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ABSTRACT

This report is a preliminary study of the counseling aspect of the House Plan at Cypress College in California. For the study, all House counselors kept records of how many students they saw for a nine-day period in May 1976 and indicated why they felt students came to see them. In addition, three groups of students (graduation attendees, those eligible for graduation in June, and those who graduated June 1975) were surveyed as to assistance attained from counselors while at the college, whether counselors helped with post-graduation plans, students' House assignments, the advantages of the House Plan, participation in and suggestions for future House activities, and if the college should maintain the Plan. Counselors reported 558 students visited them during the study period. Of these, 426 came for academic, 109 for occupational/career, and 23 for personal reasons. Of graduation attendees (135), those eligible for graduation (256), and June 1975 graduates (280), 98, 191, and 195 respectively felt that counselors had helped them while at the college. A comparison of the kinds of help students wanted and the kinds they received revealed a discrepancy. Approximately 80% of graduation eligible and 54% of graduated students felt having a counselor in their Houses was valuable. (TR)

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RESEARCH REPORT #5

A PRELIMINARY REPORT ON COUNSELING FUNCTIONS

Judy Davidson
Institutional Research Officer
Cypress College

July, 1976

BEST COPY AVAILABLE

JC 780

RESEARCHER'S STATEMENT OF RESPONSIBILITY

I certify that the data contained herein are accurate and unbiased to the best of my knowledge and research abilities. I further certify that I have the sole responsibility for the content of this report and for any errors. I further certify that this research was carried out in full accordance with ethical standards concerning human subjects.

Judy Davidson
Institutional Research Officer

ACKNOWLEDGMENTS

I wish to express my grateful appreciation to the counseling staff for taking the time to keep the records necessary for this report.

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1. Introduction

This Report is a preliminary study of counseling functions at Cypress College. For the study, all counselors were asked to keep records of how many students came to see them during the period of time between May 18 to May 28, inclusive. Furthermore, they were asked to indicate for what reasons they felt the students had come to see them. Figure 1 on page 2 is a replica of the form they were asked to use. The study should be considered a preliminary study for the following reasons: (1) The records were kept by the counselors for only 9 days, and it is not known if this is at all a representative or typical period of time, or if the length of time was adequate to get a good sampling. This particular time period and also the length of time counselors were asked to keep the records were picked so as not to unduly burden counselors with record-keeping. To get a better sampling and to round out the picture in general, this sort of record-keeping should be done several times at various times throughout the year. (2) The division of counseling functions into three areas is an oversimplification of the facts; however, as a preliminary study, it will give us some sort of picture out of which more detailed categories can be constructed for later studies. Furthermore, in this particular case, these three categories were picked to coincide with categories which were simultaneously being used in questionnaires administered to several groups of students.

Three groups of students are reported on in this study: (1) Those who attended graduation. A questionnaire was administered at the rehearsal for graduation. (2) Those who were eligible for graduation this June. A questionnaire was

Figure 1.

Please keep a tally of all the students who visit you during the specified time period, both the students who have made appointments and those who drop in.

I would also appreciate your tallying these visits with respect to predominant reason for the visit in the appropriate section below. While I realize that of course any visit will probably involve a number of reasons, I would like you to decide, if possible, if there was a predominant reason for the visit.

Additional Comments

Academic: _____

Personal: _____

Occupational/Career: _____

mailed out to all those students who were eligible to go through graduation. This includes those students who finished during the winter. (3) Those who graduated last June (1975). A questionnaire was mailed out to all those finished last June. It should be noted that in all three cases, the set of respondents probably do not constitute a random sampling of the entire population. First of all, those students who choose to actually attend graduation exercises are probably a biased sampling of the entire population of those eligible to graduate, and they are probably biased in the direction of being the students who were more involved in campus life and students who were in some way outstanding. Furthermore, a large fraction of the students who chose to attend graduation seemed to be older "returning" adults. Second, with respect to the questionnaires that were mailed out to all those eligible for graduation, those students who chose to respond may or may not be atypical in some way. An hypothesis is that the distribution of respondents may be bi-modal and consist of those students who were either extremely pleased with their experiences at Cypress and of those who have specific complaints about their experiences at Cypress; however, this is only an hypothesis. Third, with respect to the questionnaires that were mailed out to all those who graduated last year, those students who chose to respond may be atypical in the following way: the sample of those who responded is probably heavily biased in favor of those who actually did manage to transfer into 4-year schools or those who did manage to find a job; i.e., the sample probably almost entirely consists of those students who were "successful" in some way. A breakdown of the responses supports this. Of the 313, 62.62% report being now at a 4-year school, 30.99% report working, 64% report that they are seeking employment, 1.28% report that they are housewives, and 4.47% gave no response about what they are currently doing. Of the 30.99% who report that they are working, only 20 (or 6.39% of the entire

sample) report dissatisfaction with their current occupation. In other words, at least about 87% of the sample are successful in some measure, and the sample is almost certainly heavily underrepresented with respect to those students who were not able to find a job they liked, who were not able to transfer into 4-year schools, who did transfer and flunked out within the first year, who are working at jobs they do not like until something better comes along, etc.

The best way to deal with such biased samples is to consider them as sub-populations of the larger populations. Any figures reported in the Report should therefore be considered as parameters of these specialized sub-populations. Since they are parameters and not sample statistics, one cannot make use of the nice sampling distributions as was done in previous Reports (#3 and #4).

Within these limits, what sorts of information can be gotten from such sub-populations? Since we can probably safely assume that those who either chose to attend graduation or who chose to answer the questionnaire and mail it back in are the most interested, the most successful, the most satisfied, and the most dissatisfied, then the data obtained from these students probably represent the extremes of attitude and opinion, both the negative and positive extremes.

This study, and probably counseling in general, should be considered as part of the study of the House Plan, since other research (see Research Report #2) indicates that for many students, an integral part of the House Plan is the presence of the counselor in the House.

THE CONCEPT OF THE HOUSE

Bigness in education has the advantages of efficiency and economy, but also its disadvantages -- the greatest of which is the tendency of the student to become indistinguishable and "lost." Breaking up the bigness into more educative, manageable and sociologically acceptable groups is the essence of the House Plan.

Architectural response:

- A. Each House, serving from 400 to 1000 students, will be located at a pedestrian node.
- B. Each House has its own conveniently located parking areas.
- C. The House is a place where (1) student meets student; (2) professor meet professor, and even more important; (3) student meets professor in an informal, relaxed atmosphere.
- D. Spaces within the House consist of student-faculty lounge, seminars, snack bar-kitchen, library, carrels, student officers' office, offices for faculty associates and counselors, terraces, etc.
- E. The House permits more personalized student services. ✓

2. Counselors' records of visits

As explained in the Introduction, counselors were asked to keep a tally of all students who came to see them during a 9-day period in late May, and they were asked to specify for which of three reasons the students came to see them. A total of 11 counselors and 1 trainee (who was on duty only 2 days during the reporting period) responded. The distribution with respect to the predominant reason as perceived by the counselor for the student's visit follows:

<u>Predominant reason</u>	<u>Number</u>	<u>Percentage</u>
Academic	426	76.35%
Occupational-career	109	19.53%
Personal	23	4.12%
	<u>558</u>	<u>100.00%</u>

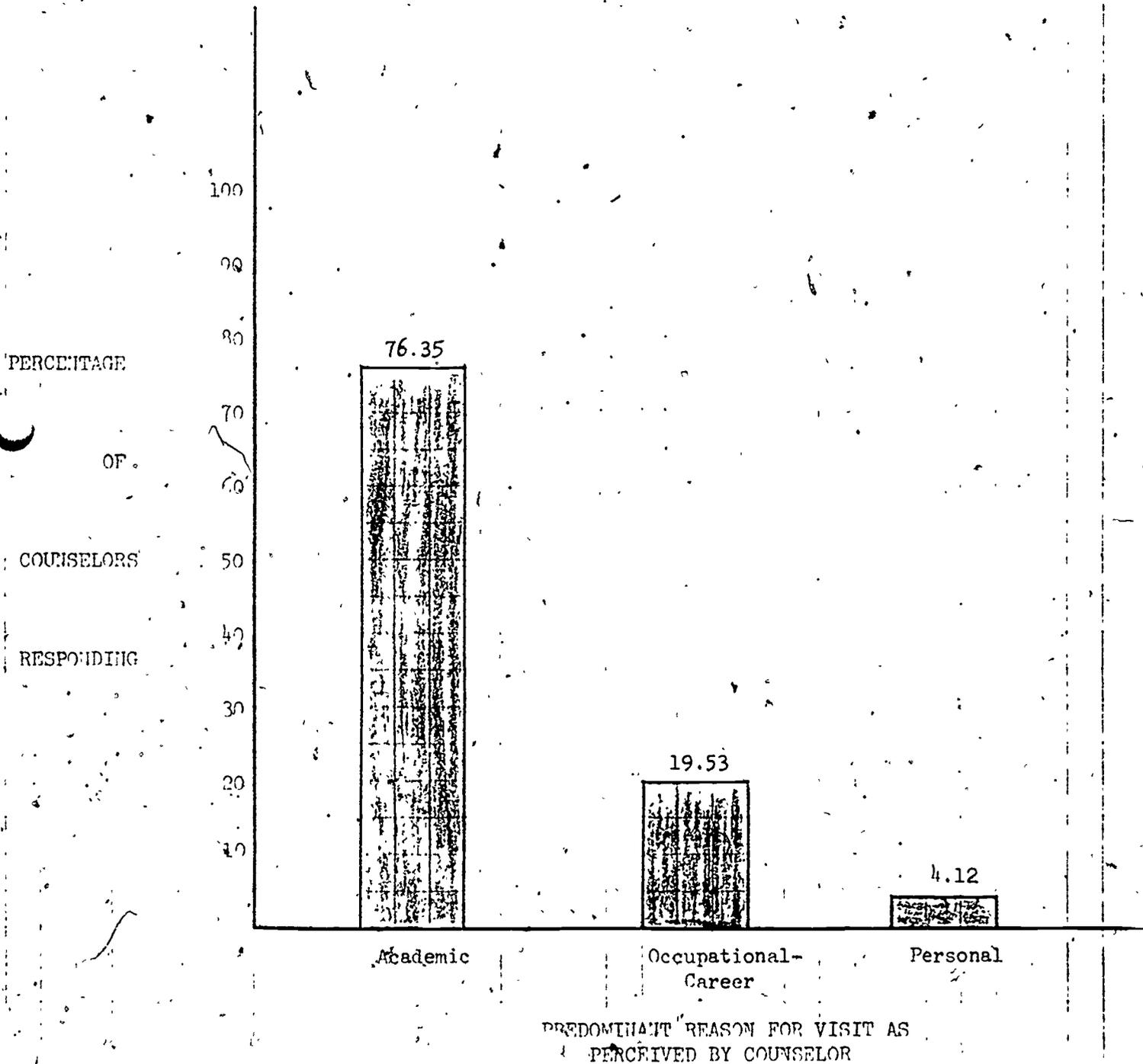
This distribution is graphed in Figure.2.

The reader is again reminded that these proportions should be taken as preliminary findings to be supplemented with further data from records kept at several times during the year. There were indications from some counselors that these figures may be underrepresentative, since during May counselors are involved in going to high schools.



Figure 2.

Predominant reason for students' visits, as perceived by counselor, for all counselors responding. N=total number of students=558.



3. Survey of those students who attended graduation rehearsal

A questionnaire was administered to all those students who attended the graduation rehearsal on June 14, 1976. The questionnaire is reproduced on page 8 (Figure 3). Note that the questions in general involved student attitudes towards the House Plan and towards counseling. For the purposes of this study, however, we shall deal only with those questions concerning counseling. The total number of respondents was N=135. A difference between the administration of this questionnaire and the two to be reported on later is that the students filling out this questionnaire did not have time to write comments, while the students who answered the questionnaires mailed to them did have and did use time to make often extensive comments.

The first question students were asked with respect to counseling was the following:

Do you feel that your counselor helped you while you were here at Cypress?

The distribution of responses for all students follows:

<u>Answer</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	98	72.59%
No	36	26.67%
No answer	1	.74%
	<u>135</u>	<u>100.00%</u>

This distribution is graphed in Figure 4.



Figure 3.

Were you a day or extended day student?

Day _____ Extended day _____

Do you feel that your counselor helped you while you were here at Cypress?

Yes _____ No _____

If he or she did help you, in what ways?

Do you feel that your counselor has given you whatever help you needed with your post-graduation plans?

Yes _____ No _____ Did not have a counselor _____

Which House were you assigned to?

Bernstein _____ Edison _____
Einstein _____ Thorne _____
Muir-Twain _____ Carnegie _____
Schweitzer _____ None _____

From your point of view, did being assigned to a House have any advantages for you personally?

Yes _____ No _____ Was not assigned to a House _____

If so, in what ways did being assigned to a House help you?

Did you participate in House activities while you were a student here?

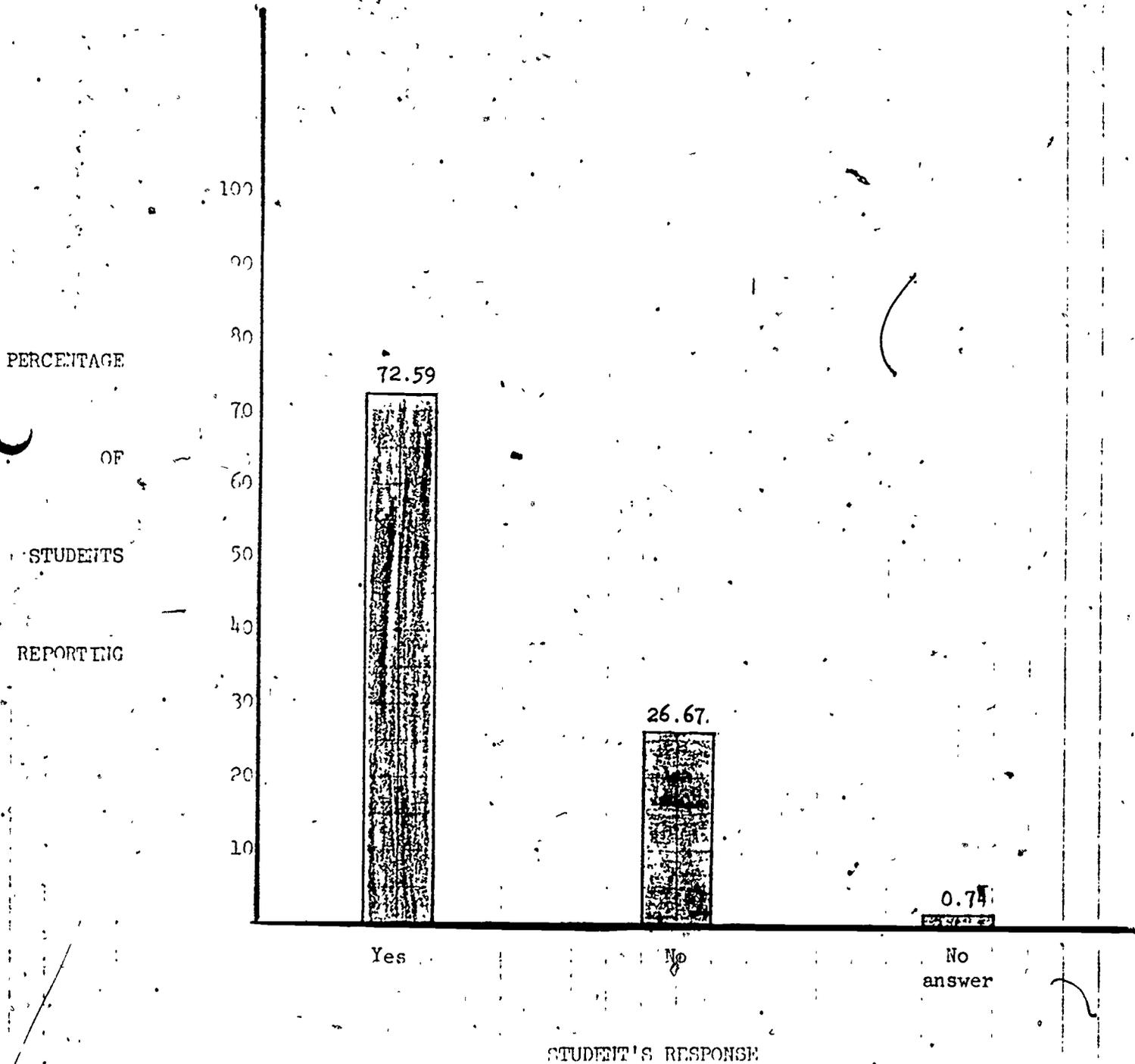
What kinds of activities do you think the Houses should sponsor, if any?

Do you think that Cypress should keep the House Plan?

Yes _____ No _____

Figure 4

Distribution of responses to question "Do you feel that your counselor helped you while you were here at Cypress?" All students. N=135



For day students only, the distribution of responses to the same question follows: (N=111)

<u>Answer</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	83	74.77%
No	$\frac{28}{111}$	$\frac{25.23\%}{100.00\%}$

This distribution is graphed in Figure 5.

For extended day students only, the distribution of responses to the same question ("Do you feel that your counselor helped you while you were here at Cypress?") follows: (N=24)

<u>Answer</u>	<u>Frequency</u>
Yes	15
No	8
No answer	$\frac{1}{24}$

Although the N is too small in this case to take meaningful percentages, note that the trend is that extended day students seem to have been less satisfied with counseling than day students. From comments written on the mailed questionnaires (see later chapters in this Report), this dissatisfaction on the part of extended day students seems to be a predominant theme, not only with respect to their perceived lack of counseling services, but also with respect to other services, such as food services.

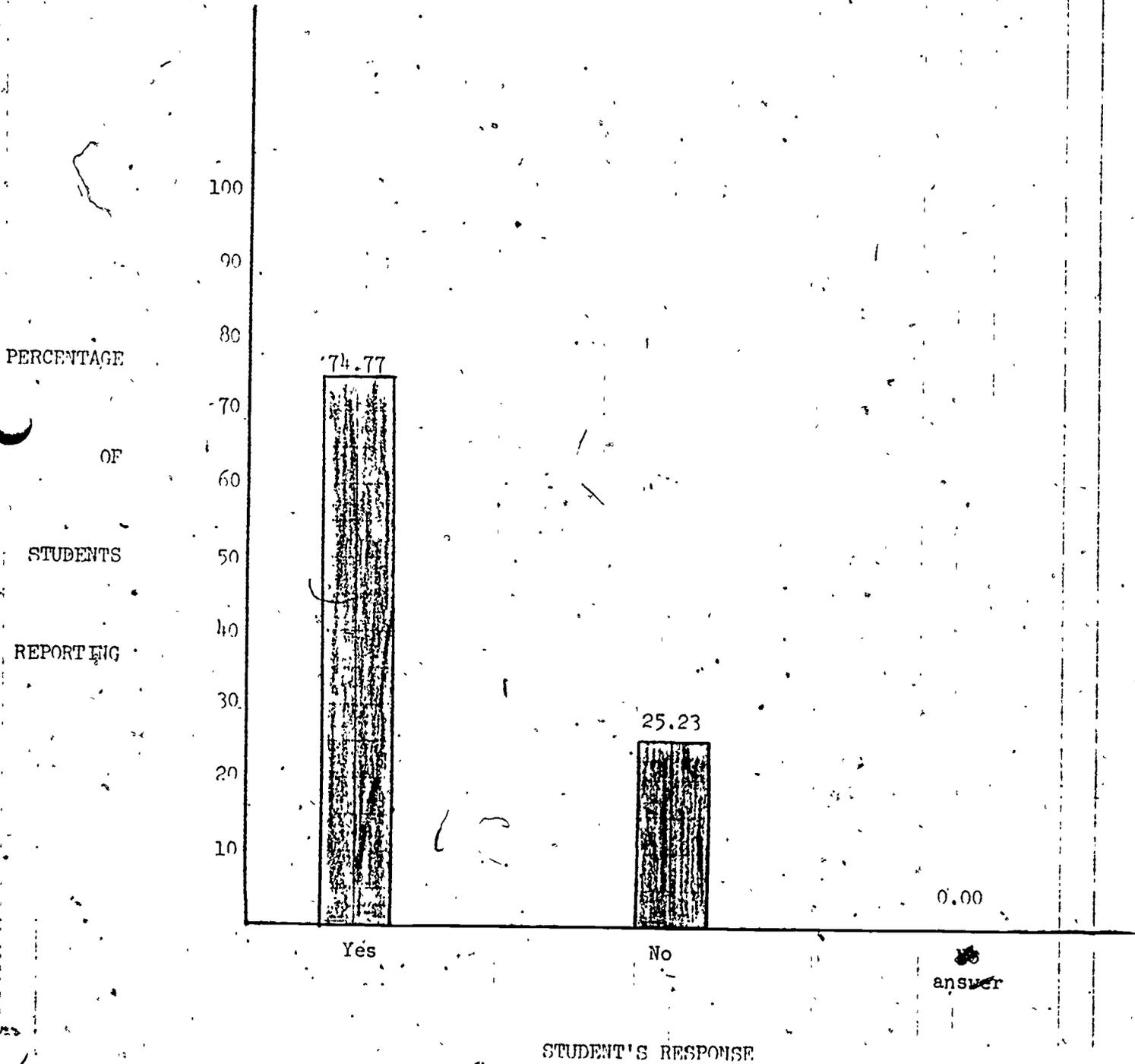
Students were next asked to specify how the counselor had helped, if they had answered yes to the previous question:

If he or she did help you, in what ways?

Note that this was an open-ended response category, but the answers lent themselves to being categorized into relatively few categories. This distribution

Figure 5

Distribution of responses to question, "Do you feel that your counselor helped you while you were here at Cypress?" Day students.
N=111



of responses for all students follows: (N=98, i.e., only those who had answered "yes" to the prior question)

<u>Type of help</u>	<u>Frequency of response</u>	<u>Percentage</u>
Class scheduling and getting into desired classes	28	28.57%
Graduation requirements (i.e., information about what they are, which classes to take, to fill them, etc.)	31	31.64%
Several ways	17	17.35%
No answer	11	11.22%
Career planning	4	4.08%
Personal encouragement	4	4.08%
Registration only (i.e., explaining procedures, signing schedule, etc.)	2	2.04%
Financial	1	1.02%
	<u>98</u>	<u>100.00%</u>

This distribution is graphed in Figure 6.

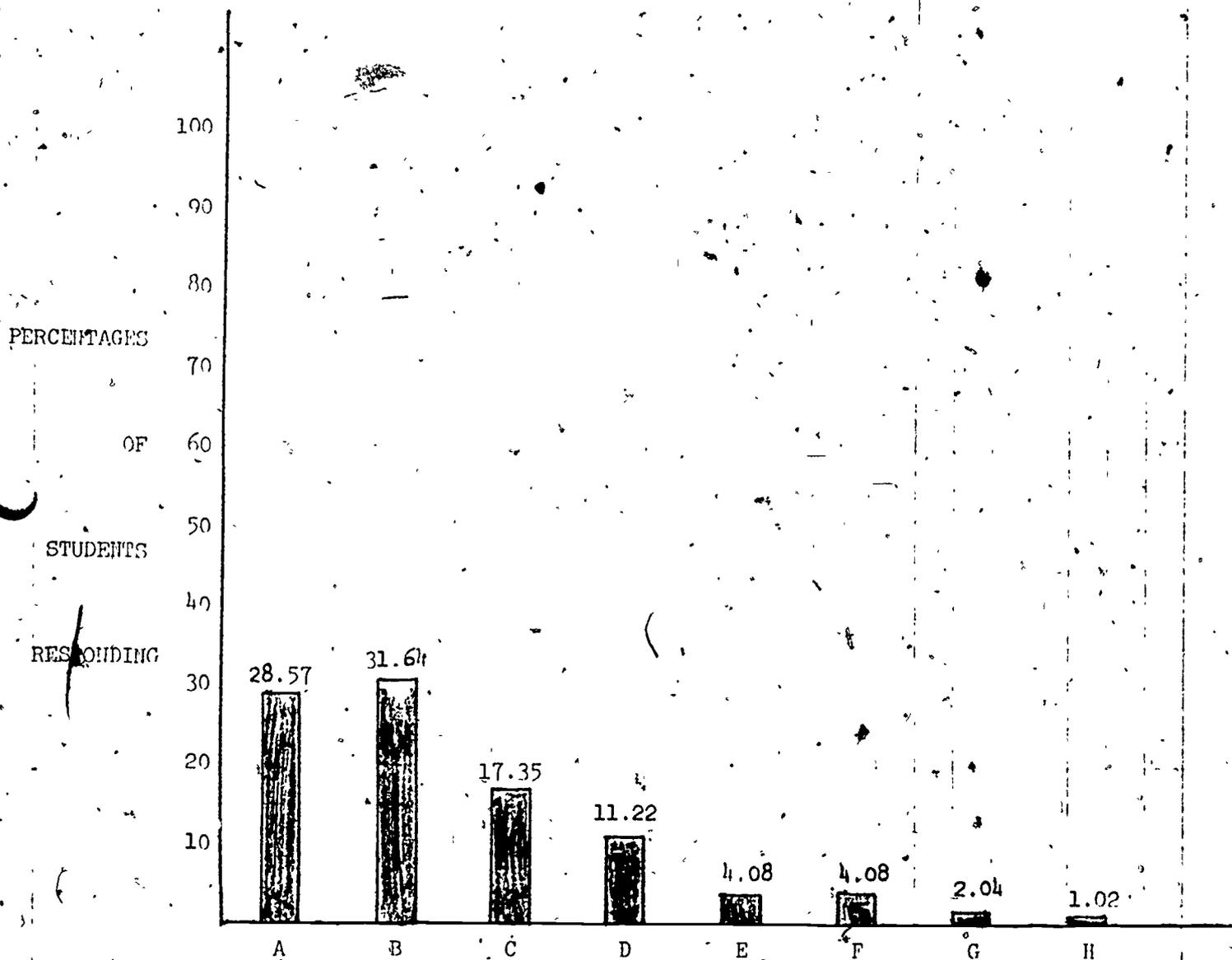
Note that the two main categories, class scheduling and graduation requirements, which of course overlap a great deal, account for about 60% of the responses.

For day students only, the distribution of responses follows: (N=83)

<u>Type of help</u>	<u>Frequency of response</u>	<u>Percentage</u>
Class scheduling	23	27.71%
Graduation requirements	26	31.32%
Several ways	14	16.87%
No answer	10	12.05%
Career planning	3	3.61%
Personal encouragement	4	4.82%
Registration only	2	2.41%
Financial	1	1.21%
	<u>83</u>	<u>100.00%</u>

Figure 6

Distribution of responses to the question "If he or she (counselor) did help you, in what ways?"
N=98



KEY TO RESPONSE CATEGORIES:

- A: Class scheduling and getting into desired classes
- B: Graduation requirements.
- C: Several ways
- D: No answer
- E: Career-planning
- F: Personal encouragement
- G: Registration only
- H: Financial

For extended day students only, the distribution of responses follows: (N=15)

<u>Type of help</u>	<u>Frequency of response</u>
Class scheduling	5
Graduation requirements	5
Several ways	3
No answer	1
Career planning	1
Personal encouragement	0
Registration only	0
Financial	0
	<u>15</u>

The next question asked of this particular group of students, those who were attending graduation rehearsal, was the following:

Do you feel that your counselor has given you whatever help you needed with your post-graduation plans?

The question was stated this way so that all students who had a counselor could answer the question. The distribution for all students, both day and extended day, follows: (N=135)

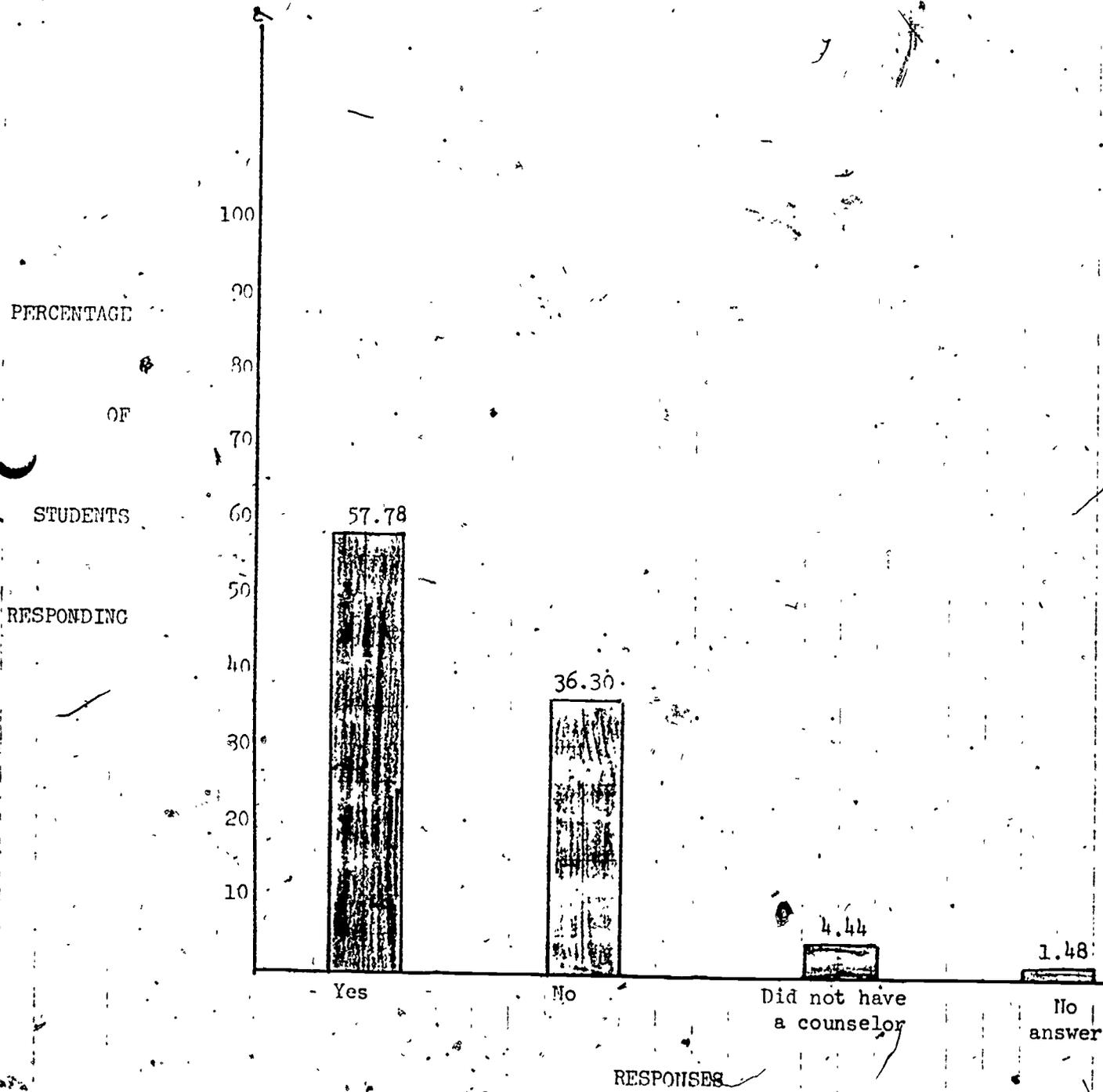
<u>Response</u>	<u>Frequency of response</u>	<u>Percentage</u>
Yes	78	57.78%
No	49	36.30%
Did not have a counselor.	6	4.44%
No answer	2	1.48%
	<u>135</u>	<u>100.00%</u>

This distribution is graphed in Figure 7.

Note incidentally that although the respondents included 24 extended day students, who technically speaking do not have a specific counselor, nonetheless only 6 of these extended day students reported that they did not have a counselor, and the rest answered as if they did have a counselor.

Figure 7

Distribution of responses to question "Do you feel that your counselor has given you whatever help you needed with your post-graduation plans?".
All students. N=135



Note further that over half of these students felt that they had received adequate help, while almost a third felt that they had not.

The distribution of responses to the same question for day students only follows: (N=111)

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	66	59.46%
No	43	38.74%
Did not have a counselor	0	0.00%
No answer	2	1.80%
	<u>111</u>	<u>100.00%</u>

This distribution is graphed in Figure 8.

For extended day students only, the distribution of responses to the same question follows: (N=24)

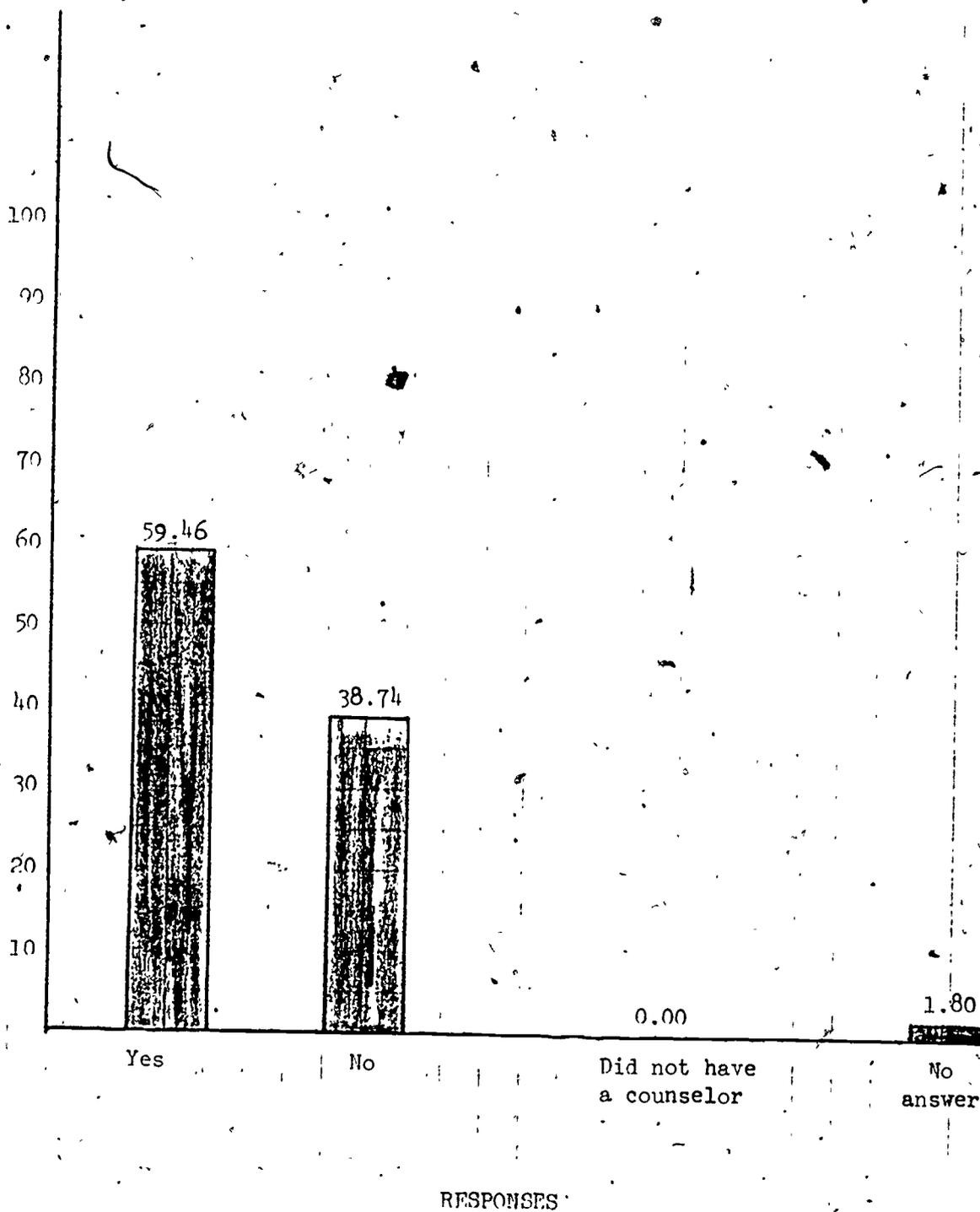
<u>Response</u>	<u>Frequency</u>
Yes	12
No	6
Did not have a counselor	6
	<u>24</u>

In summary, these graduating students who attended graduation rehearsal were asked 3 questions about counseling. Taking all the students as a whole, both day and extended day, about 73%, or almost 3/4, answered that they did feel that their counselor had helped them while they were here at Cypress. Although the number of extended day students responding was too small to take meaningful percentages, the responses from these extended day students may indicate that fewer of them felt that they had been helped by the counseling services. Those students who responded that they had received help from their counselors were

Figure 8

Distribution of responses to question "Do you feel that your counselor has given you whatever help you needed with your post-graduation plans?" Day students only. N=111

PERCENTAGE
OF
STUDENTS
REPORTING



then asked to specify what kinds of help through an open-ended question. Responses to this question indicate that most students had received help in various problems relating to class scheduling and to filling graduation requirements. Students were next asked to indicate whether or not they felt that their counselors had given them adequate help for their post-graduation plans, whatever these plans might be. Over half felt that they had been given this help, while about a third felt that they had not. Again, although the number of extended day students responding was too small to take meaningful percentages, the responses from extended day students indicate that fewer of them felt that they had received adequate help with their future plans.

4. Survey of students eligible for
graduation in June, 1976

A two-page questionnaire dealing with various aspects of the House Plan and with student's knowledge of some of these aspects was mailed out to all students who were eligible for graduation this June. The questionnaire was mailed out in late May. Only part of the questionnaire dealt directly with counseling; the second (but not the first) page of the questionnaire is reproduced in Figure 9 on page 20. Note the differences in the questions asked of this sub-population from those asked of the students who attended the graduation rehearsal. A further difference between the two sub-populations is that this questionnaire was mailed to students, and they therefore had time to write in comments, which many of them did. These comments will be presented later in the Report. The total number of respondents for this sub-population of students eligible for graduation this June was $N=256$.

The first question on the questionnaire which dealt with counseling was the following:

Did you see your counselor while you were here at Cypress for something other than having your schedule signed?

The distribution of responses follows:

<u>Response</u>	<u>Frequency of response</u>	<u>Percentage</u>
Yes	191	74.61%
No	$\frac{65}{256}$	$\frac{25.39\%}{100.00\%}$

This distribution is graphed in Figure 10 on page 21.

Did you see your counselor while you were here at Cypress for something other than having your schedule signed?

Yes _____ No _____

If you did, was it for an academic reason, or for career-planning help, or for a personal reason? (Check all the necessary ones below).

Academic reason _____
Career-Planning help _____
Personal reason _____

What do you feel your Counselor should have helped you with? (Check all the necessary ones below).

Academic Problems _____
Career-Planning help _____
Personal problems _____

Do you feel that having the counselor right there in your House helped you?

Yes _____ No _____

From your point of view, what is the purpose of having a ^{House} advisor?

Did having a House advisor help you personally while you were here at Cypress?

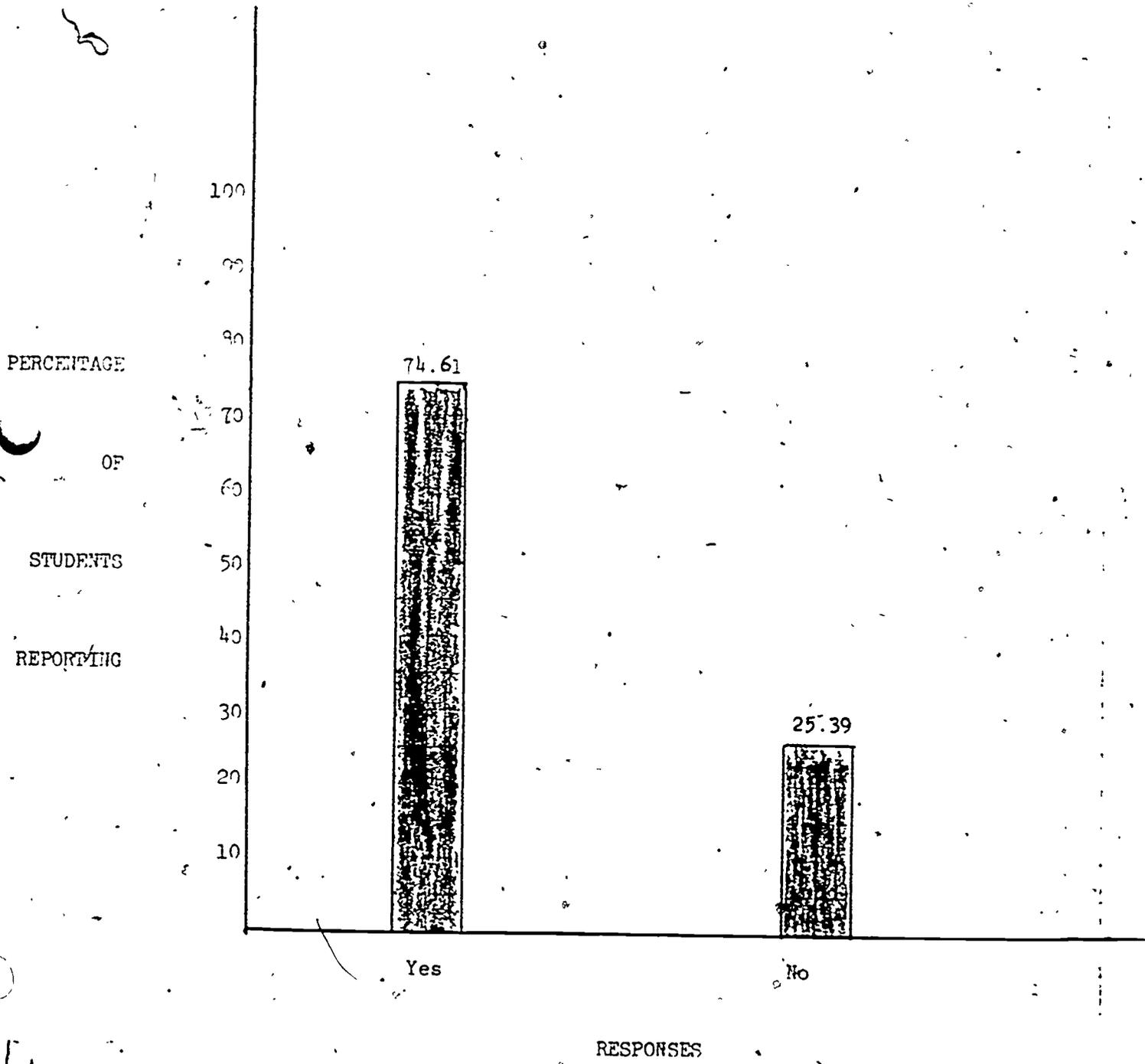
Yes _____ No _____

Did being assigned to a House help you personally while you were here at Cypress?

Yes _____ No _____

Figure 10

Distribution of responses to question "Did you see your counselor while you were here at Cypress for something other than having your schedule signed?"
N=256.



Note that about 3/4 of the respondents answered that they did see their counselor for reasons beyond just signing-the schedule.

These 191 respondents who had answered that they had seen their counselor for further reasons were then asked to specify for which reasons through the following question:

If you did, was it for an academic reason, or for career-planning help, or for a personal reason? (Check all the necessary ones below).

The distribution of responses follows: (N=191, i.e., all those who had answered "yes" to the prior question)

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	55	28.80%
Career-planning help only	37	19.37%
Personal reason only	6	3.14%
Academic <u>and</u> career-planning help	59	30.89%
Academic <u>and</u> personal reason	6	3.14%
Career-planning help and personal reason	6	3.14%
All three (i.e., academic <u>and</u> career-planning help <u>and</u> personal reason)	22	11.52%
	191	100.00%

This distribution is graphed in Figure 11 on page 23.

Note categories listed above represent all possible combinations of the three reasons (academic reason, career-planning help, and personal reason) from which the respondents were asked to choose and were further asked to check all the necessary ones. Note further that the two largest categories are "Academic only" and the combination "Academic and career-planning help," the two of which together account for almost 60% of the respondents.

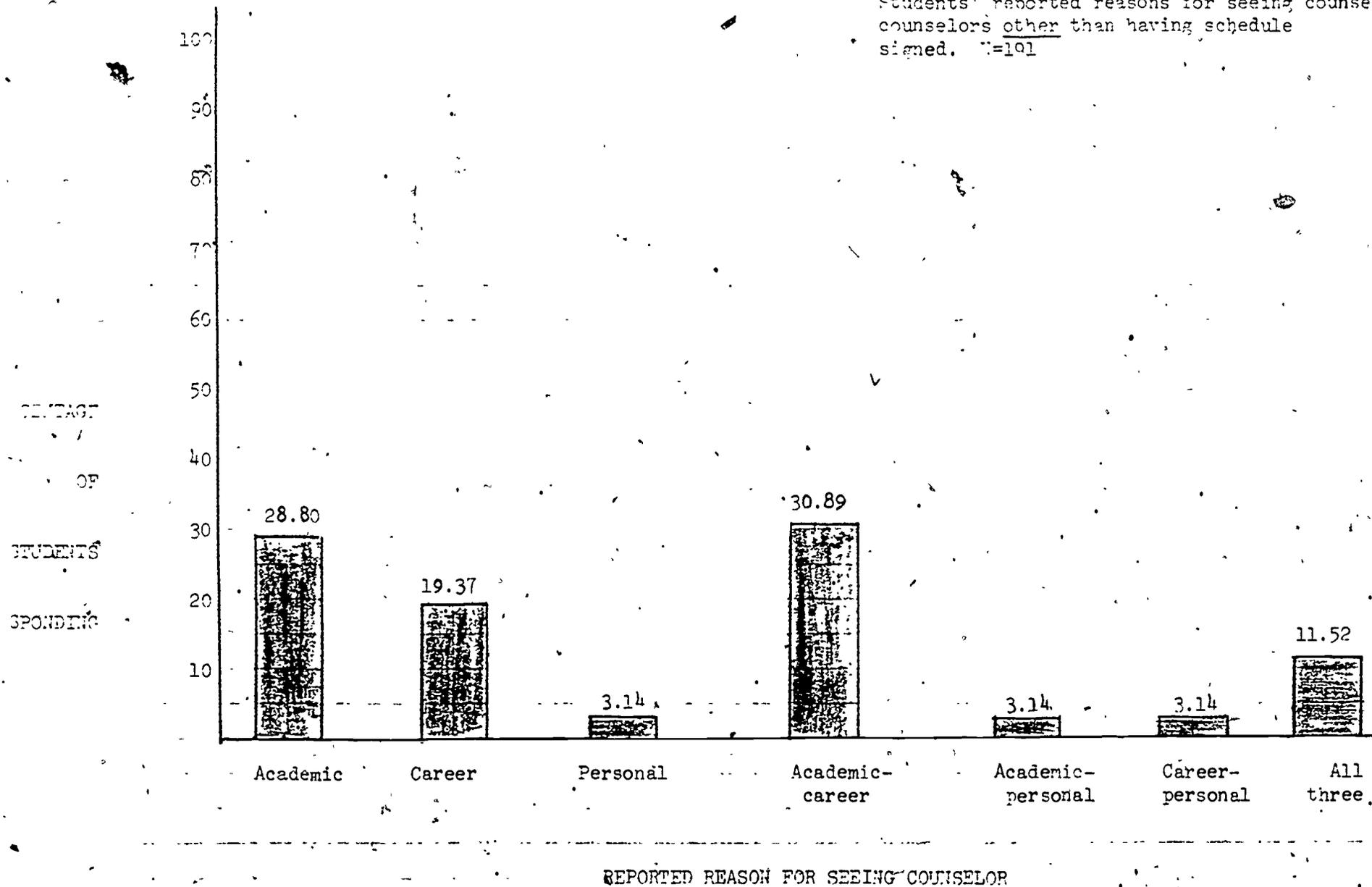
Students were then asked:

What do you feel your Counselor should have helped you with? (Check all the necessary ones below).

They were again given a choice of academic problems, career-planning help, and personal problems. The purpose of this question was to find out the degree

Figure 11.

Students' reported reasons for seeing counselors other than having schedule signed. N=101



of "fit" between what the students wished they had received or even asked for, and what they did receive or ask for. The distribution of responses for this "wished-for" help follows: (N=256)

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	25	9.77%
Career-planning only	35	13.67%
Personal reason only	0	0.00%
Academic <u>and</u> career-planning help	75	29.30%
Academic <u>and</u> personal reason	2	.78%
Career-planning help <u>and</u> personal reason	2	.78%
All three (i.e., academic <u>and</u> career-planning <u>and</u> personal reason)	53	20.70%
No answer	60	23.44%
Nothing (as in "I do not need any help)	4	1.56%
	<u>256</u>	<u>100.00%</u>

This distribution is graphed in Figure 12 on page 25.

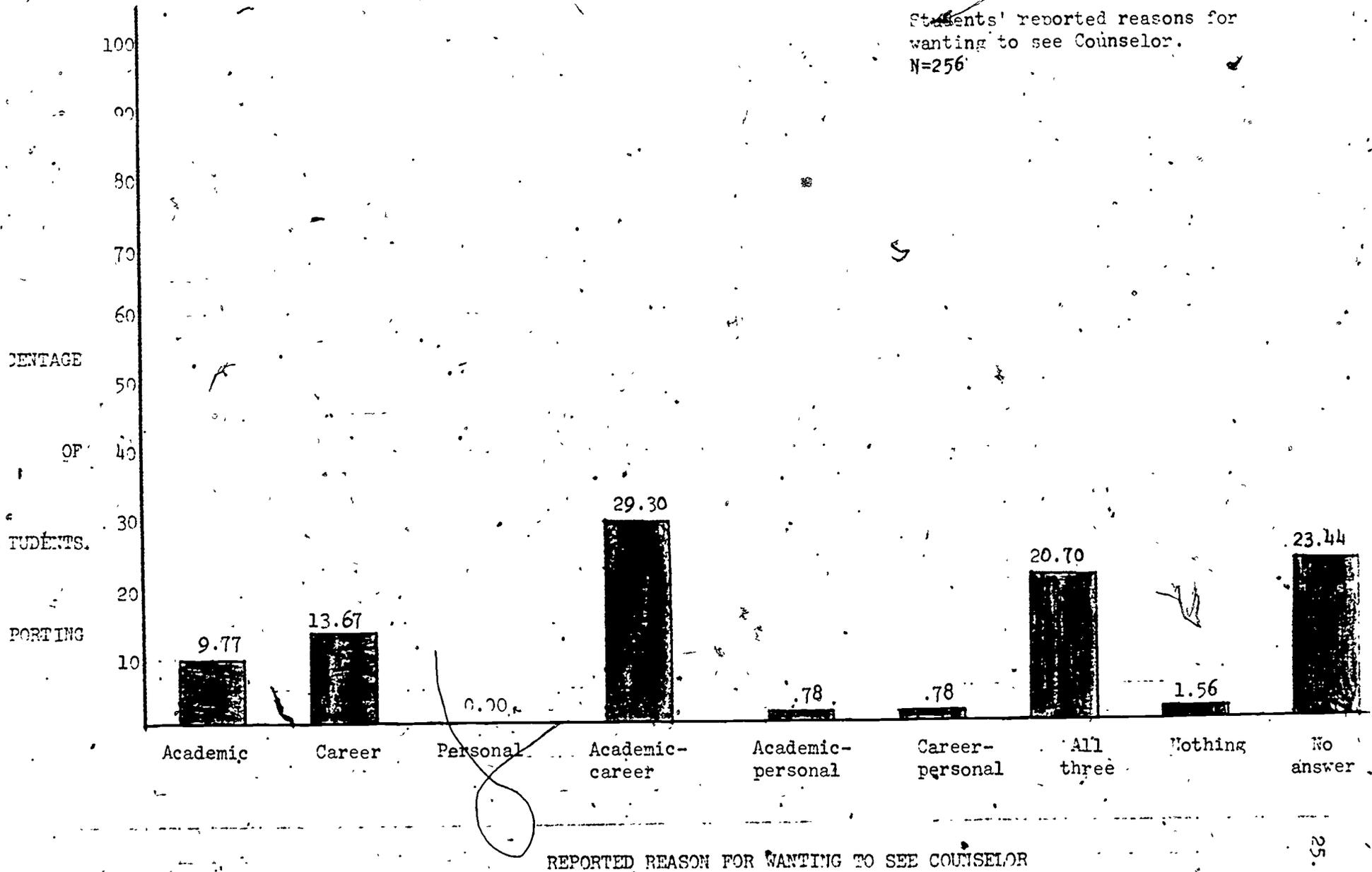
Note that this distribution represents the entire sub-population, both those who answered initially that they had seen their counselor for reasons other than having their schedules signed and those who responded that they had seen their counselor for no other reason. In order to make a proper comparison between "actual help" and "wanted help," we must first break down the sub-population into two groups: those who answered that they did receive further help from their counselors, and those who did not.

The following is the distribution of "wanted help" for those students who answered that they had seen their counselors for something other than having their schedules signed: (N=191)

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	21	10.99%
Career-planning only	25	13.09%
Personal reason only	0	0.00%
Academic <u>and</u> career-planning	57	29.84%
Academic <u>and</u> personal reason	2	1.05%

Figure 13

Students' reported reasons for wanting to see Counselor.
N=256



<u>Responses</u> (continued)	<u>Frequency</u>	<u>Percentage</u>
Career-planning <u>and</u> personal reason	1	.52%
All three	44	23.04%
Nothing (as "I don't need any help")	0	0.00%
No answer	41	21.47%
	<u>101</u>	<u>100.00%</u>

This distribution is graphed in Figure 13 on page 27.

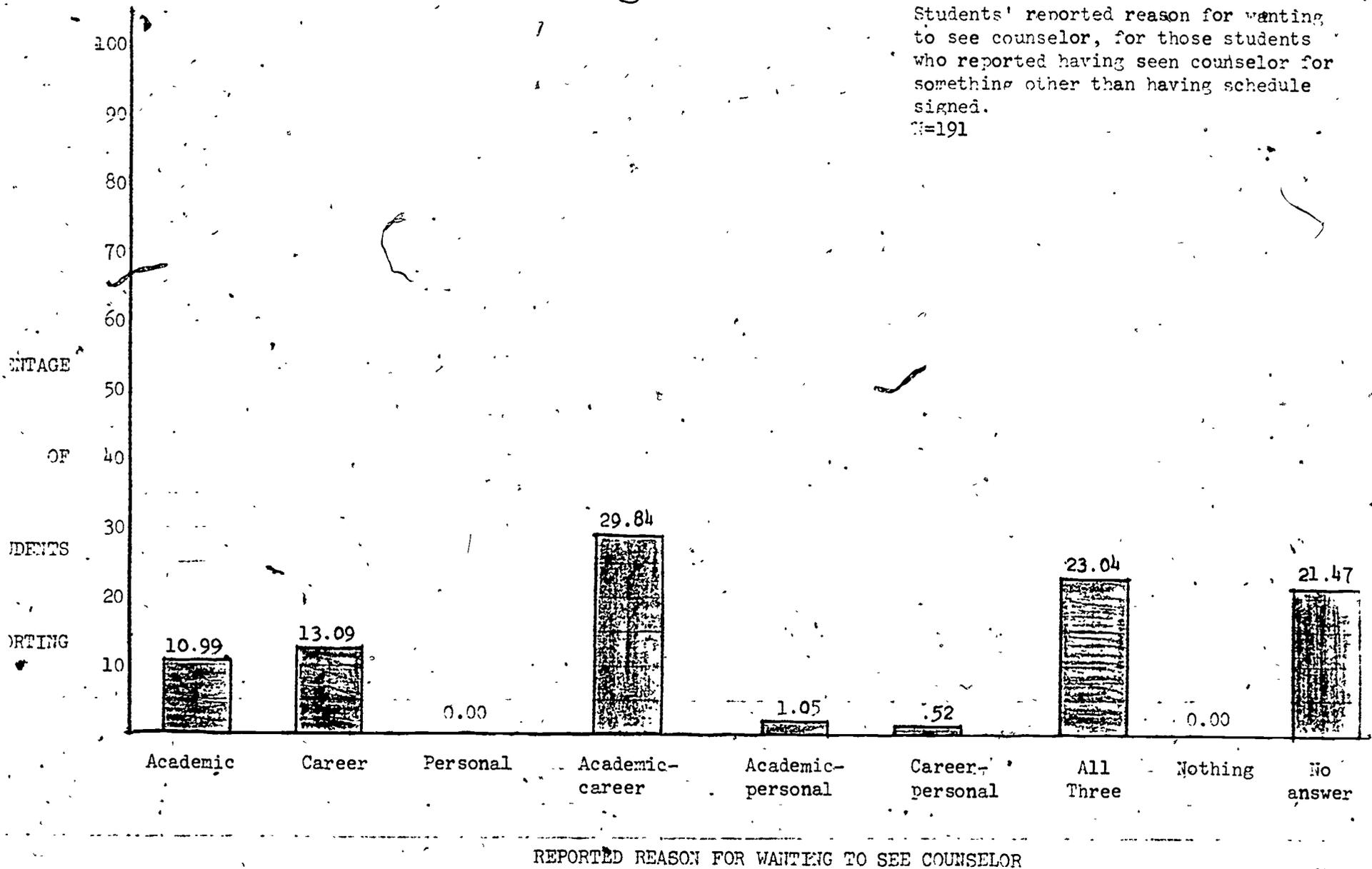
A comparison of this distribution of "wanted help" with the distribution of "actual help" (Figure 11, page 23) shows that the largest discrepancy occurs in the following areas: students report that they want less "academic only" help and more help in all three areas than they actually received. The possible reasons for these discrepancies could be one or more of several things: perhaps the students felt uncomfortable asking for help in certain areas, perhaps the counselors did not give help in certain areas for reasons such as lack of time and caseloads, etc. The category of "No answer" in this case probably should not be interpreted to mean that these students wanted no help, but rather that they felt that they were receiving whatever help they wanted; there were some indications that if students felt no discrepancy between actual help and wanted help, they simply left this response category blank.

It might be informative to also look at the responses to this same question ("What do you feel your counselor should have helped you with?") by those students who answered that they did not see their counselors for anything beyond getting their schedules signed; i.e., these are the students who either did not ask for any sort of further help or who did not receive any further help, and we shall examine what sort of help they wish they could have gotten. The following is the distribution of responses for this group: (N=65)

Figure 13

Students' reported reason for wanting to see counselor, for those students who reported having seen counselor for something other than having schedule signed.

N=191



<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	4	6.15%
Career-planning only	10	15.38%
Personal reason only	0	0.00%
Academic <u>and</u> career-planning	13	27.69%
Academic <u>and</u> personal reason	0	0.00%
Career-planning <u>and</u> personal reason	1	1.54%
All three	9	13.85%
Nothing (as in "I don't need any help")	4	6.15%
No answer	<u>10</u>	<u>29.24%</u>
	65	100.00%

This distribution is graphed in Figure 14 on page 29.

Note that there are some differences between the two groups (those who said they had seen their counselor for something other than having their schedules signed and those who said they had not) with respect to the type of help wanted: the above group wanted less help with all three and slightly more help with career-planning problems. Note also the presence in this group of respondents who specifically stated that they did not want help of any sort; however, this constitutes only about 6% of this group, and note that although this group is made up of students who did not see their counselors for anything beyond having their schedules signed, nonetheless, about 65% of them did have reasons for wanting to see the counselor for something other than having the schedule signed.

Students were next asked about the value of having decentralized counseling through the following question:

Do you feel that having the counselor right there in your House helped you?

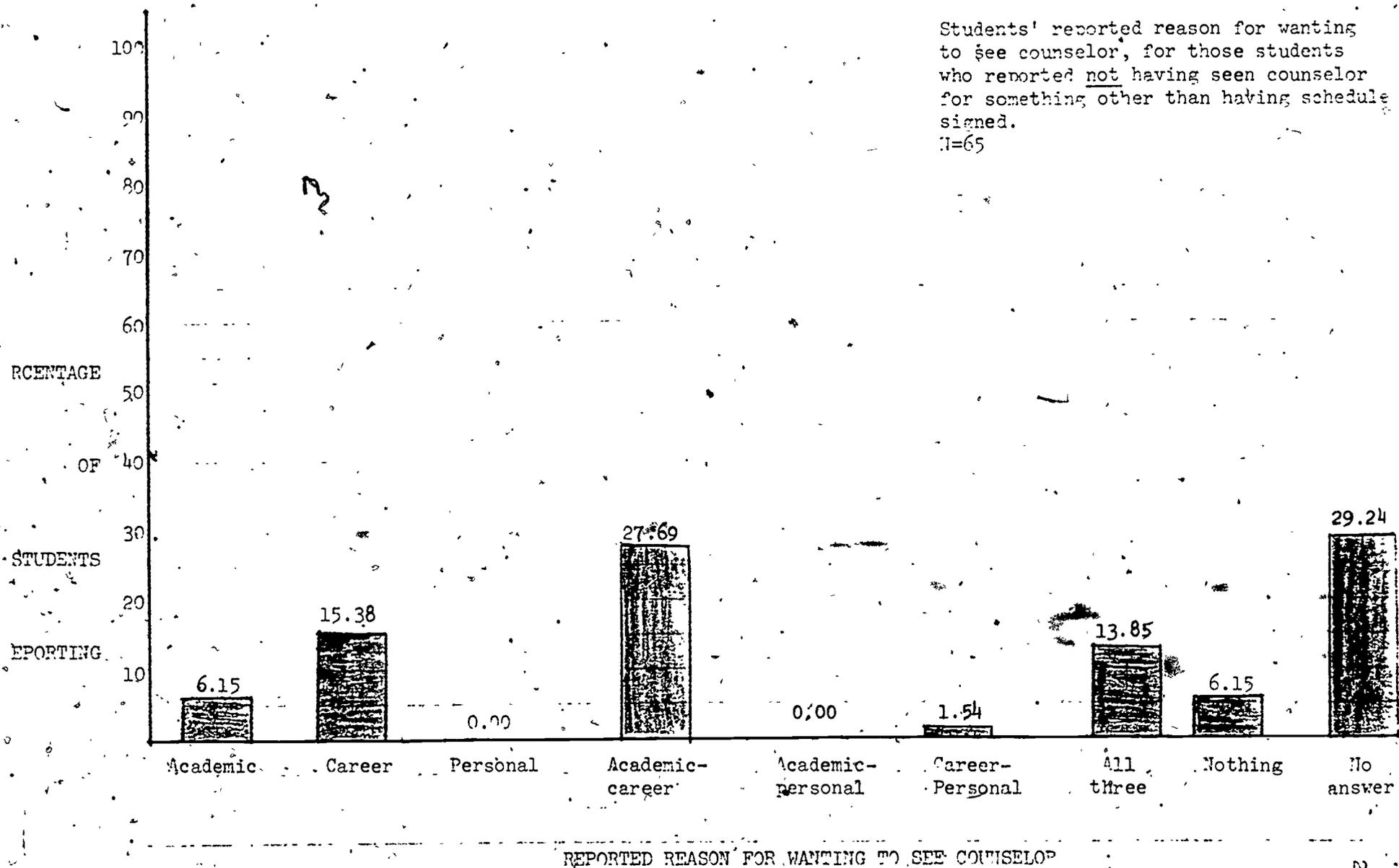
The distribution of responses for the entire sub-population follows: (N=256)

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	183	71.48%
No	<u>73</u>	<u>28.52%</u>
	256	100.00%

This distribution is graphed in Figure 15 on page 31.

Figure 14

Students' reported reason for wanting to see counselor, for those students who reported not having seen counselor for something other than having schedule signed.
 N=65



REPORTED REASON FOR WANTING TO SEE COUNSELOR

Note that the frequency of "no" responses is close to the figure of those who said that they had not seen their counselors for anything other than having their schedules signed. We shall now look at whether or not these are the same respondents; i.e., are those who said they never saw their counselor for anything beyond having their schedules signed also the same ones who do not feel that decentralized counseling is helpful? The following shows the distributions of responses to the question "Do you feel that having the counselor right there in your House helped you?" broken down by how the student answered the question "Did you see your counselor while you were here at Cypress for something other than having your schedule signed?"

1. Students who answered that they had seen counselor for something other than having schedule signed: (N=191)

"Do you feel that having the counselor right there in your House helped you?"

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	156	81.68%
No	$\frac{35}{191}$	$\frac{18.32}{100.00}$

2. Students who answered that they had not seen counselor for something other than having schedule signed: (N=65)

"Do you feel that having the counselor right there in your House helped you?"

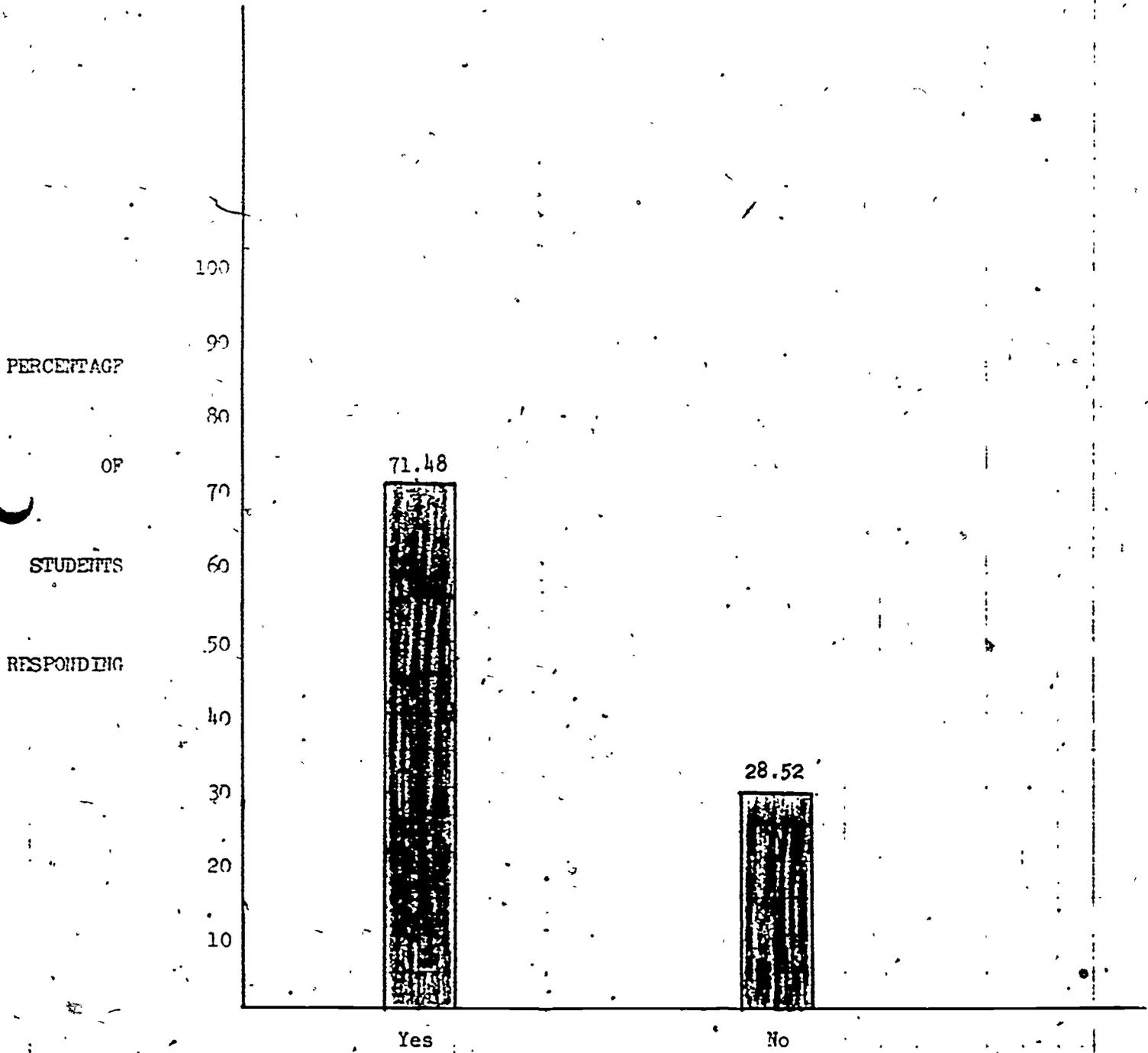
<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	27	41.54%
No	$\frac{38}{65}$	$\frac{58.46}{100.00}$

These distributions are graphed in Figure 1f on page 33.

Note that although there were some students in both categories who felt that having the counselor in the House did not help, the percentage was much higher for

Figure 15

Distribution of responses to question "Do you feel that having the counselor right there in your House helped you?".
N=256



RESPONSES

the second category; i.e., apparently, close to 60% of those students who said they had never seen their counselor for anything other than having their schedules signed also felt that having the counselor there in the House did not help.¹

In summary, in this survey of students who were eligible for graduation this June, about 3/4 of those who responded said that they had seen their counselor for something other than just having their schedules signed. Of these, about 60% received help for either academic reasons only or for a combination of academic and career-planning help, while only 11% got help with all three of the response categories (academic, career-planning, personal). In contrast, this same group (those who had said they had seen their counselor for something other than just having their schedules signed) reported that they would like to have gotten less help with "academic-only" problems and more help with all three response categories. Of this same group, over 80% felt that having the counselor right there in the House did help. About 1/4 of all the respondents reported that they had not seen their counselors for anything but having their schedules signed. When asked what further help they would have liked to have received, about 28% responded that they would have liked help with a combination of academic and career-planning problems, and about 23% replied that they would have liked help with all three response categories. Of this same group (those who had said that they had not seen their counselor for anything other than having their schedules signed), about 58% said that having the counselor right there in the House did not help.

1

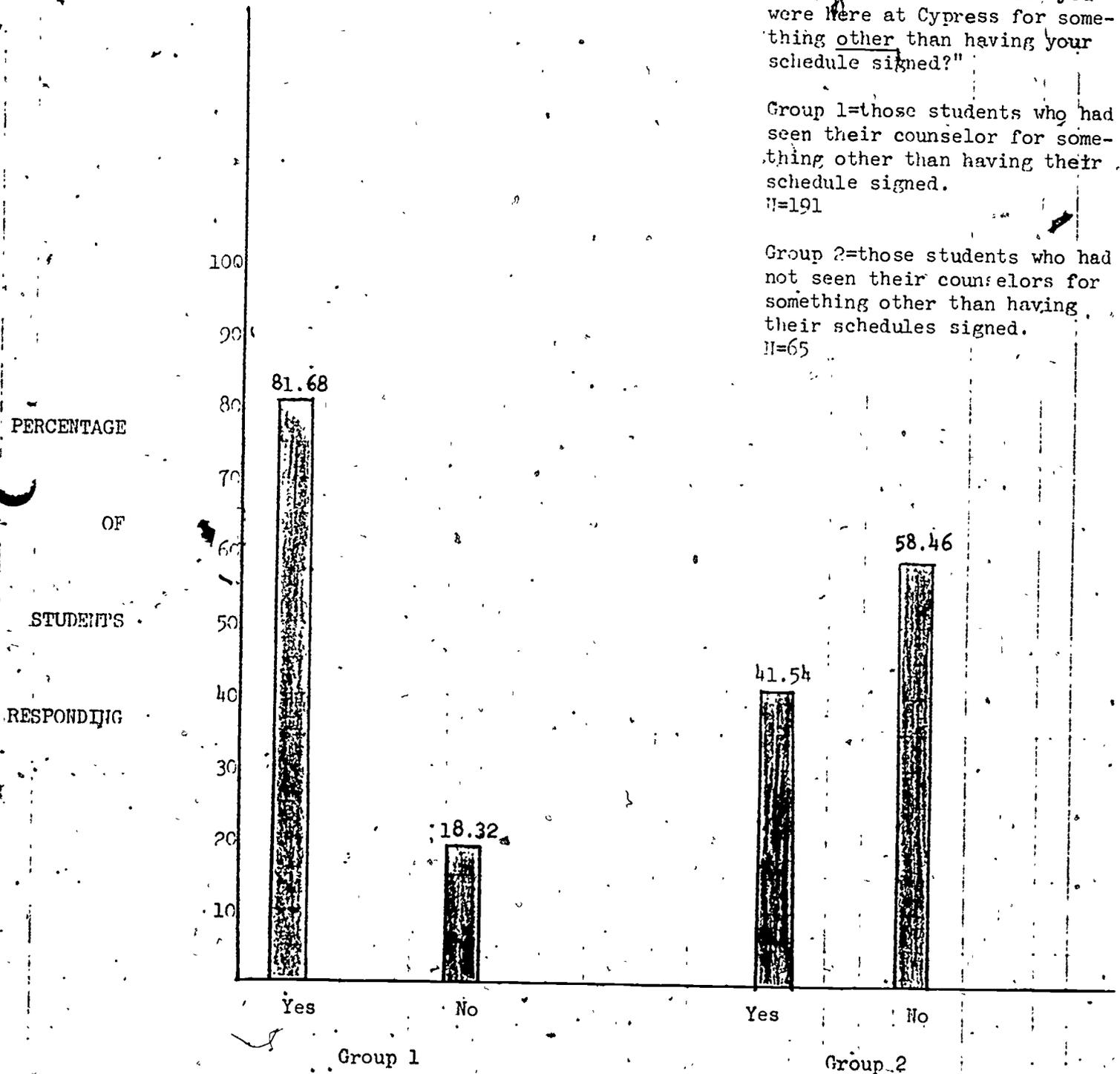
Note that we cannot perform tests of significance of these differences of proportions because we do not have a random sample and cannot make use of the sampling distribution of the difference of proportions. This points up the power of being able to use this and other sampling distribution, and being able to use them in turn rests upon having drawn a random sample.

Figure 16

Responses to question "Do you feel that having the counselor right there in your House helped you?", broken down by response to question "Did you see your counselor while you were here at Cypress for something other than having your schedule signed?"

Group 1=those students who had seen their counselor for something other than having their schedule signed.
N=191

Group 2=those students who had not seen their counselors for something other than having their schedules signed.
N=65



RESPONSES

5. Survey of alumni

A two-page questionnaire dealing with several issues was sent out to all those students who had been eligible for graduation last year in June, 1975. This questionnaire was sent out in conjunction with Elbert Bales, Supervisor of Counseling and Guidance. The first page of the questionnaire dealt with such things as what the respondent was now doing and how Cypress had prepared him for whatever he or she was now doing. The second page dealt with aspects of the student's experiences with counseling and with the House Plan. That portion asking about counseling is reproduced in Figure 17 on page 35. Note that with the exception of the first question ("What was the name of your counselor?"), this questionnaire sent to alumni was almost identical to the one sent to those eligible for graduation this June with respect to the questions asked about counseling. The questionnaires were mailed out in the middle of June, and as of July 12, 313 responses had been received. Of these 313 respondents, 280 had filled out the second page; for our purposes, therefore, $N=280$. These alumni also wrote many comments, and those comments pertaining to counseling will be discussed later in this Report.

The first question asked of the alumni was the following:

Did you see your counselor while you were here at Cypress for something other than having your schedule signed?

The distribution of responses for this question follows:

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	195	69.64%
No	85	30.36%
	280	100.00%

This distribution is graphed in Figure 18 on page 36.



Figure 17.

D. TO BE FILLED OUT BY ALL PERSONS WHO WERE DAY STUDENTS (both those who attended another college during this year and those who did not attend college after graduating).

1. Counseling. The following questions concern your experiences with your counselor while you were here at Cypress.

- (a) What was the name of your Counselor? _____
- (b) Did you see your counselor while you were here at Cypress for something other than having your schedule signed? Yes _____ No _____

- (c) If you said "yes" to the above, was it for an academic reason, or for career-planning help, or for a personal reason? (Check all the necessary ones below).

Academic reason _____ Career-planning help _____ Personal reason _____

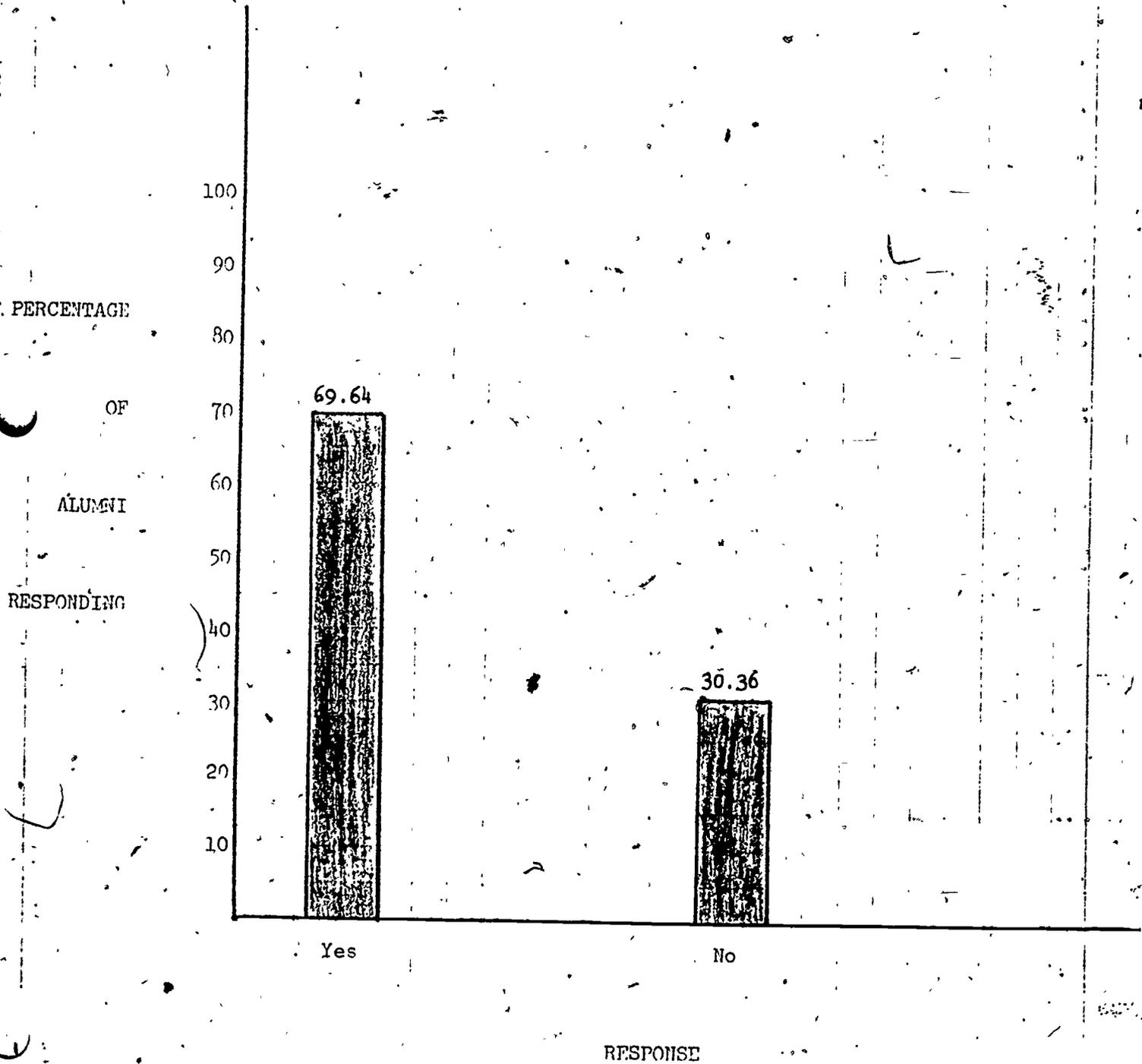
- (d) What do you feel your counselor should have helped you with? (Check all the necessary ones below).

Academic problems _____ Career-planning help _____ Personal problems _____

- (e) Do you feel that having the counselor right there in your House helped you? Yes _____ No _____

Figure 18

Distribution of responses to question "Did you see your counselor while you were here at Cypress for something other than having your schedule signed?"



Note that the proportion of "yes" responses for these alumni is slightly lower than that for the recent graduates: 69.64% compared to 74.61%; i.e., a slightly lower proportion of alumni report having seen the counselor for something other than having their schedules signed than did the recent graduates.

These 195 alumni who report seeing their counselor for something beyond just having their schedules signed were then asked to specify for what reason or reasons through the following question:

If you said "yes" to the above, was it for an academic reason, or for career-planning help, or for a personal reason? (Check all the necessary ones below).

The distribution of responses for this question follows (this distribution will be referred to the distribution of "actual help received"): N=195.

<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	56	28.72%
Career-planning only	44	22.56%
Personal reason only	1	.51%
Academic <u>and</u> career-planning	70	35.90%
Academic <u>and</u> personal reason	3	1.54%
Career-planning <u>and</u> personal reason	3	1.54%
All three (i.e., academic <u>and</u> career-planning <u>and</u> personal reason)	18	9.23%
	<u>195</u>	<u>100.00%</u>

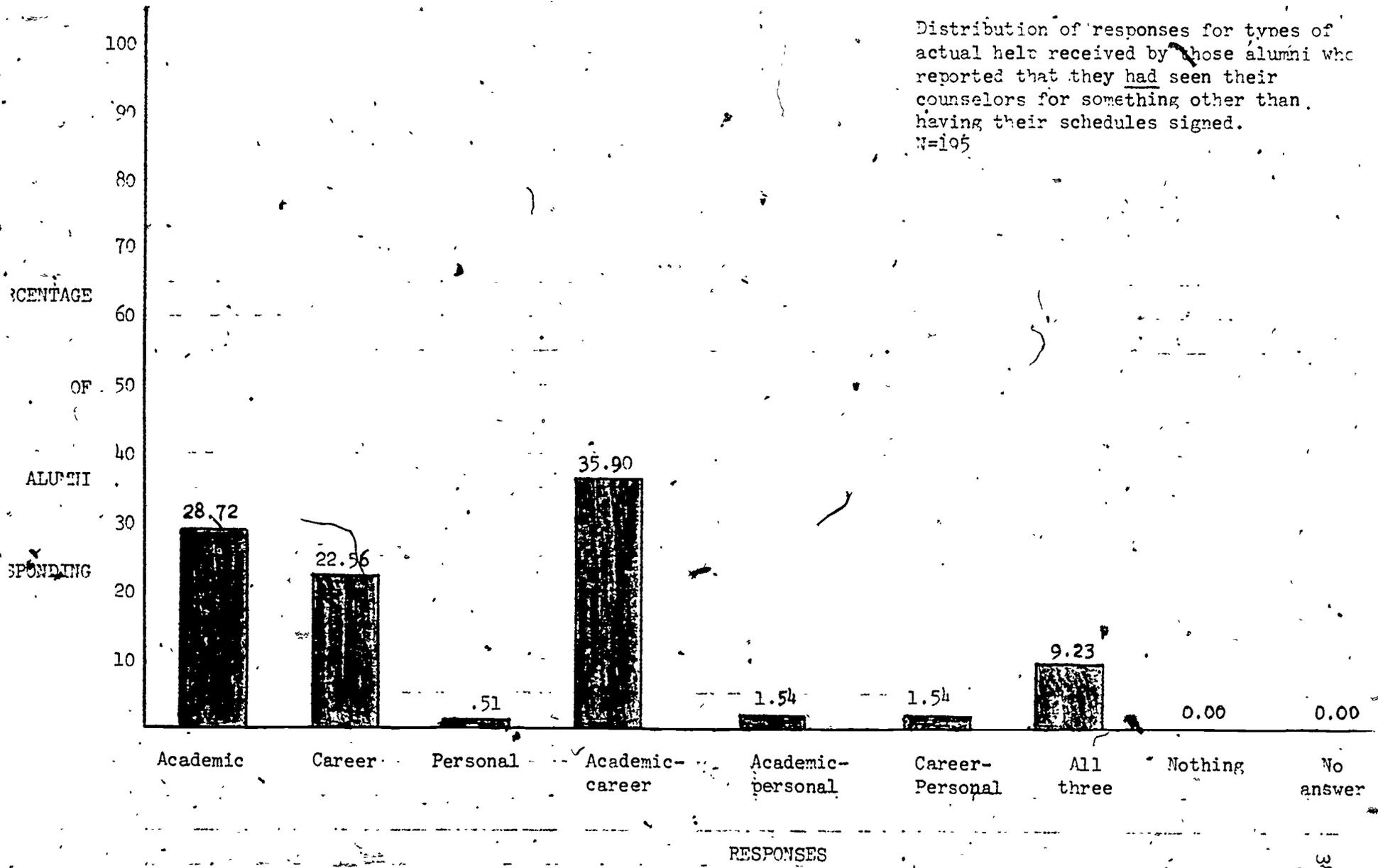
This distribution is graphed in Figure 19 on page 38.

Note that this distribution of actual help received by the alumni closely resembles the distribution of actual help received by the recent graduates (see pages 22-23). The main differences are that the alumni report receiving slightly more help for the combination of academic and career-planning help and report slightly less help with personal reasons.

Alumni were then asked what kinds of help they would like to have received

Figure 19

Distribution of responses for types of actual help received by those alumni who reported that they had seen their counselors for something other than having their schedules signed.
N=105



38
51

through the following question:

What do you feel your counselor should have helped you with? (Check all the necessary ones below).

Responses to this question included both those who said they had seen their counselor for something other than having their schedules signed and those who said they had not. The distribution of responses for the entire sub-population follows (this distribution will be referred to as the distribution of "wanted help"): (N=280)

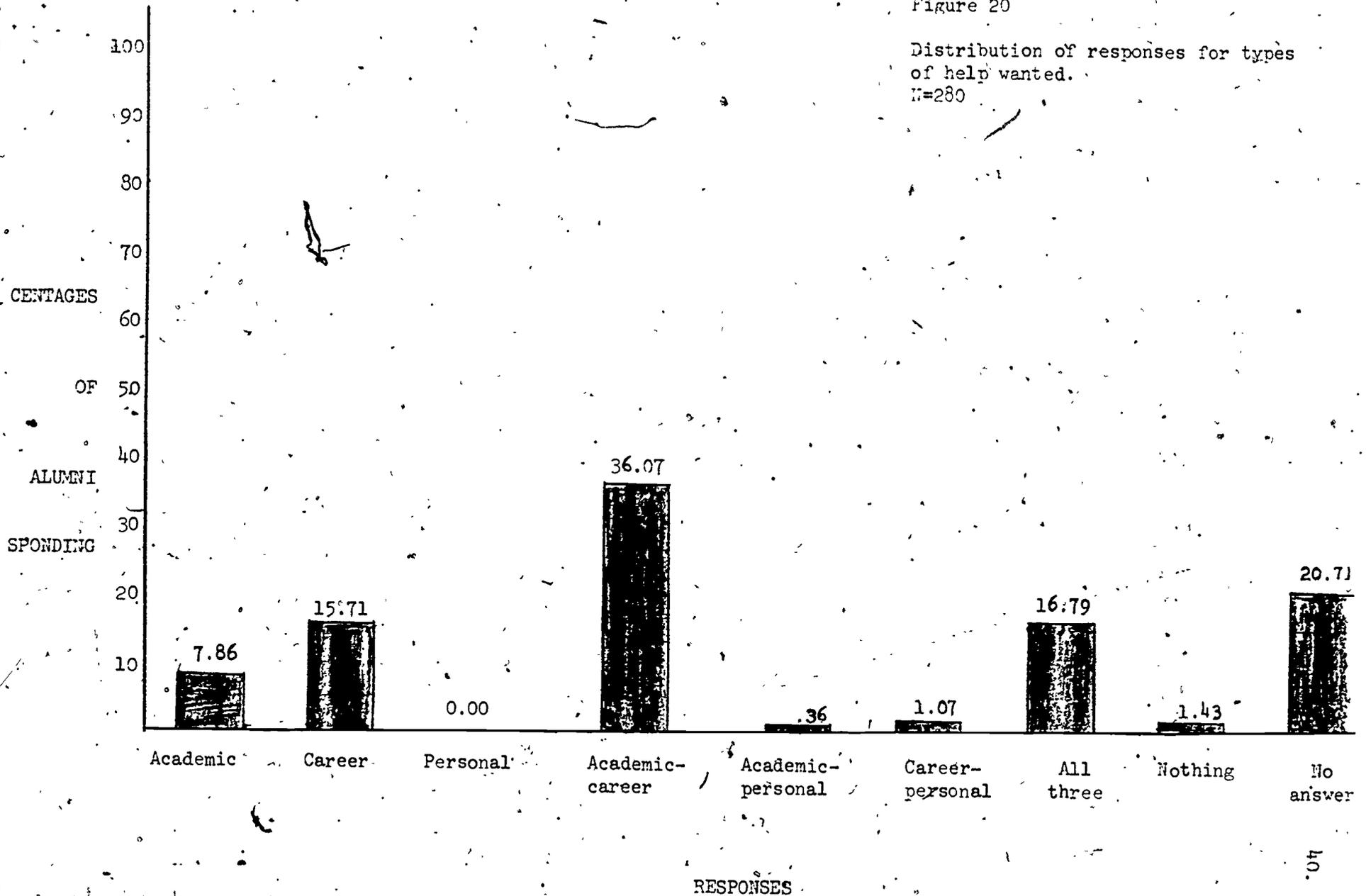
<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	22	7.86%
Career-planning only	44	15.71%
Personal reason only	0	0.00%
Academic <u>and</u> career-planning	101	36.07%
Academic <u>and</u> personal	1	.36%
Career-planning <u>and</u> personal	3	1.07%
All three (i.e.; academic <u>and</u> career-planning <u>and</u> personal)	47	16.79%
Nothing (as in "I don't need any help")	4	1.43%
No answer	58	20.71%
	<u>280</u>	<u>100.00%</u>

This distribution is graphed in Figure 20 on page 40.

A comparison of this "wanted help" distribution for alumni with the same distribution for recent graduates (Figure 12 on page 25) shows that again the distributions are quite similar; i.e., the kinds of help the alumni wanted are pretty much the same as the kinds of help the recent graduates wanted. The main differences are that more alumni reported wanting help with a combination of academic and career-planning problems and fewer alumni report wanting help on all three. Note that for both alumni and recent graduates, very few respondents report having wanted help on either personal problems, a combination of academic and personal problems, or a combination of career-planning help and personal

Figure 20

Distribution of responses for types
of help wanted.
N=280



problems. That is, for whatever their reasons are, students do not want help on personal matters or they do not feel that they should ask counselors for personal help.

In order to make a meaningful comparison between actual help received and wanted help, it is necessary to break down the "wanted help" distribution. The following distribution shows what kinds of help were wanted by those alumni who had answered that they had seen their counselors for something other than just having their schedules signed: (N=195)

<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	11	5.64%
Career-planning only	21	10.77%
Personal reason only	0	0.00%
Academic <u>and</u> personal	1	0.51%
Career-planning <u>and</u> personal	3	1.54%
Academic <u>and</u> career-planning	85	43.50%
All three	36	18.46%
Nothing (as in "I don't need any help)	3	1.54%
No answer	35	17.95%
	<u>195</u>	<u>100.00%</u>

This distribution is graphed in Figure 21 on page 42.

Note that this distribution of wanted help by alumni differs greatly in some but not all respects from the distribution of help wanted by recent graduates (Figure 13, page 27); a much larger percentage of alumni report having wanted help with a combination of academic and career-planning problems than did the recent graduates. Perhaps having been out of Cypress for a year gives the alumni a slightly different perspective with respect to what types of counseling are needed.

For the remainder of the alumni sub-population, i.e., those who reported that they did not see their counselors for something other than having their schedules signed, the distribution of responses to this same question about what they would



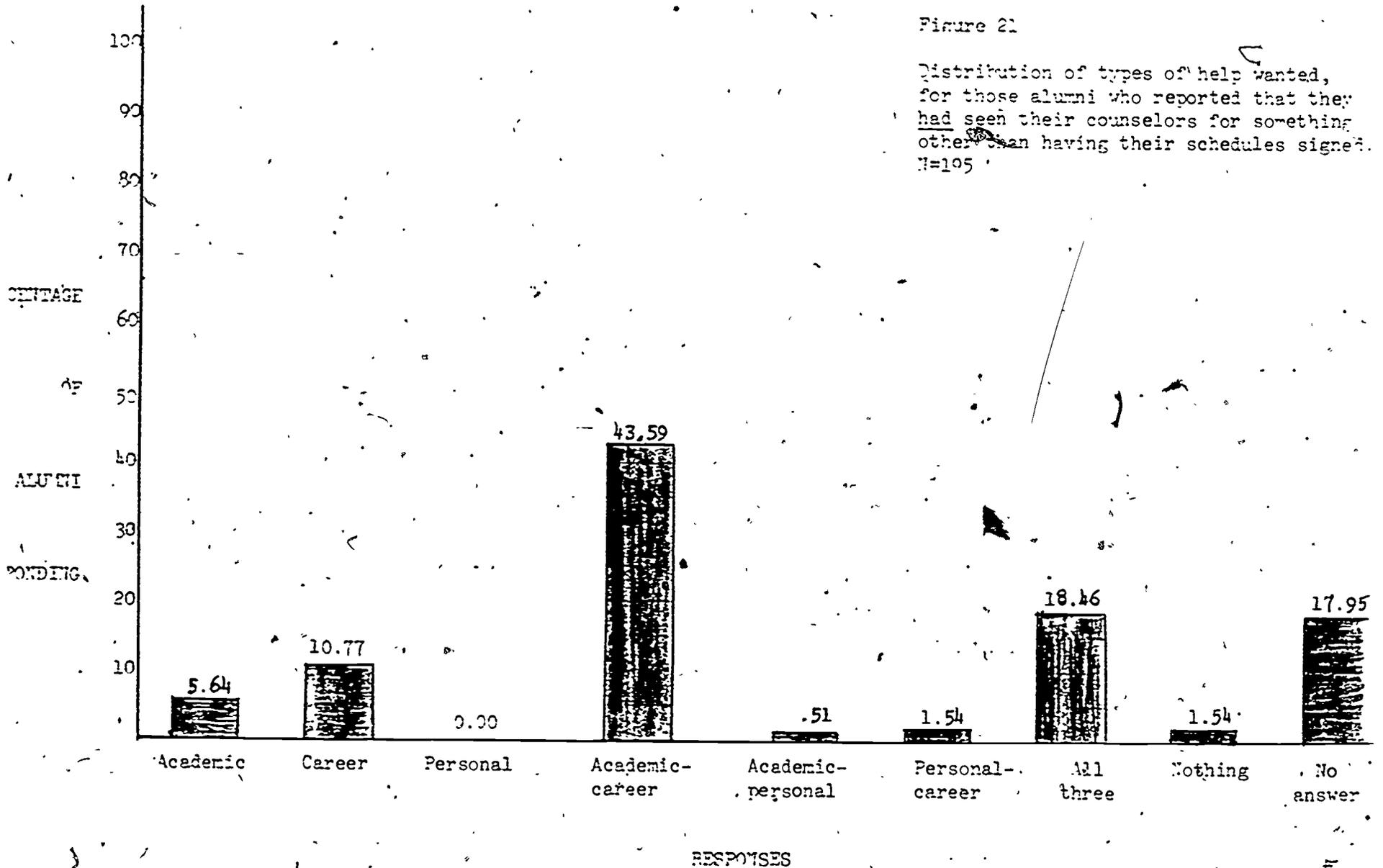


Figure 21

Distribution of types of help wanted, for those alumni who reported that they had seen their counselors for something other than having their schedules signed. N=105

have liked to have seen their counselors for follows: (N=85)

<u>Reason</u>	<u>Frequency</u>	<u>Percentage</u>
Academic only	11	12.94%
Career-planning only	23	27.06%
Personal reason only	0	0.00%
Academic <u>and</u> career-planning	16	18.82%
Academic <u>and</u> personal	0	0.00%
Career-planning <u>and</u> personal	0	0.00%
All three	11	12.94%
Nothing (as in "I don't need any help)	1	1.18%
No answer	23	27.06%
	<u>85</u>	<u>100.00%</u>

This distribution is graphed in Figure 22 on page 44.

Note that although this group consists of those alumni who said that they did not see their counselor for anything other than having their schedules signed, that nonetheless over 70% of them named reasons for which they would have liked to have seen their counselor. With respect to reasons why they did not see their counselor for this wanted help, one can only list several possibilities: either they did not realize they needed these types of help at the time they were students and are now answering from the perspective of a year later, or perhaps they for some reason did not feel they could ask their counselors for these types of help, or perhaps they asked but did not receive it for some reason, such as the heavy counseling load.

The alumni were next asked about their perceptions of the value of decentralized counseling through the following question?

Do you feel that having the counselor right there in your House helped you?

The distribution for the entire sub-population follows: (N=280)

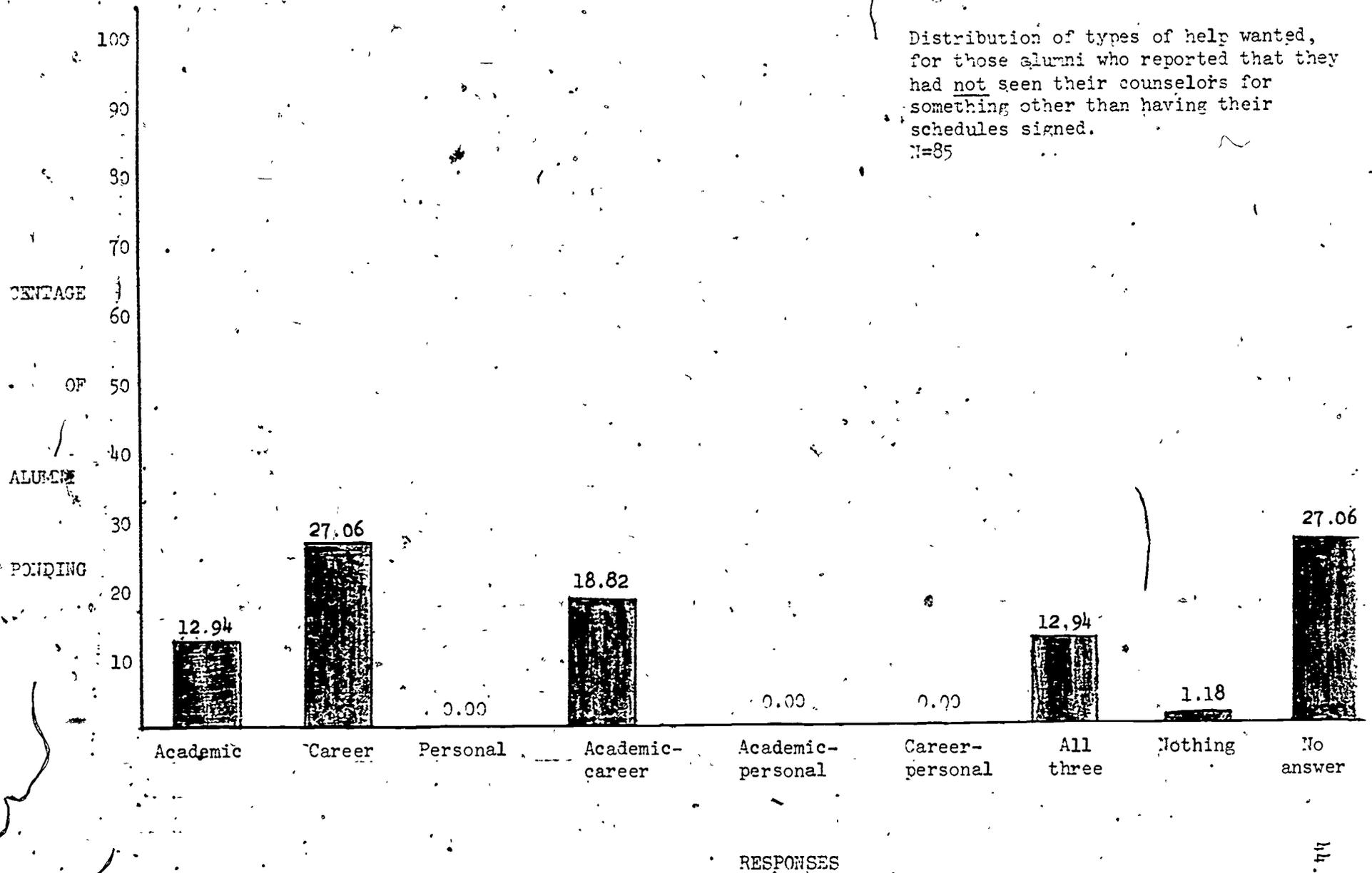
<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	189	67.50%
No	77	27.50%
No answer	14	5.00%
	<u>280</u>	<u>100.00%</u>



Figure 22

Distribution of types of help wanted, for those alumni who reported that they had not seen their counselors for something other than having their schedules signed.

N=85



This distribution is graphed in Figure 23 on page 46.

Note that approximately 2/3 of the alumni felt that having the counselor right there in the House did help; this is slightly lower than the percentage of recent graduates who felt that having the counselor in the House was of help (see Figure 15 on page 31).² A possible reason for the slight difference between the two proportions may be that at the time some of the responding alumni were here, fewer Houses were completely set up, so that the effects of having the counselor there in the House were not yet fully felt.

If we again divide up the sub-population into two parts, consisting of those who said that they did see their counselor for something other than having their schedules signed and those who said they did not, we can see some differences between these two groups with respect to their perceptions of the value of decentralized counseling:

1. Those alumni who said that they did see counselor for something other than having their schedules signed: (N=195)

Do you feel that having the counselor right there in your House helped you?

<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	143	73.33%
No	46	23.50
No answer	6	3.08%
	<u>195</u>	<u>100.00%</u>

2. Those alumni who said that they did not see counselor for something other than having their schedules signed: (N=85)

Do you feel that having the counselor right there in your House helped you?

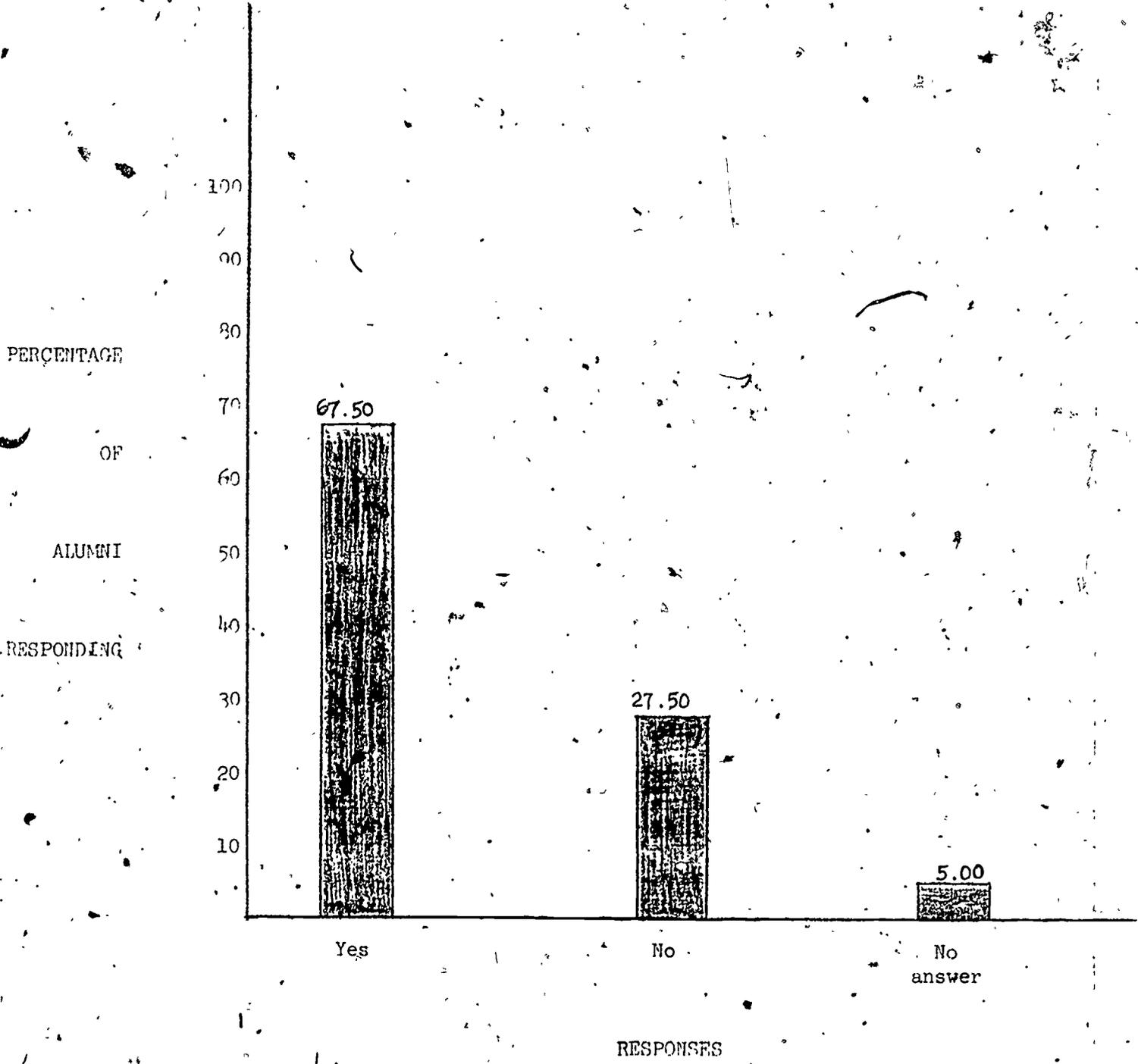
<u>Response</u>	<u>Frequency</u>	<u>Percentage</u>
Yes	46	54.12%
No	31	36.47%
No answer	8	9.41%
	<u>85</u>	<u>100.00%</u>

² Again, we cannot perform tests of significance of the difference of these proportions because we do not have a random sample and therefore cannot make use of the sampling distributions.



Figure 23

Responses to question "Do you feel that having the counselor right there in your House helped you?". Distribution for entire sub-population of alumni.
N=280



These distributions are graphed in Figure 24 on page 48.

Note the large differences between the two groups: a much larger percentage of those who had said that they did see their counselors for something other than having their schedules signed found that having the counselor in the House helped than those who had not seen their counselor for something other than having their schedules signed. Note that the same differences occur in the sub-population of recent graduates (see Figure 16 on page 33); apparently, those who actually do get to see their counselors for help beyond having their schedules signed find that this help is easier to get by virtue of having the counselor right there in the House.

In summary; in this survey of students who were eligible for graduation in June, 1975, about 70% of those who responded said that they had seen their counselor for something other than just having their schedules signed. Of these, about 87% received help either in an academic area, a career-planning area, or a combination of academic and career-planning problems, while only about 9% received help on all three. In contrast, this same group (those who had said that they had seen their counselors for something other than just having their schedules signed) reported that they would like to have less help on "academic-only" problems and much more help on the combination of academic and career-planning help. Of this same group, about 3/4 of them felt that having the counselor right there in the House did help. About 30% of these alumni reported that they had not seen their counselor for anything beyond having their schedules signed; of this group, over half said that they would have liked to have gotten help either in academic areas, career-planning areas, or a combination of the two. For the entire sub-population of these alumni, none of the respondents felt that counselors should help them with personal problems only, and only about 2% felt that counselors should help them with either a combination of academic and personal problems or a combination of career-planning and

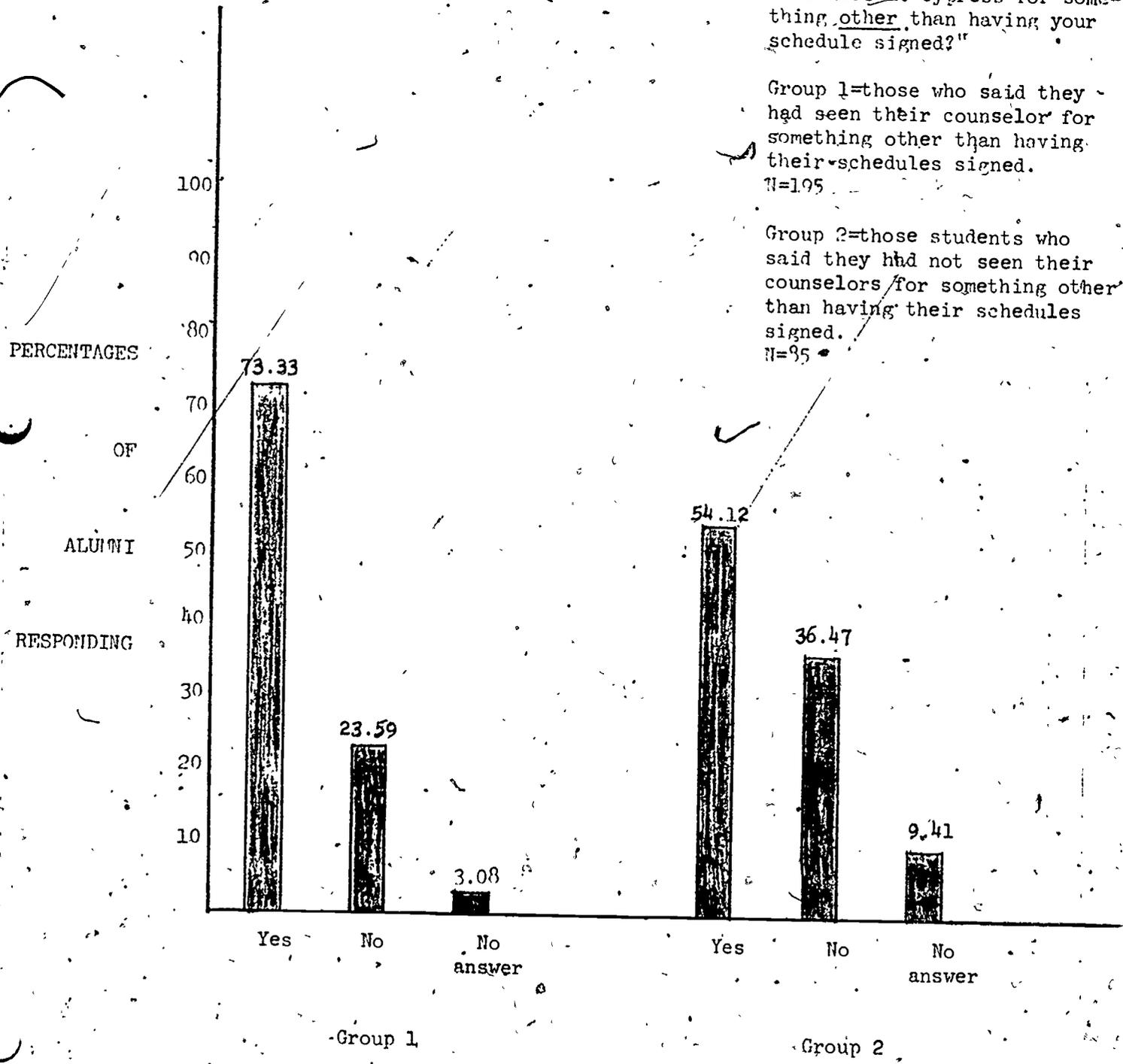


Figure 24

Responses to question "Do you feel that having the counselor right there in your House helped you?", broken down by response to question "Did you see your counselor while you were here at Cypress for something other than having your schedule signed?"

Group 1=those who said they had seen their counselor for something other than having their schedules signed. N=195

Group 2=those students who said they had not seen their counselors for something other than having their schedules signed. N=95



personal problems. The same is true for the sub-population of recent graduates (see Figure 12 on page 25); apparently students either do not want help in personal areas or they do not feel they should ask for such help.



6 Students' comments on counseling

This section will present all those comments made by all respondents dealt with in this report when these comments pertain to counseling. As mentioned earlier, the sub-population of students attending the graduation rehearsal did not have time to write comments as the questionnaire was administered during the rehearsal; therefore these comments come from those students who were eligible for graduation this June and those who were eligible for graduation in June, 1975. The cover letter sent to the alumni was sent jointly from the Office of Counseling and the Office of Institutional Research; therefore, many of the comments naturally dealt with counseling. The questionnaire mailed to the recent graduates was sent out only by the Office of Institutional Research and dealt with many other topics (mainly the House Plan) than counseling; nonetheless, most of the comments still pertained to counseling, which indicates that students perceive counseling as an integral part of the House Plan, and perhaps some students even identify the recentralization of counseling services with the House Plan.

These comments are presented in their entirety. The comments below include all comments except those which came from a group of questionnaires sent out with a cover letter which included a strong statement of confidentiality; therefore, the latter cannot be included. They were, however, taken into consideration in the summary to be found at the end of this chapter. Furthermore, these comments are presented in purely random order, with those from alumni mixed in with those from recent graduates, for maximum protection of the respondents' identities, Counselors' names have of course been blanked out. Sentences in parentheses are my explanations.



All underlinings or emphases or punctuation are the respondent's.

(In response to question "What do you feel your counselor should have helped you with?"). They do not have the time or qualifications to psychologically counsel students!

_____ was an excellent counselor.

Programs could be strengthened by better counseling!. Got absolutely no positive action or assistance from my counselor. Did see _____ (instructor) once, got better help from him and he helped me more than my own counselor.

When I first arrived at Cypress, I was lost in what I wanted to learn, do, and seek as an education goal in my life. In spite of the exam given to me on what my scholastic and interest patterns conformed to. I still didn't know what I wanted. I always had a desire to learn and study in the field of _____, _____, and _____ --as an adolescent. So it was from there that I went for that goal - political science was all you had to guide in that direction - and the counselors only set prescribed classes in that line. It is still my same dilemma today going to _____ (4-year school). In my opinion, perhaps, in order to strengthen your program, maybe a full counseling guide and program into the careers and all the necessary information to those careers, showing what society today needs, where one could unscramble his mind, and know exactly what he could do according to his ability. Somewhat like the service does to fit personnel into what they could do, and offering an in-depth program of many fields in action, rather than through a catalogue. Perhaps that is what you do now, but, at the time I was attending it was not so. I had the feeling that everyone was supposed to have had their career picked out before applying to school, and the counselors worked from there. If they didn't, undeclared majors was the answer to pick one out later. I hope I have explained one point of weakness that I feel could be strengthened. If not I would gladly re-explain later, if you would like me to.

I did not feel that even with a House counselor I was adequately advised or that the counselor was in any way concerned with me. This may be due to a heavy counseling load, however, as I have commented under "Counseling" the counselor was not qualified to advise me on my program. In addition, I feel he made no effort to find out what was required by the state colleges. I did all the work myself: (Same respondent's comments later in questionnaire); Counselor was not adequately prepared to counsel me, in fact I had to do all the seeking of information. This should not have been necessary as the program I was in was to be coordinated between the community college and the 4-year state college.

Of all the faculty at Cypress, my counselor _____ was the most helpful to me in obtaining my objective.

Counselors could have been more helpful, other than that Cypress is a very good, pleasant school. I would have preferred to start and end college at the same school because it would eliminate the problems of transferring and getting involved in college all over again.

When I went to see my counselor, I was lucky to get 5 minutes. She was just too busy and absolutely no help to me at all. It wasn't her fault, merely the fact that she had a thousand other things to do.

My counselor was terrific and helped me out a lot.

Work should be done on organization of the counseling of evening students and those who are going to transfer to a 4-year institution.

(In response to the question "Do you feel that having the counselor right there in your House helped you?" Student checked "yes" then wrote in the following:) If I could ever get in to see her.

Really thought the counselor did her job.

Having the counselor in your house is convenient location-wise, but it seemed that some counselors are too busy talking with another counselor or going to lunch to take a few minutes to answer a couple of questions. This really turns me off. I understand that counselors are busy people with a student body of 12,000; but if a student can't get help or is put off because of lunch, it makes the students feel like the counselor isn't really interested.

When I left Cypress, I was under the impression that upon receiving my A.A. degree and doing all general ed requirements, I would be a junior in standing. However, when transferring, many units were lost and I'm only a sophomore (when I transferred). Perhaps I should have asked more, but I think the counselor should be sure that a person knows exactly where he or she is at.

_____ was very helpful to me during the past year.

(In response to question "Do you feel that having the counselor right there in your House helped you?" student answered "no", then added:) He was not in my house, you need a plan for teacher education!

Upon transferring to _____ (4-year school), there was a distinct change in the attitude of the future of the students careers. They always spoke positively about using this education in the student's major/career. At Cypress, it was as if many of the students would not reach their career objectives...It was rather negative. (It is not clear whether this respondent was talking about students' attitudes, teachers' attitudes, or counselors' attitudes; however, it is included on the chance that perhaps the student was talking about counselors.)

I don't have any ideas at the moment on how the programs could be strengthened but I would like to say something. My counselor _____ was great. He was a lot of help to me in planning my schedules and which courses to take. He was also a great deal of help in planning which college to go on to. _____ (another counselor) also gave me a job recommendation once. He is a very nice man. Another thing that totally amazed me was that he knew almost everyone's name. He knew mine after I saw him only one time. That's a pretty good feeling when you are all alone in a big place at first.

I never saw him/her (referring to counselor). When something was to be signed, I simply gave it to the secretary. I would like to qualify all my remarks on this section by stating that I knew exactly what I wanted from Cypress and how to go about getting it. I had no need for a counselor.

Re my failure to graduate on schedule: at registration for spring semester, I applied for graduation. However, an evaluation showed that I was short of 60 units and needed 6 units of _____. So, this past year at _____ (4-year school), I completed these courses. And, at the last spring registration, I again applied for graduation. Now I am told that I need 3 units of social science. WHY WAS I NOT TOLD THIS A YEAR AGO????? Apparently what the IDIOTIC evaluator did was read down the list of requirements, came to some I was short of, then just stopped there, not checking if I was short anything else. And so, thanks to the careless, brazen ignorance on the part of the evaluator(s), I must wait another year to possibly graduate. THANKS A LOT!! (All capitals, underlinings, and punctuations are as the respondent used them.)

_____ gave me a great deal of help and advice.

I've had little experience with counselors, but I consider most of the useless bureaucrats. However, _____ was exceptional in being friendly and helpful with me. I honestly believe he cared about me - a true rarity in itself!

My counselor was of little help about the _____ program at _____ (4-year school). I had to make two trips up there to obtain needed information. _____ (instructor)-knew more than he (counselor) did.

I am proud to have been a student at Cypress College, and even more proud to be a graduate of this wonderful school. - It took many years of confusion and fumbling around in the Calif. State University system and others to start me off, but I never really found myself as a student until I attended Cypress College. At Cypress, I found helpful counseling services, excellent facilities, and quality of instruction which never was visible to me at _____ (4-year school) and also just as invisible at the University of _____ (4-year out-of-state school). Although I currently have a good job, Cypress helped me to prepare myself for a better one. I now maintain a 3.5 GPA at _____ (4-year school) and I know that I want my _____ (name of major) degree and will get it soon.

The counselors with whom I came in contact with were not helpful - all preparation for general ed requirements, graduation, and transfer requirements were done on my own.

Although _____ is quite amiable and friendly, she is not familiar with requirements for continuing one's education. She gave wrong advise as to classes one needs. It seems to me that the entire Cypress counseling program could be improved.

I did not know until my last semester at Cypress that counselors were assigned by major. For 5 years at Cypress my counselor was a _____ (name of major which was not student's major) counselor.

I was disappointed with the counseling in preparation for a state university. I didn't get the answers I needed in relation to my lower division units and had to search out my own resources. By luck, with no help from my counselor, I transferred with a very good lower division record. May I suggest that all counselors become familiar with the Liberal Studies requirements for prospective teachers.

I like the idea of the counselor associated with a house. They are readily available and feel part of the activity.

My counselor was most helpful. I wish to commend her.

Better counseling for _____ (name of program) students who are striving for their degree.

I like my counselor very much. Really helped me a lot. A LOT!! Best counselor I ever had in all the years in school. I thank all my teachers and _____ (counselor) for two years at Cypress. They were great.

The counseling system is worthwhile, but they have so many students it seemed easier to answer my questions through other channels. Most instructors and counselors were friendly, but the student body is not very socially active, as a majority. I would never dream of consulting a counselor on any personal problem, - unless it somehow related to college.

Counseling and teacher information was very poor in my particular major.

The house secretary was very helpful and if I wanted to see my counselor I just made an appointment or ask if she was free for a minute, but you can do that at any school. I changed my major but didn't change counselors. I feel that if all the counselors were together I could have gotten some information from them too. I'm not sure the house system served its purpose.

In response to the question "What was the name of your counselor?": He was changed so many times, I can't remember!

He was always very helpful with everything.

In my few contacts with _____, my counselor, she has never answered any of my questions accurately. I've been dangerously misinformed by her on several occasions and I feel that her position and qualifications as counselor need to be re-evaluated. For more details you may phone me at _____.

Am satisfied with the way he advised me on both subjects (academic problems and career-planning help).

I do think my counselors were great. _____ and _____ are doing a very commendable job.

Neither the counselors at Cypress or _____ (4-year school) gave me all the necessary information I needed as to what I needed academically or emphasized the G.E. Certification procedure and I am still corresponding trying to get an understanding of what I have and what I need.

The counseling was not really adequate enough. My counselor did not really give me a great deal of information that I couldn't figure out for myself. I ended up taking too many classes where the units were not transferable or did not meet the G.E. requirements at Cal State. Therefore, I wasted the whole first year at Cal State trying to finish my G.E. requirements. Now that they are all met I can concentrate on my major there.

At other schools, I went to the counseling center and had my choice of 20 counselors, I was not assigned to one individual or House. I'm sure many of the Cypress counselors are great but mine knew less about courses, programs, etc. that I did from reading the catalog. So I never went back.

I thought the counselors and staff at Cypress were terrific. Many schools have the attitude of just daring you to get in. Cypress faculty and counselors helped you with everything. I really appreciated it.

My counselor, _____ is exceptional. His friendly and caring attitude is refreshing in an educational institution. I am now preparing to become a counselor myself, and feel he has been a great model for me.

I completely loved Cypress and everything about it. Also, I very much appreciated the counselors and others who were there to help and who were concerned. That was one thing I missed very much on transferring to _____ (4-year school). It was very difficult at _____ (4-year school) at first and it was even more difficult to find someone to help.

When I enrolled in the _____ program, my counselor was _____ - he and _____ (another counselor) were very helpful getting me off to a good start, therefore I had little need for a counselor from on except to sign my schedule.

The program at Cypress could be strengthened by having the counseling department serve the students' need better. I found that the counselors are not available enough. Even when I got to see my counselor, concerning academic problems, it was only for 5 to 10 minutes at a time, because it was time for his lunch hour, or a special meeting, etc.. It always took several visits to have just a few questions answered. Also, the Guidance 40 class should be improved. When I took the course, it helped me very little if at all. The course should teach the student how to decide which courses to take, and in what order. Also, transfer students should be warned that some courses required for an AA degree are not applicable toward a BA degree.

Counseling at Cypress is lacking. Had I been properly counseled, I could have cut my time in upper division college much shorter. I don't feel my counselors really knew what I would be needing to fulfill requirements for a senior college and therefore I wasted a lot of time and units at Cypress.

Shortly after the opening of Cypress College, I attempted to resume studies interrupted in the 40's - was quickly discouraged by what seemed to be overwhelming requirements and lack of information. Stayed on work treadmill until Cerritos College offered organized major in my field of employment. I pursued the course of study, completed all that was offered in my major plus general ed requirements, only to have the rug pulled out from under me when

Cerritos "discontinued" the major by not offering further classes! Decided to try Cypress again (just to keep study habits active) because it is so close to work and home. I studied the catalog and realized I was closer to a degree than I thought, providing I could convince the powers that be. I talked to seven different counselors, received seven different answers (counseling for night students borders on the ridiculous). Finally, I took a day off for an appointment with Mr. Bales, was given the go-ahead for my plan, committed myself at work for an A.S. in June. Counselors at registration were courteous, kind, prompt, friendly, confused and somewhat hesitant. My needs were simple: sufficient acceptable units to complete requirements for A.S. not A.A. The catalog offered it - the counselors did not know about it. I moved around from one to the other and found one I could bully into approving my program. (Did this both semesters and again when I applied for graduation - finally had to appeal to Mr. Bales who redirected me to the proper authority). Anyway - I graduated. I enjoyed the campus, classes were most interesting, instructors were prepared and challenging, facilities were convenient, I recommend the college to any who ask. I have one sincere suggestion - please do not treat the night student as a second class citizen. Offer some identity, some cohesive program - above all, provide equal counseling opportunity.

I felt my two counselors were the very best, for every time I had a problem they always seemed to get it straightened out for me. They know their work very well.

She would not see me - too busy. I was unhappy. (Later in questionnaire, in response to question "Do you feel that having the counselor right there in your House helped you", this same respondent checked "yes", then wrote in): Except she was so busy she didn't have time on two occasions.

_____ was excellent!

The problem is not the house plan, but poor counseling.

I do not wish specifically to knock counselors, but on returning to school after an absence of 15 years I really needed help. My first counselor was no help at all. Much information came from other students. Also when I had graduated and wanted to enter _____ (4-year school), I found I was not qualified to enter the _____ program and needed 3 classes which could have been taken at Cypress. I am currently enrolled at both places now, taking those classes.

As a part time student, I did not require help. When I began at Cypress, the counselors were very helpful and my program was established. I have on one or two occasions asked help of a counselor regarding a detail or two and they were very helpful.

He helped me with everything I asked help for.

She is great!

The counselor can only advise, the student himself takes the initiative.

My only complaint with my counselor is that he was often in a meeting or on his way to one and wasn't available as much as I thought a counselor should be.

On one occasion I had to provide a counselor with the academic requirements - he had no knowledge of what he was doing and freely admitted this.

(In response to the question "Do you feel that having the counselor right there in your House helped you?", student checked "yes" and then wrote in the following:) but they are too busy when you need them.

(In response to the question "What was the name of your counselor?"): I don't remember. My assigned counselor did not know enough information that he should have.

_____ was very helpful for numerous problems with records and confusion with transcripts, etc. I have not found this to be true with counselors I have had in the past. _____ was sympathetic to my goal frustrations and took action to help me handle small details toward meeting graduation requirements. A real person.

Without my counselor I would have never made it.

I have been fortunate in having _____ as a counselor. She is sympathetic, warm, and encouraging.

I feel my counselor made himself easily available and fulfilled all the needs of mine.

The reader should be aware that the subsample of comment-writers is probably bi-modally distributed; i.e., only those who had extremely pleasant experiences or extremely negative experiences will bother to write comments, with the distribution probably being skewed towards those who had negative experiences. That is, this

sampling of comments probably greatly overrepresents those students who had negative experiences, somewhat overrepresents those who had very positive experiences, and greatly underrepresents those whose experiences were somewhere in the middle of these two extremes. There are, however, certain recurrent "themes" running through these comments, some of which are listed below:

1. Some evening students feel that they are not receiving the same sorts of services as do day students, and they further perceive this as a lack and sometimes as a discrimination against extended day students.

2. There is apparently a category of older students who do not feel the need for counseling; however, not all of the older students feel this, since several of the most vociferous comments on the needs for strengthened counseling came from older students.

3. Among the rest (i.e., all others besides those few older students who do not feel they need counseling), there appears to be absolutely no doubt in their minds that counseling functions are needed, and desperately needed. That is, the complaints were not that students were forced to see a counselor, but rather that students wanted and needed to see counselors who were not always available, and furthermore wanted and needed help and information which weren't always available.

The requests and suggestions for improvement were not in the direction of reducing or eliminating counseling functions, but rather in the direction of expanding and improving them. Even the most negative of the comments displayed anger at not receiving adequate or enough help, and thereby displayed the complainer's underlying belief that he or she was not receiving a service that he or she needed and expected. Apparently students, particularly the younger ones, do feel that counseling functions are not only valid but also vital.

The two major sources of student annoyance with respect to counseling seem to be the following: (1) difficulty in getting to see counselors. This undoubtedly is

partly caused by the fact that students want to see counselors at certain times of the year, as for registration, and at certain times during the day, i.e., mostly in the morning. These two factors probably cause "jam-ups" during which large numbers of students are making time demands on the counselor over a relatively small period of time. From the student's point of view, however, he or she does not perceive the situation this way, but rather as "the counselor is always too busy to see me," or "I never could get in to see my counselor," etc. (2) difficulty in obtaining information either about Cypress's graduation requirements or about transfer requirements. Again, what probably causes part of the problem is that at certain times of the year, large numbers of students are demanding extremely detailed, specific information from the counselor during a relatively small period of time, and furthermore, they probably expect the counselor to know and to tell them in detail about any of Cypress's programs about which they might ask, or transfer requirements to any given 4-year school in which they are interested. Given the counseling load, this may very well be an unrealistic expectation on the part of the students; however, from their point of view, they expect to receive this sort of information and are disappointed when they don't get it or when their counselor tells them to look it up in the catalogs. Both of these sources of student complaints about counseling are ultimately attributable to the extremely large counseling loads. It is therefore obvious that would be the best for the students (and also from the students' point of view) would be a lessening of the counseling loads, which could probably be achieved either through the hiring of paraprofessional help or through the hiring of additional counselors.