The Effects of Required and Voluntary Counseling with Students of Exceptional Financial Need

Charles T. Dykstra

Western Michigan University

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THE EFFECTS OF REQUIRED AND VOLUNTARY COUNSELING WITH STUDENTS OF EXCEPTIONAL FINANCIAL NEED

by

Charles T. Dykstra

A Project Report
Submitted to the
Faculty of the School of Graduate Studies in partial fulfillment of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1968
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The investigator wishes to express his appreciation to all the persons who assisted in preparing this report.

Special mention is due Dr. Robert Betz, my graduate advisor and committee chairman; Dr. William Carlson and Dr. Lewis Walker, committee members; and Dr. Louise Forsleff, who gave generously of her time assisting in interpretation of the Interpersonal Check List results.

Charles T. Dykstra
DYKSTRA, Charles Theodore
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COUNSELING WITH STUDENTS OF EXCEPTIONAL
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CHAPTER I
THE PROBLEM AND ITS BACKGROUND

The launching of the Russian Sputnik gave impetus to a new relationship between education and the Federal Government. The immediate concern at the time was for identifying students who could benefit from studying mathematics and science and thereby provide the nation with a greater and more effective supply of mathematicians and scientists to meet the needs of a more sophisticated defense system. As a matter of national policy, the National Defense Education Act of 1958 encouraged guidance, counseling, and testing in secondary schools to identify potential mathematics and science students.

Subsequent amendments have looked beyond the immediate need for an adequate supply of scientists and mathematicians and have recognized the need to help each student become a more effective member of a democratic society. The Act now has provisions to include assistance to elementary schools, junior colleges, technical institutes, and four-year colleges and universities.

The goal of recent legislation has been to make it possible for many students, regardless of financial need,
to obtain a post-high-school education. Almost all technical institutes, junior colleges, and four-year colleges and universities now have a large number of students on their campuses, who, because of this recent legislation, are almost entirely financed by scholarships, federal grants, federal and local work opportunities, and low-interest loan programs.

Because of this new category of student, new questions need to be raised. Should the orientation to college for this type of student be different from that of other students? Will the lack of a strong family educational background prevent him from adjusting to college life? Is this type of individual a more dependent individual who will continue to need support from counselors? Or, is he more motivated, and does he need less assistance to adjust to college life? These and other questions must be answered if we are to continue to recognize the uniqueness of all individuals and to provide assistance based on this uniqueness.

The present study was designed to answer these critical questions. It was thought that dividing students of exceptional financial need into two groups, one which consisted of students who were required to
participate in a counseling program, and another which
was offered these services on a voluntary basis. would
be one way to test hypotheses related to the above ques-
tions and provide direction for future research.

Statement of the Problem

The study was an investigation of the effects of
required and voluntary counseling upon: (1) the aca-
demic achievement and (2) the self-concept of begin-
ing freshman students of exceptional financial need who
participated in a one-term program of counseling at
Grand Valley State College, Allendale, Michigan.

Limitations of the Study

The study was not concerned with all students of
exceptional financial need at Grand Valley State College.
It was concerned only with those freshman students enter-
ing Grand Valley State College during the fall term,
1966-67, who received Educational Opportunity Grants.
It was a comprehensive study to the extent that it in-
cluded all 66 freshman students who received these grants.
Because of the atypical nature of the sample used in the
study, generalized conclusions to the general population
of freshman students were not attempted.

Basic Assumptions

In designing the study, it was necessary to make five basic assumptions:

1. The method of placing individuals in two experimental groups and adjusting these individuals from one group to another until they were similar with respect to high school grade-point average, sex, resident or commuter status, and amount of Educational Opportunity Grant received resulted in two homogeneous groups.

2. Because the two experimental groups received the same orientation to the counseling program, the introduction to the program was similar for both groups.

3. The experimenter was adequately qualified to conduct the study, having completed 43 semester hours of his program leading to a Specialist degree in guidance and personnel services, including work in psychology, sociology, and eight semester hours of a supervised counseling practicum (in addition to the other professional courses required for a degree in guidance and personnel services). It was further assumed that the satisfactory review and acceptance of his credentials
by officials of the Student Services Division of Grand Valley State College gave evidence of his qualifications.

4. The experimenter was able to show unbiased treatment of both groups so that his style of counseling did not affect the results of the study.

5. Short-term counseling with students of exceptional financial need could effect a change in self-concept and academic achievement.

Description and Definition of Terms

For purposes of the study, the following description and definition of terms was used:

**Student of exceptional need.** Any student who, for lack of financial means of his own or his family, would be unable to enter or remain in college and was therefore eligible to receive an Educational Opportunity Grant, was termed a student of exceptional need. More specifically, any student whose parents could be expected to contribute **less** than $625 toward their child's educational expenses, as determined by the financial need assessment procedures of the College Scholarship Service (one of the most commonly used procedures in college and
universities today), was considered as a student of exceptional financial need.

Experimental Group I. The 35 students of exceptional financial need entering Grand Valley State College in the fall term, 1966-67, who were selected to participate in a series of five required counseling sessions during the first term, were referred to as Experimental Group I.

Experimental Group II. The 31 students of exceptional financial need entering Grand Valley State College in the fall term, 1966-67, who were offered the services of an assigned counselor on a voluntary basis during the first term, were referred to as Experimental Group II.

Academic Achievement. This term applies to the grade-point averages compiled by the two groups participating in the study. The grade-point average was computed by weighting each grade and dividing by the number of hours attempted as described in the Grand Valley State College Catalog (1966-67).

Interpersonal Check List. The Interpersonal Check List is designed to measure self-concept. It includes a list of 128 items descriptive of behavior (see Appendix I for list). The Interpersonal Check List categorizes all responses made to the 128 items into sixteen interpersonal
variables which can be combined into eight octants (categories) of behavior (see Appendix II for description of octants), as was done in this study. A test-retest reliability coefficient of .78 for octant reliability was obtained for the Interpersonal Check List in the Kaiser Foundation Research (Leary, 1956).

Change in self-concept. Change in self-concept was determined by comparing pre-treatment and post-treatment scores for both groups on the Interpersonal Check List. Changes in each of the eight categories as well as in the summary score was the basis for determining if a change in self-concept had taken place.

Statement of Hypotheses

The study tested the following two hypotheses: (1) there will be a significant difference in the academic achievement of the groups receiving voluntary and required counseling and (2) there will be a significant change in self-concept of the groups receiving voluntary and required counseling.
CHAPTER II
REVIEW OF SELECTED LITERATURE

Selected literature was reviewed to determine which research studies were related to the questions raised in the introductory statements made in the study. The literature reviewed included studies dealing with: (1) group orientation to counseling, (2) the effects of short-term counseling, (3) the effects of voluntary and required counseling, and (4) changes in self-concept and academic achievement as a result of both methods of counseling.

Group Orientation to Counseling

Matthews (1964) conducted research which indicated a need for making the counseling relationship more accessible to entering freshmen. He found that group orientation leads to positive academic and personal results. His study revealed that an experimental group (counseled capable students experiencing academic difficulty) showed a more substantial level of academic performance than a similar control group.

Duncan (1961) showed that group orientation to counseling was just as effective as individual orientation in
"holding" clients in the counseling center.

After selecting like samples of 51 self-referred clients and 51 referred by the faculty and administration for counseling, Redding (1966) concluded that counseling services would appear to be most effective if provisions could be made to implement an adequate program of information and orientation in reference to the purposes and services available to the student, rather than a system that would require a student to submit to counseling, sometimes in opposition to his own interests.

The Effects of Short-Term Counseling

A recent study by Searles (1962) showed that there was no improvement in academic achievement (over a non-counseled control group) when superior college freshmen were counseled for three sessions.

Hall's (1963) findings in a comparison of several like groups of underachieving high-ability clients ranging from fifth to twelfth grade indicated that there was no improvement in academic achievement resulting from short-term counseling, but that positive reports of clients concerning change in self-concept tend to indicate that an extended period of time might produce increasingly
favorable results.

A study conducted by Hogue (1965) showed that a trend toward academic improvement was present which he believed would have been statistically significant had the period of counseling extended from two to three years. It was his assumption that a habit or approach to education of several years' standing would take more than one year to change.

It was the finding of Watson (1961) that improved academic achievement could take place over a two-year period. She concluded in a follow-up study that a comparison of college students two years after referral for intensive counseling indicated that the group in which counseling had been accepted made definite gains in scholastic achievement.

The Effects of Voluntary and Required Counseling

In a previously cited study, Searles concluded that there was no significant difference in academic achievement between non-counseled superior college freshmen and superior college freshmen counseled for three sessions. McCauslin (1962), in a study of non-motivated versus motivated clients, revealed that non-motivated clients, when they experience
an interview of the client-centered type, become less stoic in their attitudes concerning their problems and less inclined to feel their problems were too minimal to ask for help from a member of a college staff. These attitudes were found to be permanent.

Richardson (1960) concluded that a group of 103 counseled students in the lowest one-third of their engineering class did not receive a significantly different grade-point average from that of a similar group of non-counseled students. Goodstein and Crites' (1963) study indicated that required vocational-educational counseling did not improve the achievement of low-ability students.

Hendrix (1965) presented evidence that achievement of college freshman students with low-predicted grade averages who received special advising was significantly better than that of freshman students with low-predicted grade averages who were advised by regular faculty advisors.

In a study involving an experimental group (counseled), special attention group, and a control group of under-achieving college men, Hogue (1965) discovered that both the experimental and the control group raised their grade-point average slightly over a short period of time.

Patterson and Baymur (1961) have presented findings
that indicate that counseled and non-counseled high school students did not differ significantly on any of the criteria of measurement.

A recent study (1962) by Eells of required versus voluntary counseling with regard to college entrance plans concluded that nearly three times as many poorly qualified applicants decided not to enroll in the University of Illinois after they participated in a program of voluntary counseling following the initial interview required of both groups. The later academic success for those who did enroll was not, however, significantly different for those who had volunteered for counseling and for those who asked for the required interview only.

The results of a study by Grant (1962) concluded that self-referral has different psychological meaning for men and women. He presented evidence that self-referred females had more positive perception about counseling than other-referred. This was not true for men. Grant also concluded that self-referred men see their problems in more internal terms than other-referred. This was not true for women.

Irvine (1962) obtained results which indicate that for underachieving high school students increased individual counseling and guidance is positively related to the
improvement of subject-matter grades; therefore, he con­cluded that subject-matter grades of achieving superior students can be improved by means of a program of increased individual counseling and guidance. Furthermore, factors other than number and duration of counseling sessions are essential to the effectiveness of a counseling program.

Change in Self-Concept and Academic Achievement as a Result of Counseling

Matthews (1964) reported that an experimental group (counseled capable students experiencing academic diffi­culty) showed a more substantial level of academic per­formance than a similar control group. Searles (1962) concluded that there was no significant difference in academic achievement between non-counseled superior college freshmen and superior college freshmen counseled for three sessions.

Recent studies (Richardson, 1960; Goodstein and Crites, 1963) have shown that counseling did not improve the per­formance of low-ability students, while another (Hendrix, 1965) revealed that special advising was helpful with low-ability students.

Hall (1963) showed that short-term counseling did not
improve academic achievement but concluded that positive reports from clients concerning changes in self-concept tend to indicate that an extended period of counseling might have produced increasingly favorable results.

In another study (Irvine, 1962) it was concluded that subject-matter grades would improve as a result of increased counseling. Hogue (1965) and Watson (1961) revealed that students would improve academically if exposed to counseling over a two-year period.

In a study of intellectually superior women, Drews (1965) presented evidence to indicate that although superior young women are more highly "growth motivated" than average or slow girls, few are able either to develop or to use their potentialities. She concluded that various approaches to counseling which emphasize "being and becoming" show that gifted girls are helped to break through restraining social sanctions to move toward greater self-actualization.

Summary

The review of selected literature which has been presented in Chapter Two suggests that "outcome" studies have provided information about the effectiveness of group orientation to counseling, the effectiveness of short-term
counseling, and changes in self-concept and academic achievement as a result of required and voluntary counseling; however, they have failed to examine the relationship between financial need and effects of counseling.
Chapter three details the procedure for conducting the study, including the selection and treatment of the experimental groups.

Selection of Experimental Groups

During the first week in September, 1966, the high school grade-point average, as determined by the admissions office of Grand Valley State College, of each student receiving an Educational Opportunity Grant was placed in numerical sequence from highest to lowest grade. Of the total of 80 students, four were eliminated because they were transfer students from other colleges. The remaining students were placed alternately (according to high school grade-point average) into Experimental Group I (required counseling) and Experimental Group II (voluntary counseling). The mean grade-point average was then calculated, and the high school grade-point average of the two experimental groups was found by inspection not to be significantly different. Membership in each group was then adjusted (by changing students with similar...
high school grade-point averages) so that the groups were also alike with respect to sex, resident or commuter status, and amount of grant being received. Copies of the required housing contracts which had been signed by the recipients of the Educational Opportunity Grants were used in determining whether students should be given resident or commuter status.

On September 21, 1966, letters were sent under the signature of the Dean of Student Services to all participants in the study. These letters were identical except for the date the recipients were to report for an orientation meeting. The letter sent to Experimental Group I (required counseling) asked members to come to an orientation meeting on September 26, and the letter sent to Experimental Group II (voluntary counseling) asked members to come to a meeting on September 27, 1966 (see Appendix III and IV).

Shortly after the orientation meeting it was discovered that four members of Experimental Group I and eight members of Experimental Group II had attended Grand Valley State College the previous summer session. These members were informed that they would not be required to participate in the counseling program. Excluding the summer session students did not alter the similarity of the
groups with respect to sex, resident or commuter status, high school grade-point average, and amount of grant being received.

Treatment of Experimental Groups

At both the September 26 and 27 meetings of the experimental groups, the Assistant Dean in charge of financial aid introduced the counselor as a person engaged by the college to assist students receiving Educational Opportunity Grants in making an optimum adjustment to college life. His qualifications were outlined in like manner to both groups. The orientation meetings were alike for both groups with the exception that Experimental Group I was informed that they would be required to meet with the counselor five times during the fall term, while Experimental Group II was encouraged to avail themselves of the opportunity for counseling. The Interpersonal Check List (see Appendix I) was administered to both groups.

On September 29, students in Experimental Group I were scheduled for the five required counseling sessions. These were scheduled as thirty-minute sessions scheduled ten minutes apart to allow adequate preparation time. This schedule allowed the counselor approximately ten
hours per week for scheduling appointments with students in Experimental Group II (voluntary counseling) and with those in the required group who sought additional counseling. It also meant that the counselor's schedule was so arranged that no student in either group would realize any delay should he desire counseling.

For both experimental groups, an eclectic style of counseling was used. As Brammer and Shostrom (1960) point out:

. . . eclectic counselors realize fully the current limitations of systematic theory, so they struggle to integrate and rationalize the elements and conflicts among several theories of personality. They try assiduously to organize their observations and hypotheses into a flexible but workable and consistent position. They prefer to keep their opinions open and to struggle creatively and honestly toward a more highly developed theory . . . even though a counselor or therapist claims to be eclectic or perhaps non-theoretically based, he has implicit assumptions about the structure and function of personality, though he may not be able to verbalize them.

It is realized that this method would not be equally effective with all clients. Arbuckle (1954) stated this succinctly a number of years ago:

There is probably no such thing as the counselor personality per se, but there may well be a certain type of counselor personality which will be most effective with
client Jones, but not with client Brown, while a somewhat different personality may be effective with client Brown but not with client Jones. Certainly two equally good therapists are not equally successful with all clients. There are enough common components, however, so that we could be far more effective than we are in the selection of those who are to be counselors . . . .

For purposes of the study, however, the singly most important theoretical construct was for the counselor to be himself. Arbuckle (1954) comments on this idea and raises some questions:

Certainly we would agree, that, under any circumstance, it is difficult to pretend to be what we are not, and it is particularly difficult in a counseling situation. Can we pretend we are permissive, acceptant, and nonjudgmental? Can we be acceptant in some areas, but resistant in others? Can we use words that will make the client think that we are this way if that is not really so? Can we, in other words, play a role in counseling, or if we are to be really effective, must we be able to be ourselves?

In the final analysis, the effectiveness of the relationship was not only contingent on the method or style of the counselor; it was basically contingent on the level of communication he was able to convey. As Rogers (1961) summarizes:

Thus we can say, with some assurance, that a relationship characterized by a high degree of congruence or genuineness in the
therapist; by a sensitive and accurate empathy on the part of the therapist; by a high degree of regard, respect, liking for the client by the therapist; and by an absence of conditionality in this regard, will have a high probability of being an effective therapeutic relationship.

On January 5, 1967, the first day of second-term classes, a second administration of the Interpersonal Check List was made. In addition, students were given a form on which they were asked to rate different areas of the college affecting student life (see Appendix VI and VII).
CHAPTER IV
RESULTS OF THE STUDY

Comparison of Experimental Groups

Of the 34 students in Experimental Group I (required counseling) four are not included in the study because they did not return to the college for the second term. Of the 30 students in Experimental Group II (voluntary counseling), one did not return to the college and is therefore not included. A comparison of the two groups from which the results of the study were tabulated is shown in Table 4.1.

Table 4.1 The Composition of Two Experimental Groups Used to Study the Effects of Required and Voluntary Counseling Upon Students of Exceptional Financial Need at Grand Valley State College Fall Term, 1966-67

<table>
<thead>
<tr>
<th>Category</th>
<th>Experimental Group I</th>
<th>Experimental Group II</th>
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<tbody>
<tr>
<td>Number in Groups</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Mean Grade-Point Average</td>
<td>3.18</td>
<td>3.13</td>
</tr>
<tr>
<td>Percentage of Female Students</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>Percentage of Male Students</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Percentage of Resident Students</td>
<td>53</td>
<td>55</td>
</tr>
<tr>
<td>Percentage of Commuter Students</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Mean Grant in Dollars</td>
<td>$380.00</td>
<td>$373.00</td>
</tr>
</tbody>
</table>

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Attendance at Counseling Sessions

An accurate account of the attendance at the required counseling sessions (Experimental Group I) was maintained. If a client missed one of the sessions, he was sent a typewritten letter asking that he schedule another session.

In Table 4.2 the frequency of attendance of both experimental groups is given. It can be noted from this

Table 4.2 Frequency of Attendance of Two Experimental Groups Participating in a Study to Determine the Effects of Required and Voluntary Counseling Upon Students of Exceptional Financial Need at Grand Valley State College Fall Term, 1966-67

<table>
<thead>
<tr>
<th>Sessions Attended</th>
<th>With Assigned Counselor</th>
<th>With Counselor A</th>
<th>With Counselor B</th>
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<tr>
<td>Experimental Group I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended One Session</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Attended Two Sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attended Three Sessions</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attended Four Sessions</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attended Five Sessions</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>30</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Experimental Group II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended One Session</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Attended Two Sessions</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attended More Than Two Sessions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
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</table>
table that only 16 clients in Experimental Group I attended the required five sessions with the assigned counselor. There was a lack of perfect attendance primarily because time limitations made it impossible to reschedule a client who had missed appointments during the term. It can also be noted that only five students in Experimental Group II (voluntary counseling) scheduled sessions with the assigned counselor.

At the time the study was conducted, the two members of the counseling staff at Grand Valley State College were given the names of all the students in both experimental groups and asked to make note of any student in these groups who scheduled a counseling session. It can be noted from Table 4.2 that two students in Experimental Group I sought the services of the regular members of the counseling staff, while seven students in Experimental Group II scheduled appointments. Both counselors reported that all of these sessions were of an informational nature and that no client scheduled more than a single interview.

Testing the Hypotheses

The first hypothesis, that there would be a significant difference in the academic achievement of the groups
receiving voluntary and required counseling, was tested by comparing the difference in grade-point averages of the two groups. A comparison of Experimental Group I, with a mean grade-point average of 2.26, and Experimental Group II, with a mean grade-point average of 2.23, resulted in a t of .18. The null hypothesis was therefore not rejected; there was no significant difference shown between the two groups.

The second hypothesis, that there would be a significant change in self-concept of the groups receiving voluntary and required counseling, was tested by comparing the pre- and post-counseling octant scores of both groups. These scores were obtained by weighing the octant scores algebraically and converting them to standard scores by use of a conversion table based on Kaiser Foundation research (Leary, 1956). The t-scores presented in Table 4.3 clearly indicate that there was no significant difference in the pre- and post-counseling scores of Experimental Group I for any of the eight areas of self-concept as measured by the Interpersonal Check List. The null hypothesis was therefore not rejected for each octant; there was no significant difference shown between any of the areas of self-concept as a result of the required counseling sessions.
Table 4.3 A Comparison of the Before and After Counseling Octant Scores of Clients Participating in a Required One-Term Counseling Program at Grand Valley State College

<table>
<thead>
<tr>
<th>Octant</th>
<th>Before Counseling</th>
<th>After Counseling</th>
<th>t-Score</th>
<th>Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>7.73</td>
<td>7.50</td>
<td>.31</td>
<td>non-reject</td>
</tr>
<tr>
<td>BC</td>
<td>7.33</td>
<td>7.03</td>
<td>.53</td>
<td>non-reject</td>
</tr>
<tr>
<td>FG</td>
<td>6.27</td>
<td>6.40</td>
<td>.18</td>
<td>non-reject</td>
</tr>
<tr>
<td>NO</td>
<td>7.53</td>
<td>7.87</td>
<td>.45</td>
<td>non-reject</td>
</tr>
<tr>
<td>HI</td>
<td>7.43</td>
<td>7.33</td>
<td>.13</td>
<td>non-reject</td>
</tr>
<tr>
<td>AP</td>
<td>5.93</td>
<td>5.93</td>
<td>.00</td>
<td>non-reject</td>
</tr>
<tr>
<td>JK</td>
<td>8.77</td>
<td>8.20</td>
<td>.86</td>
<td>non-reject</td>
</tr>
<tr>
<td>LM</td>
<td>8.77</td>
<td>8.80</td>
<td>.13</td>
<td>non-reject</td>
</tr>
</tbody>
</table>

An analysis of the data presented in Table 4.4 indicates that there was also no significant difference shown in the pre- and post-counseling scores of Experimental Group II for any of the eight areas of self-concept as measured by the Interpersonal Check List. The null hypothesis, therefore, was also not rejected for each octant; there was no significant difference shown between any of the areas of self-concept as a result of voluntary counseling.
Table 4.4 A Comparison of the Before and After Counseling Octant Scores of Clients Participating in a Voluntary One-Term Counseling Program at Grand Valley State College

<table>
<thead>
<tr>
<th>Octant</th>
<th>Before Counseling</th>
<th>After Counseling</th>
<th>t-Score</th>
<th>Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE</td>
<td>6.58</td>
<td>7.34</td>
<td>1.21</td>
<td>non-reject</td>
</tr>
<tr>
<td>BC</td>
<td>6.62</td>
<td>6.86</td>
<td>.41</td>
<td>non-reject</td>
</tr>
<tr>
<td>FG</td>
<td>5.52</td>
<td>5.55</td>
<td>.05</td>
<td>non-reject</td>
</tr>
<tr>
<td>NO</td>
<td>8.41</td>
<td>8.96</td>
<td>.74</td>
<td>non-reject</td>
</tr>
<tr>
<td>HI</td>
<td>7.24</td>
<td>7.48</td>
<td>.31</td>
<td>non-reject</td>
</tr>
<tr>
<td>AP</td>
<td>6.10</td>
<td>6.44</td>
<td>1.89</td>
<td>non-reject</td>
</tr>
<tr>
<td>JK</td>
<td>8.31</td>
<td>7.96</td>
<td>.54</td>
<td>non-reject</td>
</tr>
<tr>
<td>LM</td>
<td>8.93</td>
<td>8.72</td>
<td>.28</td>
<td>non-reject</td>
</tr>
</tbody>
</table>

Non-Hypothesized Observations

The **Interpersonal Check List** results can be interpreted by plotting standard scores on a love and dominance axis of the personality diagram. These standard scores are obtained by combining the octants of behavior classification as follows:

\[
\text{Dom} = \text{AP} - \text{HI} + 0.7(\text{NO} + \text{BC} - \text{FG} - \text{JK})
\]

\[
\text{Lov} = \text{LM} - \text{DE} + 0.7(\text{NO} - \text{BC} - \text{FG} + \text{JK})
\]

A visual representation of the group can be shown by
connecting points plotted from the scores obtained. The points for both before and after counseling of Experimental Group I (required counseling) were connected to determine if any visual change could be observed. A visual representation shows that no change resulted (Figure 4.1). There was also no observable change (Figure 4.2) for Experimental Group II (voluntary counseling).

A mean love and dominance score can also be obtained by combining all the love and dominance scores in the group and plotting a single point on the personality diagram. A point was plotted in Figure 4.3 for both before and after counseling for Experimental Group I. In Figure 4.4 the before and after counseling points for Experimental Group II are given.

It is also possible on the Interpersonal Check List to combine octants DE, FG, HI, and JK to determine what clients are "help acceptors" and to combine octants AP, BC, LM, and NO to determine what clients are "help rejectors". By combining the octants as described, the number of "help acceptors" in Experimental Group I (required counseling) decreased by three after counseling. The number of "help acceptors" and "help rejectors" of Experimental Group II (voluntary counseling) did not change as a result of
Figure 4.1. A Visual Representation of Pre- and Post-Counseling Scores of Clients Participating in a Required One-Term Counseling Program at Grand Valley State College

before counseling

after counseling

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Figure 4.2. A Visual Representation of Pre- and Post-Counseling Scores of Clients Participating in a Voluntary One-Term Counseling Program at Grand Valley State College

--- before counseling
--- after counseling

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Figure 4.3. A Visual Representation of Mean Pre- and Post-Counseling Scores of Clients Participating in a Required One-Term Counseling Program at Grand Valley State College

\[ x = \text{before counseling} \]
\[ o = \text{after counseling} \]
Figure 4.4. A Visual Representation of Mean Pre- and Post-Counseling Scores of Clients Participating in a Voluntary One-Term Counseling Program at Grand Valley State College

x = before counseling
o = after counseling
counseling (Table 4.5).

At the conclusion of counseling, the students in both experimental groups were given a short questionnaire (see Appendix VI) in which they were asked to rate 15 different areas of college life affecting them. In 13 of the 15 areas there was a slightly higher number of good and excellent ratings for those who participated in the required counseling program.

Table 4.5 Help "Acceptors" and "Rejectors" Before and After Counseling for Voluntary and Required Groups Participating in a One-Term Counseling Program at Grand Valley State College

<table>
<thead>
<tr>
<th></th>
<th>Before Counseling</th>
<th>After Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help Acceptors</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Help Rejectors</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Voluntary Counseling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help Acceptors</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Help Rejectors</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Totals</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>
Although the non-hypothesized observations were not significant to the basic hypotheses, they were made in an effort to gain some information concerning different results for those participating in required as opposed to voluntary counseling.
CHAPTER V
CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Conclusions

On the basis of the data obtained in the study and within the limitations of the sample studied, the following conclusions can be drawn:

1. Beginning college freshman students of exceptional financial need did not voluntarily seek the services of an assigned counselor after having these services outlined in an orientation meeting.

2. Beginning college freshman students of exceptional financial need did not change significantly in any of the eight areas of self-concept as measured by the Interpersonal Check List after participating in a one-term program of required counseling.

3. Beginning college freshman students of exceptional financial need did not change significantly in any of the eight areas of self-concept as measured by the Interpersonal Check List after participating in a one-term program of voluntary counseling.

4. Beginning college freshman students of exceptional
financial need participating in a one-term program of required counseling do not differ significantly in academic achievement as measured by grade-point average from a similar group of students participating in a one-term program of voluntary counseling.

Discussion

The major finding of the research was that there is no significant change in self-concept and academic achievement of students of exceptional financial need as a result of required as opposed to voluntary counseling. Several observations which may account for the negative results can be made.

One of the theoretical bases for undertaking this study was that this type of person might be a more dependent individual who would benefit from the support of a counselor. Based on the small number in the voluntary group that sought the services of the counselor and the number in the required group who missed at least one of the five sessions, it would seem to be just the opposite; students of exceptional financial need may be less dependent than other beginning college students.

The studies cited in the review of selected literature
indicated that there was no change in academic achievement and self-concept shown as a result of short-term counseling. It seems reasonable to assume that this would also be true for students of exceptional financial need.

Although the two experimental groups in the study were alike with respect to high school grade-point average, sex, resident or commuter status, and amount of financial need, they were not alike with respect to the number of help "acceptors" and "rejectors". It is possible that the four criteria used were not sufficient to select experimental groups.

It is possible that the counseling sessions of 30 minutes in length were not adequate. Thirty-minute sessions seemed to somewhat limit the "depth" that could be reached in the counseling period.

The more positive reports of the clients participating in required counseling concerning areas of the College affecting student life would seem to indicate that significantly different results might have been obtained if required counseling would have continued for a longer period of time. It is also possible that a comparison at a later period of time (without further counseling) would result in significant differences.
If the finding of the research had indicated that there was a change in self-concept and academic achievement as a result of required as opposed to voluntary counseling, the confirmation of the hypothesis would have been tentative; other factors might have caused the change.

Recommendations

On the basis of the data obtained in the study, the following recommendations are made:

1. A similar study should be made over a longer period of time to determine if participation in required counseling can be beneficial to the student of exceptional financial need.

2. If a similar study is conducted, it should involve counseling sessions of more than 30 minutes in length.

3. A study should be made comparing students of exceptional financial need with the normal college freshman population to determine the effects of required counseling.

4. A study of students of exceptional financial need should be made to determine the correlation between required counseling and attitudes toward college life.
BIBLIOGRAPHY


Hall, Mildred E. The effects of individual counseling on selected groups of underachieving students with high ability. Dissert. Abstr., 1963, 24, 623.


McCauslin, J. A. Differences between college students motivated to seek help with their problems and those who are not and changes in the attitudes of the latter following a counseling interview. Dissert. Abstr., 1962, 23, 1583-1584.


APPENDIX I

THE INTERPERSONAL CHECK LIST - FORM IV

This is a list of words and phrases which may be descriptive of you. On the separate answer sheet, mark the item true if the statement is essentially or most usually descriptive of you. Mark it false if it is not essentially or most usually descriptive. Answer all the items as quickly as you can.

1. Able to criticize self
2. Able to doubt others
3. Able to give orders
4. Able to take care of self
5. Accepts advice readily

6. Acts important
7. Admires and imitates others
8. Affectionate and understanding
9. Agrees with everyone
10. Always ashamed of self

11. Always giving advice
12. Admires and imitates others
13. Affectionate and understanding
14. Agrees with everyone
15. Big-hearted and unselfish

16. Bitter
17. Boastful
18. Bossy
19. Businesslike
20. Can be frank and honest

21. Can be indifferent to others
22. Can be obedient
23. Can be strict if necessary
24. Can complain if necessary
25. Clinging vine
26. Cold and unfeeling
27. Complaining
28. Considerate
29. Cooperative
30. Critical of others

31. Cruel and unkind
32. Dependent
33. Dictatorial
34. Distrusts everybody
35. Dominating

36. Eager to get along with others
37. Easily embarrassed
38. Easily fooled
39. Easily led
40. Egotistical and conceited

41. Encouraging others
42. Enjoys taking care of others
43. Expects everyone to admire him
44. Firm but just
45. Fond of everyone

46. Forceful
47. Forgives anything
48. Frequently angry
49. Frequently disappointed
50. Friendly

51. Friendly all the time
52. Generous to a fault
53. Gives freely of self
54. Good leader
55. Grateful

56. Hardboiled when necessary
57. Hard-hearted
58. Hardly ever talks back
59. Hard to impress
60. Helpful
61. Impatient with others' mistakes
62. Independent
63. Irritable
64. Jealous
65. Kind and reassuring
66. Lacks self-confidence
67. Lets others make decisions
68. Likes everybody
69. Likes responsibility
70. Likes to be taken care of
71. Likes to compete
72. Loves everyone
73. Makes a good impression
74. Manages others
75. Meek
76. Modest
77. Obeys too willingly
78. Often admired
79. Often gloomy
80. Often helped by others
81. Often unfriendly
82. Outspoken
83. Overprotective of others
84. Oversympathetic
85. Passive and unaggressive
86. Proud and self-satisfied
87. Rebels against everything
88. Resentful
89. Resents being bossed
90. Respectful of others
91. Sarcastic
92. Self-confident
93. Selfish
94. Self-punishing
95. Self-reliant and assertive
96. Self-respecting
97. Self-seeking
98. Shrewd and calculating
99. Shy
100. Skeptical

101. Slow to forgive a wrong
102. Sociable and neighborly
103. Somewhat snobbish
104. Spineless
105. Spoils people with kindness

106. Stern but fair
107. Straightforward and direct
108. Stubborn
109. Tender and soft-hearted
110. Thinks only of himself

111. Timid
112. Too easily influenced by friends
113. Too lenient with others
114. Too willing to give to others
115. Touchy and easily hurt

116. Tries to be too successful
117. Tries to comfort everyone
118. Trusting and eager to please
119. Usually gives in
120. Very anxious to be approved of

121. Very respectful to authority
122. Wants everyone's love
123. Wants everyone to like him
124. Wants to be led
125. Warm

126. Well thought of
127. Will believe anyone
128. Will confide in anyone

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APPENDIX II

DESCRIPTION OF EIGHT OCTANTS USED
TO CATEGORIZE BEHAVIOR (Leary, 1956)

Octant DE--Aggressive-Sadistic

This person is frank and honest, and strict if necessary. He is often straightforward and direct, critical of others, irritable, hard-boiled when necessary, stern but fair, and firm but just. He can be impatient with others' mistakes, self-seeking, sarcastic, unfriendly, frequently angry, and outspoken. He can also be hard-hearted, as well as cruel and unkind.

Octant BC--Competitive-Narcissistic

This person is self-respecting and able to take care of himself. He is often indifferent to others, likes to compete with others, is businesslike, self-reliant and assertive, self-confident, and independent. He can be shrewd and calculating, thinking only of himself, selfish, somewhat snobbish, proud and self-satisfied, and boastful. He can also be cold and unfeeling, as well as egotistical and conceited.

Octant FG--Rebellious-Distrustful

This person is able to doubt others and can complain if necessary. He is often skeptical, gloomy, resentful of bossing, hard to impress, touchy and easily hurt, frequently disappointed. He can be bitter, resentful, complaining, jealous, stubborn, and slow to forgive a wrong. He can also be rebellious against everything and trusting of everybody.

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Octant NO—Responsible-Hypernormal

This person is helpful and considerate. He is often taking care of others, giving freely of self, being big-hearted and unselfish, encouraging others, being kind and reassuring, tender and soft-hearted. He can be too willing to give to others, overprotective of others, generous to a fault, too lenient with others, oversympathetic, and forgiving of anything. He can also spoil people with kindness and try to comfort everyone.

Octant HI—Self-Effacing-Masochistic

This person is able to criticize self and be obedient. He is often apologetic, lacking in self-assurance, easily embarrassed, modest, easily led, and usually giving in. He can be shy, timid, self-punishing, meek, passive and unaggressive and too willing to obey. He can also be spineless and ashamed of self.

Octant AP—Managerial-Autocratic

This person is able to give orders and is well thought of. He is often admired, making a good impression, respected by others, liking responsibility, a good leader and forceful. He can be dominating, bossy, managing others, trying to be too successful, always giving advice and acting important. He can also be dictatorial and expecting that everyone will admire him.

Octant JK—Docile-Dependent

This person is grateful and appreciative. He is often helped by others, admiring and imitating others, very respectful to authority, accepting advice readily, trusting and eager to please, and very anxious to be approved of. He can be dependent, wanting to be led, rarely talking back, easily fooled, liking to be taken care of, and letting others make decisions. He can
also be a clinging vine and willing to believe anyone.

Octant IM—Cooperative-Over-Conventional

This person is cooperative and friendly. He is often warm, sociable and neighborly, affectionate and understanding, wanting everyone to like him, always pleasant and agreeable and eager to get along with others. He can confide in anyone, is too easily influenced by friends, is wanting of everyone's love, fond of everyone, likes everybody, and is friendly all the time. He can also be agreeable with everyone and love everyone.
APPENDIX III

September 21, 1966

Dear

May I add a note of congratulations upon your acceptance to Grand Valley State College and upon being one of the first recipients of the Educational Opportunity Grants being offered jointly by the College and the Federal Government.

The College is vitally interested in the progress of all its students. We are especially interested in providing every opportunity for the recipients of Educational Opportunity Grants to make an optimum adjustment to college life. In an effort to reach this goal, the College has engaged a counselor to serve all students receiving grants.

During Freshman Orientation a short meeting will be held for all students receiving Educational Opportunity Grants. At this time you will meet the counselor to whom you have been assigned. Your meeting has been scheduled for 3:45 P. M. Monday, September 26, in Room 154 Lake Superior Hall. More than one meeting has been scheduled; however, it is important that you attend the meeting to which you have been assigned.

Sincerely yours,

Louis C. Stamatakos
Dean of Student Services
APPENDIX IV

September 21, 1966

Dear

May I add a note of congratulations upon your acceptance to Grand Valley State College and upon being one of the first recipients of the Educational Opportunity Grants being offered jointly by the College and the Federal Government.

The College is vitally interested in the progress of all its students. We are especially interested in providing every opportunity for the recipients of Educational Opportunity Grants to make an optimum adjustment to college life. In an effort to reach this goal, the College has engaged a counselor to serve all students receiving grants.

During Freshman Orientation a short meeting will be held for all students receiving Educational Opportunity Grants. At this time you will meet the counselor to whom you have been assigned. Your meeting has been scheduled for 2:30 P. M. Tuesday, September 27, in Room 174 Lake Superior Hall. More than one meeting has been scheduled; however, it is important that you attend the meeting to which you have been assigned.

Sincerely yours,

Louis C. Stamatakos
Dean of Student Services
To Students With Educational Opportunity Grants:

I hope that this letter finds you enjoying a well deserved Christmas recess. It is also hoped that your academic record reflects the effort you have put forth.

In view of the continued effort of the College on behalf of all students receiving Educational Opportunity Grants, a meeting will be held at the beginning of the winter term to discuss the progress made to date and to make plans for the future.

There will be two meetings scheduled. You are expected to attend one of these, and attendance will be taken. Both of these meetings are scheduled for Thursday January 5. The first will be at 2:00 p.m. in Room 176 Lake Michigan Hall. The second will be held at 4:00 p.m. in Room 176 Lake Michigan Hall.

If you report promptly to the meeting you attend, it should not take more than one-half hour. If you are unable to attend at either of the scheduled times please see Mrs. Holtvluwer in Room 254 Lake Michigan Hall to schedule an appointment.

I am looking forward to seeing you on the 5th.

Sincerely,

Gordon Langereis
Assistant Dean of
Student Services
APPENDIX VI

Name _______________________

EDUCATIONAL OPPORTUNITY GRANT QUESTIONNAIRE

Please give your reactions to the following areas of the college program by rating them as being excellent, good, fair, or poor. Although you have been asked to give your name, this will be used only to determine that all Educational Opportunity Grant Recipients have responded to this questionnaire. Since all responses will be held strictly confidential, please give your candid opinions. Only in this manner will we be able to evaluate the college program as you view it.

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Offerings</td>
<td>2</td>
<td>18</td>
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<td></td>
</tr>
<tr>
<td>Academic Standards</td>
<td>13</td>
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<td></td>
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<tr>
<td>Orientation to College</td>
<td>4</td>
<td>17</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>12</td>
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<td>Teaching Methods</td>
<td>9</td>
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<td>Administration</td>
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<td></td>
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<tr>
<td>Physical Facilities</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Please use this space and the reverse side of this sheet to make general comments that you feel would be helpful in evaluating the college program. ____________

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APPENDIX VII

Name _______________________

Voluntary Counseling

EDUCATIONAL OPPORTUNITY GRANT QUESTIONNAIRE

Please give your reactions to the following areas of the college program by rating them as being excellent, good, fair, or poor. Although you have been asked to give your name, this will be used only to determine that all Educational Opportunity Grant Recipients have responded to this questionnaire. Since all responses will be held strictly confidential, please give your candid opinions. Only in this manner will we be able to evaluate the college program as you view it.

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Offerings</td>
<td>2</td>
<td>12</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>9</td>
<td>19</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Orientation to College</td>
<td>2</td>
<td>17</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>6</td>
<td>17</td>
<td>6</td>
<td></td>
</tr>
<tr>
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Please use this space and the reverse side of this sheet to make general comments that you feel would be helpful in evaluating the college program. ________________________