

A COMPARATIVE STUDY IN THE USE OF
PARAPROFESSIONALS IN COLLEGE
COUNSELING CENTERS

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Chapter 1

INTRODUCTION

Paraprofessionals are people who are selected, trained and supervised by a professional staff in order to allow the professional counselor to do those jobs that do not require his expertise, nor his college degree. In the counseling center, these individuals would perform some of the traditional jobs once reserved only for the professional alone.¹

As a result of the reasonably large number of undeclared students on the Kansas State Teachers College campus, these paraprofessionals could be used to maintain a life-planning laboratory. The laboratory is one method by which these students can learn about themselves, and about how to plan their lives.

This number of undeclared students, though not large in comparison to the total student enrollment, is still disturbing. It shows the college administration that the majors available do not fit all possible choices made, and that there needs to be different programs provided, and more counseling needed to help point out the possible choices to those students

¹Leigh Allen and others, "Student Paraprofessionals in Counseling Centers: Try It, You'll Like It!" (paper read at the Rocky Mountain Psychological Association annual meeting, May 10-13, 1972, Albuquerque, New Mexico).

who may not yet know about all the majors available to him at Kansas State Teachers College.

Those students who do make plans often do so in only certain areas--education or career--and forget about other parts of their lives, rather than considering life as a whole. Frequently, those plans are not realistic for the student. The plans ignore the student's abilities, personality characteristics and other important aspects of his life.²

In a study conducted by Crane and Anderson (1970), 121 college counseling directors were contacted, and asked about their usage of paraprofessionals. More than 75 percent of the directors contacted were in favor of using paraprofessionals for the following roles:

...tutoring, working as a "big Brother" to disadvantaged students, freshman orientation, research assistant, guide on student problems, administration of vocational interest tests, emergency telephone service and counseling students with adjustment-to-college difficulties.³

In another source, Morrill, Ivey and Oetting (1968) say that a developmental approach to counseling programs must be taken. This is particularly true when dealing with individuals who are unable to use the college experience for personal growth and vocational development. The traditional counseling concepts are still needed and provided. However,

²John Hinkle and Lucinda Thomas, "The Life Planning Workshop: A Future Oriented Program," (Fort Collins, Colorado: Colorado State University, Fall, 1971), p. 1.

³J. K. Crane and W. Anderson, "College Counseling Director's Attitudes Concerning the use of Paraprofessionals" (unpublished paper, University of Missouri, 1970), p. 7.

the students are counseled in such a way that they learn the techniques of problem solving. Likewise, they are instructed in how to maintain using these techniques for long term personal growth.⁴

THE PROBLEM

To provide an answer for the developmental approach, suggested by Morrill, Ivey and Oetting (1968), the life-planning laboratory concept was devised. In this kind of workshop, the individual is actively engaged in the method of self-identification and group interaction. The person attends an informal workshop where the participants get practice at making decisions, learning new ways of solving problems, and, finally, applying this information to his or her own life. The student learns how to plan for his own future career.⁵

This type of program will utilize paraprofessionals, who are a new source of manpower. These new sources are "students who help students". After a short introduction period, these non-professionals will be expected to conduct meetings on life-planning. This instruction will include reviewing the theoretical background and significant research

⁴Weston Morrill, Allen Ivey and E. H. Oetting, "The College Counseling Center: A Center for Student Development," Counseling for the Liberal Arts Campus, eds. J. C. Hesston and W. B. Frick (Yellow Springs, Ohio: Antioch Press, 1968), pp. 144-57.

⁵John Hinkle and Lucinda Thomas, op. cit., p. 2.

in the area, basic interviewing skills, and the ethical implications which the student facilitator will need to know.⁶

Since there is a wide variety in the type and style of paraprofessional programs, there should be a study of the types of programs available, and which method might be better to use. Some types of paraprofessional programs have worked well, while others have not. Some programs have just been developed, and others have been in use for several years. Being well-seasoned, some of these programs have been started, changed, and developed into "well-oiled machines".

Statement of the Problem

Are there significant differences between counseling centers of different orientations, such as traditional, developmental or outreach-centered, and the size of the institution; i. e., small, medium or large?

In the study of the literature pertaining to paraprofessional programs, the following questions were also generated:

1. Are there significant differences between the use of paraprofessionals in counseling centers and the orientation of the counseling center; i. e., traditional, developmental or outreach-centered?

2. Are there significant differences between the use of paraprofessionals in counseling centers, and the size of the institution; i. e., small, medium or large?

⁶Leigh Allen and others, op. cit., p. 3.

3. Are there significant differences between the inclusion of a life-planning laboratory as an outreach program in counseling centers of different orientations, such as traditional, developmental or outreach-centered, and the size of the institution; i. e., small, medium or large?

Statement of the Hypothesis

There is no significant difference between counseling centers of differing orientation, and the size of the institution, i. e., small, medium or large.

Statement of the Subhypotheses

1. There are no significant differences between the use of paraprofessionals in counseling centers and the orientation of the counseling center; i. e., traditional, developmental or outreach-centered.

2. There are no significant differences between the use of paraprofessionals in counseling centers, and the size of the institution; i. e., small, medium or large.

3. There are no significant differences between the inclusion of a life-planning laboratory as an outreach program in counseling centers of different orientations, and the size of the institution; i. e., small, medium or large.

Purpose of the Study

It was hoped that this study would provide some relevant information for paraprofessional programs, and on their use in college counseling centers. This study specialized in

the examination of the types, methods, and orientation of the programs, using a questionnaire to find out how these programs were being used.

Significance of the Study

As of the present time, no such study has been conducted at this college. Consequently, this research will provide needed and valuable information. The information may be used to evaluate present services, and, possibly, to develop new outreach programs. As the basis for the structure of these programs, this study should be invaluable as a guideline for these new services.

DEFINITION OF TERMS

Developmental Approach

The developmental approach to counseling uses the tools of the traditional approach, such as individual and group counseling, occupation and educational information, and testing. But, it also develops new programs and methods of contacting the student, as it is needed.⁷

Life-Planning Laboratory

This type of outreach program is where students are trained in decision making, planning and problem solving techniques. The students then use these techniques to "map out" their lives, according to the plan they have devised.

⁷Morrill, Ivey, and Oetting, op. cit., p. 145.

Outreach-Centered Approach

Outreach-centered programming is a method of organizing college counseling programs where the center uses meetings, workshops and organizations to carry the counseling program to the students. Such programs might include a crisis center, drug information teams, freshman orientation, student government organizations, telephone lines, and/or volunteer counseling programs.

Professional Staff

The professional staff are the qualified, certified members of a counseling center who spend most of their time counseling students. This center is usually located in or near a college or university.

Traditional Approach

This approach to college counseling uses one-to-one counseling and group therapy to take care of the problems brought to them by students. Many times testing, freshman orientation, and occupational and educational information is also available.

Undeclared Student

An undeclared student is one who has not declared a major or decided on a course of study in college.

Workshop Method

This is an informal one-day session or a several-hour meeting where the participants actively participate in

learning and practice exercises. These exercises let the student learn about the topic of the workshop by doing what he is supposed to learn. Some examples might be teaching a short subject in a teaching workshop, or analyzing student behavior in a counseling workshop.

LIMITATIONS OF THE STUDY

Three hundred colleges and universities in the United States were divided into three classes. Small-sized colleges and universities were those with 1972 total student enrollments of fewer than 1,000 students. Medium-sized colleges and universities were those with 1972 full-time student enrollments from 1,000 to 10,000. Large universities were those with 1972 total student enrollments of 10,000 or more students, as listed in College Charts 1971-1972.

Only those colleges of the sample indicating that they had counseling centers were contacted. These services were divided into their respective classes, i. e., traditional, developmental or outreach-centered, according to their answers on the questionnaire used as the instrument for this study. Many other classifications were available, but those most relevant to paraprofessional programs were selected.

In some colleges and universities, paraprofessionals were used in programs not dealing with counseling, e. g., teacher's aides. As stated in the purpose of this study, only those related to college counseling centers were included.

Chapter 2

REVIEW OF RELATED LITERATURE

Outreach programs have been used in the recent years to provide additional needed services to college students. Previous methods used in these programs can help to prevent mistakes and failures made by others in these counseling programs. To prepare for this look at using paraprofessionals in counseling centers, methods and techniques for such services was looked at first. This was in terms of the traditional, outreach-centered, and developmental approaches. Next, the use of paraprofessionals in counseling was investigated. In conclusion, life-planning laboratories, in particular, were studied.

COUNSELING PROGRAMS

It is relatively clear from different sources in our society that counseling and psychotherapy are necessary methods of dealing with inter-personal relationships, and moreover, with human relations in general. First, there is positive evidence to indicate that meaningful human encounters may have constructive or destructive results, that is, counseling and therapy may be "for better or worse". Second, results show that all effective interpersonal experiences share a common group of conditions that are conducive to these

meaningful human encounters. For example, clients or patients who show "high levels of empathy, respect, and concreteness as well as the more action-oriented and activity-oriented conditions of genuineness, self-disclosure and confrontation" improve. Those clients of counselors who offer low levels of these conditions become worse. Thus, we can account for a great part of the counselor's effectiveness, separate from his theoretical orientation and technique, by evaluating the "level of facilitative and action-oriented conditions" provided by the counselor.¹

These conditions which facilitate and orient the client toward action are summarized in Berenson and Carkhuff, 1967;² Berenson, Mitchell, and Moravec, 1968;³ Carkhuff and

¹Robert Carkhuff, Helping and Human Relations, I (New York: Holt, Rinehart, and Winston, Inc., 1969), p. 21.

²B. G. Berenson, "Counselor Commitment," The Counselor's Contribution To Facilitative Processes, ed. Robert Carkhuff (Urbana, Illinois: Parkinson, 1967).

³B. G. Berenson, K. M. Mitchell and J. A. Moravec, "Level of Therapist Functioning, Patient Depth of Self-Exploration, and Type of Confrontation," Journal of Counseling Psychology, Vol. XV, No. 2, March, 1968, pp. 136-139.

Berenson, 1967;⁴ Rogers, Gendlin, Keisler, and Truax, 1967;⁵ and Truax and Carkhuff, 1967.⁶

The idea that all interpersonal relationships and human relations may have constructive or destructive results leads quite directly to a model for effective and ineffective functioning, or "psychopathology".⁷ That is, the client may be held back or pushed forward in his emotional and intellectual growth, depending on the direction taken in the counseling relationship.⁸

Between these two rather minor but often personally extreme positions are individuals who may be viewed as products of a series of different relationships. Some of these relationships may be constructive, destructive, or neither. However, the relationships are frequently destructive in nature.⁹

⁴Robert Carkhuff and B. G. Berenson, Beyond Counseling and Psychotherapy, (New York: Holt, Rinehart and Winston, Inc., 1967).

⁵C. R. Rogers, E. T. Gendlin, D. Kiessler and C. B. Truax, The Therapeutic Relationship and Its Impact: A Study of Psychotherapy With Schizophrenics, (Madison, Wisconsin: University of Wisconsin Press, 1967).

⁶C. B. Truax and Robert Carkhuff, "Concreteness or Specificity of Expression," The Counselor's Contribution To Facilitative Processes, (Urbana, Illinois: Parkinson, 1967).

⁷Carkhuff, Helping and Human Relations, I, p. 21.

⁸Robert Carkhuff and B. G. Berenson, Beyond Counseling and Therapy, (New York: Holt, Rinehart, and Winston, Inc., 1967), p. 10.

⁹Carkhuff, Helping and Human Relations, I, p. 21.

All too frequently the individual is functioning, yet not fulfilling his purpose in life. These are the people who fill our daily world--counselors as well as clients, teachers as well as students--searching for help, yet discarding it, seeking the sun yet preferring the night.¹⁰

COLLEGE COUNSELING

In an attempt to provide services for these non-fulfilling individuals, colleges and universities have developed and organized counseling centers. These services vary, depending on the reasons and purpose for which the service was constructed.

Hinko (1971) made a study of counseling services in community colleges having 1969 total student enrollments of five thousand or more. He found that 100 percent of the counseling services provided educational counseling, social/personal counseling, and vocational counseling. Of the institutions contacted, 93 percent conducted academic counseling, and 85 percent tested for various purposes, such as for achievement, interest, psychological, or vocational purposes.¹¹

Another study of student personnel practices in community colleges pointed out the extent to which these services are fulfilling the needs of the students. These practices, as Raines (1965) puts it, are "somewhat selective",

¹⁰Ibid.

¹¹Paul Hinko, "National Survey of Counseling Services," Junior College Journal, 42:20-4, November, 1971.

with the result that many "highly diversified student bodies" require "diversified programs", and are not receiving them.¹²

As a rebellion against this inability to fulfill the needs of the student, several researchers attempted to find out what services are provided, and on what reasons they are based. Two particular men found that academic advising, admissions counseling, employment information, orientation programs, remedial courses, residence hall aides, scholarship and loan officers, student advisory boards, and "special services" are provided. These services were not the only services provided, but provided the major share of those available.¹³

In order to find the importance placed on the various services by counselors themselves, a study was made on the priorities, and the amount of "commitment" placed on the particular priorities. It was found that "services to individual students" was the most important priority. Following that priority were "establishing and encouraging staff relationships, services to groups of students, accepting professional responsibilities, and finally, establishing community relationships," in their order of ranking in the study.¹⁴

¹²M. R. Raines, Junior College Student Personnel Programs, Appraisal and Development, (Washington, D.C.: American Association of Junior Colleges, 1965).

¹³Arthur Sandeen and Thomas Goodale, "Student Personnel Programs and the Transfer Student," NASPA Journal, 9:179-200, January, 1972.

¹⁴George Herrick, "The Administrator and the Counselor: Perception of Counselor Role in Two-Year Colleges,"

However, there are certain college personnel workers who are attempting to bring about educational innovation and to change the traditional approach. This change is through breaking down disciplinary boundaries, making use of new technology through the "systems approach", changing grading procedures, and making specific educational goals to which the student can move at his or her own pace. This direction, in the whole college environment, is "changing from one of instruction to one of learning".¹⁵

If there is to be any hope of reaching even a minimal success in fulfilling these goals, there must be a change in student personnel programs. Jane Matson states that:

Student personnel workers must assume appropriate responsibility for this monumental effort. This may require almost complete redesigning of the structure or framework, and even the content or practices of student personnel work.¹⁶

To provide for this emerging model of college counseling, the director of the Colorado State University Counseling Center proposed the following programs. First of all, the director researched all the available information on approaches in counseling centers; then, he determined what basic directions the centers took. Thirdly, he determined how counseling

Journal of College Student Personnel, 12:365-9, September, 1971.

¹⁵Terry O'Bannion, Alice Thurston and James Gulden, "Student Personnel Work--An Emerging Model," Junior College Journal, 41:6-14, November, 1970.

¹⁶Jane E. Matson, "Trends in Junior College Student Personnel Work," GT-70 Student Personnel Workshop, (ed.) James Harvey, (William Harper College, 1968).

could move into the community to create programs based on prevention, instead of remedial action, and how to "mobilize" the community resources for better mental health. Fourthly, he developed a new definition of the role of the counselor, based on a developmental, rather than a therapeutic or traditional approach.¹⁷

He found that, for the most part, counseling centers are in three groups: traditional, outreach-centered, or developmental. These approaches govern how well, and what kind of student problems the counseling center is equipped to handle.

TRADITIONAL APPROACH

Counseling centers, most often, have used one approach, which is isolated from the academic and living environments of the college. Counselors have tended to wait for students to come to them for help, and have offered assistance or help only after the problem has come out into the open.

Such a counseling center was described by a report by the American College Personnel Association and American College Health Association Joint Committee. The committee described counseling and psychiatric services at colleges and universities. Typical services provided were academic counseling, individual and group psychotherapy sessions, orientation

¹⁷Weston Morrill, Allen Ivey and E. R. Oetting, "The College Counseling Center: A Center for Student Development," Counseling for the Liberal Arts Campus, (eds.) J. Hesston and

programs, personal counseling, rehabilitation programs, and testing. Not all colleges had the same services, nor the same number of services.¹⁸

These programs mentioned above have a direct effect on the planning and operation of student personnel services. Societal and institutional factors may affect this planning also. Satisfaction with the environment in which the college student lives is essential to the success of the counseling center. As a result of this dissatisfaction, the outreach-centered approach was developed.

OUTREACH-CENTERED APPROACH

Counseling centers, which use the outreach-centered approach, have determined the problems students have. The centers have "moved out of the office" to become an active part of the educational institution. This involves interaction with the administration, faculty, and students, to create changes that lead to the largest amount of growth and development possible. This kind of process, taking place outside the counseling center itself, and involving

W. Frick, (Yellow Springs, Ohio: Antioch Press, 1968), pp. 141-157.

¹⁸American College Health Association, Recommended Practices and Relationships for Counseling and Psychiatric Services in the University and College Campus, report #7051-1 (Washington, D. C.: American College Health Association, 1969), p. 9.

interaction with the primary university populations, is called an "outreach program".¹⁹

As a study on this type of program, two experimenters found what type of outreach programs are being used throughout the United States. The ten most widely used programs, in order of rank, are "consultation with the dean of men or women, orientation programs, freshman testing, consulting with the academic faculty, residence hall counseling, medical service counseling, speeches to groups, research on student characteristics, remedial study, and consultation with church and religious organizations".²⁰ Those programs most frequently used at the present time are: academic counseling, personal counseling, residence hall counseling, telephone services, and life-planning laboratories.

Academic Counseling

As a method of contacting students, admissions and academic counseling have been used. This usually involves counseling primarily freshmen, through orientation programs, and through "adjustment-to-college counseling" for the potential drop out. The admissions and academic counseling programs have seen a significant increase in the past few years.²¹

¹⁹Weston Morrill and E. R. Oetting, "Outreach Programs in College Counseling," Journal of College Student Personnel, 11: 50-3, January, 1970.

²⁰Ibid., p. 51.

²¹V. G. Zunker and W. F. Brown, "Comparative Effectiveness of Student and Professional Counselors,"

Another similar method is a "released-time advising system" where faculty members with special interests in advising students are available for students who have not declared a major.^{22,23} This usually is held on a part-time basis, and provides inservice training for future counselors.

A third type of program is a student-to-student advising system. In this kind of academic counseling, students are selected, trained, and assigned advisees. These students who help normally have some type of background in counseling or psychology, and are gaining experience in a job for which they have already been trained.²⁴

Personal Counseling

Many counseling centers are developing programs in personal counseling, for adjustment-to-life problems. Usually this type of program includes paraprofessionals who lead group discussions on typical problems of the college freshman. This discussion may involve information about other services of the center, such as "rap sessions", remedial reading courses, study skills courses, crisis centers, telephone and information services, and about the traditional services like

Personnel and Guidance Journal, 64: 738-43, 1966.

²²John Murray, "The Comparative Effectiveness of Student-to-Student and Faculty Advising Programs," Journal of College Student Personnel, 13: 562-6, November, 1972.

²³Allen Ivey, "Micro Counseling: The Counselor as a Trainer," Personnel and Guidance Journal, 51: 311-6, January, 1973.

²⁴Ibid., p. 563.

individual counseling and testing.²⁵ Sometimes, these workers are given extensive training, and utilized as mental health workers, particularly as resident aides in university dormitories.²⁶ In fact, in one case, counselors-in-training provide personal counseling as a part of their training procedure.²⁷

Residence Hall Counseling

Further evidence of this last type of counseling was found in more than one source.²⁸ Most of these studies used paraprofessional counselors as "teachers" of social skills and attitudes in a residence hall. However, the residence hall activities have expanded to include volunteer services other than just "teaching" skills and attitudes.^{29,30}

²⁵R. Wrenn and R. Mencke, "Students Who Counsel Students," Personnel and Guidance Journal, 50: 687-9, April, 1972.

²⁶Thomas Wolff, "Undergraduates as Campus Mental Health Workers," Personnel and Guidance Journal, 48: 294-304, December, 1969.

²⁷Allen Ivey and others, "Microcounseling and Attending Behavior," Journal of Counseling Psychology, 15: 1-12, September, 1968.

²⁸Raymond Holbrook, "Student Volunteers as Helpers in Residence Halls," Journal of College Student Personnel, 13: 559-61, November, 1972.

²⁹A. W. Chickering, "College Residence and Student Development," Educational Record, 48: 179-86, 1967.

³⁰H. C. Riker, College Housing as Learning Centers: College Student Personnel Work in the Years Ahead, (Washington, D. C.: American College Personnel Association, 1966).

Telephone Services

Another way of receiving counseling and information is through a telephone "hotline". One primary use of such a service is an "underground switchboard" for information about, and listening to drug problems of college students.³¹ Another university has subdivided its service into a "Rap Center, Drug Information Center, People's Office and an Emergency Counseling Line". In addition to this, the same college provides a "Dial Access Telephone Information System", which provides callers with information in predetermined areas of interest, related to counseling and the college in general. Permanent and mobile information units are also set up in booths and moveable vans, and are moved to high traffic areas of the campus for the convenience of the students.³²

Life-Planning Laboratories

Last of all is the Life-Planning Workshop, developed and conducted at Colorado State University of Fort Collins. It was designed to encourage the college student, through a counselor or group facilitator, to influence his own future. He learns how to divide his life into its major parts, and then, planning for the future is done as a whole, not for

³¹Michael Schmitz and Douglas Mickelson, "Hotline Drug Counseling and Rogerian Methods," Personnel and Guidance Journal, 50: 357-62, January, 1972.

³²Earl Nolting and Steven Saffian, "A New Direction for Student Affairs on Large Campuses: The Information and Referral Service," NASPA Journal, 10: 142-9, October, 1972.

specific parts of his life, such as education or vocation. The person is expected to get an accurate perspective of himself through a clear, direct approach to planning for the rest of his life.³³ However, some college counseling centers have tired of the outreach-centered approach.

DEVELOPMENTAL APPROACH

The student development view is a way of looking at the counseling center, and the whole college or university as a learning community in which teaching may or may not take place. In this view, new programs and ideas are tried, rather than trying to remedy old problems and incidents with old methods. In this case, the emphasis is on prevention, rather than intervention. Finally, the counseling office is attempting to confront the problems in the community, rather than to "control" them. This confrontation is done in the residence halls, off-campus, on the street corner with the drug pusher, and any other place the counselor can encounter, confront, or otherwise influence students to move toward effective solutions to their problems.³⁴

Of course, not all present student personnel methods need be abandoned. Some, like control and status in the counseling situation, should be abandoned. But others, like

³³John Hinkle and Lucinda Thomas, "The Life-Planning Workshop," Journal of College Student Personnel, 13: 275, May, 1972.

³⁴Burns Crookston, "An Organizational Model for

remedial and mental health programs, should be continued. This is particularly true of the type of services that actively involve the student in solving his own problem.³⁵

PARAPROFESSIONALS

To provide the services just mentioned, paraprofessionals must be selected, trained, and supervised in the professional center. This would allow the qualified counselor to be free from tasks which do not require his amount of education or expertise.³⁶

First, each paraprofessional would experience a training session devised by the particular program coordinator. This would include covering the theoretical background and important research in the area of interest, elementary interviewing skills, and the ethics of the job involved.

Next, the paraprofessional would have an opportunity to "add new dimensions to the services and/or revamp the particular old program" he or she is working in. This maintains the consideration of the students that the counseling

Student Development," NASPA Journal, 10: 3-13, July, 1972.

³⁵Daniel Sorrells, "Feasible Approaches to Professional Student Personnel Development and Practice," Counselor Education and Supervision, 11: 309-12, June, 1972.

³⁶Leigh W. Allen and others, "Student Paraprofessionals in Counseling Centers" (paper presented at the Rocky Mountain Psychological Association annual meeting, May 10-13, 1972, Albuquerque, New Mexico).

center is meeting the needs of the student. While the paraprofessional revises old, or develops new programs, he still must consult with his supervisor as to the feasibility and approval for these changes.³⁷

Research and evaluation is the third aspect of paraprofessional programs. The paraprofessional collects data about, and from the program he is involved in. Using this data, he evaluates the programs already in existence, suggests revisions and/or additions based on the information he has collected. If the needs of the students are not being met, then the data collected will indicate what direction the new services should take.³⁸

LIFE-PLANNING LABORATORIES

One such "new" service has been the life-planning laboratory, which evolved from the "Planning for Living Workshop" used by Shepard (1969) and TRW Systems in California.³⁹ The members of the workshop are divided into groups of three, and told to go through several activity-oriented, semi-structured exercises. A "facilitator" or group leader directs

³⁷L. E. Peterson, "The Student Paraprofessional in the Counseling Center: The Model Applied" (paper presented at the Western Psychological Association meeting, April 26-29, 1972, Portland, Oregon), p. 3.

³⁸Ibid., p. 4.

³⁹H. A. Shepard, "Planning for Living Workshop" (unpublished manuscript, TRW, Inc., Redondo Beach, California, 1969).

the participants through the life-planning exercises only when needed.⁴⁰

All the life-planning exercises encourage the participant to look at himself and his life at the present time. This helps him to decide what he would like to be doing in the future. From the decisions he makes about his future, he will formulate behavioral goals which might help him realize his hopes for the future. Each part of the workshop provides time for the members to express their own feelings, in addition to reacting to other's feelings and ideas. The role of the facilitator or group leader is to keep the communications within the life-planning concept boundaries.⁴¹

In conclusion, counseling is a necessary service provided by the college or university. The service has commonly been provided through three basic approaches: traditional, outreach-centered and developmental. The last two approaches make frequent use of paraprofessionals, i. e., students who "help". One particular service provided by these two ways of counseling is the life-planning laboratory, which provides practical and necessary experience in making decisions and planning the student's future.

⁴⁰John Hinkle and Lucinda Thomas, "The Life-Planning Workshop" (unpublished manuscript, Colorado State University, Fort Collins, Colorado, Fall, 1971), p. 1.

⁴¹Dianne Aigaki, "Life Planning for Low-Income Youth" (unpublished Masters thesis, Colorado State University, September, 1970), pp. 56-7.

Chapter 3

DESIGN OF THE STUDY

After reviewing the literature and research on para-professional programs, several hypotheses were formulated as to the difference in the size of the institution and the orientation of the counseling center. Based upon the nature of these hypotheses, a random selection process was used for the choice of the colleges and universities used. Following this, a questionnaire (see Appendix B, p. 111) was developed from questions raised within the hypotheses. Each counseling center contacted was asked to complete the instrument and return it within a specified time limit.

The centers selected were picked from a sample of 300 college and university counseling centers. These centers were selected at random from a list containing junior colleges through eight-year professional institutions.

Finally, the data from each instrument were placed on tally sheets and analyzed. This process utilized chi-square and Kendall's Coefficient of Concordance. Chi-square was used for its facility in working with frequencies which were determined by the quantities on the tally sheets. Kendall's Coefficient of Concordance was used for its facility in working with rank orderings of three or more rows and three or more columns in the tables formed by the frequencies.

MATERIALS AND INSTRUMENTATION

As a result of researching the data available, check-list-type questions on paraprofessional programs were generated. These questions pertained to the type of services provided by the counseling center, and the selection and training of paraprofessionals. In addition, questions were asked to ascertain research in their paraprofessional programs, along with specific problems involved with these programs. Spaces were provided on nine of the questions for additional information, if the classifications provided did not apply.

This study was also concerned with life-planning workshops within the counseling center. Questions were mainly concerned with the personnel involved and their training and selection. The questionnaire also sought to obtain information on the funding and the research conducted on life-planning workshops.

With respect to the one question in the instrument about problems related to paraprofessionals, a rank ordering was mandated.

POPULATION AND SAMPLING

Because of the large magnitude of colleges and universities in the United States, approximately 2,880 different institutions, a restriction was placed upon the sample size from the overall population. The random selection for the

sample (N=300) was made from the College Charts.¹ The institutions listed included two-year junior college programs through graduate-level programs. The College Charts were actually developed and compiled from the Education Directory, Higher Education, 1969-1970 and the Accredited Institutions of Higher Education, 1970-71.

Using a table of random numbers, institution selection was made by two separate procedures. The first number selected indicated the page number to be used in the College Charts. The second number selected indicated the specific line number that was used. If a particular institution had already been selected, then the immediately following institution was used.

After the questionnaires were mailed and returned by the originally selected institution, further classification was made. All the responding institutions were classified according to size, on the basis on the 1972-73 full-time student enrollments.

Small colleges were defined as those institutions having a full-time student enrollment of less than 1,000 students. Enrollments between 1,000 and 9,999 were institutions classified as medium-sized. The large university classification included all institutions that had 10,000 students, or above, for their full-time enrollment.

¹Chronicle Guidance Publications, College Charts 1971-1972, (Moravia, New York: Chronicle Guidance Publications, 1971), pp. 2-115.

DATA COLLECTION

Questionnaires were mailed on September 22, 1973, and included the explanatory letter (cover letter, Appendix A, p. 109), as well as the instrument. A request was made for the return of the completed instrument by October 15, 1973. Questionnaires that were not returned by this date necessitated a need for a follow-up letter, to ensure an optimum in return rate (follow-up letter, Appendix C, p. 115).

DATA ANALYSIS

Following the collection of the data, relationships between the factors of the size of the college and the type of counseling center were compared with regard to paraprofessional programs and life-planning laboratories. These relationships were tested using chi-square ($p < .05, .01$) and Kendall's Coefficient of Concordance.

Chi-square

Chi-square provides a way of analyzing data that are expressed as frequencies. Since it was necessary to use a sampling in this study, chi-square was used to determine whether deviations of sample frequencies from those expected were due to sampling error, or if such deviations were significantly different from those expected.²

²Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw Hill Book Company, 1956), pp. 175-9.

The formula³ for finding chi-square is

$$\chi^2 = \sum \frac{(O_f - E_f)^2}{E_f} .$$

O_f represents each observed frequency and E_f is the symbol for the expected frequencies which correspond to those observed. The amount that observed frequency (O_f) deviates from the expected frequency (E_f) was found.

When chi-square (χ^2) was large enough, the null hypothesis was rejected at the prescribed levels (.05, .01). The null hypothesis was accepted when the E_f 's were the same as the O_f 's, thus χ^2 was equal to zero. Sampling error has caused O_f 's to differ from E_f 's to some extent. When differences between observed frequencies and expected frequencies were great--as measured by χ^2 --in comparison to expected frequency, a deduction can be made that the differences were not a result of sampling error; the null hypothesis was rejected. When $O_f - E_f$ differences were compared to E_f 's, it was deduced that the differences were probably a result of sampling error.

Degrees of freedom (df) were found by taking the number of rows minus one times the number of columns minus one. The formula used was as follows:

$$df = (r-1) (c-1).$$

One row and one column in an analysis table were dictated by the number of responses. They were not free to

³Ibid., p. 176.

vary, but were fixed by the total responses. If there were three rows and three columns, the number that were free to vary would be shown;

$$df = (3-1) (3-1) = (2) (2) = 4.$$

Kendall's Coefficient of Concordance

Kendall's Coefficient of Concordance, W , is a measure of relation among several rankings of N objects or individuals. This measure, then, is an index of the divergence of the actual agreement shown in the data, from the maximum possible (perfect) agreement.⁴

The formula⁵ for finding W is given as

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - \bar{N})}$$

In the formula given above, s was obtained by summing the squares between columns, where k was the items in each of the columns of the tables and L was the number of problems ranked (three).

Then, this quantity is squared.

$$\left[\Sigma k - \frac{\Sigma k}{L} \right]^2$$

Following this, all the squared quantities for each cell in each column are added, and set equal to s .⁶

⁴Siegel, *ibid.*, pp. 229-30.

⁵*Ibid.*, p. 231.

⁶Allen Edwards, Statistical Methods for the Behavioral Sciences, (New York: Rinehart and Company, Inc., 1957), pp. 402-7.

$$s = \sum_{j=1}^L \left[\Sigma k - \frac{\Sigma k}{L} \right]^2$$

(Appendix D, p. 118)

To test the significance of any observed value of W , the probability of that occurrence under the null hypothesis, of a value as large as s , must be determined. By this method, the distribution of values of s , under the null hypothesis has been worked out and tabled. That is, it has been tabled for those W 's significant at the .05 and .01 levels. If an observed s is equal to or greater than the value shown in the table, for a particular level of significance, then H_0 may be rejected at that level of significance. Thus, the hypothesis would be rejected. Otherwise, it would be retained.

Chapter 4

ANALYSIS OF DATA

After developing a design to study paraprofessional programs in college counseling centers, the data was collected from the questionnaire. This data was then analyzed in relation to the particular orientation of that particular center, and in relation to the size of the institution. Also, the paraprofessional programs, especially life-planning workshops, were examined.

To facilitate this evaluation, categories for the data were constructed. Then, each response was categorized, according to the classification system indicated.

Also, each response was evaluated statistically, through the use of chi-square (χ^2) or Kendall's Coefficient of Concordance (W). As a result, the data was tested for any significant differences in the frequencies obtained. The null hypotheses were accepted unless the significant differences were at or beyond the .05 level of significance.

RESPONSE ANALYSIS

As described in Chapter 3, there was a total of three-hundred questionnaires that were originally mailed to the selected sample of college and university counseling centers. Upon tabulation of the data from the instruments, it was found

that one-hundred eighty seven (187) or sixty-two percent (62%) of the originally mailed sample were returned.

Seventy-four (74) small colleges answered, one-hundred two (102) medium-sized institutions answered and eleven (11) large universities responded to the questionnaire. Within this sample, each center was classified by the respondent in terms of the orientation of the center. The small colleges and universities tended to be traditional in their approach (61% traditional, 20% outreach-centered, and 19% developmental). However, the large university counseling centers tended to be developmental (27% traditional, 18% outreach-centered and 55% developmental). Medium-sized colleges and universities had almost the same percentage of each kind of center. They tended to use the traditional approach rather than the other two (45% traditional, 29% outreach-centered and 26% developmental).

TABLE I
 SIZE OF COLLEGE AND TYPE OF COUNSELING CENTER*

Size	Type			Total
	Developmental	Outreach-Centered	Traditional	
Small	14	15	45	74
Medium	27	29	46	102
Large	6	2	3	11
Total	47	46	94	186

* Significant at the .05 level.

$$\chi^2 = 9.706$$

As indicated in Table I, the size of the college was found to significantly differ from the type of counseling center at the .05 level. The data indicated that the larger the institution, the greater the probability to be developmental in approach, and the smaller the institution, the greater the probability of it being traditional.

Use of Paraprofessionals

In the use of paraprofessionals, seventy-one (71) out of the one-hundred eighty one (181) colleges, or 39 percent, used paraprofessionals in their counseling center. Of these 14 percent were large universities, 52 percent were medium-sized institutions, and the remainder (34%) were small colleges.

Within the sample obtained, large universities tended to make more use of paraprofessionals (10 yes; 1 no) as compared with small colleges (24 yes; 50 no). The medium-sized institution used students in their counseling center, but to less an extent than the larger university (37 yes; 59 no).

TABLE II
SIZE OF COLLEGE AND USE OF PARAPROFESSIONALS*

Use	Size			Total
	Large	Medium	Small	
Yes	10	37	24	71
No	1	59	50	110
Total	11	96	74	181

* Significant at the .001 level.

$$\chi^2 = 16.995$$

As shown in Table II, the size of the college differs significantly in terms of the use of paraprofessionals. The tendency was that the larger the institution, the greater the probability of using paraprofessionals, and the smaller the institution, the less likely the use of paraprofessionals in the college counseling center.

As pointed out in Table III, thirty-two (32) responses, or 45 percent of the colleges who use paraprofessionals had a

developmentally-structured counseling centers. Twenty-nine (29) or 41 percent had an outreach approach. Ten (10) or 14 percent of the institutions contacted used paraprofessionals in a traditional counseling setting.

In overall use of paraprofessionals, developmental and outreach-oriented counseling centers used students to a greater extent than did the traditionally structured counseling centers. Of the developmental counseling centers, thirty-two (32) used paraprofessionals, and fifteen (15) did not. In outreach-directed centers, sub-professionals were used in twenty-nine (29) colleges and twelve (12) did not use students as counselors. The traditional counseling centers used non-certified staff in ten (10) cases, and in eighty-three (83) cases, only faculty members were used.

TABLE III
TYPE OF CENTER AND USE OF PARAPROFESSIONALS*

Use	Type			Total
	Developmental	Outreach-Centered	Traditional	
Yes	32	29	10	71
No	15	12	83	110
Total	47	41	93	181

* Significant at the .001 level.

$$\chi^2 = 65.230$$

The type of center was shown to significantly differ from the use of paraprofessionals at the .001 level. The data indicated that the larger the institution, the greater the probability to use paraprofessionals in the counseling center, and the smaller the institution, the greater the probability to not use paraprofessionals in the center.

Program Areas

Personal/social counseling was the most frequently used program in the counseling centers contacted. This program was indicated one-hundred seventy one (171) times, or 9.9 percent of the total number of responses. Adjustment-to-college and educational counseling were nearly as popular. These programs were pointed out one-hundred sixty seven (167) times each, or 9.7 percent. Freshman orientation programs were next, with one-hundred fifty five (155) times, or 9.0 percent of the total responses. Aptitude-ability testing was close behind with one-hundred thirty-four (134) answers, or 7.7 percent of the total number of replies. Of all the program areas mentioned, 44.2 percent of the counseling centers included at least one of these five services in their counseling program.

In number and scope, large universities tended to use a greater variety of program areas than did small colleges. At the same time, the small colleges tended to use only services typically provided by counseling centers. Frequently these different kinds of services were provided by other departments at the college or were not provided.

TABLE IV
PROGRAM AREAS AND SIZE OF COLLEGE*

Program	Size			Total
	Large	Medium	Small	
Personal/Social Counseling	11	96	64	171
Adjustment Counseling	11	93	63	167
Educational Counseling	9	95	63	167
Freshman Orientation	5	90	60	155
Aptitude-Ability Testing	8	80	46	134
Information Service	4	71	55	130
Drug Counseling	6	68	44	118
I.Q. And Projec- tive Testing	7	59	35	101
Withdrawal From School Help	5	47	43	95
Marriage Counseling	11	48	24	83
Study Skills Classes	6	45	25	76
Group Therapy	11	43	12	66
Tutors	3	30	29	62

TABLE IV (continued)

Program	Size			Total
	Large	Medium	Small	
Minority Relations	5	36	17	58
Life-Planning Workshops	6	25	9	40
Women's Rights	3	21	11	35
Emergency Telephone Service	6	13	5	24
Research Assistants	4	11	3	18
Student Development	4	2	2	8
Career Guidance	1	3	2	6
Veteran's Services	0	4	2	6
Motivation Workshop	1	2	0	3
Reading/Writing Laboratory	1	1	1	3
Family/Student Counseling	1	1	0	2
Counselor Training	0	2	0	2
Residence Hall Staffing	0	2	0	2
Test Anxiety Workshop	1	1	0	2
Human Relations Training	1	1	0	2

TABLE IV (continued)

Program	Size			Total
	Large	Medium	Small	
Educational And Occupational Library	2	0	0	2
Foreign Student Advisement	0	1	0	1
Dating Skills Workshop	0	1	0	1
Consultant To Rap Center	0	1	0	1
Crisis Center	0	1	0	1
Financial Aids	0	1	0	1
GED-ACT Testing	0	0	1	1
Housing	0	1	0	1
Pre-Marriage Counseling	0	1	0	1
Rehabilitation Counseling	0	0	1	1
Scheduling	0	1	0	1
Self-Awareness Group	0	1	0	1
Transfer And/Or Placement	0	0	1	1
Total	136	975	619	1750

* Significant at the .001 level.

$\chi^2 = 145.329$

As pointed out in Table IV, the program areas of the counseling centers and the size of the college differed significantly at the .001 level. The information obtained pointed to the fact that the larger the institution, the greater the probability of using many different programs, and the smaller the college, the greater the probability of using a limited number of programs in a narrow band of choices.

In considering the different services provided and the different structures of college counseling centers, personal/social counseling was used most often. It was listed one-hundred seventy one (171) times, or 9.8 percent of the total number of responses. The second and third most frequently mentioned programs were adjustment-to-college and educational counseling. Each received one-hundred seventy (170) and one-hundred sixty nine (169) marks respectively. Of the total number of replies, each received 9.8 and 9.7 percent respectively. The fourth and fifth most frequently used services were freshman orientation and aptitude-ability testing. Each recorded one-hundred thirty six (136) and one-hundred thirty five (135) of the answers. These quantities were 7.8 and 7.7 percent of the replies respectively. In reference to the program areas mentioned, 44.8 percent of the returned questionnaires included at least one of these five services.

In the number and breadth of programs included in the counseling center, developmentally structured centers tended to use different kinds of programs, and more of them. At

the same time, the traditional center used services representative of the "old fashioned" counseling center. A few other areas were tried, but in very limited amounts.

TABLE V
PROGRAM AREAS AND TYPE OF CENTER*

Program	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Personal/Social Counseling	45	42	84	171
Adjustment To College Counseling	44	42	84	170
Educational Counseling	43	41	85	169
Freshman Orientation	35	33	68	136
Aptitude-Ability Testing	40	27	68	135
Information Service	31	30	70	131
Drug Counseling	32	38	51	121
I.Q.-Projective Tests	30	24	49	103
Withdrawal From School Help	18	26	52	96
Marriage Counseling	32	23	29	84
Study Skills Classes	26	19	31	76
Tutors	19	13	32	64
Group Therapy	26	19	18	63
Minority Relations	24	16	18	58

TABLE V (continued)

Program	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Life-Planning Workshops	14	16	6	36
Women's Rights	15	14	7	36
Emergency Tele- phone Service	12	6	6	24
Research Assistants	9	4	5	18
Student Development	5	1	1	7
Veteran's Services	1	2	3	6
Career Guidance	2	0	3	5
Motivation Workshop	2	0	1	3
Reading/Writing Laboratory	1	0	2	3
Residence Hall Staffing	2	0	1	3
Counselor Training	1	1	0	2
Family/Student Counseling	0	1	1	2
Human Relations Training	1	0	1	2
Test Anxiety Workshop	1	0	1	2
Vocational And Educational Library	1	0	1	2

TABLE V (continued)

Program	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Consultant To Rap Center	0	0	1	1
Crisis Center	0	1	0	1
Dating Skills Workshop	0	0	1	1
Financial Aid	1	0	0	1
Foreign Student Advisement	0	0	1	1
GED-ACT Testing	0	0	1	1
Housing	0	1	0	1
Pre-Marriage Group	0	0	1	1
Rehabilitation Counseling	1	0	0	1
Scheduling	0	1	0	1
Self-Awareness Group	0	1	0	1
Speech Workshop	0	0	1	1
Transfer And/Or Placement	0	0	1	1
Total	518	447	776	1742

* Significant at the .001 level.

$\chi^2 = 114.266$

The different services in college and university counseling centers and their orientations were found to differ significantly at the .001 level.

Selection of Paraprofessionals

The interview method was the most popular way in which paraprofessionals were selected, when compared by the size of college. It was selected sixty (60) times, or 47.2 percent of the total number of times this question was marked. Training sessions were used thirty-nine (39) times, or 30.7 percent of the times paraprofessionals were selected. Course grades were used as the basis for selection twenty-one (21) times, or 16.5 percent of the total responses. Of all the methods mentioned, at least one of these three occurred 94.5 percent of the time.

All colleges and universities, regardless of size, tended to use interviews as the basis for their selection of paraprofessionals. Training sessions and course grades were their second and third choices as select procedures for paraprofessionals. Many schools used a combination of two or three of these methods, ensuring a better choice.

TABLE VI
METHOD OF SELECTION AND SIZE OF COLLEGE*

Method	Size			Total
	Large	Medium	Small	
Interview	8	30	22	60
Training Session	6	22	11	39
Course Grades	3	9	9	21
Faculty Recommendation	0	2	1	3
From Psychology Classes	0	0	1	1
References	0	1	0	1
Test	0	0	1	1
Volunteers	0	0	1	1
Total	17	64	46	127

* Not significant.

$$\chi^2 = 8.785$$

No significant difference was found between the size of the institution and the method of selecting paraprofessionals, as indicated in Table VI.

When the process used for selecting paraprofessionals and the orientation of the counseling center were compared, the interview method was most popular. It was used sixty (60), or 47.2 percent, of the times this response was indicated. Training sessions were marked thirty-nine (39), or 30.7 percent, of the times a selection process was noted. Course grades were scored twenty-one (21), or 16.5 percent, of the times. Of all the selection processes used, these three occurred at least once in 94.5 percent of the replies.

As before, all colleges and universities tended to use the interview to select students to work in their counseling center, regardless of their orientation. Training sessions and course grades were their second and third choices for methods of selecting paraprofessionals.

TABLE VII
METHOD OF SELECTION AND TYPE OF CENTER*

Method	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Interview	26	27	7	60
Training Session	17	18	4	39
Course Grades	8	11	2	21
Faculty Recommend- ation	1	1	1	3
From Psychology Classes	1	0	0	1
References	0	1	0	1
Test	0	1	0	1
Volunteers	0	1	0	1
Total	53	60	13	127

* Not significant.

$$\chi^2 = 7.126$$

There was no significant difference between the method of selecting subprofessionals and the orientation of the particular college counseling center, as pointed out in Table VII.

Paraprofessional Training

When the size of the college was compared with the manner in which paraprofessionals were trained, on-the-job experience was used most often. It was identified as the method used in training counselor-aides thirty-two (32) times, or 26.9 percent of the time. A combination of discussion and on-the-job experience was listed thirty (30) times, or in 25.2 percent of the total number of returned instruments. The lecture and discussion methods were mentioned twenty-three (23) and twenty-one (21) times respectively. Of the number of responses given, these were 19.3 and 17.6 percent of the total. These four methods made up 89.1 percent of the total number of returned forms.

There was a tendency for medium-sized institutions to use on-the-job experience more often than any other kind of training. In other situations, a combination of discussion and on-the-job experience or the lecture method were commonly used, in equal numbers. However, both large and small colleges tended to use the combination of discussion and on-the-job experience, in preference to any other method mentioned.

TABLE VIII
PARAPROFESSIONAL TRAINING AND SIZE OF COLLEGE*

Method	Size			Total
	Large	Medium	Small	
On-The-Job Experience	4	18	10	32
On-The-Job Experience And Discussion	6	12	12	30
Lecture	3	12	8	23
Discussion	2	11	8	21
On-The Job Experience And Lecture	0	4	0	4
Discussion And Lecture	0	1	2	3
Sensitivity Group	1	1	1	3
Simulation	1	0	0	1
Supervised Teaching	1	0	0	1
Workshop	0	1	0	1
Total	18	60	41	119

* Not significant.

$$\chi^2 = 17.383$$

It was indicated that the method of training paraprofessionals and the size of the college did not differ significantly, as shown in Table VIII.

In comparing the method of training paraprofessionals and the orientation of the particular college counseling center, on-the-job experience was found to be used most often. It was listed thirty-two (32) times, or in 26.9 percent of the responses. A combination of discussion and on-the-job experience was almost as widely used, with thirty (30) answers, or 25.2 percent of the total number of replies. Some distance back were the lecture and discussion methods, having twenty-three (23) and twenty-one (21) replies each. These two methods recorded 19.3 and 17.6 percent of the total number of returned forms each. Considering all the kinds of training used, at least one of these four methods was listed in 89.1 percent of the questionnaires.

The tendency was for both developmental and outreach-centered counseling centers to use on-the-job experience in training students in their outreach programs, while traditional counseling centers tended to use a combination of discussion and on-the-job experience. This tendency was weak since all three types of counseling centers used a variety of methods in their training programs. This also included some combinations of methods mentioned in the table.

TABLE IX
PARAPROFESSIONAL TRAINING AND TYPE OF CENTER*

Method	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
On-The-Job Experience	16	14	2	32
On-The-Job Experience And Dis- cussion	12	12	6	30
Lecture	13	9	1	23
Discussion And Lecture	13	7	1	21
On-The-Job Experience And Lecture	1	1	1	3
Sensitivity Group	2	1	0	3
Simulation	0	1	0	1
Supervised Teaching	0	0	1	1
Workshop	0	1	0	1
Total	58	49	12	119

* Not significant.

$$\chi^2 = 22.817$$

There was no significant difference between the method of training paraprofessionals and the orientation of the counseling center as pointed out in Table IX.

Problems

In the order of importance, the respondents felt that selection, time involved in coordinating and training paraprofessionals, faculty distrust of the services provided and accountability were the four most frequent problems involved with paraprofessional programs. Of all the problem areas mentioned, 35.7 percent of the replies included at least one of these four areas as a problem in their paraprofessional program.

In establishing paraprofessional programs, the colleges most frequently had two related problems, e.g., selection of the individuals to be used and finding time to train and organize the sub-professionals in their jobs. Two other problems, accountability and faculty distrust, were close in frequency of occurrence. Those two were also closely related to the previous problems in that those who were incorrectly selected would not be accountable and distrusted by those persons around and who used the service.

TABLE X
 KINDS OF PROBLEMS AND SIZE OF COLLEGE*⁺

Kind	Size			Total
	Large	Medium	Small	
Selection	2	8	3	13
Time Involved	2	6	4	12
Faculty Distrust	1	7	3	11
Accountability	0	5	4	9
Professional Attitude	2	4	2	8
Amount of Responsibility	0	2	4	6
Students Hesitate To Participate	1	3	2	6
Giving Proper Training	0	2	3	5
Concern For Others	0	3	1	4
Previous Knowledge	0	4	0	4
Role Conflict	0	2	2	4
Adaptability To Individuals	1	1	2	4
Skills	0	1	3	4

TABLE X (continued)

Kind	Size			Total
	Large	Medium	Small	
Organization And Develop- ment	1	2	0	3
Retention	0	3	0	3
Referrals	0	2	1	3
Maturity	0	2	1	3
Adequate Salary	0	1	1	2
Peer Approval	0	1	1	2
Use Of The Service	0	1	1	2
Turnover	2	0	0	2
Information Not Available	0	1	1	2
Space For Services	0	0	2	2
Confidentiality	0	0	1	1
Evaluation	0	0	1	1
Giving Credit For Partici- pation	0	1	0	1
Integration Into Faculty	0	1	0	1

TABLE X (continued)

Kind	Size			Total
	Large	Medium	Small	
Living Problems (In Dorms)	0	1	0	1
Publicizing Services	0	1	0	1
Staff Hesitates To Use Para- professionals	0	1	0	1
Total	12	71	43	126

* Significant at the .01 level.

$$\chi^2 = 54.240$$

+ Significant at the .001 level.

$$W = 24.566$$

As indicated in Table X, the size of the college differs significantly from the kinds of problems involved with paraprofessional programs at the .01 level. There was a tendency to have more problems with the organization and training of paraprofessionals, and less problems with ethics and evaluation of the programs. Between these two extremes, was a mixture of different kinds of problems, including referrals, maturity and peer approval.

Kendall's Coefficient of Concordance was found to be significant in terms of the agreement between the three types of counseling centers and the maximum possible agreement between these three types of centers. This agreement was

concerned with the problems involved with paraprofessional programs in the specific counseling centers. Thus, each type of center tended to agree on the specific problems encountered in their particular program.

In respect to the differing orientations of the college counseling center contacted, selection, time involved with organization and training, faculty distrust and student's hesitation in using the paraprofessionals were felt to be the most serious problems. Of all the problems discussed, 38.6 percent of the replies included at least one of these four problems.

In the different kinds of counseling centers, there tended to be more problems in the developmentally-structured centers, as compared with outreach-centered or traditional centers. However, this may be as a result of a larger tendency in the use of paraprofessionals. In the opposite direction, traditional counseling centers tended to have the least number of problems.

TABLE XI
KINDS OF PROBLEMS AND TYPE OF CENTER*⁺

Kind	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Selection	7	5	1	13
Time Involved	6	5	2	13
Faculty Distrust	6	3	2	11
Students Hesi- tate to Participate	5	3	1	9
Professional Attitude	4	3	1	8
Giving Proper Training	2	2	1	5
Availability Of Students	2	2	1	5
Role Conflict	4	1	0	5
Adaptability To Individuals	1	2	1	4
Skills	2	2	0	4
Retention	1	3	0	4
Maturity	2	2	0	4
Accountability	2	1	0	3
Concern For Others	1	1	1	3

TABLE XI (continued)

Kind	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Development And Organi- zation	1	2	0	3
Factual Knowledge	1	2	0	3
Previous Knowledge	1	1	1	3
Amount Of Resposi- bility	2	0	0	2
Integration Into Faculty	0	2	0	2
Peer Approval	2	0	0	2
Turnover	1	1	0	2
Information Not Available	1	1	0	2
Adequate Salary	1	0	0	1
Referrals	1	0	0	1
Publicizing The Service	1	0	0	1
Living Problems (In Dorms)	0	0	1	1
Evaluation	1	0	0	1

TABLE XI (continued)

Kind	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Confidentiality	1	0	0	1
Staff Hesitates To Use Para- professionals	0	1	0	1
Total	60	45	13	118

* Not significant.

$$\chi^2 = 41.858$$

+ Significant at the .001 level.

$$W = 16.188$$

No significant difference was found between the problems involved with paraprofessional programs and the orientation of the counseling center. However, Kendall's Coefficient of Concordance was significant at the .001 level. Such a level indicated a better than chance agreement, among the three types of counseling centers, on the problems involved with programs of the type mentioned. The chi-square value indicates, that although there were definite differences between the problems experienced by each of three types of centers, that each particular type agreed on those specific problems, within their type of counseling center.

Research

In terms of research conducted on paraprofessional programs, three (3), or 30 percent, of the large universities had carried out research, five (5), or 9.1 percent, of the small colleges had executed studies on paraprofessional programs. Overall, eleven (11) out of the ninety-eight (98) responses, or 11.2 percent, indicated that the particular counseling center had carried out research on this type of programming.

The data indicated that there was an absence of any tendency for colleges and universities to conduct research on paraprofessional programs. However, the large universities demonstrated a slightly higher frequency of research than medium or smaller sized institutions.

TABLE XII
CONDUCTING RESEARCH AND SIZE OF COLLEGE*

Carrying Out Research	Size			Total
	Large	Medium	Small	
Yes	3	5	3	11
No	7	50	30	87
Total	10	55	33	98

* Not significant.

$$\chi^2 = 3.942$$

It was reported in Table XII that there was no significant difference between conducting research on paraprofessional programs and the size of the college. The tendency was for the colleges and universities to disregard conducting such research, no matter what the size.

Of those counseling centers conducting research on sub-professional programs, involving students as aides and counselors, eight (8), or 72.5 percent, had a developmental orientation, two (2), or 18.2 percent, were outreach-centered in approach and one (1), or 9.3 percent, used a traditional structure. Within the sample, only 21 percent of the developmentally-structured counseling centers, 5.9 percent of the outreach-centered counseling centers and 4.3 percent of the traditional counseling centers conducted research.

Easily discernable was the fact that few college counseling centers conduct research on paraprofessional programs. Within the limited number of centers that did execute such studies, the probability was greatest that the center would be developmentally structured. The least probability was that the counseling center would be traditionally oriented.

TABLE XIII
CONDUCTING RESEARCH AND TYPE OF CENTER*

Carrying Out Research	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Yes	8	2	1	11
No	30	34	23	87
Total	38	36	24	98

* Significant at the .05 level.

$$\chi^2 = 6.027$$

As pointed out in Table XIII, the type of counseling center and carrying out research differed significantly at the .05 level. The tendency was to not conduct research on such programs.

Life-Planning Workshops

Of the different methods of conducting life-planning conferences, the workshop method was used in twenty-four (24), or 36.9 percent, of the cases. The discussion, self-improvement study and lecture methods had nearly the same amounts with 27.6, 15.4 and 10.8 percent of the replies, respectively. The remainder was evenly divided between group meetings, literature distribution, sensitivity training and vocational tests.

In conducting conferences on life-planning, large universities used the workshop method six (6) times, or 75.0 percent of the time. Medium-sized institutions used the workshop method fourteen (14) times, or 36.0 percent, and the discussion method twelve (12) times, or 30.8 percent. Small colleges used the discussion and self-improvement study methods an equal number of times--five (5) or 27.8 percent.

There tended to be a greater probability for the workshop method to be used in conducting life-planning sessions. The discussion method followed closely in probability of use. In comparison, literature distribution, sensitivity training and vocational testing tended to be used very little.

TABLE XIV
METHOD OF WORKSHOP AND SIZE OF COLLEGE*

Type	Size			Total
	Large	Medium	Small	
Workshop	6	14	4	24
Discussion	1	12	5	18
Self-Improvement Study	0	5	5	10
Lecture	1	3	3	7
Sensitivity Training	0	2	0	2
Vocational Tests	0	1	1	2
Group Methods	0	1	0	1
Literature Distribution	0	1	0	1
Total	8	39	18	65

* Significant at the .01 level.

$$\chi^2 = 33.404$$

As noted in Table XIV, the method of the workshop differed significantly from the size of the institution at the .01 level. The data indicated that the larger the institution, the greater the probability to use the workshop method, and the smaller the college, the greater the probability to use a variety of methods.

In Table XV, the method of conducting life-planning laboratories was compared with the type of counseling center. Developmentally structured counseling centers used the workshop and discussion methods, in almost equal amounts--ten (10) or 34.4 percent and nine (9) or 31.0 percent, respectively. The workshop method was also used by outreach-centered counseling centers 12 times, or 31.5 percent. Self-improvement study and discussion were used considerably less, at seven (7) and six (6) times each. These two methods were recorded as 36.8 and 20.8 percent respectively. In traditionally organized counseling centers, the workshop and discussion methods were used with about the same frequency. Each was used two (2) times, or in 40.0 percent of the responses to this question.

While conducting life-planning workshops, there was a tendency for the colleges and universities to use the discussion and/or the workshop method rather than selected reading, sensitivity training or vocational tests. Lecture and self-improvement study were used an intermediate number of times between the two extremes. This would indicate little popularity with these two methods.

TABLE XV
METHOD OF WORKSHOP AND TYPE OF CENTER*

Form	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Workshop	10	12	2	24
Discussion	9	6	2	17
Self-Improve- ment Study	3	7	0	10
Lecture	2	3	1	6
Sensitivity Training	2	0	0	2
Vocational Tests	2	0	0	2
Group Methods	1	0	0	1
Literature Distribution	0	1	0	1
Total	29	29	5	63

* Not significant.

$$\chi^2 = 11.538$$

In Table XV, it was found that there was no significant difference between the form of life-planning workshop and the type of counseling center.

Life-Planning Facilitator's Selection

In comparing the size of the college and the process used in selecting life-planning facilitators, it was found that students were most often "facilitated" through the course or conference by full-time staff members and selected on the basis of their performance in the life-planning laboratory. This process of experiencing the life-planning workshop, while learning how to lead one, was recorded ten (10) times, or 27.0 percent of the times this question was marked. Training, in conjunction with actual experience in the workshop, was listed seven (7) times, or in 18.9 percent of the responses. Demonstrable skills were the third basis for selecting life-planning facilitators. This method was checked five (5) times, or in 13.5 percent of the total responses. Considering all the methods used in selecting life-planning facilitators, at least one of these three occurred 59.5 percent of the times such group leaders were chosen.

Both large and small colleges tended to use training and experience, along with facilitation by staff members, as the basis for their selection of life-planning workshop leaders. Medium-sized colleges tended to use any one of four different methods, sometimes more than one at a time. In order of frequency, these methods were by performance in the

life-planning laboratory, by being either graduate students or seniors, by being staff members and by demonstrating useable skills in the workshop.

TABLE XVI
SELECTION OF LIFE-PLANNING FACILITATORS
AND SIZE OF COLLEGE*

Form	Size			Total
	Large	Medium	Small	
Performance in Life-Plan- ning Labora- tory	3	5	2	10
Training And Experience	3	2	2	7
Demonstrable Skills	0	4	1	5
Academic Classifi- cation	0	4	0	4
Staff Members Only	0	4	0	4
Interview	0	1	1	2
Previous Experience	0	2	0	2
Volunteers	1	0	1	2
Director of Career Guidance Program	0	0	1	1
Total	7	22	8	37

* Not significant.

$$\chi^2 = 20.043$$

There was no significant difference between the method of selecting life-planning workshop leaders and the size of the college, as noted in Table XVI.

As far as the process by which conference leaders were selected and the type of counseling center were concerned, the leaders were primarily selected by experiencing and learning from the workshop itself. Being selected on the basis of performance in the life-planning laboratory was noted ten (10) times, or 26.1 percent of the total amount. Seven (7) of the colleges used both training and experience from the workshop as the selection process, which was 18.4 percent of the total number of responses. Five (5) colleges used skills necessary in the workshop as their way of selecting the group leaders. These colleges made up 13.2 percent of the total. Taken all together, these three methods occurred at least once in 57.9 percent of the responses.

Developmental and outreach-oriented counseling centers both tended to "facilitate" their life-planning leaders, as opposed to any other method. However, several other methods, such as having training along with experience from the workshop, or by demonstrating useful skills, were used almost as much. In traditional counseling centers, there was a lack of any tendency to use any of these methods.

TABLE XVII
 SELECTION OF LIFE-PLANNING FACILITATORS
 AND TYPE OF CENTER*

Form	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Performance in Life-Plan- ning Labora- tory	5	4	1	10
Training and Experience	3	3	1	7
Staff Members Only	3	2	0	5
Academic Classifi- cation	3	1	0	4
Demonstrable Skills	1	3	0	4
Interview	1	2	0	3
Previous Experience	0	2	0	2
Volunteers	1	1	0	2
Director of Career Guidance Model Pro- gram	0	1	0	1
Total	17	19	2	38

* Not significant.

$$\chi^2 = 8.401$$

As noted in Table XVII, the method of selecting life-planning facilitators and the orientation of the particular college did not significantly differ.

Paraprofessional Supervision

Supervising the life-planning co-leaders whenever it was needed was the primary way in which colleges of differing sizes controlled their workshop leaders. This way of directing their paraprofessionals was designated in thirteen (13) of the twenty-six (26) colleges responding to this question. This total was 50.0 percent of all the colleges who responded to this item. In five (5) of the colleges, the life-planning conference leaders were not supervised at all. Those without supervision made up 19.2 percent of the total replies. Considering all the methods mentioned in the answers received, at least one of these two methods occurred in 69.2 percent of the replies.

Large and small colleges, alike, tended to supervise their life-planning facilitators only when needed. Medium-sized colleges used a variety of methods ranging from the absence of supervision to supervision at every meeting. Each method was employed in almost equal amounts in the medium-sized college.

TABLE XVIII
SUPERVISION OF LIFE-PLANNING FACILITATORS
AND SIZE OF COLLEGE*

When Supervised	Size			Total
	Large	Medium	Small	
When Needed	5	4	4	13
Not Supervised	0	5	0	5
Every Meeting	0	3	0	3
Weekly	0	1	2	3
Biweekly	1	0	0	1
Daily	0	1	0	1
Total	6	14	6	26

* Not significant.

$$\chi^2 = 17.350$$

There was no significant difference between the frequency of supervision of life-planning coordinators and the size of the college, as shown in Table XVIII.

When the orientation of the counseling center was compared with supervision of life-planning group leaders, supervision whenever needed was listed thirteen (13) times. Of the total amount of replies, this category constituted 50.0 percent of all responses. The next most frequent response was no supervision at all, which received five (5) answers, or 19.2 percent of the total number of responses. Of all the responses given, at least one of these two occurred in 69.2 percent of the replies.

All three types of counseling centers tended to supervise their life-planning facilitators only when needed. However, the developmentally structured centers also used some other methods, e. g., no supervision at all, supervision at every meeting, and weekly supervision. This variety was probably a result of their more extensive use of life-planning workshops.

TABLE XIX
 SUPERVISION OF LIFE-PLANNING FACILITATORS
 AND TYPE OF CENTER*

When Supervised	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
When Needed	4	7	2	13
Not Supervised	3	2	0	5
Every Meeting	2	1	0	3
Weekly	2	1	0	3
Biweekly	1	0	0	1
Daily	0	1	0	1
Total	12	12	2	26

* Not significant.

$$\chi^2 = 6.035$$

There was no significant difference between the type of center and the frequency of supervision for life-planning facilitators, as shown in Table XIX.

Paraprofessional Evaluation

When the method of evaluation of paraprofessionals was compared with the size of the college, the participants in the services frequently did the evaluation of the life-planning facilitators. This form of evaluation was used in eight (8) of the thirty-one (31) cases, or in 25.8 percent of the cases. The next most frequently used method was observation by the staff members, with seven (7) cases reported. Of all the evaluation procedures, observation was used in 22.8 percent of the colleges responding. Thirdly, observation by a co-leader, usually a staff member, was listed four (4) times, or in 12.9 percent of the institutions. Evaluation by the participants, staff members or co-leaders was listed at least once in 61.3 percent of the colleges contacted.

Medium-sized and large colleges and universities tended to use either participant or staff evaluation, which sometimes included the co-leader of the life-planning group. Various other methods, such as self-evaluation or no evaluation at all were used, but only to a limited extent. The small colleges seemed to have no particular way in which their paraprofessionals were selected, possibly because of the small frequency of life-planning workshops.

TABLE XX
EVALUATION OF PARAPROFESSIONALS
AND SIZE OF COLLEGE*

Form	Size			Total
	Large	Medium	Small	
By The Participants	2	5	1	8
Observation By Staff Members	1	6	0	7
Observation By Co-Leader	2	0	2	4
Discussion With Co- Leader	1	1	0	2
No Evaluation	0	1	1	2
Performance Objectives	1	0	1	2
Retention Rates In The Group	1	1	0	2
Self-Evaluation	0	2	0	2
By Participa- tion And Observation	0	0	1	1
Clinicing Process	0	0	1	1
Total	8	16	7	31

* Not significant.

$$\chi^2 = 22.116$$

In Table XX, it was shown that the method of evaluating paraprofessionals and the size of the college or university did not differ significantly.

In Table XXI, the method of determining the efficiency of paraprofessionals was compared with the type of counseling center. Evaluation by the participants was most commonly used--eight (8) times out of the thirty-one (31) times, or 25.8 percent. Evaluation by the staff was used just as often--eight (8) times or 25.8 percent. No evaluation at all was used somewhat less, with three (3) replies, 9.7 percent. These three forms of evaluation occurred at least once in 61.3 percent of the returned instruments.

Within the replies given, developmental counseling centers tended to use staff members to evaluate paraprofessionals working in their centers. At the same time, outreach-oriented counseling centers tended to use the participant, himself, to determine how well the student was doing his job. The traditional counseling centers performed such minimal evaluation that it was impossible to determine any trends.

TABLE XXI
EVALUATION OF PARAPROFESSIONALS
AND TYPE OF CENTER*

Form	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
By The Partici- pants	2	6	0	8
Observation By Staff Members	5	3	0	8
Observation By Co- Leader	1	1	1	3
No Evalua- tion	2	1	0	3
Discussion With Co- Leader	0	2	0	2
Performance Objectives	1	1	0	2
Self-Evalua- tion	1	1	0	2
By Participa- tion And Observation	0	1	0	1
Clinicing Process	1	0	0	1
Retention Rate In The Group	0	1	0	1
Total	13	17	1	31

* Not significant.

$$\chi^2 = 17.134$$

As indicated in Table XXI, there was no significant difference between the method of evaluating paraprofessionals and the type of counseling center.

Funding Paraprofessional Programs

As far as the funds provided for paraprofessional programs and the size of college are concerned, the institutional budget provided the greatest share of money. The college budget accounted for funds in thirty-four (34) cases, or 33.3 percent of the total number of replies to this question. Federal funds provided the next largest amount at twenty-two (22) colleges, or 21.6 percent of all the colleges funding such programs. Counseling centers provided the third largest share of funds. Seventeen (17) colleges, or 16.7 percent of the total, provided funds for student-run programs outside the counseling office. These three sources, the college, the counseling center and the federal government, gave monies for 71.6 percent of the colleges using paraprofessionals.

In consideration of all the forms of funds available, large universities tended to use many different forms. The larger institutions tended to use the college or counseling center budget slightly more than any other form. Medium-sized colleges tended to use mainly the college budget. A few of these colleges used the counseling center budget, state or federal funds, but only on certain programs. Small colleges concentrated on using college allotments or federal grants, with few other sources being used. The limited use of funds

in all three sizes of colleges and universities was probably a result of the great cost in time, money and space these programs cost, and because of the limited amount of research and grant monies available for different programs, such as using paraprofessionals in a counseling center.

TABLE XXII
FUNDING PARAPROFESSIONAL PROGRAMS
AND SIZE OF COLLEGE*

Source	Size			Total
	Large	Medium	Small	
Institutional Budget	3	18	13	34
Federal Funds	4	7	11	22
Counseling Center Budget	4	10	3	17
State Funds	3	7	4	14
Student Affairs Budget	1	4	4	9
Student Government	1	2	0	3
Donations	1	1	0	2
Work Study Funds	1	0	1	2
Revenue Sharing Funds	1	0	0	1
Total	19	49	36	104

* Not significant.

$\chi^2 = 17.849$

In Table XXII, it was indicated that the source of funds for paraprofessional programs and the size of the institution did not differ significantly.

In terms of the type of counseling center and the funds provided for sub-professional programs, the college, itself, provided the funds most often--thirty-two (32) times or 31.4 percent. The federal government funded these programs in twenty-two (22) colleges, or 21.6 percent of the colleges responding to this item. Counseling center budgets provided the third most frequent source of funds. These funds were used in seventeen (17) colleges, or 16.7 percent of the colleges answering the questionnaire. All three of these sources, plus state grants, were used at least once in 84.3 percent of the colleges having paraprofessional programs.

Of all the sources of funds available for student-operated programs, the college's own budget provided the major share in both developmentally and outreach-oriented counseling centers. Both of these types used federal funds also, but not as much as the college budget. State funds or the counseling center, itself, provided the third largest amount of funds. Traditional counseling centers tended not to use these funds, probably because of their little use of paraprofessionals.

TABLE XXIII
FUNDING PARAPROFESSIONAL PROGRAMS
AND TYPE OF CENTER

Source	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Institutional Budget	18	13	3	34
Federal Funds	10	8	4	22
Counseling Center Budget	7	7	3	17
State Funds	7	5	2	14
Student Affairs Budget	6	3	0	9
Student Government	2	1	0	3
Donations	2	0	0	2
Work Study Funds	1	0	1	2
Revenue Sharing Funds	1	0	0	1
Total	54	37	13	104

* Not significant.

$$\chi^2 = 9.801$$

As pointed out in Table XXIII, no significant difference was found between the sources of funds for paraprofessional programs and the orientation of the counseling center.

Paraprofessional Salaries

When comparing the size of the college with the amount of the paraprofessional's salary, no salary at all (volunteer service) was given most often. Volunteers were used at thirty-four (34), or 42.5 percent, of the colleges responding to this question. In twenty-two (22) other counseling centers, a minimum salary of up to \$1,000 per year was paid. These colleges made up 27.5 percent of the colleges paying their paraprofessionals in some way. These two groups made up 70.0 percent of all the colleges responding to this question.

In terms of the size of the college and the salary paid to paraprofessionals, large and medium-sized colleges tended to use volunteers, or pay them a \$1,000 per year maximum. Medium-sized schools also went on to pay larger amounts, in a variety of ways. Small colleges tended to pay up to \$1,000 per year, but also used volunteers from time to time. Larger amounts of money were paid in some situations, particularly where the paraprofessionals were graduate students working in assistantships.

TABLE XXIV
PARAPROFESSIONAL SALARIES AND SIZE OF COLLEGE*

Amount	Size			Total
	Large	Medium	Small	
Volunteer (Nothing)	6	21	7	34
Up to \$999	4	9	9	22
\$1,000 to \$1,999	1	3	3	7
\$2,000 to \$2,999	1	0	2	3
\$3,000 to \$5,999	0	0	3	3
\$6,000 to \$7,999 Plus Travel Expenses	0	2	1	3
\$2.50 per hour	0	1	1	2
Academic Credit	0	1	0	1
\$1.60 per hour	0	1	0	1
\$3.00 per hour	0	1	0	1
\$5.00 per hour	0	1	0	1
\$12 per session	1	0	0	1
\$8,000 per year (Doctoral Level Students)	0	1	0	1
Total	13	41	26	80

* Not significant.

$$\chi^2 = 23.805$$

As shown in Table XXIV, there was no significant difference between the size of the college and the amount of salary paid paraprofessionals, in the counseling centers contacted.

As far as the type of counseling center and the salary paid to the paraprofessionals were concerned, volunteer service was used most often as shown in Table XXV. Volunteers were used in thirty-four (34), or 42.5 percent, of the colleges responding to the questionnaire. In twenty-two (22) other counseling centers, a minimum salary of up to \$999 per year was paid. This group comprised 27.5 percent of the centers responding. The next largest group was those colleges paying \$1,000 to \$1,999 per year. This group included seven (7) colleges, or 8.8 percent of the total. Taking these three groups into consideration, 78.8 percent of all the replies included at least one of the three choices.

All three types of counseling centers tended to use both volunteers and paid workers receiving up to \$999 per year. There was a preference for volunteers. However, both developmental and outreach-oriented centers used a combination of various amounts ranging up to \$8,000 per year, for doctoral candidate paraprofessionals. As indicated in Table XXV, the traditional centers tended to use the first two classifications (volunteer and up to \$999).

TABLE XXV
PARAPROFESSIONAL SALARIES AND TYPE OF CENTER*

Amount	Type			Total
	Develop- mental	Outreach- Centered	Traditional	
Volunteer (Nothing)	15	14	5	34
Up to \$999	12	5	5	22
\$1,000 to \$1,999	2	3	2	7
\$2,000 to \$2,999	1	2	0	3
\$3,000 to \$5,999	1	2	0	3
\$6,000 to \$7,999 Plus Travel Expenses	0	2	1	3
\$2.50 per hour	1	1	0	2
Academic Credit	0	0	1	1
\$1.60 per hour	1	0	0	1
\$3.00 per hour	1	0	0	1
\$5.00 per hour	1	0	0	1
\$12 per session	1	0	0	1
\$8,000 per year (Doctoral Level Students)	0	1	0	1
Total	36	30	14	80

* Not significant.

$$\chi^2 = 17.643$$

It was pointed out in Table XXV that there was no significant difference between the type of counseling center and the amount of salary paid paraprofessionals in the center.

SUMMARY

The data obtained from the questionnaire pointed out several facts about the college counseling center and its paraprofessional programs. These facts were directly related to the hypotheses made on assumptions derived from previous research. The hypotheses were as follows:

1. There is no significant difference between counseling centers of differing orientations and the size of the institution.

2. There is no significant difference between the use of paraprofessionals in counseling centers and the orientation of the counseling center, i. e., traditional, developmental or outreach-centered.

3. There is no significant difference between the use of paraprofessionals and the size of the institution, i. e., small, medium or large.

4. There is no significant difference between the inclusion of a life-planning laboratory as an outreach program in counseling centers of different orientations, and the size of the institution, i. e., small, medium or large.

The first hypothesis was rejected at the .05 level of significance. Thus, there tended to be a significant difference when the size of the college was compared with the

orientation of the counseling center. The larger the college or university, the greater the probability of being developmental in approach; the smaller the college, the greater the probability of being traditional in approach.

The second hypothesis was rejected at the .001 level. This points to the fact that the more developmental the counseling center, the greater the probability of using paraprofessionals. In traditional counseling centers, there was an absence of any tendency to use paraprofessionals. Outreach counseling centers tended to use paraprofessionals frequently, but not as much as the developmental centers.

Furthermore, the third hypothesis was rejected at the .001 level. The data indicated that there was a relationship between the size of the college and their use of paraprofessionals in the counseling center. The larger the institution, the greater the probability of their using paraprofessionals; the smaller the institution, the less the probability of using paraprofessionals.

Finally, the fourth hypothesis was rejected at the .001 level. This rejection indicated that the larger the college, the greater the probability to include a life-planning laboratory as an outreach program; the smaller the college, the less the probability of including a life-planning workshop. The more developmental counseling centers tended to include life-planning conferences in their programs, while traditional counseling centers did not.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In recent years, outreach programs have been devised to provide services previously unavailable. These programs frequently used paraprofessionals, or students who have not been fully trained as professionals, to do the jobs normally done by the full-time counselor. This allowed the counselor to do more technical and time-consuming jobs he previously did not have time nor space to do.

Life-planning workshops were devised to provide services for students, and especially for the "undeclared" student, or one who has not yet decided on a specific major. Such workshops attempted to use students, working as paraprofessionals, to help other students make decisions concerning their lives. These paraprofessionals who worked in this type of workshop assisted the student in deciding on a major, and on making plans for the future as well as planning for his long-range goals and objectives.

SUMMARY

In an attempt to study the use of paraprofessionals, and especially in life-planning workshops, the literature on college paraprofessional programs was researched. The

findings gleaned from the research were used to construct a questionnaire. This instrument determined in what size colleges and what type of counseling centers these paraprofessionals were being used. Other questions determined how and where the sub-professionals were being used, and how these people were selected, evaluated and paid.

Then, the form was mailed to three-hundred (300) colleges and universities throughout the United States. The data, included in the tables, were collected from the one-hundred eighty seven (187) returned questionnaires. Each one of the twelve pairs of factors, upon which the tables were based, was then tested for any significant differences.

The first two factors, the size of the college and the type of counseling center, significantly differed at the .05 level. Such a level indicated a better than chance relationship between the two factors. Therefore, the larger the school, the greater the tendency to be developmentally structured, and the smaller the college, the greater the tendency to be traditionally structured.

The relationships between the size of the college, the type of counseling center, the use of paraprofessionals and the program areas where these paraprofessionals work were significant at the .001 level. Thus, there was a better than chance association between these variables. The larger colleges tended to use paraprofessionals where the smaller colleges tended to use only full-time staff members. Developmental counseling centers tended to use paraprofessionals in

their programs, while traditionally-oriented centers used mainly full or part-time counselors who were certified.

The same trend was shown for the program areas. Those schools that were either large or developmental or both tended to use programs where paraprofessionals could be used. These services were also in broader service areas than the traditional or smaller colleges provided, including some services not normally provided by the counseling center.

In terms of the problems involved with paraprofessional programs in college counseling centers, there were significant differences involving both the size of college and the type of center. The relationships between these three variables were significant at the .001 level. Thus, the types of problems normally encountered in such programs differed from one type of center to another and from one size school to another.

At the same time, Kendall's Coefficient of Concordance was significant at the .001 level. Such a level indicated that there was a high agreement among the three sizes of colleges and three types of counseling centers. The agreement was on what problems were involved with the paraprofessional programs conducted on campus or in the counseling center.

Each size of college agreed on the specific problems involved, but the different sizes failed to agree among themselves on what these problems were. Again, each type of counseling center agreed on what these problems in the paraprofessional programs were, but failed to agree among centers of differing orientations as to the problems involved with such programs.

Research conducted on paraprofessional programs differed from the type of center at the .05 level. However, there was an absence of any relation between these programs and the size of the college. Those colleges conducting research tended to be colleges with a developmental outlook. Much less research was carried out by either outreach or traditionally structured counseling centers.

Finally, the method used in conducting life-planning workshops significantly differed from the size of the college at the .01 level. There was a lack of any significance between the method of the workshop and the type of center. Such a significance implied that the larger the school, the greater the chances of using a variety of methods, including discussion, lecture, self-improvement study and the workshop.

There were few, if any, significant differences among any of the other factors, however several tendencies were indicated. These have been specified in the next section.

CONCLUSIONS

Within the study of paraprofessionals, several unforeseen limitations occurred. There was a very small number of large colleges responding to the instrument involved with collecting the data. Also, sometimes paraprofessionals of various kinds were used in offices other than the counseling center of the college. This fact might have caused misunderstandings as to which kind of sub-professional was being studied or which kind to include on the instrument. Too few

colleges of different sizes and types were listed in the source, the College Charts, 1971-1972. Too many other sizes and types that were listed within the source had ceased to exist, making such colleges unusable for the sample. The cut-off levels determining the size of the college might have been too high. Such high levels might have kept some colleges out of the medium or small size groups that might have characteristically fit into these classifications.

Even though unforeseen limitations did occur, additional conclusions were reached. These conclusions are listed below.

1. There seemed to be a definite relationship between the size of the college and the type of counseling center. Small colleges tended to use traditional counseling centers, while larger colleges tended to use developmental counseling centers.

2. Both the size of the college and the type of counseling center affected whether or not paraprofessionals were used in the center. These two factors affected where these aides and student-counselors were used in the programs. Larger colleges tended to use paraprofessionals, and in a variety of ways, while smaller colleges tended to use students less, and only in a few, limited areas.

3. The kinds of problems involved with sub-professionals were related both to the size of the college and the type of counseling center. These problems concentrated on the selection and training of the non-certified personnel involved.

The time involved with working with them, space, and the consequences of poorly-selected students affected how well the programs worked. Other factors, such as personal feelings, improper attitudes or knowledge about their role sometimes affected the paraprofessional's performance in the programs.

4. Research conducted on paraprofessional programs was found to be related to the type of center, but not to the size of college. Developmentally structured counseling centers tended to conduct research on such programs more often than either outreach or traditionally oriented counseling centers, probably as a result of their greater use of paraprofessionals.

5. There was a tendency for the counseling centers to use the interview, as the method to select the paraprofessionals, rather than using course grades, faculty recommendations or tests. In some cases volunteers were used rather than selecting the students who worked as paraprofessionals.

6. On-the-job experience, along with discussion or lecture were used in training the paraprofessionals most often. Lecture or discussion, by themselves, were the next most commonly used forms of training paraprofessionals. Sensitivity groups, simulation and supervised teaching were used the least of any of the methods.

7. Life-planning facilitators were most often selected while being "facilitated" by staff members. This method of selection included learning while experiencing the workshop itself. Training and experience, by themselves, were the

second most frequently used factors in the selection process. The interview method, previous experience and volunteers were used the least in selecting life-planning group leaders.

8. Most often the paraprofessionals were evaluated by the participants of the programs or by staff members. Sometimes, this was a cooperative effort of all involved, with peer evaluation being used most frequently. Self-evaluation or evaluation by either performance objectives or retention rates in the groups were used least often.

9. In terms of money, a large number of paraprofessional programs were funded by the college, the federal or state government, or by the counseling center itself. Donations, revenue sharing funds and work study grants were used least often indicating a preference for institutional budget monies and their sources.

At the same time these programs were being operated as inexpensively as possible. Frequently, volunteers were used to provide the services necessary. If salaries were paid, the amounts rarely exceeded \$1,000. Large amounts such as \$5,000 or \$8,000 were extremely rare.

RECOMMENDATIONS

In relation to previous research conducted on paraprofessional programs, this study provided additional data upon which improved programs could be constructed. Hinko

(1971)¹ pointed out the various services counseling centers provided, but the number and kind of services actually provided was somewhat limited.

Morrill and Oetting (1970)² conducted a similar study that was directed toward outreach programming. Their findings were more extensive and detailed than Hinko's, but failed to show certain relationships between the factors affecting the use of the programs and the programs themselves. A few of these relationships were shown in this study.

This study should provide a base for further research on paraprofessionals, developmental counseling centers and outreach programming. These research studies must include the types of programs involved, the reason for using such services, the structure these services work in, the content or practices the student personnel workers use, whether the services are useful in a therapeutic sense, the populations (types of students) involved, whether the students are effective or ineffective in providing "help" and what type of model or approach to use for these programs.

If this study was repeated, a stratified sampling procedure might improve the lack of large colleges responding to the instrument. More specific and detailed selection of

¹Paul Hinko, "National Survey of Counseling Services," Junior College Journal, 42:20-4, November, 1971.

²Weston Morrill and E. R. Oetting, "Outreach Programs in College Counseling," Journal of College Student Personnel, 11:50-3, January, 1970.

the types and sizes of colleges and their counseling centers might improve the reliability of the study. Such a detailed selection might include the number of personnel employed in the center and whether the institution is a college or university, private or publicly supported. A larger sample than the one used in this study might also help to bring out additional aspects of the counseling programs.

Within the scope of this study, paraprofessionals in college counseling centers were investigated. However, students have been used in various other offices in addition to the counseling centers. This study might be improved by sending the form to the dean(s) or president of the college to prevent misunderstandings as to which paraprofessionals were being studied in the questionnaire. Listings of the offices in student services where these paraprofessionals work might be included to specify where and in what ways these students were being used.

A different source of the names of colleges, such as the College Blue Book or Lovejoy's Guide to Colleges, might have provided a more up-to-date listing of equally divided groups of colleges. Other criteria might have been used to divide these colleges into groups, such as the length of time the counseling center had existed or the ratio of classified staff to non-classified staff members. Additional classifications might include whether four-year, two-year, community or vocational-technical institutions are used.

Different cut-off levels for determining the size of the colleges should be used. Slightly lowering the medium and large college levels might have increased the amount of schools responding in each category and thereby improve the usefulness of the study. Increasing the number of groups included in the sample might have improved the study. This subdivision of the population might have determined different characteristics of the various groups previously unnoticed.

Further research in additional areas might generate interest in college counseling centers to continue and extend this kind of program into various other service areas of the college. An area warranting further research might be test-anxious people and their related problems. Another might be students who operate a testing and test consulting service for the faculty and community. Another area worth consideration might be communication workshops and how these workshops help students, paraprofessionals included, to communicate with one another. Additional research might be conducted on working with students on drugs, alcohol and similar problems. "Half-way" houses for drug offenders and maladjusted students could also be investigated.

An investigation of the economic factors involving savings in time, money, space and people might be investigated to see their effect on paraprofessional programs. Their economic feasibility, adaptability to new programs and applicability to the programs presently in use might also be studied.

The personalities of the people constructing and conducting these programs might be evaluated to determine any effect, if any, such factors have on the programs. Different personalities might create differing situations in the center, resulting in savings or further expense, efficiency or inefficiency. Further research might investigate the way directors of counseling centers with different personalities place and utilize the personnel in the office, especially in terms of whether the people were placed in various offices throughout the college or concentrated in one, localized office.

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APPENDICES

APPENDIX A
Cover Letter



kansas state teachers college

1200 COMMERCIAL STREET
EMPORIA, KANSAS 66801
TELEPHONE 316 343-1200

No.

September 15, 1973

Dear

As a result of the reasonably large number of "undeclared" students on our and other campuses, counseling centers are investigating the use of paraprofessionals in college counseling centers.

Paraprofessionals are people who are selected, trained and supervised by a professional staff, in order to allow the paraprofessional to do these jobs which do not require the counselor's expertise, nor his college degree.

In order to obtain accurate and knowledgeable information on such paraprofessional counselor's programs, several graduate students have decided to conduct a study of such programs throughout the United States.

Your cooperation in filling out the enclosed form would be appreciated. It should take approximately fifteen short minutes to complete.

The programs and information listed will be included in a study on "A Comparative Study in the use of Paraprofessionals in College Counseling Centers." The results of this study will be sent to you, if you fill in question 17 on page 3. A pre-address envelope is enclosed for your convenience.

Return this form to:

Kansas State Teachers College

Counseling Services

Emporia, Kansas 66801

Thank you for your kind cooperation.

Sincerely yours,

Director, Counseling Services

APPENDIX B
Questionnaire

KANSAS STATE TEACHERS COLLEGE
Emporia, Kansas

No.

Page 1

1. What type of counseling center do you consider yours to be?

Traditional Outreach-centered Developmental

2. What types of services does your counseling center provide?

Ability-Aptitude testing	
Administering individual I.Q. or projective tests	
Counseling for adjustment-to-college difficulties	
Durg Information	Personal/Social Counseling
Educational Counseling	Research Assistant
Emergency Telephone Service (hotline)	Study Skills Classes
Fresman Orientation	
General College	Tutoring
Information Service	Withdrawal Help for Students
Group Therapy	Women's Rights Services
Life-planning Lab	Other
Marriage Counseling	Specify:
Minority Group Relations	

Those individuals who marked "Traditional" in question 1, go to question 17, page 3.

3. Do you use paraprofessionals in any of the services listed in question 2?

Yes If "Yes" go to question 5.
 No If "no" continue with question 4.

4. If not, then do you use only qualified, full-time counselors?

Yes
 No Who else?

Go to question 8, page 2.

5. In which of the services listed do you use paraprofessionals. Omit this question if you do not use paraprofessionals.

Drug Information	Life-planning Lab
Educational Counseling	Minority Relations Groups
Emergency Telephone Service (hotline)	Personal/Social Counseling
Freshman Orientation	Research Assistant
General College	Study Skills Classes
Information Service	Tutoring
Other	Withdrawal help for students
	Women's Rights services

6. How are the paraprofessionals selected? Disregard this question if you do not use paraprofessionals.

Course grades Interview Training Session
Specify, if not listed.

7. What kind of training or instruction do these paraprofessionals get in their respective programs? Disregard this question if you do not use paraprofessionals on your campus.

A. Lecture B. Discussion C. On-the-job experience
D. a and b E. a and c F. b and c
G. Other Specify:

8. What have been the three major problems you have encountered in paraprofessional programs? Place them in order from most serious to least serious.

1. 2. 3.

9. Have you completed any research on paraprofessional?

Yes
No

10. What were the findings of the research? Please enclose a copy of the findings.

Complete questions 11 through 14 ONLY if you marked life-planning lab in question 2. Otherwise, go to question 15.

11. What type of method do you use in your life-planning lab?

Discussion Workshop Specify:
Lecture Other
Self-improvement study Other

12. How are the life-planning leaders or "facilitators" selected?

13. How often are the life-planning "facilitators" supervised?

Once a day Whenever needed
Once a week Once every two weeks
Specify: Other

14. Once the life-planning "facilitators" are select and on the job, how are they evaluated, as their efficiency and ability to lead the group is concerned?

15. How are the paraprofessional programs funded? If they are funded by several sources, place the percentage of the total budget beside the item checked.

- by the institution by the counseling center
 - by the student affairs budget by a loan program
 - by student government by government grants
 - by private fees (Circle which one) State Federal
 - by funds from mental health associations by donations from the participants
 - Other
- Specify:

16. How much do you pay the paraprofessional in these programs?

- Nothing (Volunteer) \$1,000 to \$1,990 per year
 - \$0 to \$1,000 per year \$2,000 to \$3,000 per year
- If amount not list, specify:

17. Do you desire a summary of the findings of this study?

- Yes
- No

18. Please enclose any data on life-planning laboratories or outreach programs you might have. Disregard this question if you do not have such programs on your campus.

Below are spaces for you to write your name and college or university. All names and institutions used in this study will be kept confidential, unless the person providing the information requests otherwise.

Name of Respondent

Title:

Name of college or university:

.....
City State

Please return by October 15, 1973.

APPENDIX C
Follow-Up Letter



kansas state teachers college

116

1200 COMMERCIAL STREET
EMPORIA, KANSAS 66801
TELEPHONE 316 343-1200

October 15, 1973

No. _____

Dear

Recently a questionnaire was sent to you. Would you kindly return the enclosed form? A good return is needed so that a representative sampling can be taken.

As a result of the fairly large number of "undeclared" students on our and other campuses, counseling centers are investigating the use of paraprofessionals in college counseling centers.

Paraprofessionals are people who are selected, trained, and supervised by a professional staff, in order to allow the paraprofessional to do those jobs which do not require the counselor's expertise, nor his college degree.

Several graduate students have decided to conduct a study of such programs in colleges and universities throughout the United States. The programs and information provided will be included in a study on "A Comparative Study in the Use of Paraprofessionals in College Counseling Centers."

Your cooperation in filling out the enclosed form would be appreciated. It should take approximately fifteen short minutes to complete.

The results of this study will be sent to you, provided you fill in question 17 on page 3. A pre-addressed envelope is enclosed for your convenience. Return this form to:

Kansas State Teachers College
Counseling Services
Emporia, Kansas 66801

Thank you for your kind cooperation.

Sincerely yours,

Pat Wade, Ph. D.
Director
Counseling Services

enclosure

Dennis Sadler

APPENDIX D

The Kendall Coefficient of Concordance

KENDALL'S COEFFICIENT OF CONCORDANCE

To determine the overall agreement between the rankings of problems involved with paraprofessional programs, Kendall's Coefficient of Concordance (W) was used. To compute this statistic, each column of the $k \times N$ table are summed, where k is the number of rankings (71) and N is the number of objects being ranked (3). These sums were set equal to R_j , the sums of the columns. Then, each sum, R_j , was divided by N , to obtain the mean value of R_j . Next, each sum, R_j , was expressed as a deviation from the mean value $(R_j - \frac{R_j}{N})$.

Following this, each of the deviations from the mean R_j was squared and added to the other R_j 's $[\sum (R_j - \frac{R_j}{N})^2]$.

This quantity was then set equal to s , the sum of the squares of the deviations.

The maximum possible sum of squared deviations was divided by the quantity s , next. This sum was equal to $\frac{1}{12} k^2 (N^3 - N)$, using the values for k and N given above.

Thus, the formula for W is

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N)} .$$

Suppose, for example, that $k = 21$, $N = 5$, $R_j = 10$, $R_j = 55$, 14, 5, 4, and 25. Then, Kendall's Coefficient of Concordance would be as follows.

$$\begin{aligned}
 s &= \sum \left[R_j - \frac{R_j}{N} \right]^2 \\
 &= \sum \left(10 - \frac{55}{5} \right)^2 + \left(10 - \frac{14}{5} \right)^2 + \left(10 - \frac{5}{5} \right)^2 \\
 &\quad + \left(10 - \frac{4}{5} \right)^2 + \left(10 - \frac{25}{5} \right)^2 \\
 s &= \sum (-1)^2 + (7.6)^2 + (9)^2 + (9.2)^2 + (5)^2 \\
 &= \sum (1) + (57.76) + (81) + (84.64) + (25) \\
 &= 249.40
 \end{aligned}$$

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N)}$$

$$\begin{aligned}
 \frac{1}{12} k^2 (N^3 - N) &= \frac{1}{12} (21)^2 (5^3 - 5) \\
 &= \frac{1}{12} (441) (125 - 5) \\
 &= \frac{1}{12} (441) (120) \\
 &= \frac{1}{12} (52,920) \\
 &= 44,120.
 \end{aligned}$$

So,

$$W = \frac{249.40}{44,120} \quad \text{or} \quad .0057.$$

Using a table of critical values of s , the significance of the value of W was impossible to obtain. Therefore, the value of W can be converted to a chi-square value using the following formula:

$$\chi^2 = k (N-1) W$$

Then, using a table of chi-square values, it was found that there were no significant differences, showing that the value of W was not significant, also.