges was 59.13 per cent.

Student commentaries tended to minimize the importance of the curriculum advisement received from counselors. Most students were enrolled in the transfer programs indicating no need for advisement.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS FOR FUTURE RESEARCH

Summary

The major purpose of this study has been to investigate whether there are perceived differences in the practice of counseling community college students with respect to their curriculum placement into either transfer or terminal programs, and whether any such differences are systematically related to the race, age, and/or sex of the students counseled.

Three selected community colleges were used in this study. Each is located in a metropolitan area in which: (1) business, industry, and government operations within commuting distance provide readily available opportunities for employment; and (2) four-year colleges and universities located within commuting distance provide available opportunity to transfer into a baccalaureate program.

Three hundred students were randomly selected from the three selected community colleges. Two colleges

provided data processing sheets and the third college bound alphabetized grade slips made available from the Dean of Student Personnel's Office. The data required for this study consists of students' race, age, sex, grade point average, curriculum, marital status, employment status, living arrangements, source of income, and military service. The subjects, selected through a randomization process using every tenth name, had a minimum of forty-five quarter hours or thirty semester hours. Age, sex, and curriculum division were then determined for each subject in the selected sample. The subjects' race could not be determined during randomization but was self-determined on the questionnaire.

One meeting was held at each community college for students to complete the questionnaires. A follow-up mailing was done to obtain a sizeable response. The four variables in this study--race, age, sex, and curriculum--were used to determine students' beliefs about the curriculum placement practices of community college counselors.

The null hypotheses tested in this study were:

1. There will be no difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.

2. There will be no difference between youth and adult students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.
3. There will be no difference between male and female students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to other college students.
4. There will be no difference between beliefs of students in transfer programs and terminal programs about differential curriculum placement practices of community college counselors as those practices relate to other college students.
5. There will be no difference between white and black students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)
6. There will be no difference between youth and adult students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)

7. There will be no difference between male and female students' beliefs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)
8. There will be no difference between beliefs of students in transfer programs and terminal programs about differential curriculum placement practices of community college counselors as those practices relate to themselves. (Self)

The counselors included in this investigation were volunteer participants and did not include all counselors in the colleges. A total of twenty-five counselors from the three colleges provided the necessary information. Counselor free discussion commentaries provided some philosophical background about the counseling practices in curriculum placement.

Conclusions

1. Students generally view counselors as information-giving, not really helpful, having little knowledge of transfer requirements. Transfer students in this study were more independent in making their choices of curriculum than students enrolled in terminal programs.

2. According to students' responses, five female students and five male students in transfer programs stated that they knew what they wanted and did not consult with a counselor. Students who took the Interest or Placement Test indicated that they took it to be certain that they were enrolled in the proper curriculum. Other written responses showed that two did take the test based on their assigned counselor's advisement.
3. The data indicates that counselors are assigned counselees and that some criteria are customarily used to restrict students to a curriculum. According to counselors at two of the community colleges, placement test, high school grades, and other measures are among criteria used to assign students to terminal or transfer programs. One community college customarily restricts the curriculum choices for new freshmen and for students whose academic record is below a 2.0 average.
4. The data clearly indicates that community college students did not perceive counselor's differential placement practices on others in regard to the variables program and age.

5. On the variable age and sex which were not significant, the writer may infer that both youth and adult students had either short- or long-range goals formulated prior to initial enrollment in either terminal or transfer programs. Counselor's influence in curriculum placement of both youth and adult students appeared to be nominal.
6. The data from the counselors' questionnaires show that students generally are permitted to enter the curriculum of their choosing, however, it must be noted that options are generally presented a practice which poses constraint upon the student's choice. The data from the open-ended questionnaire and counselor free discussions provided data on counselor's philosophy regarding students' curriculum choices.
7. Differential counseling on the part of some counselors may be exercised when placement tests and other measures are given to students entering college for the first time. However, as one can readily observe, little effort is really attempted on the part of some counselors to get to know their counselees (see Table 16).

8. If the number of students continuing their education reflect the number of counselees known, then a balance exists between those the counselors indicated are capable of continuing their education and those counselees known. Overall, the three colleges appear to know about as many students as they know are capable of continuing their education. Counselors cited 58.74 per cent as capable of continuing their education in a four-year college and 59.13 per cent were indicated as counselees known. Because some casual relations appear to exist, this does not necessarily mean that there is a functional relation among counselees known and counselees capable of continuing their education.
9. The findings on the community college counselors suggest that the number of contact hours spent in counseling does not afford counselors adequate knowledge concerning knowing students well enough to react to their continuing education plans.
10. Of the twenty-five participating counselors, 5.25 years as a counselor was the average, and they spent an average of 22.52 hours per week counseling on curriculum and related problems.

Discussion

While exploring the crucial factors in curriculum counseling, no measurable attempts were made to ascertain the degree of personal and intimate involvement of counselors as they perform their assigned role of curriculum adviser. While counselors manage to identify 66.12 per cent of their counselees as capable of continuing their education in a four-year college or university, they readily admit to personal knowledge of less than 50 per cent of their counselees. If effective counseling is characterized by intimate personal knowledge of each counselee, the percentage of counselees known (47.72) warrants the conclusion that student advisement in the three colleges studied is highly inadequate.

The differences between the beliefs of students enrolled in transfer and terminal programs about differential curriculum placement may account for the fact that there is inadequate advisement. Through post-hoc analysis, the data showed that transfer students felt more strongly than terminal students about curriculum placement practices. Transfer students who provided additional comments appeared to be more independent in making their own choice of a curriculum and may have been more concerned about the specifics for transferring to a four-year college or university.

Whitfield observed that, "many students . . . perceive themselves as being somewhat independent (encouraged by no one) and decide on their occupation late in their high school career or just prior to entering junior college."¹ Transfer students' beliefs about curriculum placement practices of community college counselors may be attributed to students' independence and perceptions of the counselors as being unwilling or unable to provide the kind of information necessary to continue their education.

Jones' statement further supports students' comments that counselors offer little in the way of advisement: "There is ample reason to believe that faculty advising systems have failed to provide junior college students with adequate academic advisement services."²

Racial differences are perhaps related to academic advisement. Actual counseling contacts may depend upon whether a personal approach is used by counselors to counsel students or whether the mechanics of a programmed enrollment is all that is involved. If the latter is practiced, then the student must initiate the necessary contact.

Further, the image of the counselor as perceived by the students may account for the difference found on

¹Whitfield, "Junior College Student," p. 283.

²Jones, "The Counselor and His Role," p. 12.

the variable race. The data indicates that black students felt more strongly than white students about curriculum placement practices, although both races believed that differential curriculum counseling practices were related to other college students rather than themselves.

It has been pointed out by Jones that "professional counselors should limit direct participation in academic advisement and concentrate on the task for which they have been trained--counseling students."¹ This attitude may be widespread among the counselors. The perceptions of the counselors of their role were apparently somewhat ambivalent, particularly concerning their assigned dual roles.

If attempts had been made to find out both the number and length of time of counseling sessions held for each student concerning choice of major, then it could be determined that some counselors do, in fact, differentially counsel students into programs which may be either desirable or undesirable. The implications here are that a minimum number of hours would result in limited deliberations regarding curricular choices while more hours spent in curriculum counseling would permit more careful deliberation.

¹Ibid.

Implications for Future Research

The fact that some students do not see a counselor prior to making a curriculum choice while other students are assigned to counselors should be investigated. Some independence was found among students enrolled in transfer programs. Curriculum choices were made by students in transfer programs more than by students in terminal programs. What accounts for this is a question to be answered.

Other community colleges not located near four-year colleges and universities may reflect different counseling practices and student beliefs.

Recommendation

It is important to develop an instrument in which each item will elicit a response and reaction to a single concept. When several concepts are included in each item the tendency is to distract the respondent, and, as a result, gain little information concerning the accuracy of the perception.

Concluding Statement

This study was implemented during the months May and June, 1970. The purpose of this study was to focus upon race, sex, and age related differences in curriculum placement as they are believed to exist among second-year students in three selected community colleges.

The investigation was done to determine whether there were perceived differences in the practice of counseling community college students with respect to their curriculum placement into transfer or terminal programs. Further, to find out whether differences are systematically related to the race, age, and/or sex of the students counseled.

This study attempted to answer six major questions relative to differential counseling practices. Due to a lack of internal validity of the instrument used, the data were unobtainable.

Factor analysis was the fundamental tool utilized in analyzing the data. This analysis identified underlying structures which further identified two variables namely, college and self. To determine the beliefs about counselors the four independent variables race, age, sex, and curriculum and the two dependent variables were tested.

This study has shown that black and white students believe that community college counselors' curriculum placement practices are differentially practiced. Students, regardless of race, believe that such practices affect other college students rather than themselves. That is to say, both races perceive these practices in relation to age and sex.

In addition, students enrolled in transfer and terminal programs believe that the counseling practices of community college counselors are related to themselves, and not to other college students.

It has been shown that students believe there exist some differential counseling in regards to curriculum placement. It can be concluded from the counselor-interview commentaries that this is done by use of test scores, grade point averages, and restricted curricula for some of its students.

In general, there were no significant differences in the beliefs of youth and adult, male and female students about the curriculum placement practices of community college counselors.

To a considerable extent, this study, as formally proposed, was unable to determine whether curriculum choices among counselors and students were generally agreed upon. Since counselors did not know a sufficient number of counselees, this data could not be obtained. This study can only make generalizations about the following two major concerns: (1) how the student perceives the community college counselors' curriculum placement practices affecting overall college students; (2) how the students perceive the community college counselors' curriculum placement practices directly affecting the individual student. This study could not present facts, but only students' beliefs about the counseling practices.

Differential counseling by assigned counselors is not an adequate source of information to answer the question of inequality in terms of access to four-year colleges or universities. Further assessment of differential counseling may well be explored by studying the socialization process, the teaching faculties, and occupational information presented to students.

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APPENDICES

APPENDIX A

LETTER OF TRANSMITTAL

Owen Hall W-333
Michigan State University
East Lansing, Michigan
March 13, 1970

As a graduate student in Continuing and Higher Education, I am planning to undertake a study of three community colleges in Michigan. Flint Community Junior College has been selected as one of the colleges for this study.

The project is under the direction of Professor Russell J. Kleis, chairman of the Department of Administration and Higher Education. The project is concerned with students' differential perception of community college counselors as they seek to continue their education in a four-year college or university.

It will be appreciated if you will permit me to discuss with you this project. I will need to plan for at least four days to administer a questionnaire to students who will be randomly selected for the study. Also, it will be necessary to seek the cooperation of your counseling staff in providing other information, especially from the files which will be confidential.

The results of this study will help to provide a better criteria for those counseling students in programs for continued education, especially minority students.

I will phone you April , 1970 to discuss with you possible dates, followed by a visit to the college to initiate the study.

Your support and cooperation will be greatly appreciated.

Sincerely,

(Miss) Zelma A. Payne

ZAP:gak

APPENDIX B

INTRODUCTORY LETTER TO STUDENTS

Owen Hall W-333
Michigan State University
East Lansing, Michigan
April, 1970

Dear Fellow Student:

I am a graduate student in Administration and Higher Education at Michigan State University. I am doing a research study at your college. I desperately need your help in making this study a success. Your name has been selected by random sampling as one of the participants. I hope you will be willing to help me.

I am studying the ways in which community college students choose between college transfer and terminal programs. I would also like to know how you think counselors help you and others make such choices.

If you are willing to help me in this way, please meet me according to the time checked. It will only take twenty minutes of your time.

DATE

TIME

ROOM

A postal card has been enclosed for you to indicate the time and date you will be available if you can not meet on one of the hours listed in your letter.

I truly believe that your participation will be helpful to you and others in the future as well as very helpful to me right now.

Looking forward to meeting you soon. Thanks very much.

Sincerely,

(Miss) Zelma A. Payne

APPENDIX C

FIRST FOLLOW-UP LETTER TO STUDENTS

Owen Hall W-333
Michigan State University
East Lansing, Michigan
May 27, 1970

Dear Fellow Student:

I was indeed sorry you were unable to meet me at your community college to answer my questionnaire. I was looking forward to meeting you. However, I still need your help very much.

Since you were unable to meet me, I would appreciate it very much if you would complete the enclosed questionnaire and return it as soon as possible.

I would like to know just how you think community college counselors help you and other students make choices between transfer and terminal programs.

The information you provide will be kept confidential, so please feel free to answer just how you feel.

Thank you for your time and effort.

Sincerely,

Zelma A. Payne

APPENDIX D

SECOND FOLLOW-UP LETTER TO STUDENTS

Owen Hall W-333
Michigan State University
East Lansing, Michigan 48823

Dear Fellow Student:

You received within the last few days a letter and questionnaire from me asking your response to several important questions. Unfortunately, I haven't heard from you and your reply is important.

As a black admissions counselor and graduate student at Michigan State University, I am sincerely interested in the curriculum opportunities presented for your choice. Your response will have a direct relationship to other students and the community college service to all of us.

It will take only a few minutes for you to complete the questionnaire. Will you fill it out today and mail it to me. Your effort will be greatly appreciated.

Sincerely,

(Miss) Zelma A. Payne

APPENDIX E

STUDENT QUESTIONNAIRE

WE WANT TO KNOW WHAT YOU THINK!!!

The following questions are asked because we need to know what you think about the help you and others receive from your counselors at this college. Please take your time and give your honest answers. Your answers will be kept confidential. We won't use your name at all. The definitions have been provided to help you understand what we mean; and we hope they will help you give us better answers.

DEFINITIONS:

Counselor - A counselor is somebody who is employed to guide students, assisting in choosing vocational or academic careers, or one assigned to discuss choice of vocation and curriculum. That person may be a full-time counselor, the Academic Dean, or Admissions Counselor, or a Teacher-Counselor.

Terminal Program - Any program leading to one year certificate of achievement or a two-year degree and intended as direct preparation for an occupation. Such a program does not lead to a baccalaureate degree and is usually not transferable toward one.

Transfer Program - Any community college program, the purpose of which is to prepare students to transfer to a traditional four-year college or university. This definition also applies to the term "college parallel."

Qualifications - Grade point average, usually a "C+" in the "college transfer" or "college parallel" curriculum acceptable for transfer to a four-year college within the State of Michigan.

DIRECTIONS:

After each of the following sentences circle the one number which best expresses what you think. There is no right or wrong answer.

We just want to know what you think!!!

Key:

4 stands for Strongly Agree	(SA)
3 stands for Agree	(A)
2 stands for Disagree	(DA)
1 stands for Strongly Disagree	(SD)

These questions can be answered in about 20 minutes.

THANK YOU KINDLY!!!

	<u>SA</u>	<u>A</u>	<u>DA</u>	<u>SD</u>
1. My counselor enrolled me in my present program though I had not intended to enroll in it.	4	3	2	1
2. My counselor encouraged me to enroll in my present program	4	3	2	1
3. I didn't choose my program but, I had no objections to the one my counselor recommended for me.	4	3	2	1
4. My counselor is more likely to agree with female students than with male students on choice of program.	4	3	2	1
5. My counselor encourages more qualified white students than qualified black students to choose college transfer programs.	4	3	2	1
6. My counselor and I had differing opinions as to which program I should enter.	4	3	2	1
7. I think that my counselor wanted me to enroll in my present program.	4	3	2	1
8. I think my counselor is more likely to advise qualified white students than qualified black students to enter a transfer program.	4	3	2	1
9. My counselor is more likely to agree with adult students than youth students on choice of program.	4	3	2	1
10. I think my counselor is more likely to advise unqualified black students than white students to enter a terminal program.	4	3	2	1
11. My counselor is more likely to agree with white students than with black students on choice of program.	4	3	2	1
12. My counselor is more likely to advise adult students than youth students to enroll in a terminal program even if they are qualified to transfer.	4	3	2	1
13. My counselor encourages more white students than black students who lack college transfer qualifications to choose a terminal program.	4	3	2	1

(Turn to next page)

	<u>SA</u>	<u>A</u>	<u>DA</u>	<u>SD</u>
14. I believe that students in transfer programs are more likely to be in agreement with their counselors on curriculum choice than students in terminal programs.	4	3	2	1
15. I think my counselor is more likely to advise qualified youth students than adult students to enter transfer programs.	4	3	2	1
16. I believe that I am in the program best suited for me.	4	3	2	1
17. My counselor is more likely to advise adult students who do not qualify for transfer than youth students who do not qualify to choose terminal programs.	4	3	2	1
18. I believe that black students in transfer programs are more likely to be in agreement with their counselors on curriculum choice than white students.	4	3	2	1
19. My counselor is more likely to advise female students than male students into transfer programs even though neither are qualified to transfer.	4	3	2	1
20. I believe that adult students in transfer programs are more likely to be in agreement with their counselors on curriculum choice than youth students.	4	3	2	1
21. I think my counselor is more likely to advise qualified male students than female students to enter transfer programs.	4	3	2	1
22. I believe that male students in transfer programs are more likely to be in agreement with their counselor on curriculum choice than female students.	4	3	2	1
23. I think my counselor is more likely to advise male students than female students to enroll in terminal programs even if they are qualified for transfer programs.	4	3	2	1
24. My counselor is more likely to advise white students than black students into transfer programs even though they do not qualify.	4	3	2	1

(Turn to next page)

PERSONAL DATA SHEET

1.	Name	_____		
2.	Address	_____		
3.	Birth	Month	Date	Year
4.	Sex			
	Male	()		
	Female	()		
5.	Race			
	Black	()		
	White	()		
	Other	()		
6.	Marital Status			
	Single	()		
	Married	()		
	Widowed	()		
	Separated	()		
7.	Do you live with your parents?			
	Yes	()		
	No	()		
8.	Are you employed?			
	Yes	()		
	No	()		
9.	How long have you been employed?			

10.	Are you financing your own education?			
	Yes	()		
	No	()		
11.	If no, indicate your source of income.			
	Family	()		
	Loan	()		
	Job	()		
	Other	()		
12.	Your counselor's name			

13.	Which of the following do you plan to do? (Check as many as apply)			
	a. Receive Associate degree and no further study.	()		
	b. Transfer to another college for the bachelors degree.	()		
	c. Enter professional school (law, medicine, etc.)	()		
	d. Receive the terminal certificate and no further study.	()		
14.	Have you served in the military?			
	Yes	()		
	No	()		
15.	Does your academic record meet transfer requirements?			
	Yes	()		
	No	()		
16.	Have you changed your major since you have been enrolled in this college?			
	Yes	()		
	No	()		
17.	Was your change done upon the advice of your counselor?			
	Yes	()		
	No	()		
18.	Was your change of major from a terminal to a transfer program?			
	Yes	()		
	No	()		
19.	Was your change of major from a transfer to a terminal program?			
	Yes	()		
	No	()		
20.	What is your grade point average?			

APPENDIX F

COUNSELOR QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY

Department of Administration and Higher Education

Graduate Studies in Continuing Education

COUNSELOR

Name _____ Race _____

Name of College _____

Specific job title or responsibility _____

How many years have you been a counselor? _____

Average number of hours spent per week in counseling _____

Average number of student consultations before student's major is selected _____

Have you permitted students to select a major even though predictive evidence suggests a different one? _____

Explain _____

At your college, do you feel obligated to make the final assignment of program for each student? _____

At your college, is every student who has a high school diploma eligible to pursue a transfer program? _____

Approximately what percent of your counselees do you know? _____

Approximately what percent of your counselees are capable of continuing their education in a four-year college or university? _____

How do you identify them? (Test scores, grades, etc.) _____

What percentage of your black student counselees come to you with plans to pursue:

A terminal program _____%

A transfer program _____%

What percentage of your white student counselees come to you with plans to pursue:

A terminal program _____%

A transfer program _____%

APPENDIX G

MEANS AND STANDARD DEVIATIONS OF SCORES ON THE 24-ITEM QUESTIONNAIRE

TABLE G-1.--Means and standard deviations of scores as recorded on the 24-item questionnaire.

Source	Means	Standard Deviation
Q-1	1.4793	0.7141
Q-2	2.1834	0.9400
Q-3	1.5089	0.7624
Q-4	1.6568	0.7054
Q-5	1.7337	0.8250
Q-6	1.8757	0.8716
Q-7	2.7219	0.8902
Q-8	1.7929	0.8694
Q-9	1.9941	0.8737
Q-10	1.8402	0.8093
Q-11	1.7929	0.7985
Q-12	1.7988	0.6757
Q-13	1.7751	0.6770
Q-14	2.3846	0.8496
Q-15	2.2426	0.8533
Q-16	3.2840	0.8154
Q-17	2.0828	0.7250
Q-18	1.9349	0.6892
Q-19	1.7751	0.6770
Q-20	2.3846	0.7537
Q-21	1.9941	0.7730
Q-22	2.0533	0.7072
Q-23	1.8107	0.6433
Q-24	1.7574	0.7340

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