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Counselor and Black Student Perceptions of the Skills, Knowledge and Practical Experiences Needed by Counselors Who Advise Black College Students

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COUNSELOR AND BLACK STUDENT PERCEPTIONS OF THE SKILLS, KNOWLEDGE AND PRACTICAL EXPERIENCES NEEDED BY COUNSELORS WHO ADVISE BLACK COLLEGE STUDENTS

by

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Recent census data reveal that 11.7 million students are enrolled in American higher education and of this number, approximately one million are blacks. Many black students encounter a myriad of adjustment problems on the campus. They are plagued with problems over and above the usual adjustments that many students, regardless of their racial or ethnic background, must make.

Professional counselors who provide services for black students on the college campus need graduate training that addresses the special needs of black students. This study identifies counselor and black student perceptions of the knowledge, skills and practical experiences needed by counselors who advise black college students. This study involves 53 counselors and 242 black students representing 28 institutions of higher education from the Chicago metropolitan area.

The results of this investigation reveal that agreement exists between students and counselor regarding the importance of several key variables: ability to work cooperatively, good communication skills, understanding of black student needs, effective counseling skills, knowledge of financial aid programs, and academic advisement skills.

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VITA

The author, Richard L. Pullin, is the son of Earnest and Eleanor Pullin. He was born on November 17, 1940, in Birmingham, Alabama.

His elementary education was obtained in several Army-based schools throughout five states. His secondary education was started at Wendell Phillips High School in Chicago, Illinois, and completed in 1960 at Highland Park High School, in Highland Park, Illinois. He received his Bachelor of Science degree in 1969 from the University of Illinois (Chicago). In 1974 he completed his master's degree at the University of Illinois (Chicago). In September, 1977, he began his doctoral studies at Loyola University of Chicago.

From 1971 to 1976, he was employed by the Metropolitan YMCA College (Director of Developmental Education). After leaving the YMCA system, he was employed with the Minority Economic Development Systems (MEDS) as Director of Counseling and Vocational Education from 1976 to 1978. He served as Career Education Specialist from 1978 to 1981, with Chicago City-Wide College. From 1981 to 1987 he has been employed with the Chicago's Department of Human Services as Educational and Business Consultant and Social Worker with the (pre-school) Parent Child Centers.

The author has developed three community-based young men's leadership training programs at Robert Taylor, Chicago Housing Authority (CHA); developed Infant Mortality Reduction Initiative Program focused on male's role and involvement and Chicago Urban League's "Black Leadership Strategies" (co-authored).

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CHAPTER I

INTRODUCTION

Enrollment trends in American higher education during the last 20 years reveal that black student enrollment patterns in the nation's colleges and universities have increased significantly among the general student population. According to the U.S. Bureau of the Census (1980) there were 227,000 black students enrolled in American colleges and universities in 1960 out of a total student population of 3,570,000. Based on these figures, blacks composed 6.5% of the total student population. However, the most recent data available (U.S. Bureau of the Census, 1981) reveal a total of 11,734,000 students enrolled in American higher education. Of this number, there are 1,133,000 blacks representing 10.3% of the student population.

As a group new to higher education, black students can be expected to experience difficulty in facing the academic and social challenges of higher education. Rugg (1982) suggests that since a large number of minority students graduate from secondary institutions without having acquired requisite academic skills for college-level work, an increase in college probation and dropout rates can be anticipated. The key to improving retention for minority students is in assisting them to maintain their academic eligibility (p. 48). Sven (1983) states that "the attrition rate of black college students on predominantly white campuses has been substantially higher than

that of white students" (p. 22). He believes that academic factors may account for as much as half the variance in attrition. Adding to this, several studies reveal that students themselves identified the following problems in managing and coping with their marginality in integrated institutions of higher education: loneliness, alienation, financial problems, lack of adequate preparation for academic competition, hostility, prejudice among students and staff, and racial discrimination in the hiring of black staff. They felt that they needed role models and a support system within the university (Jones, 1979; Smith, 1979).

Several researchers stress the importance of sociopsychological factors, such as alienation, in playing important roles in causing higher dropout rates among black students. Peterson and Rodriquez (1978) observed that minority students perceive university and community activities in a predominantly white campus as directed toward white students. This approach results in feelings of anger, frustration, and helplessness among minority students. These students may respond to the stress by leaving the university. Remsik (1979) pointed out that, when entering college, black students experienced a much more severe culture shock than white students (p. 118). Others (Cortina, 1980; Goodrich, 1980) also believed that alienation was a significant factor in black college student attrition.

In examining the relationship between alienation and attrition among black students within a predominantly white university environment, Sven (1983) measured three distinct dimensions of alienation: meaninglessness, powerlessness and social estrangement.

Meaninglessness is defined as a loss of direction as to one's purpose and meaning in a university. Powerlessness is a feeling of lack of control over one's own life in the university and social estrangement is the feeling of loneliness.

Gibbs (1979) argues that a major factor affecting the quality of black students' college experience is the lack of congruency between the students' expectations and the expectations of the institution. These incongruencies are reflected in a series of shared implicit and explicit expectations held by administrators as they relate to black students: a) that they would become absorbed in the university community without any substantial modification of existing program structure; b) that they would be able to compete effectively with white students whose academic preparation, achievement test scores and study skills were generally superior; c) that they would be assimilated into campus social, cultural, and recreational activities with no consideration given to socio-cultural differences; and d) that they would be grateful for having the opportunity to obtain an integrated education (p. 18).

On the other hand, black students' expectations were less clearly definable, partly because they were primarily first generation collegians and partly because their cultural experiences had not prepared them to negotiate with large, impersonal bureaucracies. However, they did share certain expectations: a) that institutions would be very flexible in responding to their individual and group needs; b) that college and academic work and standards of evaluation would be a continuation of high school courses and grading standards

rather than more qualitative and quantitative competence; c) that there would be a greater diversity of and tolerance for a broad range of activities, interests and life styles, including those that reflected their African-American cultural heritage and ethnic identity; d) that they would have greater contact and involvement with the black community near their institutions; and e) that there would be a mutual process of adjustment and accommodation between black students' interest and needs and institutional responses (Gibbs, 1979, p. 64).

Although several authors have associated many of the problems of accommodation and adaptation with late adolescent development, they indicate that black students more frequently experience severe identity conflicts, which were exacerbated by membership in a minority group; interpersonal difficulties which were often related to their perceptions of discriminatory treatment; and academic anxiety which was linked to their feelings of insecurity about their ability to survive successfully in a very competitive academic environment (Lowery & Associates, 1982).

Gosman, Dandridge, Nettles, and Thoeny (1983), in investigating the influence of race and other student and institutional characteristics on college student performance, maintain that although race may not be a significant predictor in determining student progress, colleges and universities would do well to rethink special retention and counseling programs designed especially to serve minority group students. Retention programs will in all likelihood be more effective if they are designed around those characteristics each

institution finds to be directly related to the performance of its particular students (p. 234). As suggested by Bridges and Farrell (1982), the enrollment of culturally different and academically disadvantaged students has added a unique dimension to the college retention problem. These students have characteristics quite different from those of students who were accepted under traditional standards, and they require special assistance in order to achieve success.

Given the multitude of problems faced by black students in higher education, the campus counselor necessarily serves an important role in helping these students adjust to college life. Research has revealed that the counselor can be effective in combating the problems of blacks in the higher education setting in several ways: sensitizing institutions of the need to reassess and reaffirm their commitment to black enrollment and retention; planning and implementing special programs for minority students; monitoring the internal climate of the institution to foster an environment that encourages interracial communication and contact at all levels; strengthening ties with secondary schools to develop large pools of able black students; and finally, increasing the fit between black student backgrounds and goals and institutional resources and priorities (Peterson & Rodriquez, 1978, p. 262).

Purpose of the Study

The purpose of this study is to investigate counselor and black student perceptions of the skills, knowledge and practical experiences needed by counselors who desire to effectively counsel black college

students. The study provides data that will sensitize counselor educators and counselors-in-training to the skills, knowledge and experiences needed by counselors who plan to work with the black student population in higher education settings.

The following skill, knowledge and experience variables are investigated: communication skills, decision making skills, needs assessment skills, individual and group counseling skills, grantsmanship skills, program development skills, staff training skills and academic advisement skills. Also investigated are knowledge levels about research design, professional standards and ethics, institutional goals, professional trends, student financial aid, testing and measurement, career planning and placement, and African-American History. Additionally, other variables include institutional cooperation, counseling strategies, articulation of student concerns, fundraising techniques, student discipline, counseling theory, community networking, supervised programs focused on black student issues, and crisis resolution.

In investigating these variables to determine their significance in the advising of black college students, counseling professionals and black students were surveyed since an examination of the professional literature revealed a lack of research on contemporary black student perceptions of their counseling needs and the training needed by counselors who serve them.

Significance of the Study

A review of the literature reveals that research focusing on the skills, knowledge and experience needed by counselors who advise black

college students is practically non-existent. The professional literature, however, does consistently reveal that black student enrollment continues to be a concern of the higher education community. If one assumes that counselors are crucial in influencing the performance of students in higher education, then appropriate counselor training must be carefully designed. This study could serve as a reference for faculty who design the curriculum for counselor training programs. The results of the study will also assist campus counselors in becoming more cognizant of what black students themselves feel counselors should know and what skills they should have.

Summary

Black students are enrolled in substantial numbers in American higher education and most of these students encounter a myriad of problems. This segment of the student population in higher education continues to be plagued with problems over and above the usual adjustments that many students, regardless of their racial or ethnic background, must make. Black students on the campus face issues unique to the black experience such as racism, socio-cultural differences, economics, and identity awareness.

Counselors who provide services for black students on the college campus are in need of training that addresses the special needs of black students. The purpose of this study is, therefore, to investigate those knowledge, skill and experience areas that will effectuate counselor competency in assisting black students.

The remainder of this dissertation is organized in the following

manner: Chapter II provides a review of the literature pertinent to the study. Specifically, the focus will be on the role and functioning of the professional counselor in the higher education setting, the special needs and problems of black students in higher education as they relate to the counseling function, and skills and experiences needed by counseling professionals in higher education and graduate preparation and training appropriate in serving black students in higher education. Chapter III provides a description of the method, instruments, and data analysis used in this study. The research findings are presented in Chapter IV. Finally, Chapter V summarizes the study and provides conclusions, implications and recommendations for future study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides a review of professional literature in three areas relevant to the research objectives: a) the role and functioning of the professional counselor in the higher education setting; b) the special needs and problems of black students in higher education as they relate to the counseling function; and c) skills and experiences needed by counseling professionals in higher education and graduate preparation and training appropriate in serving black students.

The Professional Counselor in Higher Education: Roles and Functions

Professional counselors do not occupy a precise or unambiguous role on the college campus. Warnath (1971), in describing the nebulous nature of counseling, states that the term counseling has a variety of meanings throughout institutions of higher education.

A widely held perception by faculty, administrators and students is that counseling is any face-to-face contact between one person who is older or has some special information and any other person who needs that information (p. 9). With this common perception almost every adult in the campus environment sees himself/herself at one time or another counseling students. Faculty, in particular, often recognize little difference between their advising activities and activities of the professional counselor (p. 12). This same attitude

has been found among other student affairs staff. In fact, Delworth and Hanson (1982) propose that all student affairs professionals serve in a counselor role on the campus in one way or another. This certainly has implications of how professional counseling should be defined.

Traditionally, college counseling has been defined as that part of student personnel work in which a counselor marshals the resources of an institution and of the community to assist students in achieving the optimum of adjustment of which they are capable (Williamson, 1939, p. 124). More recently, counseling within the higher education setting has become a professional activity that provides help to students, either as individuals or in groups, in meeting their personal and educational needs for development and that is characterized by consultation, advisement, instruction and collaborative skills (Thurston & Robbins, 1983, p. 7).

In examining the role and function of the college counselor, this section focuses on college students and their difficulty in expressing the nature of their problems, diagnosing and assessing them and their lack of awareness of options. This section also discusses the college counselor's role as educator, consultant and milieu manager.

As the counseling of students assumes increasing significance in educational settings, counselors need a clear understanding of the difficulties facing students in discussing their problems. One of the most distressing situations students face is the inability to articulate clearly what their "problem" is. They do not know how to delimit it or raise the appropriate question(s). Often they do not

have the language (vocabulary) to accurately describe either the experience or the significance of the experience that is the subject of inquiry. One task of the counselor then is to provide some language and structure to assist in that articulation. If unable to identify clearly an immediate problem or its source, the students may be unaware of optional ways they can interpret events in their experience and/or alternate courses of action open to them. Thus, another task for the professional counselor is to present clear and distinct options, while also providing some criteria for selecting among competing options (Lander, 1982, p. 43).

The counselor also has the responsibility to sharpen and refine his/her ability to diagnose what the principle question is at both the objective and subjective levels; the counselor then must select the most appropriate means of addressing the problem and after the implementation of the intervention strategy, carry it out in the most effective manner possible.

Landers concludes that in an educational setting, a presumption exists that counseling is a response to student questions of discontinuities in information and knowledge and that answers to questions may facilitate student opportunities to learn. This, in turn, may minimize the chances that these difficulties may become acute to the point of developing into clinical problems. Adequate diagnostic capability will enable the professional to assess correctly when a problem falls within or outside his/her range of competence and therefore will make informed use of referral sources (p. 44).

Proper, professional counseling can help students understand and

effectively address their problem areas, which has a direct bearing on the issue of college drop-out rates. Curbing the rising level of college student attrition is a concern of the total institution--administration, faculty, staff, students and counselors. Sven (1983) emphasize the point that one approach to halting college student attrition is for institutions to adapt their program practices to the educational needs of a greater student diversity. This requires that the total institution and community share the responsibility of developing effective student support systems, especially the counseling and student services staff (p. 119).

In assisting with the development and implementation of various student support systems, the counselor functions as an educator, consultant and milieu manager. The counselor is first an educator charged with the responsibility of transmitting knowledge and skill development to the other members of the college community. The predominant group to benefit from implementation of this aspect of the counselor's role is intended to be the student population. Thurston and Robbins (1983) report that increasingly, in the last decade, the counselor has served as instructor for a broad variety of courses often designated as the "affective" curriculum. Typically included are decision making, career planning, values clarification, personal assessment, mid-life change and other such areas focusing on the process of human development. Included in the role of educator is that of academic counseling and planning, which is the cornerstone of a collegiate program aimed at student development and retention. Such counseling must be designed to provide the opportunity for each

student to develop an integrated program of study that is in keeping with his or her interests, abilities and needs. Muskát (1983) emphasizes that the purpose of academic counseling is to assist students in identifying the relationship between college courses and their own personal and career aspirations.

Another key role of professional counselors in higher education is that of consultant. As a consultant, the counselor provides a temporary service through individual, group, or organizational interventions which directly or indirectly affect the student population. Consultation, as applied to student affairs programs in higher education, could include the act of helping student affairs professionals improve their work within their own offices, and ultimately to serve students more effectively (Rademacher, May & Throckmorton, 1981). The counselor consultant can apply the consulting skill as a strategy for change allowing not only for a remedial approach but for preventive or developmental approaches as well. As consultants, counselors serve as technical advisors to other members of the college community who deliver services of various kinds to students. Included are faculty, administrators, governing boards, and members of the total community who make important policy decisions as well as, in many situations, delivering services directly to students (Thurston & Robbins, 1983). Because of their training and experience, counselors are often considered best qualified to assist in the assessment of need and in the design and implementation of educational experiences most likely to result in success for the maximum number of students in a diverse population (p. 23). As

increasing proportions of the student population evidenced learning disabilities, inadequate preparation for college-level academic work, and physical handicaps that could interfere with achievement, the need for appropriate consultative services became more acute.

Added to the counselor role of consultant, is that of milieu manager. This role consists of environmental management in order to accommodate the special needs of the student population. The counselor has the responsibility of making a sincere and informed effort to design and implement an environment that encourages each individual student to maximize learning. The strategies that may be employed are many and varied. They include such areas as the establishment of college policy, curriculum design, and instructional strategies. The counselor no longer has the sole task of modifying or redirecting student behavior so that it is more compatible with the college environment; as a milieu manager, the counselor also focuses his or her intervention strategies on the environment as an area affecting the student. In furtherance of human development theory, the relationship of the whole milieu with all its parts, and vice versa, must be symbiotic, or mutually enhancing or growth producing (Thurston & Robbins, 1983, p. 84). Thus as the individual and the group contribute to the total community, they give the community the capacity to create the conditions that contribute to the enhancement of both the individual and the group (Delworth & Hanson, 1980, p. 209).

The various roles of the counselor as revealed in this section, present him or her as a well-trained, qualified, competent

professional. But if the college counselor is to make the contribution that should be demanded of him or her, the role must be broadly perceived by those with whom the counselors share responsibility: students, teaching faculty, administrators, and other members of the college community. Even more essential, and perhaps the factor that will determine the eventual success or failure of the counseling function, is that counselors must see themselves as true professionals whose horizons and understandings reach far beyond the confines of the local campus to the broader community of fellow professionals. They must be willing and competent to assume the duties and responsibilities that are inherent in the prescribed role (Thurston & Robbins, 1983, p. 28).

In conclusion, Ibrahim, Helms and Thompson (1983) contend that the role and function of the college counselor as enunciated by the counselors and their professional associations have finally been accepted by administrators, educational systems, parents and the business community. As the counselor role and function become clearer--freed of identify issues--the profession will be able to impact society in general and not just the needs of the individual college student (p. 601).

Counseling Needs of Black Students in Higher Education

The second section of this chapter reviews literature related to the special needs and problems of black students in higher education as they relate to the counseling function. Black college students experience a variety of problems in adjusting and coping with the higher education environment. These problems include identity/

self-esteem conflict, alienation/social estrangement, unfamiliarity with the campus environment, limitations in academic preparation and development and lack of adequate financial support.

The minority student in college, much like other students, will likely experience an identity crisis (Johnson & Turner, 1974, p. 15). Interactions with college-level peers and teachers may exacerbate unresolved problems with identity and self-esteem. Minority students often realize that they have to compete with other students better academically prepared to cope with the challenge of college. They also quickly learn that their professors often times do not provide any special attention or support. In addition, myths abound about the alleged inferiority of minority schools and minorities in general (Vontress, 1971, p. 8; 1972, p. 577).

Overall, many students experience some readjustment of self-esteem when they go from being at or near the top of their class in high school to being one of <u>many</u> high ability college students. Unfortunately, some black students perceive their less than outstanding rating by white professors as just another display of white prejudice; they sometimes complain that in order to be assessed fairly, they must reject their ethnic identity and completely accept a pseudo-white character (dress, language, music, and mannerisms) (Vontress, p. 581). The minority student who is undergoing a cultural-psychological identity crisis while coping with these adjustment, needs support and assistance. Programs designed to identify and assist these students contribute to one of the central goals of higher education by assisting in the total development of the

student (Johnson & Turner, 1974, p. 41).

Haettenschwiller (1971) explains that black college students experience tensions in the process of what may be described as coming to terms with oneself. These tensions relate to these students' life style. In the course of growing up as members of subcultures, black students develop styles of dress and speech as well as modes of responding to situations which are different from those of the dominant culture. Their life styles are part of their identity which continuously assures them of meaningful relationships with others. On campus these students find that their identities and life styles no longer guarantee them the rewarding relationships they have known. Indeed, in the classroom they may find that their identity as students in special programs may further provoke ambiguous responses from both professors and other students (Russell, 1970).

Today, several black college students express reluctance to use counseling services at predominantly white institutions on the basis that most of the counseling staff do not understand the life style of most minorities (Miles & McDavis, 1982, p. 41; Schneider & Laury, 1981, p. 325). Remsik (1979) pointed out that minority students perceived university and community activities in a predominantly white campus as directed almost exclusively toward white students. Russell (1970) expresses the attitude of many contemporary black students by stating that

> The student perceives guidance as an instrument of repression, controlled by counselors who constitute a roadblock he/she must somehow manage to get around if he/she has ambitions that do not coincide with those his/her counselors consider appropriate for him/her. Students see guidance as a wellspring of frustration and

> despair, not a source of hope and encouragement. They have a background of guidance experiences that have been demeaning, debilitating, patronizing, and dehumanizing. They believe with all of their hearts that counselors have racial biases that preclude their regarding or treating them as individuals who possess the same emotions, aspirations, and potential as whites. In short, the city-dwelling black and his/her suburban brother regard guidance as an anathema (p. 41).

Black college students on predominantly white campuses often experience a sense of alienation and social estrangement due to the limited number of minorities among students, faculty and staff. Furthermore, the lack of culturally and socially diverse programs and activities that would appeal to the special interests of minority students also contributes to feelings of alienation (Sven, 1983). Black students' college attrition is largely attributed to their unresolved feelings of alienation and social rejection (p. 119). Franklin (1980) points out that although a large amount of the attrition rate of black college students can be attributed to academic factors, much can be associated with sociopsychological factors such as alienation and social estrangement. Black students on predominantly white campuses sometimes feel rejected by both the white student body and by faculty and staff. Because of the lack of familiar cultural and social programs, black students experience a great deal of social estrangement (p. 121). Remsik (1979) pointed out that, when entering college, black students experienced a much more severe culture shock than white students. Black students believed professors were less helpful and reported more experiences in which they were made more conscious of their race than did the white students (Reichard & Hengstler, 1981). This situation was based on

the limited number of black students, the lack of social and other extracurricular programs reflecting the black experience, and very importantly, the lack of both black instructors and supportive staff on predominantly white college campuses. Cortina (1980) and Goodrich (1980) also reaffirm the position that alienation is a significant factor in black student attrition in higher education, suggesting the need for a more supportive campus environment for black students.

Reichard and Hengstler (1981), in comparing black and white student perceptions of a predominantly white campus environment, revealed that across their college experience black students were less familiar with the campus. This includes inadequate use and even awareness of student support services. Black students also had lower familarity with higher education because they did not have friends or parents who had attended college (p. 70).

Many black students arrive on predominantly white campuses with limited exposure to different cultures and environments. Johnson and Turner (1974) report that black college students need a new orientation to life which cannot be accomplished solely through classroom and work-study experiences. Specifically, the authors emphasize the need to include both formal and informal experiences within the educational environment. For instance, many black students may never have traveled beyond the boundaries of the neighborhoods of their cities, and fear and oppression may have precluded their exposure to people of different ethnic backgrounds and to a variety of rich experiences available within the cities themselves. For these students, continuous encouragement must be extended so that they can

see beyond their present horizons finding new knowledge, interests and life goals (p. 52). Because of the lack of adequate preparation and orientation for campus life, black college students need an ongoing campus support system which stresses acceptance of ethnic diversity, academic remediation and development, minority professional achievements and adequate institutional financial support (p. 63).

In further investigating the issue of the counseling needs of black college students, Rollins (1982) discusses the needs of older adult black students enrolled in urban community colleges. The greatest counseling needs expressed by these older students were educational, vocational, personal adjustment, social-interpersonal adjustment and adjustment to life situations. The students emphasized the need for academic and financial support (p. 32).

Rugg (1982) suggests that many minority students lack adequate academic preparation for college. They need effective academic support systems which address both problems of remediation and development. Although academic concerns were reported to be high for all students who came to the counseling center, such issues were more frequently presented as concerns of black students (Baum, Lamb & Douglas, 1983). Many black high school graduates confront the academic challenge of higher education ill-prepared, especially in the areas of science and mathematics. Reichard and Hengstler (1981) reported that black students had lower academic aptitude and achievement than did white students; mathematical abilities and study habits were cited as areas representing particularly critical needs (p. 10).

Black students have a need for academic counseling which will provide them the opportunity to develop an integrated program of study that is in keeping with their interests, abilities and needs. Black students need help in identifying the relationship between college and their own career aspirations (p. 41). Burrell and Trombley (1983) suggest that minority students perceive academic advising as their most important support need, with one notable exception. Upper class students identified proper career planning and placement information as their top need. Most minority students need special assistance in developing their course schedules, choosing their academic majors and adopting appropriate study skills (p. 123).

Another major need area for black college students includes the need for adequate financial support. Reichard and Hengstler (1981) revealed that across their college experience black students had considerably greater need for financial assistance than did white students. The single greatest student service identified by black students was assistance in finding part-time work (p. 16). Black students come from families that experience great difficulty in providing adequate funds to subsidize the costs of college life. This forces them to provide most of the money for their expenses through personal employment and institutional sources--grants, scholarships, loans, etc. Westbrook (1977) revealed that regardless of institution, black students reported experiencing more problems in the financial assistance area than did white students.

Although financial need of black students is an area usually addressed by the Financial Aid Office and not the Counseling Center,

the effects of financial shortage could certainly require professional counseling. For instance, counselors could help students develop appropriate strategies in coping with financial issues without limiting their concentration on academics. Black college students certainly need more financial aid but more importantly, they need help in money management and budgeting, developing appropriate financial priorities and understanding the importance of academics over fashions.

Black students need to be exposed to a counseling support system which reinforces their personhood and accepts and understands their uniqueness. This would help black students approach the somewhat "alien" higher education environment with self-confidence and a sense of power or influence.

Although several needs identified with black students are also experienced by non-minority college students, some are obviously unique to the black student experience. And even those needs that are basically common to most college students have greater impact on black students, requiring a unique orientation and special counselor training for professionals working primarily with this student population on the campus.

Counselor Skills and Training Programs

The final section of this chapter reviews literature more directly related to knowledge bases and skills needed by professionals who work with the black college student population. Major topics covered in this section include: developmental counseling needs of college students in general, the counseling needs of black students,

transcultural counseling, academic counseling, counseling as a function of race and ethnicity, variations in counselor training programs, peer counseling and self-help techniques, and counselor training programs.

Schoenberg (1978) discussed the counseling needs of college students in general by emphasizing the issue of students' developmental needs. He explained that they enter higher education at a formative period, a time when they are in flux. In developmental terms, he states that "their tasks are coping with separation from home and family, attainment of individual identity and adulthood, establishing adult forms of socialization as well as relations with the opposite sex and emotional life in general" (p. 21). With these issues to address, college counseling staff need to be adequately trained and prepared. Hechlik and King (1978) identified several skill areas for the college counselor: group and individual counseling skills, leadership strategies, decision-making and problem-solving skills, peer counselor supervision skills, and academic advising skills. The authors also emphasize the following issues: death and loss, test anxiety reduction, life and career planning, weight control, premarital advising, stress management, sexual dysfunction, race crisis, assertiveness training, communication and listening skills and race relations (p. 17).

In delivering counseling services, counseling professionals should have a basic knowledge of several theoretical orientations including psychoanalytic, existential, rational, perceptual-phenomenological and learning theory (Patterson, 1966). Hechlik and

King (1978), while admitting that it is unrealistic to expect counselors to develop high levels of competence in more than a few of the different counseling approaches, state that "it is reasonable to expect them to have an overview of most so that they can discover orientations consistent with their own style. They owe the client the flexibility that a variety of possible approaches supplies to the relationship" (p. 85).

In order to effectively address the special needs of black students, Brown (1973) supports the idea that counselors must be trained in understanding subcultural groups and must admit that they are not omniscient. They must accept the fact that more specialized preparation and training are needed. Brown is convinced that if campus counselors are to be effective for blacks, they need to understand the socialization and cultural values of blacks. Counselors of blacks should be well trained; however, their training must reflect a perception of the counseling process other than those which are being instilled in graduate students by counselor training programs (p. 32). New, flexible models of counseling must be developed which encourage counselors to work with clients outside their counseling rooms with an informal, personal approach (p. 83). To further emphasize this point, Warnath (1971) states that "traditional counselor training has not adequately prepared counselors to understand and support the needs of young people with orientations and backgrounds different from their own" (p. 14).

Noble, Preston, and Henry (1983) list the following tasks for institutions of higher learning wishing to address the counseling

needs of black students: increase counselor-advisor awareness of the needs and concerns of minority students with both materials and training through classes, workshops and seminars; periodically assess the effectiveness of counseling-advising programs for minority students through counselor/student feedback sessions and counselor/student evaluations, establish and maintain a direct working relationship with the minority student's community (family, school, and business) and provide free pre-admission, academic and career counseling (p. 199).

Another related area involves transcultural counseling and the need for counseling professionals to be trained in this area. This issue is addressed by Benjamin and Pratt (1975) who emphasize the extraordinary need for counselor awareness and sensitivity in advising students from different cultures. For instance, when counseling black students, non-white counselors should be able to establish rapport, understand possible language barriers (i.e. the black language), understand the black student's hesitance to self disclose, understand "blackness" as a state of mind, understand standardized testing and its relationship to blacks (i.e., intelligence, aptitude), and understand the need for "spot" counseling (p. 16). Benjamin and Pratt provide recommendations for counselor training programs. The curriculum should include courses that will help the counselor work effectively with black clients. For example, future counselors should be required to take courses which deal with racism, the black family, black identity, black history, the psychology of oppression, the black child and the sociology and psychology of the black community.

Counselors should also be required to have supervised, practical field experiences in the black community (p. 14). The authors maintain that if counselor educators follow these recommendations, counselor failures with black clients should be noticeably reduced.

Black college students, in addition to cultural factors, have a number of political and psychological issues to cope with in the higher education environment. Even though these issues present major challenges to the black student, in order to fully benefit from their involvement in higher education, black students must develop both coping strategies and competitive academic skills. This issue of academic development is discussed in the California Community College Student Affirmative Action Plan (1979) for that state's two-year college system. This plan addresses the process of providing appropriate and effective academic and tutorial services through the counseling center. The implication here is that more effective counselor training in academic support programs is needed.

In addition to counselors acquiring academic support skills, it is crucial that those non-blacks working with black students understand how to relate to their racially different clients. The issue of race and ethnicity has received much attention in the literature regarding the counseling of black students in higher education. Vontress (1971) discusses the need for counselor education to help counselors learn to relate to racial and ethnic minorities. In his discussion, Vontress focuses on the concept of rapport, which is described as "the comfortable and unconstrained relationship, mutual trust, and confidence between two or more individuals" (p. 8).

He explains that racial impediments, demonstrated through the acts of transference and counter-transference, can prevent the establishment of rapport. The non-black counselor not only may be excessively sympathetic and indulgent with clients, but what is worse, he/she may be patronizing. Often, counselors tend to oversimplify the concerns of their clients. One great danger is a tendency to ascribe all problems blacks present as difficulties growing out of racial and cultural conflicts or in not understanding and realizing that those problems are somewhat endemic to the black experience. Inherent in Vontress' discussion are several implications for pre-service and in-service training of counselors. Counselors must be properly trained to work with clients of African descent. Basic to such training should be a curriculum designed to help would-be counselors understand the psychological, physical, and economic implications of being black in a white society (p. 15).

The cross-cultural counselor should pay close attention to the environmental context in which clients are experiencing problems. An understanding of the clients' environment may be fully as important to the resolution of their problems as understanding the clients themselves.

Training in ethnic awareness is crucial for all counselors, especially non-minority counselors, in accurately assessing the needs of minorities. Wampold, Casas and Atkinson (1981) suggest that Anglo-American trainees are more susceptible than are ethnic-minority trainees to the influence of stereotypes when processing information about ethnic minorities. Fry, Kropf and Coe (1980) add to this

discussion by examining procedures to help trainees become more sensitive to racial and cultural differences in client-counselor interactions. Training supervisors need to make the trainees more aware of the anxiety that they perhaps feel in relating to clients of a dissimilar race and to help trainees in desensitization to the anxiety. Also, trainees need to be more cognizant of the distinctively expressive response style that they appear to use in counseling black clients (p. 137).

While some counselor educators support the need for innovative counselor training programs for those who expect to work in pluralistic settings, others believe traditional programs can meet the needs of special populations, such as blacks. Copeland (1982) describes counselor training incorporating the needs of racial and ethnic minorities and offers four models as consideration: a) the separate course model consists of adding one course to an existing program. Course content, design, goals, and objectives may vary. Some courses provide a historical perspective (i.e., ethnic studies approach), others focus on the study of appropriate theoretical models, others are more active in nature and assume the form of encounter or sensitivity groups, and still others are comprehensive in nature, addressing each of the aforementioned topics; b) the area of concentration model generally includes a core of courses, along with skill-building activities and a practicum or internship in an appropriate setting. This model is provided for those students who are in need of in-depth training because they intend to work with a particular minority group; c) the interdisciplinary model incorporates

the study of courses outside the student's home department. This increases student awareness of the importance of other human service-oriented fields, such as pychology, anthropology, sociology, economics, political science, and ethnic studies; and d) the integration model elicits cooperation and input from all individuals involved in the program, program evaluation and review of course offerings. A comprehensive training program may use any or all of the four models or variations of them (p. 192).

Miles and McDavis (1982) support the need for counselors to be skilled in both traditional and personal orientation approaches in working with black students. This includes being skilled in large group presentations, small group presentations, and individual interviewing (p. 413). The authors also conclude that black students listen to the advice of peer counselors, since they perceive peer counselors as major sources of information and assistance. Therefore, counselors should be skilled in peer-counselor training in order to appropriately prepare black students to advise and support others (p. 417). Burrell and Trumbley (1983) suggest that black students need services such as peer counseling and group activities in adjusting to college campus life.

In addition to skills in training peer counselors, counselors working with black students should also be skilled in techniques which facilitate the effective use of self-help and non-counselor support persons. Cimbolic, Thompson and Lewis (1981), investigating whether black students who choose not to take their problems to the counseling center prefer to resolve their own problems or prefer other potential

help sources, discovered that black students failed to view mental health professionals as viable sources of help for their problems for several reasons, including a lack of awareness of the function of mental health professionals and a cultural distrust of these professionals.

If students prefer relying on themselves, then perhaps student affairs professionals should focus on how students can be "helped" to help themselves to ensure in some way the quality of their self-help. One possibility is the inclusion of (more) "self-help" or "self-improvement" courses in the curricula. Another possibility is that counseling centers could make printed information accessible to students without their having to make an appointment to see a counselor (Cimbolic, Thompson and Lewis, 1981, p. 347). Green (1982) also supports the concept of student self-help by endorsing the usefulness of the combined procedure of self-monitoring plus self-reward in reducing procrastination in academically disadvantaged minority college students. The training of students in various self-help techniques can be done by counselors and peer-counselors in workshops (Harris & Fairley, 1980).

Russell (1970) states that any examination of the counseling curriculum in terms of its relevance for preparing counselors to work with black students must begin with an assessment of what outcomes the counselors are to produce. If the assumption is that they will help "deviant" black clients to conform to the white middle class value system, then the traditional counseling curriculum is adequate because its purpose was to train middle class white counselors to work with

middle class clients. Black students in the training programs were also trained to work with middle class clients and were expected (as were white counselors) to transfer their knowledge as best they could if they wanted to work with black clients. White and black counselors who had internalized white middle class values were almost certainly doomed to failure when they attempted to impose a white perspective on viewing the problems of black clients (p. 92). In addition, both blacks from low socio-economic backgrounds and those from middle class backgrounds believed that white institutions were not very supportive and made them feel uncomfortable about their race (Reichard & Hengstler, 1981). Coupled with this negative perception by black students and Mitchell's claim that traditional counselor training orientation encouraged blacks to conform to an alien value system while tacitly rejecting their own (p. 93), it is not difficult to understand how some blacks have become suspicious of the usefulness of counseling.

If counseling as a profession is to effectively address the needs of black clients within the context of the American social milieu, then the counselor roles discussed above must be rejected in favor of one which sees the counselor as an agent of social change who understands and relates to blacks from a black frame of reference (Russell, 1970). This role definition requires that the counselor examine what is wrong with a society which has consistently denied humanity to blacks since its inception. For example, this is a society that has asserted that black males do not want to work while at the same time denying them equal opportunities in employment. It

is a society that points out that black youngsters score lower on standardized achievement tests than do white youngsters while at the same time denying black youth equal access to a good education. This new role requires that the counselor accurately understand the environment to which blacks must respond and interpret black behavior within the context of that environment (p. 129).

Traditional counseling training programs must be structured to provide counselors-in-training with techniques, theories, and experiences that will be relevant in preparing them for their new role. Russell (1970) discussed three major deficiencies in counselor training programs (a) irrelevant admissions criteria which allow only a few "super blacks" to be admitted and which do not take into account the prospective students' chances of success with the black community; (b) a curriculum that is inadequate because it is centered around clinical models and theories which have no linkage to the actual life styles of blacks; and (c) the lack of meaningful experiences in the background of white or black instructors to whom black student counselors can relate (p. 133).

Counseling training programs which fail to provide adequate educational experiences for persons wishing to work in the black community, do so in the area of curriculum omission rather than what is included in the curriculum (Russell, 1970). More focus must be placed on the survival problems of low income groups. Counseling theory and methodology must include in an integrated fashion, black "deviations" from the white norms in such areas as values, attitudes toward self, work and the world, future expectations and motivation.

Also, while many counselor trainees recognize that their training is not preparing them to work in the black community, they make the assumption, usually erroneous, that they can transfer techniques devised for one culture to another (p. 90). The conclusion is that blacks must be actively involved in the design and implementation of training programs in order that information about blacks and experiences with black clients will be systemtically integrated into the training program rather than left to chance.

New training models are needed for counselors, both black and white, who plan to work with black students. The counselor who emerges from these new training programs must have a genuine concern and empathy for black clients. The counselor must understand the black life style and why blacks have developed "cultural paranoia", "cultural depression" and "cultural antisocialism" (Grier & Cobbs, 1968).

Warnath (1971) described barriers standing between the black student and counseling services offered by the college. He considered the major barrier as being the formal structured system of delivering the services where the emphasis is placed on establishing an appointment and where students have to come to the counselor's office within established counseling hours. Warnath points out that college services are supported to the extent that students and their parents feel comfortable with the type of service offered. Brown (1973) explained that taking a problem to someone sitting in an office whose sole purpose is talking to people about their problems is itself a white, middle-class invention. Blacks have experienced this system

primarily in their contacts with school guidance personnel, welfare clerks, and social workers; and, in each case, something was generally being done to them. They have not been exposed to a socialization process which includes going to a professional setting in an office and talking about a personal problem. The assumption by college administrators that black students should use the established counseling center of the institution is a perfect example of the inability or unwillingness of whites to recognize that many of the things which they take for granted are unknown to or have been experienced in quite a different way by other cultural groups (p. 77).

In an effort to modify this situation, the researcher feels that it is of critical importance that the counselor participate in the total environment of the black students with whom he/she is dealing. The counselor must be perceived by students as flexible enough to be able to relate to them socially as well as professionally. The counselor must take the initiative of being in places where students gather and must not consider his/her office as the only place in which counseling can take place. On the other hand, students should think of the counselor as someone whom they can all respect as a person who will, in turn, respect them and maintain confidentiality about anything they share. The counselor must convey to students that he/she is available to discuss their concerns at any reasonable time and place.

Summary

A number of professionals in the field have investigated counseling in the higher education setting. The counseling literature

reviewed in this chapter has been presented from three perspectives: a) the nature of student counseling in higher education; b) the special needs and problems of black students in higher education as they relate to the counseling function; and c) counseling skills, experiences and training appropriate in serving black students in higher education.

The professional literature has been reviewed by examining a number of counseling issues. These include race and ethnicity, counseling strategies and approaches, program planning and development, financial aid, testing and measurement, establishing rapport and empathy, academic advisement, cultural diversity, graduate training and preparation, and student needs and institutional goals. This variety of counseling areas attests to the importance that many researchers and theorists attribute to the study of student counseling in higher education.

On the basis of the literature reviewed, it is apparent that the special needs of black college students directly impact training programs for college counselors. Furthermore, the literature underscores the need to examine the current perceptions of both students and counselors regarding the skills, knowledge and experiences professional counselors need in serving blacks in higher education. This particular research focus was almost nonexistent in the professional literature.

Chapter III provides a description of the method, instruments and data analysis used in this study.

CHAPTER III

METHODOLOGY

The major purpose of this study is to investigate and compare counselor and black student perceptions of the skills, knowledge and practical experiences needed by counselors who advise black college students. The study involves counselors and students at four types of institutions of higher education: public two-year colleges, private four-year colleges, public universities and private universities. The primary goal of this study is to generate descriptive data that will assist counselor educators and trainees in understanding the special needs of counseling professionals who influence the lives of black students in higher education.

The Research Population

The population for this study includes counseling professionals who advise black students and undergraduate black students at 60 Chicago-area community colleges, four-year colleges, and universities. A professional counselor is defined as one primarily responsible for providing support services of black college students.

Selection of the Sample

The researcher compiled a list of 60 Chicago-area colleges and universities from three sources: American Universities and Colleges (American Council on Education, 1983), Peterson's Guide to Four Year Colleges (1984) and the City Colleges of Chicago Catalog (1984). This list included the names and mailing addresses of 22 public two-year

colleges, 24 private four-year colleges, nine private universities and five public universities.

In December 1983, the chief student affairs officers of these 60 institutions were mailed letters by the researcher describing the purpose of the study and asking for their assistance in the identification of counselors who work primarily with black students (see Appendix A). Twenty-eight administrators responded by returning the names of 110 counselors. These administrators also returned information regarding black student enrollment for their institutions. Data describing the institutions and their black student enrollment are found in Appendix B. A total of 81,433 black students was identified as enrolled in the 28 institutions.

In an effort to secure the largest sample of black students, eight institutions, representing the four sectors of higher education, with the largest black student enrollment were contacted: 1) Chicago Urban Skills Institute, 2) Kennedy-King College, 3) Roosevelt University, 4) Loyola University of Chicago, 5) Northeastern Illinois University, 6) Chicago State University, 7) University of Illinois at Chicago, and 8) Columbia College. Of this group, Roosevelt University, Chicago State University, University of Illinois at Chicago and Columbia College declined to have their students participate in the study.

Arrangements were made with the remaining chief student affairs officers of the four consenting institutions to identify faculty and classes for participation in the study. Subsequent appointments were scheduled by the researcher with consenting faculty and appropriate

classes were selected on the basis of black student enrollment and time of class. The researcher personally met with black students in their respective classes at the Chicago Urban Skills Institute, Kennedy-King College, Northeastern Illinois University, and Loyola University of Chicago.

Instrument Development

Two instruments were used in the study and were developed by the researcher. A Demographic Data Sheet (D.D.S.) and a Counselor Skill and Experience Questionnaire (C.S.E.Q.) were used.

Demographic Data Sheet (D.D.S.)

Two demographic data sheets were developed--one for counselors and one for students. The Demographic Data Sheet for counselors seeks information about gender, age, type of institution, occupational data, ethnic background, educational level, institutional personnel and counseling center personnel (See Appendix C).

The Demographic Data Sheet for students seeks information about gender, age, educational level, and institutional type. It also seeks information about direct contact with counseling personnel (See Appendix D).

Counselor Skill and Experience Questionnaire (C.S.E.Q.)

The Counselor Skill and Experience Questionnaire was developed to investigate counselor and black student perceptions of a variety of factors related to the advisement of black college students. The C.S.E.Q. includes three general categories of items: a) counselor skills, b) counselor knowledge and c) counselor experience. The instrument consists of 26 items and scoring is performed by using a

five-point Likert-type scale. Subjects are asked to rate each of the 26 items on the level of importance they attach to each item: none (1), little (2), some (3), high (4), and very high (5). Secondly, participants are asked to select seven of the 26 items and to rank them in order of importance from 1 to 7 with 1 being most important (See Appendix E).

Pilot Study

The instruments were field tested in a pilot study in which five counselors (two Loyola University and three Chicago City College) and ten black students (three Loyola University, four Chicago City College and three University of Illinois (Chicago)) participated. Both students and counselors were asked to complete the Demographic Data Sheet and the Counselor Skill and Experience Questionnaire. Following completion of the instruments the participants were interviewed for their comments and suggestions. As a result of the field test, the researcher concluded that the instruments were suitable for use in this investigation.

Data Collection

Counselor Data

Twenty-eight of the 60 chief student affairs officers contacted supplied the researcher with names of 110 counseling professionals who primarily advise black students. One hundred and ten sets of demographic and counselor skill surveys were subsequently mailed along with stamped, self-addressed envelopes to the counselors. Following the mailing, telephone calls were made to remind participants and to expedite responses. Of the 110 surveys mailed, 53 were completed and

returned, representing a 48% response rate.

Student Data

Two hundred forty-two students from four Chicago institutions of higher education participated in the study. All 242 students completed the demographic and counselor skill surveys, which were personally administered by the researcher.

Data Analysis

Condescriptive Procedure

The SPSS condescriptive procedure was used to compute descriptive statistics for continuous, interval-level data. These data consisted of responses to each of the 26 items on the C.S.E.Q. Respondents were asked to answer each item by circling a number on a five-point interval rating scale. The condescriptive procedure computed means, standard deviations, and variances for each of the 26 variables. These descriptive statistics were computed for the two groups of respondents.

T-test Procedure

The SPSS t-test procedure was used to compute student's t and probability levels for testing whether the difference between two sample means is significant at $p \leq .05$. T-tests of significance were conducted on two demographic variables which were dichotomous (i.e., gender, and counselor vs. student status). These two demographic variables were each tested for significant differences for all 26 items on the C.S.E.Q.

One-way Analysis of Variance Procedure

The SPSS one-way analysis of variance procedure was used for

demographic variables which were not dichotomous (i.e., Age, Years of Counseling Experience, Educational Level, Institution Type, and Student Class Status). These variables were tested for statistical significance on each of the 26 items on the C.S.E.Q. for the two groups of respondents. The procedure provided a standard analysis of variance summary table showing sums of squares, degrees of freedom, mean squares, and the F ratio formed by dividing the between-group mean square by the within-group mean square. The summary table also reported probability level of the obtained F ratio.

Summary

Two instruments were developed by the researcher to assess counselor and black student perceptions of the importance of various types of knowledge bases, skills and experiences in serving black college students. The Demographic Data Sheet (D.D.S.) and the Counselor Skill and Experience Questionnaire (C.S.E.Q.) were completed in December of 1984 and January of 1985, by 110 professional college counselors throughout the Chicago metropolitan area and 242 black college students. These respondents represent the two-year college, four-year college, public university and private university sectors. Statistical analyses of the data were accomplished using a frequency procedure, a condescriptive procedure, a t-test procedure, and a one-way analysis of variance (F-test). Results of the analysis are presented in Chapter IV.

CHAPTER IV

RESEARCH RESULTS

This chapter presents the results of the procedures used to investigate counselor and black student perceptions of the skills, knowledge and practical experiences needed by counselors who advise black college students. The chapter is divided into two sections: a) Descriptive Results and b) Results of Tests of Significance.

Descriptive Results

Description of the Counselor Sample

As described in Chapter III, questionnaires were mailed to 110 college and university counseling professionals whose primary role on the campus is to advise black students. Of the 110 questionnaires, 53 were completed and returned to the researcher. Thus, a 48.2% rate of response was achieved. Table 1 reports the responses on the basis of institution type. Of 60 institutions contacted, counselors from 28 colleges and universities (46.7%) participated by returning the survey.

Table 1

Institutions Represented by Counselor Responses

Institution Type	Number of Institutions Contacted	Number of Institutions With Counselor Responses	% of Total Institutions Contacted
Two-Year Community Colleges	22	13	22
Private Universities	9	4	7
Public Universities	5	3	5
Private Colleges	24	8	13
Totals	60	28	

Table 1 reveals that the largest number of institutions represented among counselor responses come from the two-year community college and private four-year college sectors. Twenty-two percent of the institutions contacted with counselor responses come from the two-year community college sector, 13% come from private colleges, 7% come from private universities and 5% come from public universities.

Table 2 reports counselor responses. Of 110 counselors contacted, 53 (48.2%) responded. The counselors contacted at two-year colleges had the greatest response (26%), followed by those employed by private colleges (9%).

Table 2

Counselor Response Summary by Institution

	Counselors Contacted	Counselor Responses	Percent of Total Respondents Contacted
Two-Year Community College Counselors	44	29	26
Private University Counselors	21	7	6
Public University Counselors	20	7	6
Private College Counselors	25	10	9
Totals	110	53	

Table 3, in reporting the demographic characteristics of counselor respondents, reveals that the percent of female and male respondents was approximately the same and that the respondents were predominantly black (68%). The vast majority of counselors was over the age of 30 (85%) with the largest percentages between 30 and 34 (26%) and over 46 (25%). Because the respondents were older, it was not surprising to find the largest group (40%) with 10 or more years of professional experience.

Table 3

Demographic Characteristics of Counselor Respondents

Counselor Responses		
Gender	N	Percentage
Female	26	49
Male	27	51
Total	53	100
Age Range	N	Percentage
21-24	0	0
25-29	8	15
30-34	14	26
35-39	11	21
40-45	7	13
46 and over	13	25
Total	53	100
Race	N	Percentage
Black	36	68
Caucasian	15	28
Hispanic	2	4
Asian	0	0
Native American	0	0
Other	0	0
Total	53	100
Professional Experience (Years)	N	Percentage
1-3	7	13
4-7	18	34
8-10	7	13
10 and over	21	40
Total	53	100

Table 3 (continued)

Counselor Responses		
Education Level	N	Percentage
Baccalaureate Degree	4	7.5
Master's Degree	39	73.5
Doctoral Degree	9	17.0
Other	1	2.0
Total	53	100.0

Description of the Student Sample

As described in Chapter III, 242 questionnaires were administered to students by the researcher. Tables 4 and 5 report student responses for institution type, gender, age and class standing. Of the eight institutions contacted, four colleges and universities (50.0%) authorized the researcher to administer the survey instruments.

Table 4 reports student responses by institutional type. It shows that the greatest student response (67%) comes from two-year community colleges, followed by public universities (20%) and private universities (13%).

Table 5 reports student responses on the bases of gender, age and class standing. Table 5 shows that female student participation was significantly higher (71%) than that of male students (29%), that student participants are mostly between the ages of 24-27 (34%) and 28-31 (31%), that students are mainly sophomores (50%) and freshmen

(31%) and that practically all reported having been counseled (96%).

Table 4

Student Response Summary by Institution

Student Population	Student Responses	Percent of Total Student Respondents
Two-Year Community College Students	162	67
Private University Students	32	13
Public University Students	48	20
Private College Students	0	0
Totals	242	100

These results are not surprising given that the largest number of students contacted came from the two-year college sector which reports its student body as predominantly female and "older" (mid-to-late 20's) than traditional college students.

Tables 6, 7, 8, and 9 present counselor and student response summaries of competencies deemed most important on the bases of both mean score and top three ranks. Student and counselor responses reveal both similarities and differences.

Table 6 reveals that counselors assign most importance to the following competencies: work cooperation (ability to work cooperatively with institution's total personnel--administration, faculty, staff and students), black student needs (skill in accurately assessing the needs of black students, both individually and

Table 5

Demographic Characteristics of Student Respondents

Sex	Student Responses	Percentage
	N	%
Female	172	71
Male	70	29
Total	242	100

Age	Student Responses	Percentage
	N	%
16-19	4	2
20-23	36	15
24-27	82	34
28-31	75	31
32-35	25	10
36 and over	20	8
Total	242	100

Class Standing	Student Responses	Percentage
	N	%
Freshman	75	31
Sophomore	120	50
Junior	24	10
Senior	23	9
Total	242	100

Counseling	Student Responses	Percentage
	N	%
Received Counseling	232	96
No Counseling	10	4
Total	242	100

Table 6

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Scores)

Survey Item	Level of Importance[a] Mean Score
Q 1 Work Cooperation	4.50
Q 4 Black Student Needs	4.50
Q 2 Communication Skills	4.39
Q 8 Counseling Individuals/Groups	4.36
Q 9 Student Concerns	4.19
Q 16 Student Financial Aid	4.18
Q 19 Academic Advisement	4.11
Q 26 Career Planning	4.03
Q 7 Counseling Strategies	4.03
Q 3 Decision Making Skills	4.03
Q 25 Neighborhood Familiarity	3.92
Q 11 Crisis Decisions	3.90
Q 5 Professional Standards/Ethics	3.86
Q 6 Institutional Goals	3.81
Q 10 Special Student Programs	3.80
Q 17 Testing and Measurements	3.78
Q 14 Counseling Theory	3.72
Q 15 Professional Trends	3.71
Q 24 Community Networking	3.68
Q 22 African-American History	3.60
Q 20 Supervised Practicum	3.40
Q 12 Training Paraprofessionals	3.36
Q 13 Student Discipline	3.07
Q 23 Research Design	2.98
Q 21 Grantsmanship Skills	2.75
Q 18 Fund Raising	2.28

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

collectively), communication skills (ability to communicate effectively through both oral and written modes of expression), counseling individuals/groups (skill in counseling individual students and providing group facilitation), student concerns (experience in articulating and presenting student concerns), and student financial aid (knowledge of student financial aid programs).

On the other hand, Table 6 reports those competency areas with the lowest counselor ratings. Counselors assign their lowest importance ratings to fund raising (skill in identifying funding sources and applying effective fund raising techniques), grantsmanship (skill in developing student-related grant proposals), research design (skill in research design and application), student discipline (ability to administer effective and fair discipline), training paraprofessionals (experience in training paraprofessionals and peer counselors), and supervised practicum (experience in working with black college students in a supervised practicum or internship).

Table 7 reveals that counselors assign top three rankings of competencies deemed most important to the following competency areas: black student needs (ability to assess black student needs), work cooperation (ability to work cooperatively with institution's total personnel--administration, faculty, staff and students), communication skills (ability to communicate effectively through both oral and written modes of expression), student financial aid (knowledge of student financial aid programs), special student programs (experience in developing and implementing special student programs), counseling individuals/groups (skill in counseling individual students and

Table 7

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (Top Three Ranks)

Survey Item	Competency	Number Assigning Top Three Ranks N
Q 4	Black Student Needs	24
Q 2	Communication Skills	20
Q 1	Work Cooperation	19
Q 9	Student Concerns	11
Q 7	Counseling Strategies	10
Q 10	Special Student Programs	9
Q 8	Counseling Individuals/Groups	8
Q 16	Student Financial Aid	6
Q 19	Academic Advisement	6
Q 6	Institutional Goals	6
Q 25	Neighborhood Familiarity	5
Q 3	Decision Making Skills	5
Q 26	Career Planning	4
Q 5	Professional Standards/Ethics	4
Q 14	Counseling Theory	3
Q 15	Professional Trends	3
Q 20	Supervised Practicum	2
Q 22	African-American History	2
Q 11	Crisis Decisions	1
Q 13	Student Discipline	1
Q 17	Testing and Measurements	-
Q 24	Community Networking	-
Q 12	Training Paraprofessionals	-
Q 23	Research Design	-
Q 18	Fund Raising	-
Q 21	Grantsmanship Skills	-

providing group facilitation), student concerns (experience in articulating and presenting student concerns), and counseling strategies (ability to develop and apply appropriate counseling strategies).

Conversely, counselors assign the least importance to the following counselor competencies: grantsmanship (skill in developing student-related grant proposals), fund raising (skill in identifying funding sources and applying effective fund raising techniques), research design (skill in research design and application), community networking (experience in working with various community groups), training paraprofessionals (experience in training paraprofessionals and peer counselors), testing and measurements (skill in developing and applying testing and measurement systems).

Table 8 reveals that students assign most importance to the following counselor competency areas: communication skills (ability to communicate effectively through both oral and written modes of expression), student concerns (experience in articulating and presenting student concerns), student financial aid (knowledge of student financial aid programs), counseling individuals/groups (skill in counseling individual students and providing group facilitation), black student needs (skill in accurately assessing the needs of black students, both individually and collectively), special student programs (experience in developing and implementing special student programs), academic advisement (experience in providing academic advisement to students), and career planning (skill in developing appropriate career planning and development systems).

Table 8

Student (N=242) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score)

Survey Item	Level of Importance[a] Mean Score
Q 2 Communication Skills	4.11
Q 9 Student Concerns	4.08
Q 16 Student Financial Aid	4.03
Q 8 Counseling Individuals/Groups	3.91
Q 4 Black Student Needs	3.90
Q 10 Special Student Programs	3.87
Q 19 Academic Adivsement	3.86
Q 26 Career Planning	3.86
Q 1 Work Cooperation	3.73
Q 11 Crisis Decisions	3.73
Q 17 Testing and Measurements	3.71
Q 20 Supervised Practicum	3.65
Q 13 Student Discipline	3.64
Q 12 Training Paraprofessionals	3.55
Q 22 African-American History	3.35
Q 24 Community Networking	3.27
Q 25 Neighborhood Familiarity	3.16
Q 3 Decision Making Skills	2.26
Q 7 Counseling Strategies	2.17
Q 14 Counseling Theories	1.98
Q 6 Institutional Goals	1.74
Q 15 Professional Trends	1.66
Q 5 Professional Standards/Ethics	1.64
Q 18 Fund Raising	1.60
Q 23 Research Design	1.59
Q 21 Grantsmanship Skills	1.52

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

On the other hand, Table 8 reports that students assign lowest levels of importance to grantsmanship (skill in developing student-related grant proposals), research design (skill in research design and application), fund raising (skill in identifying funding sources and applying effective fund raising techniques) and professional standards/ethics (knowledge and practice of ethical standards in the counseling profession).

Table 9 reveals that students assign top three rankings of competencies deemed most important to the following competency areas: black student needs (skill in accurately assessing the needs of black students, both individually and collectively), student concerns (experience in articulating and presenting student concerns), work cooperation (ability to work cooperatively with total institution's personnel--administration, faculty, staff and students), student financial aid (knowledge of student financial aid programs), special student programs (experience in developing and implementing special student programs), counseling individuals/groups (skill in counseling individual students and providing group facilitation), communication skills (ability to communicate effectively through both oral and written modes of expression), career planning (skill in developing appropriate career planning and development systems), and crisis decisions (ability to develop crisis intervention systems).

Table 9 reveals that students assign the least importance to several counselor competency areas. These include the following: fund raising (skill in identifying funding sources and applying effective fund raising techniques), research design (skill in research

Table 9

Student (N=242) Response Summary of Counselor Competencies Deemed Most Important (Top Three Ranks)

Survey Item	Competency	Number Assigning Top Three Ranks
Q 1	Work Cooperation	82
Q 4	Black Student Needs	77
Q 9	Student Concerns	65
Q 16	Student Financial Aid	60
Q 8	Counseling Individuals/Groups	57
Q 10	Special Student Programs	49
Q 2	Communication Skills	46
Q 26	Career Planning	33
Q 19	Academic Advisement	28
Q 11	Crisis Decisions	24
Q 20	Supervised Practicum	22
Q 13	Student Discipline	19
Q 17	Testing and Measurements	16
Q 22	African-American History	15
Q 12	Training Paraprofessionals	9
Q 25	Neighborhood Familarity	7
Q 24	Community Networking	7
Q 3	Decision Making Skills	4
Q 7	Counseling Strategies	3
Q 6	Institutional Goals	1
Q 14	Counseling Theory	1
Q 21	Grantsmanship Skills	1
Q 5	Professional Standards/Ethics	1
Q 23	Research Design	1
Q 15	Professional Trends	-
Q 18	Fund Raising	-

design and application), professional standards/ethics (knowledge and practice of ethical standards in the counseling profession), professional trends (knowledge and practice of professional trend in the field), grantsmanship (skill in developing student-related grant proposals), counseling theory (ability to understand and apply a variety of counseling theories), and institutional goals (knowledge and understanding of major institutional goals).

Tables 6 and 8 reveal that both counselors and students assign high levels of importance to five competencies on the basis of mean score. These include student concerns, communication skills, counseling individuals/groups, black student needs, and student financial aid. This may be due to the participation of large numbers of both counselors and students from the community college sector, thus reflecting areas of common counseling concern. Both counselors and students assigned lowest levels of importance to three competency areas: fund raising, research design and grantsmanship.

Tables 7 and 9 report counselor and student rankings of competencies deemed most important. These tables reveal that counselors and students similarly rank black student needs (skill in accurately assessing the needs of black students, both individually and collectively), work cooperation (ability to work cooperatively with institution's total personnel--administration, faculty, staff and students), student financial aid (knowledge of student financial aid programs), special student programs (experience in developing and implementing special student programs), and counseling individuals/groups (skill in counseling individual students and

providing group facilitation) among their six most important counselor competencies.

A major difference between counselor and student rankings involves importance attached to communication skills and student concerns. Counselors report communication skills to be their third most important counselor competency; whereas, students do not assign high importance to communication skills at all. Students report student concerns to be their second most important counselor competency; yet, counselors do not rank this item among their six most important.

Results of Tests of Significance

The second part of this chapter presents results of tests of significance on response data collected from this investigation of counselor and black student perceptions of the skills, knowledge and practical experiences needed by counselors who advise black college students. To test the statistical significance between the responses of both counselor and student participants, the researcher used the t-test and one-way analysis of variance procedures. The t-test procedure was used to compute student's *t* and probability levels for testing whether the difference between two sample means is significant at .05. The one-way analysis of variance was used with demographic variables which were not dichotomous, such as age, years of counseling experience, education level, institution type and student class status.

Tables 10, 11, 12 and 13 present counselor and student response summaries of competencies deemed most important on the basis of mean

score. The mean scores are compared to determine whether the difference between sample means is significant at .05. Statistically significant differences in the rating of the 26 competency areas on the Counselor Skill and Experience Questionnaire (CSEQ) by both counselors and students were discovered. Tables 10 and 11 reveal that among counselors significant differences exist on the variables of race and sex. Tables 12 and 13 also report significant differences among students on the variables of sex and institutional type and Table 14 reveals significant differences between counselor and student responses to the CSEQ. In addition to Tables 12 and 13, which report counselor and student findings separately, Table 14 reports significant differences between counselor and student responses.

Table 10 reports that on the basis of race, counselor responses reveal six areas of statistically significant difference. Black counselors rated the following competencies significantly higher (e.g., more important), than did non-black counselors: work cooperation (black, 4.67 vs. others, 4.18), counseling theory (black, 3.91 vs. others, 3.35), professional trends (black, 3.94 vs. others, 3.24), fund raising (black, 2.60 vs. others, 1.65), African-American History (black, 4.00 vs. others, 2.82), research design (black, 3.32 vs. others, 2.29).

Table 11 reveals that on the basis of sex, counselor responses show three areas of statistically significant difference. Female counselors rated three competencies significantly higher (more important) than did their male counterparts: work cooperation (female, 4.77 vs. male, 4.26), student discipline (female, 3.40 vs.

Table 10

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Race

Survey Item	RACE						
	Black Mean Score[a]	S.D.	(N)	Others[b] Mean Score[a]	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.67	0.59	36	4.18	0.64	17	2.77*
Q 2 Communication Skills	4.42	0.77	36	4.35	0.70	17	.29
Q 3 Decision Making Skills	4.14	0.93	36	3.82	0.88	17	1.17
Q 4 Black Student Needs	4.53	0.81	36	4.47	0.62	17	.26
Q 5 Professional Standards/Ethics	4.00	0.99	36	3.59	0.87	17	1.47
Q 6 Institutional Goals	3.83	1.08	36	3.76	0.66	17	.28
Q 7 Counseling Strategies	4.00	1.01	36	4.12	0.86	17	-.41
Q 8 Counseling Individuals/Groups	4.26	0.74	35	4.59	0.62	17	-1.59
Q 9 Student Concerns	4.11	0.83	35	4.35	0.86	17	-.96
Q 10 Special Student Programs	3.71	1.19	34	4.00	0.94	17	-.89
Q 11 Crisis Decisions	3.94	0.89	34	3.82	0.88	17	.45
Q 12 Training Paraprofessionals	3.40	1.22	35	3.30	0.77	17	.33
Q 13 Student Discipline	3.24	1.07	34	2.76	1.30	17	1.37
Q 14 Counseling Theory	3.91	1.03	34	3.35	0.70	17	2.02*
Q 15 Professional Trends	3.94	0.91	35	3.24	0.83	17	2.71*
Q 16 Student Financial Aid	4.28	0.88	36	4.00	1.12	17	0.98
Q 17 Testing and Measurements	3.83	0.92	35	3.71	0.77	17	0.47
Q 18 Fund Raising	2.60	1.06	35	1.65	0.93	17	3.15*
Q 19 Academic Advisement	4.14	0.77	35	4.06	0.90	17	0.35
Q 20 Supervised Practicum	3.57	1.14	35	3.06	1.20	17	1.49
Q 21 Grantsmanship	2.92	0.95	35	2.41	0.94	17	1.79
Q 22 African-American History	4.00	1.02	34	2.82	1.19	17	3.69*

Table 10 (continued)

Survey Item	RACE Black Mean Score[a]	S.D.	(N)	Others[b] Mean Score[a]	S.D.	(N)	T-Value
Q 23 Research Design	3.32	1.09	34	2.29	0.77	17	3.47*
Q 24 Community Networking	3.85	0.96	34	3.35	1.00	17	1.73
Q 25 Neighborhood Familiarity	4.03	1.00	34	3.71	0.99	17	1.09
Q 26 Career Planning	4.12	0.81	34	3.88	0.78	17	0.99

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

[b]"Others" include: Caucasian, Hispanic, Asian

*Significant at .05 level or below.

Table 11

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Sex

Survey Item	SEX						
	Female Mean Score[a]	S.D.	(N)	Male Mean Score[a]	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.77	0.43	26	4.26	0.71	27	3.14*
Q 2 Communication Skills	4.46	0.65	26	4.33	0.83	27	0.62
Q 3 Decision Making Skills	4.15	0.88	26	3.93	0.96	27	0.90
Q 4 Black Student Needs	4.50	0.76	26	4.52	0.75	27	-.09
Q 5 Professional Standards/Ethics	4.00	1.02	26	3.74	0.99	27	0.98
Q 6 Institutional Goals	3.77	1.07	26	3.85	0.86	27	-.31
Q 8 Counseling Individuals/Groups	4.04	1.11	26	4.04	0.81	27	0.01
Q 9 Student Concerns	4.48	0.71	25	4.26	0.71	27	1.12
Q 10 Special Student Programs	3.88	1.09	25	3.73	1.15	26	0.47
Q 11 Crisis Decisions	3.96	0.73	25	3.85	1.01	26	0.46
Q 12 Training Paraprofessionals	3.54	1.07	26	3.19	1.10	26	1.15
Q 13 Student Discipline	3.40	1.22	25	2.77	1.03	26	1.99*
Q 14 Counseling Theory	3.72	1.10	25	3.73	0.83	26	-.04
Q 15 Professional Trends	3.80	1.08	25	3.63	0.79	27	0.65
Q 16 Student Financial Aid	4.38	0.75	26	4.00	1.11	27	1.47
Q 17 Testing and Measurements	4.08	0.81	25	3.52	0.85	27	2.43*
Q 18 Fund Raising	2.40	1.08	25	2.19	1.14	27	0.69
Q 19 Academic Advisement	4.28	0.79	25	3.96	0.81	27	1.43
Q 20 Supervised Practicum	3.48	1.33	25	3.33	1.04	27	0.45
Q 21 Grantsmanship Skill	2.80	1.00	25	2.70	0.95	27	0.36
Q 22 African-American History	3.92	0.95	25	3.31	1.35	26	1.86

Table 11 (continued)

Survey Item	SEX Female Mean Score[a]	S.D.	(N)	Male Mean Score[a]	S.D.	(N)	T-Value
Q 23 Research Design	3.16	0.99	25	2.81	1.20	26	1.14
Q 24 Community Networking	3.84	0.94	25	3.54	1.03	26	1.09
Q 25 Neighborhood Familiarity	4.08	1.00	25	3.77	0.99	26	1.12
Q 26 Career Planning	4.16	0.80	25	3.92	0.80	26	1.06

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

male, 2.77), and testing and measurements (female, 4.08 vs. male, 3.52).

Table 12 reveals that on the basis of sex, student responses on three questions have statistically significant differences. Female students rate the competency areas of counseling individuals/groups (female, 4.02 vs. male, 3.66), special student programs (female, 3.97 vs. male, 3.63) and academic advisement (female, 4.04 vs. male, 3.44) significantly higher statistically, than do their male counterparts.

Table 13 reveals that among students, statistically significant differences on the basis of institutional type exist. Students attending public, two-year colleges rate the following competency areas significantly higher (e.g., more important), statistically, than do students from private two-year colleges, public and private four-year colleges and students from both public and private universities: work cooperation (two-year college students, 3.85 vs. other students, 3.50), communication skills (two-year college students, 4.23 vs. other students, 3.86), counseling individuals/groups (two-year college students, 4.02 vs. other students, 3.70), special student programs (two-year college students, 4.10 vs. other students, 3.40), training paraprofessionals (two-year college students, 3.71 vs. other students, 3.23), student discipline (two-year college students, 3.78 vs. other students, 3.36), testing and measurements (two-year college students, 3.86 vs. other students, 3.42), and supervised practicum (two-year college students, 3.83 vs. other students, 3.29).

Table 14 provides a comparison of the responses of both

Table 12

Student (N=242) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Sex

Survey Item	SEX						
	Female Mean Score[a]	S.D.	(N)	Male Mean Score[a]	S.D.	(N)	T-Value
Q 1 Work Cooperation	3.81	1.18	172	3.55	1.23	69	1.52
Q 2 Communication Skills	4.16	0.99	172	4.00	1.01	70	1.11
Q 3 Decision Making Skills	2.26	0.99	167	2.25	1.09	67	0.07
Q 4 Black Student Needs	3.99	1.32	164	3.69	1.46	68	1.51
Q 5 Professional Standards/Ethics	1.69	0.98	164	1.55	1.00	67	0.96
Q 6 Institutional Goals	1.72	0.91	170	1.81	1.13	67	-.57
Q 7 Counseling Strategies	2.19	0.89	170	2.12	0.99	67	0.56
Q 8 Counseling Individuals/Groups	4.02	1.03	170	3.66	1.19	67	2.34*
Q 9 Student Concerns	4.12	1.08	169	3.99	1.13	67	0.84
Q 10 Special Student Programs	3.97	1.07	169	3.63	1.11	67	2.20*
Q 11 Crisis Decisions	3.73	1.14	169	3.73	1.10	69	0.06
Q 12 Training Paraprofessionals	3.56	1.27	169	3.54	1.11	69	0.11
Q 13 Student Discipline	3.67	1.14	169	3.58	1.08	67	0.53
Q 14 Counseling Theory	1.95	1.03	169	2.07	1.07	68	-.85
Q 15 Professional Trends	1.70	0.96	169	1.59	1.04	66	0.75
Q 16 Student Financial Aid	4.09	1.18	169	3.91	1.11	67	1.06
Q 17 Testing and Measurements	3.76	1.14	169	3.62	1.07	68	0.87
Q 18 Fund Raising	1.61	0.96	169	1.58	1.05	66	0.24
Q 19 Academic Advisement	4.04	1.02	169	3.44	1.29	68	3.40*
Q 20 Supervised Practicum	3.66	1.22	169	3.63	1.30	68	0.17
Q 21 Grantsmanship Skills	1.51	0.95	169	1.57	0.97	68	-.47
Q 22 African-American History	3.39	1.31	167	3.26	1.40	68	0.65

Table 12 (continued)

Survey Item	SEX Female Mean Score[a]	S.D.	(N)	Male Mean Score[a]	S.D.	(N)	T-Value
Q 23 Research Design	1.60	1.02	169	1.59	1.04	68	0.10
Q 24 Community Networking	3.27	1.15	169	3.26	1.25	68	0.04
Q 25 Neighborhood Familiarity	3.15	1.24	168	3.28	1.26	69	-.39
Q 26 Career Planning	3.92	1.16	168	3.72	1.27	69	1.13

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

Table 13

Student (N=242) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Institutional Type

Survey Item	Others[b] Mean Score[a]	S.D.	(N)	INSTITUTIONAL TYPE Public Two-Year Institution Mean Score[a]	S.D.	(N)	T-Value
Q 1 Work Cooperation	3.50	1.22	163	3.85	1.11	78	-2.12*
Q 2 Communication Skills	3.86	0.98	164	4.23	0.99	78	-2.75*
Q 3 Decision Making Skills	2.26	1.08	158	2.26	0.87	76	0.03
Q 4 Black Student Needs	3.72	1.33	156	3.99	1.44	76	-1.38
Q 5 Professional Standards/Ethics	1.64	1.02	155	1.65	0.90	76	-.05
Q 6 Institutional Goals	1.85	1.03	159	1.69	0.84	78	1.23
Q 7 Counseling Strategies	2.04	0.96	159	2.23	0.80	78	-1.59
Q 8 Counseling Individuals/Groups	3.70	1.04	160	4.02	1.12	77	-2.14*
Q 9 Student Concerns	3.99	1.13	159	4.13	1.02	77	-.91
Q 10 Special Student Programs	3.40	1.06	159	4.10	1.02	77	-4.82*
Q 11 Crisis Decisions	3.68	1.18	160	3.76	1.01	78	-.49
Q 12 Training Paraprofessionals	3.23	1.17	160	3.71	1.28	78	-2.85*
Q 13 Student Discipline	3.36	1.05	158	3.78	1.22	78	-2.77*
Q 14 Counseling Theory	1.90	1.08	159	2.03	0.93	78	-.89
Q 15 Professional Trends	1.78	1.01	158	1.61	0.91	77	1.22
Q 16 Student Financial Aid	3.88	1.17	159	4.11	1.12	77	-1.43
Q 17 Testing and Measurements	3.42	1.04	160	3.86	1.22	77	-2.93*
Q 18 Fund Raising	1.77	0.98	158	1.52	0.97	77	1.82
Q 19 Academic Advisement	3.83	1.20	160	3.88	0.99	77	-.32
Q 20 Supervised Practicum	3.29	1.17	160	3.83	1.31	77	-3.23*
Q 21 Grantsmanship Skills	1.64	0.98	160	1.48	0.89	77	1.22
Q 22 African-American History	3.43	1.35	158	3.32	1.31	77	0.60

Table 13 (continued)

Survey Item	INSTITUTIONAL TYPE Others[b] Mean Score[a]	S.D.	(N)	Public Two-Year Institution Mean Score[a]	S.D.	(N)	T-Value
Q 23 Research Design	1.71	1.04	160	1.54	1.00	77	1.20
Q 24 Community Networking	3.27	1.19	160	3.27	1.15	77	0.02
Q 25 Neighborhood Familiarity	3.32	1.28	160	3.09	1.14	77	1.34
Q 26 Career Planning	3.75	1.25	160	3.91	1.07	77	-.96

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

[b]"Others" include: Private University, Public University and Private College.

*Significant at .05 level or below.

counselors and students in rating the counselor competencies deemed most important in advising black college students. Table 14 reveals several competency areas with statistically significant differences. These areas include work cooperation, communication skills, decision making skills, black student needs, professional standards/ethics, institutional goals, counseling strategies, counseling individuals/groups, student discipline, counseling theory, professional trends, fund raising, academic advisement, grantsmanship skills, community networking and neighborhood familiarity. Of these statistically significant competency areas, only that of student discipline received a significantly higher (e.g., more important) rating by students (3.64) than by counselors (3.07). The following competency areas were rated higher (e.g., more important) statistically, by counselors: work cooperation (counselors, 4.50 vs. students, 3.73), black student needs (counselors, 4.50 vs. students, 3.90), communication skills (counselors, 4.39 vs. students, 4.11), counseling individuals/groups (counselors, 4.36 vs. students, 3.91), academic advisement (counselors, 4.11 vs. students, 3.86), decision making skills (counselors, 4.03 vs. students, 2.26), counseling strategies (counselors, 4.03 vs. students, 2.17), neighborhood familiarity (counselors, 3.92 vs. students, 3.16), professional standards/ethics (counselors, 3.86; students, 1.64), institutional goals (counselors, 3.81 vs. students, 1.74), counseling theory (counselors, 3.72; students, 1.98), professional trends (counselors, 3.71 vs. students, 1.66), community networking (counselors, 3.68 vs. students, 3.27), grantsmanship skills (counselors, 2.75 vs. students,

Table 14

Counselor (N=53) and Student (N=242) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score)

Survey Item	Counselor Mean Score[a]	S.D.	(N)	Student Mean Score[a]	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.50	0.64	53	3.73	1.20	241	6.64*
Q 2 Communication Skills	4.39	0.74	53	4.11	1.00	242	2.36*
Q 3 Decision Making Skills	4.03	0.92	53	2.26	1.02	234	11.68*
Q 4 Black Student Needs	4.50	0.75	53	3.90	1.37	232	4.45*
Q 5 Professional Standards/Ethics	3.86	0.96	53	1.64	0.98	231	14.87*
Q 6 Institutional Goals	3.81	0.96	53	1.74	0.97	237	14.02*
Q 7 Counseling Strategies	4.03	0.96	53	2.17	0.92	237	13.28*
Q 8 Counseling Individuals/Groups	4.36	0.71	52	3.91	1.08	237	3.71*
Q 9 Student Concerns	4.19	0.84	52	4.08	1.09	236	0.82
Q 10 Special Student Programs	3.80	1.11	51	3.87	1.09	236	-.41
Q 11 Crisis Decisions	3.90	0.88	51	3.73	1.13	238	1.20
Q 12 Training Paraprofessionals	3.36	1.09	52	3.55	1.23	238	-1.00
Q 13 Student Discipline	3.07	1.16	51	3.64	1.13	236	-3.23*
Q 14 Counseling Theory	3.72	0.96	51	1.98	1.04	237	11.02*
Q 15 Professional Trends	3.71	0.94	52	1.66	0.98	235	13.73*
Q 16 Student Financial Aid	4.18	0.96	53	4.03	1.16	236	0.88
Q 17 Testing and Measurement	3.78	0.87	52	3.71	1.12	237	0.51
Q 18 Fund Raising	2.28	1.11	52	1.60	0.98	235	4.46*
Q 19 Academic Advisement	4.11	0.81	52	3.86	1.13	237	1.87
Q 20 Supervised Practicum	3.40	1.18	52	3.65	1.24	237	-1.33
Q 21 Grantsmanship Skills	2.75	0.97	52	1.52	0.95	237	8.34*
Q 22 African-American History	3.60	1.20	51	3.35	1.34	235	1.26

Table 14 (continued)

Survey Item	Counselor Mean Score[a]	S.D.	(N)	Student Mean Score[a]	S.D.	(N)	T-Value
Q 23 Research Design	2.98	1.10	51	1.59	1.03	237	8.60*
Q 24 Community Networking	3.68	0.99	51	3.27	1.18	237	2.35*
Q 25 Neighborhood Familiarity	3.92	1.00	51	3.16	1.24	237	4.06*
Q 26 Career Planning	4.03	0.80	51	3.86	1.19	237	1.31

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

1.52), and fund raising (counselors, 2.28 vs. students, 1.60).

The final portion of this section on tests of significance reports research findings on the basis of institutional racial composition. Tables 15, 16, 17 and 18 reveal statistically significant differences in counselor response summaries of counselor competencies deemed most important when the majority of a) the counselees, b) the student body, c) the institutional (at large) staff, and d) the counseling staff are non-white.

Tables 15, 16, 17 and 18 respectively report counselor response data on the basis of non-white groups being in the majority. They reveal the differences between non-white and white counselor responses when counselees, student body, institutional (at large) staff and counseling staff are predominantly non-white.

Table 15 shows that when student counselees are mostly non-white, non-white counselors rate the competencies decision making skills (Q 3) and African-American History (Q 22) significantly higher, than do white counselors. Table 16 reveals the following significant counselor responses in those institutions where the student body is primarily non-white: Q 1, work cooperation (non-white counselors, 4.79 vs. white counselors, 4.20), Q 3, decision making skills (non-white counselors, 4.50 vs. white counselors, 3.52), Q 5, professional standards/ethics (non-white counselors, 4.25 vs. white counselors, 3.44), Q 12, training paraprofessionals (non-white counselors, 3.64 vs. white counselors, 3.04), Q 15, professional trends (non-white counselors, 3.96 vs. white counselors, 3.44) and Q 22, African-American History (non-white counselors, 4.00 vs. white

Table 15

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Counselees Being Non-White Majority

Survey Item	COUNSELORS Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	Minority White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.51	0.66	35	4.50	0.62	18	0.08
Q 2 Communication Skills	4.40	0.77	35	4.39	0.70	18	0.05
Q 3 Decision Making Skills	4.23	0.84	35	3.67	0.97	18	2.18*
Q 4 Black Student Needs	4.57	0.78	35	4.39	0.70	18	0.84
Q 5 Professional Standards/Ethics	3.97	0.82	35	3.67	1.19	18	1.09
Q 6 Institutional Goals	3.80	1.11	35	3.83	0.62	18	-.14
Q 7 Counseling Strategies	4.03	1.04	35	4.05	0.80	18	-.10
Q 8 Counseling Individuals/Groups	4.26	0.75	34	4.56	0.62	18	-1.41
Q 9 Student Concerns	4.12	0.88	34	4.33	0.77	18	-.88
Q 10 Special Student Programs	3.64	1.22	33	4.11	0.83	18	-1.47
Q 11 Crisis Decisions	3.91	0.80	33	3.89	1.02	18	0.08
Q 12 Training Paraprofessionals	3.50	1.13	34	3.11	0.96	18	1.23
Q 13 Student Discipline	3.21	0.99	33	2.83	1.42	18	1.11
Q 14 Counseling Theory	3.79	0.96	33	3.61	0.98	18	0.62
Q 15 Professional Trends	3.74	0.86	34	3.67	1.08	18	0.25
Q 16 Student Financial Aid	4.20	0.90	35	4.17	1.10	18	0.11
Q 17 Testing and Measurements	3.77	0.96	34	3.83	0.71	18	-.29
Q 18 Fund Raising	2.44	1.05	34	2.00	1.19	18	1.38
Q 19 Academic Advisement	4.15	0.78	34	4.06	0.87	18	0.39
Q 20 Supervised Practicum	3.50	1.02	34	3.22	1.44	18	0.80

Table 15 (continued)

Survey Item	COUNSELORS Majority Non-White Level of Importance Mean Score[a]	S.D.	(N)	Minority White Level of Importance Mean Score[a]	S.D.	(N)	T-Value
Q 21 Grantsmanship Skills	2.76	0.96	34	2.72	1.02	18	0.15
Q 22 African-American History	3.91	1.10	33	3.06	1.21	18	2.56*
Q 23 Research Design	3.06	1.12	33	2.83	1.10	18	0.70
Q 24 Community Networking	3.64	1.03	33	3.78	0.94	18	-.48
Q 25 Neighborhood Familiarity	3.97	0.98	33	3.83	1.04	18	0.46
Q 26 Career Planning	4.06	0.83	33	4.00	0.77	18	0.26

[a]Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

Table 16

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Student Body Being Non-White Majority

Survey Item	COUNSELORS Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	Minority White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.79	0.50	33	4.20	0.65	18	3.72*
Q 2 Communication Skills	4.54	0.64	33	4.24	0.83	18	1.46
Q 3 Decision Making Skills	4.50	0.64	33	3.52	0.92	18	4.55*
Q 4 Black Student Needs	4.68	0.67	33	4.32	0.80	18	1.77
Q 5 Professional Standards/Ethics	4.25	0.80	34	3.44	0.96	18	3.35*
Q 6 Institutional Goals	3.93	1.12	34	3.68	0.75	18	0.94
Q 7 Counseling Strategies	4.04	1.07	34	4.04	0.84	18	-.02
Q 8 Counseling Individuals/Groups	4.37	0.69	33	4.36	0.76	18	0.05
Q 9 Student Concerns	4.11	0.85	33	4.28	0.84	17	-.72
Q 10 Special Student Programs	3.59	1.19	33	4.04	1.00	17	-1.45
Q 11 Crisis Decisions	4.11	0.80	33	3.67	0.92	17	1.85
Q 12 Training Paraprofessionals	3.64	1.19	34	3.04	0.86	17	2.05*
Q 13 Student Discipline	3.37	1.01	33	2.75	1.26	17	1.95
Q 14 Counseling Theory	3.96	0.85	33	3.46	1.02	18	1.92
Q 15 Professional Trends	3.96	0.81	33	3.44	1.00	18	2.08*
Q 16 Student Financial Aid	4.25	0.93	34	4.12	1.01	18	0.49
Q 17 Testing and Measurements	3.93	1.00	33	3.64	0.70	18	1.19
Q 18 Fund Raising	2.56	1.15	33	2.00	1.00	18	1.85
Q 19 Academic Advisement	4.15	0.82	33	4.08	0.81	18	0.30
Q 20 Supervised Practicum	3.44	1.12	33	3.36	1.25	18	0.26

Table 16 (continued)

Survey Item	COUNSELORS Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	Minority White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 21 Grantsmanship Skills	3.00	1.00	33	2.48	0.87	18	1.99
Q 22 African-American History	4.00	1.17	32	3.20	1.12	18	2.50*
Q 23 Research Design	3.19	1.23	32	2.76	0.93	18	1.41
Q 24 Community Networking	3.65	1.06	32	3.72	0.94	18	-.24
Q 25 Neighborhood Familiarity	4.00	1.10	32	3.84	0.90	18	0.57
Q 26 Career Planning	4.12	0.86	32	3.96	0.73	18	0.69

[a] Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

counselors, 3.20).

Table 17, reflecting institutional staff who are predominantly non-white, reveals significant differences for the following competency areas: Q 1 (work cooperation), Q 3 (decision making skills), and Q 13 (student discipline). These skills are rated statistically significantly higher by white counselors: Q 1, work cooperation (non-white counselors, 4.36 vs. white counselors, 4.75), Q 3, decision making skills (non-white counselors, 3.76 vs. white counselors, 4.50), and Q 13, student discipline (non-white counselors, 2.81 vs. white counselors, 3.53). Table 18 reports that only the competency decision making skills (Q 3) reveals a statistically significant difference, on the basis of the counseling staff being a non-white majority. Non-white counselors rate Q 3 (decision making skills) significantly lower than white counselors (non-white counselors, 3.19 vs. white counselors, 4.32).

Although the counselor competency decision making skills shows statistically significant differences in each of the four tables, and various other competency areas reveal statistically significant differences, only a small percent of difference is actually revealed (12%). The majority of the counselors, both non-white and white, reveal basically the same level of importance for the 26 competency areas, regardless of whether the counselees, student body, institutional staff or the counseling staff is a majority of non-whites.

Limitations

The study reveals several areas of interest but they must be

Table 17

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Institutional (at Large) Staff Being Non-White Majority

	COUNSELORS						
Survey Item	Minority White Level of Importance Mean Score	S.D.	(N)	Majority Non-White Level of Importance Mean Score	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.75	0.65	34	4.36	0.55	18	2.21*
Q 2 Communication Skills	4.45	0.78	34	4.36	0.69	18	0.40
Q 3 Decision Making Skills	4.50	0.97	34	3.76	0.61	18	3.43*
Q 4 Black Student Needs	4.60	0.75	34	4.45	0.75	18	0.68
Q 5 Professional Standards/Ethics	4.15	1.02	34	3.70	0.81	18	1.69
Q 6 Institutional Goals	3.75	0.87	33	3.85	1.12	18	-.36
Q 7 Counseling Strategies	3.90	0.82	34	4.12	1.17	18	-.81
Q 8 Counseling Individuals/Groups	4.37	0.74	33	4.36	0.68	18	0.02
Q 9 Student Concerns	4.00	0.88	33	4.30	0.75	18	-1.26
Q 10 Special Student Programs	3.68	1.21	34	3.88	0.95	18	-.59
Q 11 Crisis Decisions	4.11	0.94	33	3.78	0.74	18	1.28
Q 12 Training Paraprofessionals	3.60	0.94	34	3.22	1.27	17	1.24
Q 13 Student Discipline	3.53	1.20	35	2.81	0.96	17	2.20*
Q 14 Counseling Theory	3.84	1.00	36	3.66	0.90	17	0.66
Q 15 Professional Trends	3.84	1.06	34	3.64	0.69	17	0.76
Q 16 Student Financial Aid	3.95	0.92	35	4.33	1.00	18	-1.42
Q 17 Testing and Measurementa	3.79	0.82	33	3.79	0.98	17	0.01
Q 18 Fund Raising	2.53	1.06	34	2.15	1.17	17	1.18
Q 19 Academic Advisement	4.11	0.82	35	4.12	0.81	18	-.07
Q 20 Supervised Practicum	3.47	1.27	35	3.36	1.02	17	0.32

Table 17 (continued)

Survey Item	COUNSELORS Minority White Level of Importance[a] Mean Score	S.D.	(N)	Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 21 Grantsmanship Skills	2.89	0.89	36	2.67	1.10	17	0.82
Q 22 African-American History	4.00	1.22	35	3.39	1.08	17	1.76
Q 23 Research Design	3.17	1.05	34	2.88	1.20	18	0.89
Q 24 Community Networking	3.72	0.96	36	3.67	1.07	17	0.19
Q 25 Neighborhood Familiarity	3.89	1.03	33	3.94	0.96	18	-.17
Q 26 Career Planning	4.06	0.81	33	4.03	0.81	17	0.11

[a] Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

Table 18

Counselor (N=53) Response Summary of Counselor Competencies Deemed Most Important (by Mean Score) on the Basis of Counseling Staff Being Non-White Majority

Survey Item	COUNSELORS Minority White Level of Importance[a] Mean Score	S.D.	(N)	Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 1 Work Cooperation	4.56	0.58	35	4.46	0.71	18	0.54
Q 2 Communication Skills	4.40	0.69	35	4.39	0.82	18	0.03
Q 3 Decision Making Skills	4.32	0.96	35	3.19	0.80	18	2.19*
Q 4 Black Student Needs	4.52	0.64	35	4.50	0.87	18	0.10
Q 5 Professional Standards/Ethics	4.08	1.06	35	3.67	0.81	18	1.54
Q 6 Institutional Goals	3.76	0.85	35	3.85	1.09	18	-.36
Q 7 Counseling Strategies	4.04	0.79	35	4.04	1.14	18	0.02
Q 8 Counseling Individuals/Groups	4.33	0.74	34	4.39	0.70	18	-.30
Q 9 Student Concerns	4.04	0.77	34	4.32	0.91	18	-1.20
Q 10 Special Student Programs	3.71	1.22	33	3.88	1.00	18	-.57
Q 11 Crisis Decisions	4.04	0.93	33	3.77	0.81	18	1.07
Q 12 Training Paraprofessionals	3.56	0.92	34	3.18	1.23	18	1.25
Q 13 Student Discipline	3.25	1.27	33	2.92	1.03	17	0.99
Q 14 Counseling Theory	3.92	0.97	33	3.55	0.93	18	1.35
Q 15 Professional Trends	3.85	1.04	34	3.50	0.75	18	1.80
Q 16 Student Financial Aid	4.00	0.91	35	4.35	1.00	18	-1.36
Q 17 Testing and Measurements	3.87	0.90	34	3.71	0.85	18	0.66
Q 18 Fund Raising	2.58	1.14	34	2.04	1.02	18	1.82
Q 19 Academic Advisement	4.08	0.80	34	4.14	0.83	18	-.26
Q 20 Supervised Practicum	3.50	1.28	34	3.32	1.06	18	0.54

Table 18 (continued)

Survey Item	COUNSELORS Minority White Level of Importance[a] Mean Score	S.D.	(N)	Majority Non-White Level of Importance[a] Mean Score	S.D.	(N)	T-Value
Q 21 Grantsmanship Skills	2.88	0.91	34	2.64	1.03	18	0.86
Q 22 African-American History	3.83	1.29	33	3.43	1.07	18	1.18
Q 23 Research Design	3.26	1.00	33	2.75	1.18	18	1.67
Q 24 Community Networking	3.61	0.97	33	3.75	1.03	18	-.50
Q 25 Neighborhood Familiarity	3.78	1.00	33	4.04	1.00	18	-.90
Q 26 Career Planning	4.09	0.77	33	4.00	0.85	18	0.38

[a] Level of Importance Scale (1) None, (2) Little, (3) Some, (4) High, (5) Very High

*Significant at .05 level or below.

assessed on the basis of the study's limitations. The limitations include the following: type of study (perceptual), research instrument, regional location and institutional (two-year) focus. The participants were surveyed on the basis of their perceptions. It is quite possible that their perceptions have either since changed, and/or were originally given without objectivity and without veracity; matched with this is the fact that the research instrument was not statistically validated. The final two limiting factors include the study being conducted only in the Chicago metropolitan-area and concentration in the higher education sector of the two-year, community college. This raises the issues of whether or not these findings are applicable to other geographical regions and other higher education sectors.

Summary

Data were obtained from the administration of two survey instruments to two independent samples of counselor professionals and black students at several higher education institutions in the Chicago metropolitan area. Data analysis focused primarily on a descriptive comparison of both counselor and student responses which assigned levels of importance to 26 different counselor skill areas deemed relevant to the counseling needs of black college students. Tests of significance, including the use of the t-test and ANOVA were used to compare responses between counselors and students. The results of the data analysis were presented in this chapter. Chapter V will present a summary and detailed discussion of the findings including the researcher's conclusions and recommendations.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The statement of purpose for this study, the review of related literature, the methodology and the data analysis are presented in Chapters I, II, III and IV. This chapter presents a summary of Chapters I through IV, discussion of the results with conclusions and recommendations for future research.

Summary

The major purpose for this study involves the investigation of counselor and black student perceptions of the skills, knowledge and practical experiences needed by counselors who advise black college students. The study provides data that will sensitize counselor educators and counselors-in-training to the skills, knowledge and experiences needed by counselors who plan to work with the black student population in higher education settings.

The following skill, knowledge and experience variables are investigated: communication skills, decision making skills, needs assessment skills, individual and group counseling skills, grantsmanship skills, program development skills, staff training skills and academic advisement skills. Also investigated are knowledge levels about research design, professional standards and ethics, institutional goals, professional trends, student financial aid, testing and measurement, career planning and placement, and

African-American History. Additionally, other variables include institutional cooperation, counseling strategies, articulation or student concerns, fundraising techniques, student discipline, counseling theory, community networking, supervised programs focused on black student issues, and crisis resolution.

Counselors and black college students are both surveyed to determine the significance of these variables in the process of counseling black college students. These groups were surveyed because an examination of the professional literature revealed a lack of research on contemporary black student perceptions of their counseling needs and the training needed by counselors who serve them. Fifty-three counselor and 242 student respondents, representing 28 institutions of higher education from the Chicago metropolitan area, participated in the study which was conducted in December, 1984 and January, 1985.

On the basis of the literature reviewed, it is apparent that the special needs of black college students directly impact training programs for college counselors. Furthermore, the literature underscores the need to examine the current perceptions of both students and counselors regarding the skills, knowledge and experiences professional counselors need in serving blacks in higher education. This particular research focus was almost nonexistent in the professional literature. This study's examination of the professional literature focused on three areas: the role and functioning of the professional counselor in the higher education setting; the special needs and problems of black students in higher

education as they relate to the counseling function; and skills and experiences needed by counseling professionals in higher education including the graduate preparation appropriate in serving black students. The following research questions provided direction for the study:

1. Do counselor perceptions of the counseling skills needed by professionals advising black college students vary significantly when considering counselor variables such as gender, age, race, years of experience and educational level?

2. Do student perceptions of the counseling skills needed by professionals advising black college students vary significantly for the student variables of gender, age, class standing, counseling contact, and institution type?

3. Do counselor and student perceptions of the skills needed by professionals advising black college students vary significantly when compared with each other?

4. To which competencies do counselors and students assign the highest levels of importance?

5. Do counselors' perceptions of the skills needed by professionals advising black college students vary significantly when the majority of a) the counselees, b) the student body, c) the institutional staff, and d) the counseling staff are non-white?

Perceptual data relative to counseling skills of professionals serving black college students are obtained through the administration of the Counselor Skill and Experience Questionnaire (C.S.E.Q.) and Demographic Data Sheet (D.D.S.). These instruments were developed by

the researcher.

Two demographic data sheets were developed, one for counselors and one for students. The Demographic Data Sheet for counselors seeks information about gender, age, type of institution, occupational data, ethnic background, educational level, institutional personnel and counseling center personnel.

The Counselor Skill and Experience Questionnaire was developed to investigate counselor and black student perceptions of a variety of factors related to the advisement of black college students. The C.S.E.Q. includes three general categories of items: a) counselor skills, b) counselor knowledge, and c) counselor experience. The instrument consists of 26 items and scoring is performed by using a five-point Likert-type scale. Subjects are asked to rate each of the 26 items on the level of importance they attach to each item: none (1), little (2), some (3), high (4) and very high (5). Secondly, participants are asked to select seven of the 26 items and to rank them in order of importance from 1 to 7 with 1 being most important.

To ascertain the level of statistical significance between the perceptions of professional counselors and students on the counseling skills of professionals advising black college students the following procedures are applied: condescriptive procedures, the t-test and one-way analysis of variance procedures. The SPSS condescriptive procedure computed means, standard deviations, and variances for each of the 26 variables. These descriptive statistics were computed for the two groups of respondents. The SPSS t-test procedure was used to compute student's t and probability levels for testing whether the

difference between two sample means is significant at $p \leq .05$. T-tests of significance were conducted on two demographic variables which were dichotomous (i.e., gender and race). These two demographic variables were each tested for significant differences for all 26 variables on the C.S.E.Q.. The SPSS one-way analysis of variance procedure was used for demographic variables which were not dichotomous (i.e., age, years of counseling experience, educational level, institution type, and student class status). These variables were tested for statistical significance on each of the 26 items on the C.S.E.Q. for the two groups of respondents. The procedure provided a standard analysis of variance summary table showing sums of squares, degrees of freedom, mean squares, and the F ratio formed by dividing the between-group mean square by the within-group mean square. The summary table also reported probability level of the obtained F ratio.

Based on the data gathered from this study, the following findings were discovered: counselors assign most importance to the competency areas of work cooperation (Q1), black student needs (Q4), communication skills (Q2), counseling individuals/groups (Q8), student concerns (Q9) and student financial aid (Q16). Conversely, counselors assign lowest importance to fundraising (Q18), grantsmanship skills (Q21), research design (Q23), student discipline (Q13), training paraprofessionals (Q12), and supervised practicum (Q20). Students assign most importance to the competency areas of communication skills (Q2), student concerns (Q9), student financial aid (Q16), counseling individuals/groups (Q8), black student needs (Q4) and special student

programs (Q10). In assigning lowest importance, students list grantsmanship skills (Q21), research design (Q23), fundraising (Q18), professional standards/ethics (Q5), professional trends (Q15) and institutional goals (Q6). Counselors assign their top six ranks of importance to black student needs (Q4), communication skills (Q2), work cooperation (Q1), student concerns (Q9), counseling strategies (Q7) and special student programs (Q10). Students, on the other hand, assign their top six ranks of importance to work cooperation (Q1), black student needs (Q4), student concerns (Q9), student financial aid (Q16), counseling individuals/groups (Q8) and special student programs (Q10).

Statistically significant differences are found among counselors' perceptions of the counseling skills needed by professionals advising black college students on the bases of race and sex. Black counselors rated the areas of work cooperation (Q1), counseling theory (Q14), professional trends (Q15), fundraising (Q18), African-American history (Q22) and research design (Q23) significantly higher than did non-black counselors. Female counselors rated the following competencies significantly higher than did their male counterparts: work cooperation (Q1), student discipline (Q13), and testing and measurements (Q17). No statistically significant differences are found among counselors' perceptions on the bases of age, institutional type or years of experience.

Statistically significant differences are revealed in the student perceptions of the competencies of counselors who advise black college students with the variables gender and institution type. Female

students rated counseling individuals and groups (Q8), special student programs (Q10) and academic advisement (Q19) significantly higher than did their male counterparts. Students attending two-year institutions rated the following items significantly higher than did students attending other types of institutions: work cooperation (Q1), communication skills (Q2), counseling individuals/groups (Q8), special student programs (Q10), training paraprofessionals (Q12), student discipline (Q13), student financial aid (Q16) and supervised practicum (Q20).

Statistically significant differences are also found between counselor and student perceptions. Counseling professionals attach significantly higher ratings for work cooperation (Q1), communication skills (Q2), decision making skills (Q3), black student needs (Q4), professional standards and ethics (Q5), institutional goals (Q6), counseling strategies (Q7), counseling individuals/groups (Q8), counseling theory (Q14), fund raising (Q18) and grantsmanship skills (Q21). Students rated student discipline (Q13) significantly higher than did counselors.

Statistically significant differences are found among counselor perceptions when counselees, student body, institutional staff and counseling staff are predominantly non-white. When counselees are predominantly non-white, non-white counselors rate the competencies of decision making skills (Q3) and African-American History (Q22) significantly higher than do white counselors. When the institution's student body is mostly non-white, non-white counselors rate the following competencies significantly higher than do white counselors:

work cooperation (Q1), professional standards/ethics (Q5), training paraprofessionals (Q12), student discipline (Q13), counseling theory (Q14), professional trends (Q15) and African-American History (Q22). When institutional staff is predominantly non-white, non-white counselors rate the competencies of work cooperation (Q1), decision making skills (Q 3), and student discipline (Q13) significantly higher than do white counselors. Finally, decision making skills (Q 3) are rated significantly lower by non-white counselors when the counseling staff is predominantly non-white.

The limitations of this study include its perceptual nature, research instrument, geographical region and focus on two-year institutions of higher education. The study relies heavily on subjective views, is limited to the Chicago metropolitan area, utilizes a statistically unvalidated research instrument and concentrates too heavily on participants from the community college sector.

Discussion

The following discussion evolved from this study's findings regarding counselor and student perceptions of the skills, knowledge and practical experiences needed by professional counselors who advise black college students. Both students and counselors appear to place more importance on those skills related to providing direct student services which address immediate student needs. Low levels of importance are placed on skills which are not directly linked to student needs. Where these findings might not be considered very revealing, the omission of "community networking" as an important

competency might be surprising to the reader. Black students have consistently expressed a concern for networking between the "black community" and the university. The researcher believes that since most of the counselors and students are probably parents and live outside of the institution's neighborhood (two-year, non-resident campus), therefore "community networking" would only be of minimal concern. They are probably actively involved in community affairs in their own neighborhoods.

The research findings revealed that black counselors place a great deal of importance on several areas of professional development--counseling theory, professional trends, research design, etc. This researcher speculates that these results are primarily a consequence of the respondents being predominantly community college counselors. The community college environment is often the setting for occupational conflict between professional and paraprofessional counseling staff. I believe that these conflicts emanate from a perception held by "degreed" counselors that most paraprofessional counselors are unskilled and not properly trained to effectively counsel community college students. A similar conflict exists between male and female counselors, thus partially explaining the high important level placed on the counseling competencies of work cooperation, by female counselors.

The researcher was surprised to find student discipline in the list of competencies rated as "very important" by community college students. Concern over this issue of student discipline seems at first to be somewhat outdated in that it is more appropriately

associated with the 1960's and 1970's during campus-based black student activism. Although this finding was at first surprising, after discussing this issue with contemporary community college students, the researcher made a significant discovery. Community college students are oftentimes treated as if they were still in high school. They explain that they are often reprimanded and disciplined in inappropriate fashions. Many community college students of the 1980's reject the idea of being treated like children and explain that most are themselves parents of high school students and in some cases as old as their instructors. This fact may be appropriate for explaining the significantly higher importance rating given by the students for "student discipline".

The research findings emphasize the importance of communication skills as perceived by both students and counselors. This is consistent with my experience in higher education. The key to effective and appropriate counseling is open, honest and ongoing communications. Contrary to some beliefs, the issue of "race", as discussed in this study, is secondary to communications and the ability to relate in establishing meaningful counseling relationships between professional counselors and black students in higher education.

Conclusions

The study has provided descriptive data regarding counselor and student perceptions of the counseling skills, experiences and practical knowledge needed by professionals advising black college students. The following conclusions are presented based on the

results of the study:

1. The study reveals that at the time of the investigation a large degree of agreement existed between black college students and college counselors regarding the importance of several key competencies. Among 10 survey items ranked as most important on the Counseling Skills and Experience Questionnaire (CSEQ), both students and counselors agree on eight of the items: work cooperation (Q1), communication skills (Q2), black student needs (Q4), counseling individuals/groups (Q8), student concerns (Q9), special student programs (Q10), student financial aid (Q16) and academic advisement (Q19) (see Tables 7 and 9).

2. Both students and counselors assign their lowest levels of importance to three competencies. These include fundraising (Q18), grantsmanship (Q21) and research design (Q23) (see Tables 7 and 9).

3. The majority of the counseling competencies ranked among the top ten by both students and counselors focuses on direct student needs. They reveal that a high priority is being placed on the acquisition of counseling competencies and knowledge which directly impact both academic and ethnic aspects of the students' development. In balancing their emphasis on direct student issues, professional counselors also place high levels of importance on the need to know how to work cooperatively with the total institution and the need to acquire leadership and decision making skills (see Tables 6 and 8).

4. This study reveals that few significant differences exist between black college students regarding the importance of counseling competencies on the basis of sex and institutional type. Female

students do reveal statistically significantly higher mean scores than male students in the counselor skill areas of counseling individuals/groups (Q8), special student programs (Q10) and academic advisement (Q19). On the basis of institutional type, students attending two-year institutions rated the following counseling competencies higher than did other students: work cooperation (Q1), communication skills (Q2), counseling strategies (Q7), special student programs (Q10), paraprofessional training (Q12), student discipline (Q13), student financial aid (Q16) and black college student practica and internships (Q20).

5. Although statistically significant differences are revealed between non-white and white counselors when student counselees, student body, institutional staff and counseling staff are predominantly non-white, little difference is actually reported.

6. Based on the findings, I recommend that counselors become more familiar with student financial aid programs and employment and career planning dynamics.

7. Based on my findings graduate training in counseling should emphasize multicultural awareness and development--required courses, practica and written comprehensives.

Recommendations

The following recommendations are offered by the researcher:

1. Additional research should be undertaken to explore the perceptions of the counseling skills of professionals advising black college students attending institutions outside of the Chicago metropolitan area. This would require correlational studies

investigating both college counselor and black college student perceptions. Analysis of perceptions on the basis of regional or sectional factors should be conducted to determine if a "regional perception profile" exists.

2. The study might be redesigned to correlate counselor and student perceptions on the basis of institution size and the size of the black student enrollment.

3. Additional efforts should be directed toward investigating counselor education programs by assessing the strengths and weaknesses of these programs in training counselors to advise black college students. Also, counselors should be asked to assess the institution where they received their counseling training on the basis of the appropriateness of their graduate program in preparing them to advise black college students.

4. The study could be replicated to investigate perceptions of other groups on the campus, especially those directly responsible for black student services. Other constituent groups such as graduate students, black alumni, community members, citizen advisory committees, benefactors and college and university trustees could be included as well.

5. Efforts should be made to identify or develop assessment instruments more appropriate than those developed by the researcher. The Counselor Skill and Experience Questionnaire (CSEQ) and the Demographic Data Sheets (DDS) could be modified and refined or combined with other standardized instruments.

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APPENDIX A

APPENDIX A

LETTER TO CHIEF COLLEGE STUDENT LIFE OFFICERS

Dear Chief Student Life Officer:

I am a doctoral student in Guidance and Counseling at Loyola University of Chicago. The focus of my academic program is Counseling and Counselor Education.

As an administrator in higher education, I am certainly aware of your busy schedule and would therefore be most grateful if you could take some of your time to assist me in collecting data pertinent to my dissertation.

My research centers on identifying those counseling competencies appropriate in serving the needs of black college students. This requires both the identification of appropriate professional staff and determining which skills they consider most important in serving the black college student population.

In order to accomplish this task, it is necessary that I survey as many Chicago area counseling professionals as possible, who work directly with black students. You can assist me in this endeavor by identifying, on the enclosed form, those particular professionals at your institution who work most closely with black students.

I cannot overemphasize the importance of this vital data to my research, nor how grateful I am for your support in my effort.

If there are any further questions, comments or concerns, do not hesitate to contact me at (312) 538-2954-Work and 752-2133-Home.

Respectfully yours,

R.L. Pullin

RLP:vjc
Enclosure

APPENDIX B

APPENDIX B

VARIOUS TYPES OF INSTITUTIONS OF HIGHER EDUCATION WITH REPORTED BLACK STUDENT POPULATION FIGURES
MARCH 1984

Two-Year Community Colleges	Black Students
Chicago Urban Skills Institute	34,350
Kennedy-King College	6,500
Malcolm X College	4,876
Olive-Harvey College	4,000
Richard J. Daley College	3,500
Triton College	2,375
Joliet Jr. College	900
Wright College	896
Prairie State College	600
Moraine Valley Community College	322
Oakton Community College	268
Waubonsee Community College	85
MacCormac Junior College (private)	Not Given
Total	58,672
Private Universities	
Roosevelt University	2,300
Loyola University of Chicago	1,081
Lewis University	310
Chicago Medical School	21
Total	3,712
Public Universities	
Northeastern Illinois University	8,215
Chicago State University	5,648
University of Illinois (at Chicago)	2,858
Total	16,721
Private Colleges	
Columbia College	1,850
Saint Xavier College	183
Elmhurst College	100
Aurora College	100
North Central College	32
Trinity Christian College	30
Judson College	25
Mallinckrodt	8
Total	2,328
GRAND TOTAL	81,433

APPENDIX C

APPENDIX C

COUNSELOR DEMOGRAPHICS

1. List the title of your current position:

_____

2. Sex: Female_____ Male_____

3. Age: _____21-24 _____30-34 _____40-45
_____25-29 _____35-39 _____46+

4. Race: _____Black _____Asian
_____Caucasian _____Native American
_____Hispanic _____Other (specify)

5. Years of Counseling Experience in Higher Education:

_____1-3 years _____8-10 years
_____4-7 years _____10+ years
(Please Specify_____)

6. Education Level (Highest Degree Earned)

_____Baccalaureate Degree
_____Master's Degree
_____Doctoral Degree
_____Other (_____)
Specify

7. Type institution currently employed:

_____Private, Two-Year College _____Private, University
_____Public, Two-Year College _____Public, University
_____Private, Four-Year College _____Other(_____)
_____Public, Four-Year College

8. For the seven categories listed below estimate the racial and sexual composition (in percent) of only those students at your institution who you counsel and advise. Your percentages should total 100%.

_____%Black _____%Female
_____%Caucasian _____%Male
_____%Hispanic 100 %Total
_____%Native American
_____%Other (_____)
Specify
100 %Total

9. Estimate the racial and sexual composition (in percent) of staff at your institution in the counseling center, and among your institution's student body.

Institution (Staff)

_____%Black
_____%Caucasian
_____%Hispanic
_____%Native American
_____%Other (_____)
Specify

_____%Female
_____%Male

Counseling Center Staff

_____%Black
_____%Caucasian
_____%Hispanic
_____%Native American
_____%Other (_____)
Specify

_____%Female
_____%Male

Student Body

_____%Black
_____%Caucasian
_____%Hispanic
_____%Native American
_____%Other (_____)
Specify

_____%Female
_____%Male

APPENDIX D

APPENDIX D

STUDENT DEMOGRAPHICS

1. Sex: Female_____ Male_____

2. Age: _____16-19
_____20-23
_____24-27
_____28-31
_____32-35
_____36 and over

3. Class standing:
_____Freshman
_____Sophomore
_____Junior
_____Senior

4. Type of Institution:

_____Private, two-year college
_____Public, two-year college
_____Private, four-year college
_____Public, four-year college
_____Private, university
_____Public, university
_____Other (_____)

5. Have you met with a professional counselor at your institution?
_____Yes _____No

APPENDIX E

APPENDIX E

COUNSELOR SKILL AND EXPERIENCE QUESTIONNAIRE

10.A Listed below is a variety of items related to types of knowledge, skills, and experiences usually associated with professional counselors. For each item assess its level of importance in serving black students in higher education. Circle your response under Part A-Level of Importance
1 (None) 2 (Little) 3 (Some) 4 (High) 5 (Very High)

10.B After completing Part A review the total list of 26 items, select only your top seven (7) choices and then rank them in order of importance from 1 to 7; "1" being your most important. (Indicate your ranking under Part B)

COMPETENCY	(PART A) LEVEL OF IMPORTANCE					(PART B) RANKING
1. Ability to work cooperatively with total institution (Admin., staff, students)	None 1	Little 2	Some 3	High 4	Very High 5	_____
2. Excellent communication skills (oral, written)	None 1	Little 2	Some 3	High 4	Very High 5	_____
3. Leadership and decision making skills	None 1	Little 2	Some 3	High 4	Very High 5	_____
4. Ability to assess individual black student needs	None 1	Little 2	Some 3	High 4	Very High 5	_____
5. Understanding professional standards & ethics	None 1	Little 2	Some 3	High 4	Very High 5	_____
6. Knowledge of major institutional goals	None 1	Little 2	Some 3	High 4	Very High 5	_____

7. Familiarity with a variety of counseling strategies	None 1	Little 2	Some 3	High 4	Very High 5	_____
8. Experience counseling individuals and groups	None 1	Little 2	Some 3	High 4	Very High 5	_____
9. Experience in articulating and presenting student concerns	None 1	Little 2	Some 3	High 4	Very High 5	_____
10. Experience in developing special student programs	None 1	Little 2	Some 3	High 4	Very High 5	_____
11. Experience in making crisis decisions	None 1	Little 2	Some 3	High 4	Very High 5	_____
12. Experience in training paraprofessionals and peer counselors	None 1	Little 2	Some 3	High 4	Very High 5	_____
13. Ability to administer effective student discipline	None 1	Little 2	Some 3	High 4	Very High 5	_____
14. Ability to relate counseling theory to practice	None 1	Little 2	Some 3	High 4	Very High 5	_____
15. Knowledge of professional trends in field	None 1	Little 2	Some 3	High 4	Very High 5	_____
16. Knowledge of student financial aid programs	None 1	Little 2	Some 3	High 4	Very High 5	_____
17. Knowledge of testing and measurement	None 1	Little 2	Some 3	High 4	Very High 5	_____

18. Experience in fund raising	None 1	Little 2	Some 3	High 4	Very High 5	_____
19. Skill in Academic Advisement	None 1	Little 2	Some 3	High 4	Very High 5	_____
20. Experience working with black college students, in a supervised practicum or internship	None 1	Little 2	Some 3	High 4	Very High 5	_____
21. Grantsmanship skills	None 1	Little 2	Some 3	High 4	Very High 5	_____
22. Knowledge of African-American History	None 1	Little 2	Some 3	High 4	Very High 5	_____
23. Skill in research design	None 1	Little 2	Some 3	High 4	Very High 5	_____
24. Experience in working with community support groups	None 1	Little 2	Some 3	High 4	Very High 5	_____
25. Familarity with students' neighborhood (Pol, Soc., Econ., Cult., Etc.)	None 1	Little 2	Some 3	High 4	Very High 5	_____
26. Special skill in career development and planning	None 1	Little 2	Some 3	High 4	Very High 5	_____

Additional Comments (Suggestions, Recommendations, Additions, etc.)

_____

_____

_____

APPROVAL SHEET

The dissertation submitted by Richard L. Pullin has been read and approved by the following committee:

Dr. Terry Williams, Director
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

April 15, 1987
Date

Director's Signature