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1970

ATTITUDES OF COLLEGE COUNSELORS
AND ADMINISTRATORS CONCERNING
CONFIDENTIAL INFORMATION

by

Harold Gordon Campbell

A Dissertation Submitted to the Faculty of the
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For the Degree of

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GRADUATE COLLEGE

I hereby recommend that this dissertation prepared under my
direction by Harold Gordon Campbell
entitled Attitudes of College Counselors and Administrators
Concerning Confidential Information
be accepted as fulfilling the dissertation requirement of the
degree of Doctor of Philosophy

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SIGNED: Harold Gordon Campbell

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ABSTRACT

This was a study of the attitudes of college counselors and administrators concerning the release of confidential information.

Through a review of the literature from 1959 through 1969 it was found that counselors and administrators at the secondary school level differed in attitude toward releasing or retaining confidential information. This study made an effort to answer the question as to whether or not there was agreement between the attitudes of counselors and administrators concerning the release of confidential information at the college level.

A survey instrument consisting of twelve hypothetical counseling incidents was developed by the writer. The survey instrument was mailed to random samples of individuals who were included on a current American College Personnel Association (A.C.P.A.) mailing list (779), and to college administrators (276) selected from a national directory of institutions of higher education in the United States. The returned responses were categorized into groups of general counselors in college (267), other A.C.P.A. respondents (225), student personnel administrators (122), and registrars (124). The samples were compared with respect to "confidentiality scores" through the use the Kolmogorov-Smirnov two-sample test. A split-half reliability coefficient of .93

indicated a high degree of internal consistency for the survey instrument.

The findings of the study based on the attitude measured by the survey instrument, indicated that statistically significant (.001 level) differences in attitude existed between the sample of general counselors in college and two samples of college administrators (student personnel administrators and registrars). The counselors received higher "confidentiality scores" indicating an attitude of retaining more of the information supplied in the hypothetical incidents than was the case with the administrators. The two samples of administrators also evidenced statistically significant (.01 level) differences in attitude concerning the release of confidential information. The student personnel administrators received higher "confidentiality scores" indicating an attitude of retaining more of the information supplied in the hypothetical incidents than did the registrars. The general counselor in college sample did not differ significantly (.01 level) with the sample of other A.C.P.A. respondents concerning attitude toward the release of confidential information.

The findings from the sample of general counselors in college were generally confirmed by the findings from a sample of college counseling center counselors (96) obtained in the study.

Based on the findings of this study it was recommended that studies be undertaken to determine the educational significance of the

statistically significant differences found between the samples in this study. In addition, an investigation should be conducted in an effort to find whether a different set of counseling incidents, from the set of incidents used in this study, would yield the same findings. Studies should be conducted using other professional organizations to which college counselors belong as a basis for selection of samples of college counselors. It was further recommended that studies be undertaken to determine the influence of different methods of counselor and administrator professional preparation in higher education on the attitudes concerning confidential information evidenced by the two groups.

CHAPTER I

INTRODUCTION

Guidelines for the release of confidential information by college counselors have been established by the American Personnel and Guidance Association and the American Psychological Association (APGA, 1961; APA, 1953). The guidelines are only general statements, however, and lack clarity in terms of specific situations (Vance, 1963). In making a decision whether or not to release confidential information college counselors have relied on their own judgments. The attitudes of secondary school counselors and administrators concerning the release of confidential information have been shown to differ significantly. Whether a similar difference in attitude between counselors and administrators existed at the college level was the focus of this study.

The Problem

The question arises as to whether the attitudes of college counselors differ significantly from those of college administrators concerning the release of confidential information. This study sought to determine whether the attitudes of college counselors and administrators differed with respect to the release of confidential information.

Significance of the Problem

The struggles in which the American society is involved, such as social revolution, drug abuse, and controversies related to sex, appear to be mirrored in the problems expressed by the college students of today. It would seem that college counselors today would be receiving more information considered personal and confidential than was the case even ten years ago. The counselor's ethical code states that counselors should not violate a counselee's confidence by releasing personal information which has been obtained during the interview. The release of confidential information may have tragic consequences for students. The student's career may be jeopardized or he may be subject to legal action as a result of the disclosure of confidential information by a counselor. The release of confidential information may greatly reduce the counselor's effectiveness in dealing with students. If counselors choose to break their ethical code, then counselees will soon learn that they cannot safely confide in the counselor. As a result of that action counselors would find it difficult to operate as agents of change in student behavior. In addition, a channel of communication between students and the institution of higher education would be lost and the resolution of student-administrative differences impaired. Before one can assess the consequences of differences in attitude between college counselors and administrators or take steps to remedy a situation that may be undesirable,

the existence of the differences in attitude must first be established. To the knowledge of the researcher, a comparison between the attitudes of college counselors and college administrators toward the release of confidential information has not been made. The significance of this study lies in its attempt to assess the attitudes of the two groups of college personnel and thereby establish a foundation on which a dialogue between college counselors and administrators may be established.

Statement of Hypotheses

In an effort to find whether or not the attitudes of college counselors and administrators concerning the release of confidential information differed, a survey instrument was developed by the researcher (Appendix A). Based on the attitude measured by the survey instrument, the following null hypotheses were tested:

1. There will be no significant difference in the attitudes of college counselors and student personnel administrators concerning the release of confidential information.
2. There will be no significant difference in the attitudes of college counselors and college registrars concerning the release of confidential information.
3. There will be no significant difference in the attitudes of college counselors and other American College Personnel

Association respondents concerning the release of confidential information.

4. There will be no significant difference in the attitudes of student personnel administrators and registrars concerning the release of confidential information.

Assumptions Underlying the Study

This attitudinal study was based on the following assumptions:

- (1) It was assumed that the attitudes of college administrators and college counselors, toward releasing confidential information, could be measured by the instrument developed for use in the study.
- (2) It was assumed that the administrators and counselors involved in the study would respond to the set of counseling incidents with honest reactions.
- (3) It was assumed that each of the counseling incidents would be of sufficient interest to college counselors and administrators to elicit their agreement or disagreement with the action taken in the incident.

Limitations of the Study

The following limitations of the study are acknowledged by the researcher: (1) The set of counseling incidents used in the study is representative, but not all-inclusive, of situations in which confidential information may be released by college counselors. (2) College counselors not belonging to the American College Personnel Association are

not included in the sample of college counselors. (3) The attitudes of counselors and administrators discovered in the study are relevant only to the specific set of counseling incidents used in data collection for the study.

Definition of Terms

A publication of the National Center for Educational Statistics, Definitions of Student Personnel Terms in Higher Education (1968a), was the major reference source employed in the definition of terms used in the study. The following terms are defined within the context of their use in the study:

Confidential information - information of a personal nature that was obtained through a professional relationship in which it was implied that the information would not be conveyed to others.

Confidentiality - the ethical obligation not to release information of a personal nature that was obtained through a professional relationship in which it was implied that the information would not be conveyed to others.

Counselor - an individual whose major efforts are directed to helping students find solutions to their personal, vocational, and educational problems through confidential interviews.

Administrator - an officer of the institution who interprets and executes the policies of the governing bodies of the institution.

Student personnel administrator - the vice president of student affairs, dean of students, or a closely related administrative position devoted to directing the non-academic services for student development at a college.

Registrar - the chief administrator of the office supporting the educational process through academic record keeping.

Other ACPA members - those individuals who are not college counselors but are included on the most current American College Personnel Association mailing list.

College - an institution offering educational programs above the level of secondary school, specifically, 2-year, 4-year, and professional schools in higher education.

Confidentiality score - the score obtained for each respondent by summing the respondent's rating for each incident of the survey instrument. The range of possible respondent scores will be from twelve through forty-eight. A high score indicates an attitude toward retaining confidential information while a low score indicates the converse.

Retentive - an attitude of retaining in confidence the information supplied in the hypothetical counseling incidents. Respondents who evidenced relatively high confidentiality scores were termed "retentive."

Summary

This study sought to determine whether there was a difference in attitudes of college counselors and college administrators toward the release of confidential information. An instrument was developed by the researcher to compare attitudes with respect to the release of confidential information, and hypotheses of no significant difference in attitude were stated in comparing the following groups: (1) college counselors; (2) student personnel administrators; (3) registrars; (4) ACPA respondents who were not college counselors.

CHAPTER II

RESUME OF RELATED LITERATURE

This review of the literature relating to confidentiality encompasses the ten year period from 1959 through 1969. The review is divided into three major areas of emphasis from which selected studies are presented. An over-view of the concept of confidentiality and privileged communication is presented first. The review then presents selected studies relating to counseling center practices. Finally, and as a basis for this study of counselor and administrator attitudes concerning confidentiality, selected studies relating to the attitudes of counselors and administrators, toward the practice of confidentiality are presented. A brief summary concludes the chapter.

An Over-view of Confidentiality and Privileged Communication

The concept of confidentiality emerged from moral law. The principle is thought to have been practiced first in the helping relationships between individuals of ages long past and later adopted by casual groups that were the forerunners of formal organizations (National Social Welfare Assembly, Inc., 1958).

In an attempt to define the concept of confidentiality the opinions of doctors, lawyers, ministers, and the working press were solicited by

the National Social Welfare Assembly. The following definition is the product of the efforts of representatives from these professions:

The concept of confidentiality in human relations is one which conveys within broad boundaries the same meaning to people generally whether in personal, business, or professional relations. It has in it two elements: that of trust, and that of sharing information with the feeling of security that it will remain with the other person... (NSWA, 1958, p. 13).

Confidentiality possesses both an ethical and a legal aspect.

Ethically, a professional is required to maintain the confidential nature of communications with clients, except in clear-cut situations in which a threat to the individual or society is posed. However, the legal aspect of confidentiality is much more limited in scope. The legal doctrine of privileged communication is concerned only with protecting the client's confidential communications in the event that a professional is required to testify in court (Geiser, 1964). The specificity of the legal doctrine of privileged communication as opposed to the general nature of the concept of confidentiality may be observed in the following definition:

Privileged communication ... is the legal right which exists either by statute or common law that protects the client from having his confidences revealed publicly from the witness stand during legal proceedings. It means that certain professionals cannot be legally compelled to testify to the contents of the confidential relation they entered into with their client (Geiser, 1964, p. 831).

Lawyers were the first professional group to receive the protection of privileged communication. That protection was then extended to other professionals by statutory law (Geiser, 1964).

The counselor's legal position with respect to privileged communication has been examined in some detail by C. Gilbert Wrenn (1952). In Wrenn's opinion the counselor has more legal latitude in which to operate than he may realize. According to Wrenn (1952), in states where counselors do not possess privileged communication status they are not required to reveal confidential communications unless before a grand jury or in a court of law.

Guidelines for the release of confidential information by counselors are unclear at this time. The ethical codes of both professional organizations to which counselors belong, the American Psychological Association and the American Personnel and Guidance Association, offer only general statements concerning the release of confidential information. According to Vance (1963), the terms used in the codes possess ambiguous meanings. In making decisions about the release of confidential information, university counseling psychologists usually rely on their own professional judgment according to Anderson and Sherr (1969).

Counseling Center Confidentiality Practices

In an early effort to clarify the Counseling Bureau policy at The University of Minnesota a 1960 statement was issued by the Bureau. Dr. Ralph F. Berdie, then the Bureau's director, indicated that confidential student information was released to other intra-university offices by the Counseling Bureau on the assumption that the other offices were just as

interested in the student as was the Counseling Bureau. In keeping with a policy of sharing student information within the University, Berdie (1960) indicated that the student and the University could usually be protected at the same time through the use of good judgment and imagination.

An extensive survey initiated in the spring of 1965 gathered data specifically related to counseling center confidentiality practices. In that survey Nugent and Pareis (1968) sent a checklist questionnaire to all four-year colleges and universities listed in American Universities and Colleges (Cartter, 1964). A total of 1,166 questionnaires were sent out with 785 (67 percent) being returned. However, only 461 questionnaires were completed. The remaining 320 colleges and universities indicated that they had no counseling center designated as such. The questionnaire asked for information concerning function and orientation of counseling centers. Complete confidentiality was the most typical pattern (59 percent) found by Nugent and Pareis. The next most frequent pattern was releasing confidential information to administrators (21 percent). Ten percent of the counseling centers sampled released confidential information to deans of students. The set of questions used in gathering data in the study referred to the release of confidential student information without the student's permission. Nugent (1969) indicated in a later journal article that 40 percent of the college counseling directors responding to the earlier questionnaire (Nugent and Pareis, 1968) gave out

student information without the student's permission. Nugent viewed that as a clear violation of the ethical codes of the American Personnel and Guidance Association and the American Psychological Association. The release of confidential information was justified only when there was a clear danger to the individual or society. Nugent (1969) speculated that the cause for the breakdown in confidentiality and subsequent release of confidential student information was due to administrative pressures within the college directed toward the counseling center.

Lewis and Warman (1964) conducted a study at Iowa State University in an attempt to determine the attitudes of college students toward the release of confidential information. Their findings indicated that students who had been involved in personal problem counseling were much more reluctant in giving permission to release confidential information than were the students involved in vocational choice counseling. The group of non-counseled students involved in the study were in between the personal and vocational problem groups with respect to granting permission to release confidential information. The generalizability of this study appears to be questionable since small numbers (5 to 50) of students were involved in each of the categories. Lewis and Warman (1964) reported a 59 percent return of the questionnaire with no follow-up procedures used.

A study designed to determine client attitudes toward the release of confidential information without consent was conducted by Simmons

(1968). In that study forty-six counselees from the Oregon State University counseling center (25 men, 21 women) were divided into three groups with respect to the problem they initially presented to the counselor. The categories of problems were: vocational-educational, personal-adjustment, and those having problems that appeared to deal with a danger to themselves or society. The three groups were asked their opinions concerning the release of confidential information to parents, deans, or other counseling centers. The results of the study indicated that two thirds of the respondents favored the release of information without their consent. Significant differences were found for the kind of information released (.01 level), recipient of information (.01 level), and type of client (.05 level). The study was conducted with a group of small town college students whose life centered around a large western university. Simmons suggested further studies to validate in metropolitan areas the findings of the study.

Anderson and Sherr (1969) have made an attempt to clarify the conditions under which students believe confidential information should be released by college and university counseling centers. A questionnaire was administered to 239 students at the University of Missouri. The findings of the study indicated that students do differentiate with respect to the type of information and the agency to whom they would allow its release. Students were reluctant to allow other counselors access to

their confidential information. The authors indicate that their findings were roughly equivalent to those of Lewis and Warman (1964).

Smith (1956) has attempted to describe the attitudes of members of the National Vocational Guidance Association (NVGA) with respect to the release of confidential student information. In that study an ethical questionnaire was constructed from ethical incidents submitted by NVGA members. Approximately 50 percent (600) of the questionnaires were returned. The questionnaire was scored to indicate the degree to which the respondent would favor releasing confidential information to some authorized agency or person. Smith's findings indicated that NVGA members most closely associated with the secondary schools released the most information. Further, Smith (1956) concluded that all educational counselors below the college level released significantly more confidential information than did their college counterparts. Other differentiating factors within the NVGA population found by Smith were number of graduate units in guidance, psychology, and related subjects, as well as duration of public school teaching experience. Counselors with the doctorate released less information than those with the Master's degree. Those teachers with the most experience released the most information. Other non-differentiating factors were the amount of counseling experience and the actual amount of time spent counseling, neither of which related to release of information. Respondents indicated that administrators had the greatest access to confidential student records.

A second study utilizing a set of ethical incidents was conducted by Wiskoff (1960) and involved members of the American Psychological Association. The purpose of that study was to determine how psychologists would resolve ambiguous ethical situations. Wiskoff prepared a set of twenty-six ambiguous ethical incidents from which he extracted twenty-two incidents which categorized respondents through the use of a pre-test. In each of the incidents the psychologist was faced with the problem of remaining loyal to his client and refusing to release information, or releasing information and thereby pledging his loyalty to society. A total sample of 501 Associates and Fellows of the American Psychological Association were involved in the study. The results of the study indicated that psychologists belonging to different sub-groups within the American Psychological Association did differ in attitudes toward the release of confidential client information. Psychologists who were employed in business or education released significantly more confidential client information than those employed in government positions or who were self-employed. Psychologists holding the Ph.D. released significantly less confidential information than did those holding the Master's degree. That finding appears to be in agreement with Smith's (1956) finding concerning counselors.

In another study utilizing a set of ethical incidents, Johnson (1962) has focused on the differences that may exist between counselors,

administrators, parents, and teachers with respect to the release of confidential student information. Johnson constructed an instrument composed of twenty ethically ambiguous incidents that a counselor in junior high school or senior high school might encounter. One half of the incidents involved a release of information by the counselor while the remainder depicted the counselor as retaining the information. One half of the incidents involved senior high school students and the remainder involved junior high school students. The incidents were further divided into three groups based on the participants involved in the loyalty conflict. The three groups were: client-vs. parents; client vs. school; and client vs. society. Johnson then administered his measure of confidentiality to thirty-three administrators, thirty-three counselors, fifty teachers and fifty parents, all in eastern Iowa high schools and junior high schools. Johnson's findings indicated that the group of counselors differed significantly from the groups of administrators, teachers, and parents with respect to release of confidential student information. The counselors released less information in comparison with each of the other three groups.

Using the set of ethical incidents developed by Johnson (1962), Schultz (1965) conducted an investigation into the possible differences between counselor-trainees and counselor-practitioners with respect to attitudes toward the release of confidential student information. Schultz

administered Johnson's set of ethical incidents to 118 subjects at the University of Minnesota. A 91 percent return was obtained from the fifty-eight student counselors and sixty practicing counselors involved. Approximately one half of the student counselors participating in the study were just beginning counselor training, while the remaining one half of the students were completing counselor training through a year-long National Defense and Education Act Counseling and Guidance Institute. Schultz also divided the sixty practicing counselors involved in the study into two groups. Approximately one half of the counselors had had from one to four years experience while the remaining one half had five or more years of counseling experience. The most striking finding of the Schultz (1965) study was that the NDEA student counselor group retained significantly more confidential student information than did the practicing counselors or the group of beginning counseling students. Schultz (1965) also found experienced counselors (five or more years of experience) were more liberal than beginning counselors (one to four years experience) in releasing confidential student information.

Humphreys (1967) has attempted the construction and standardization of a measure of the school counselor's attitudes toward the release of confidential student information. In constructing the instrument, he developed a pool of 126 test-items, designed to determine how a counselor would deal with confidential information. The final instrument consisted

of a thirty-six item multiple-choice scale which was the result of raters' evaluations of the items contained in the test-item pool. Humphreys' standardization procedures involved administering the final instrument to a 10 percent sample of the Regular and Professional Members of the American School Counselor Association. A total of 700 (76.4 percent) usable returns were received from the ASCA members contacted. In reporting the descriptive findings of the standardization procedures, Humphreys compiled scales of society-individual (SCI) orientation, and release-not release (RANR) for the ASCA members. Other descriptive information for the sample group was compiled by Humphreys through the use of a personal data sheet. Humphreys tentatively concluded that the instrument was standardized for ASCA members and that construct-validity had been established. He recommended that comparisons of counselors and other school personnel be made with respect to attitudes concerning confidentiality.

Counselor and Administrator Attitudes Which May Be
Relevant to the Practice of Confidentiality

There is reason to believe that principals and school counselors bring different need systems to situations in which a question concerning confidentiality is posed (Kemp, 1962).

In an attempt to explore the need structures of counselors and administrators, Kemp (1962) administered the Edwards Personal Preference

Schedule (EPPS) and the Porter Test of Counselor Attitudes to 45 school counselors and 45 principals in Ohio high schools. An analysis of EPPS data for the two groups indicated that principals possessed a greater need for achievement, endurance (.01 percent level), and for deference, order, and aggression (.05 percent level). The counselors, on the other hand, evidenced a greater need for intraception (.001 percent level), and for exhibition and affiliation (.001 percent level). Kemp's analysis of the Porter's Test data indicated that principals were more evaluative than counselors. The counselors were more understanding than were the principals. According to Kemp (1962), the principal operates chiefly as an evaluator while the counselor assists the student in understanding himself.

A second study concerning the possibility of attitude differences between counselors and school administrators was conducted by Chenault and Seegars (1962) in the state of Kentucky. The subjects involved in the study were ninety-eight full-time counselors and sixty-six secondary school principals. Through the use of the Leary Interpersonal Checklist, Chenault and Seegars (1962) concluded that counselors and principals preferred different characteristics in each other as individuals than the characteristics that each group observed in the other group. Further findings indicated that principals would like their counselors to be firmer and more aggressive in their personal interactions.

In another study aimed at exploring counselor and administrator differences in attitudes, Stefflre and Leafgren (1962) administered the Vocational Values Inventory to twenty-three school administrators and forty counselors in training. The primary significant difference found between the two groups was the high valuation placed on control by administrators.

In a study designed to determine administrator and school counselor attitudes toward the release of confidential student information, Clark (1965) gathered data from administrators and counselors from 27 states. The findings of the study revealed that 68 percent of the administrators and 95 percent of the counselors believed that counseling information should be treated as confidential and was to be discussed with no one except the student involved in counseling. However, a majority (76 percent) of the administrators agreed that a principal or parent should receive confidential counseling information from the counselor upon legitimate request. Contrary to the administrators, nearly all (92 percent) of the counselors disagreed with the statement that confidential information should be provided to principals and parents upon legitimate request. Only one half of the principals but all of the counselors disagreed with the statement requiring counselors to report infractions of school or civil law to the principal. Clark's (1965) general conclusion from the study was that principals expressed a policy of limited confidentiality of

counseling information while counselors expressed the desire for complete confidentiality of that information. In Clark's opinion the school should be given precedence when the school and the individual are faced with an unresolvable conflict of interests.

In a study designed to determine the attitudes of administrators and school counselors toward society-individual conflict situations, such as those involved in counseling, Filbeck (1965) has developed a "reactionnaire" containing critical incidents. Each of the critical incidents consisted of a problem situation that might develop in a school and in which the counselor may be involved. The instrument was administered to 98 counselors and their principals in seven widely separated states. Sixty-one percent of the counselors replied while only fifty percent of the principals did so. The findings of the study indicated that when a society-individual conflict occurred, the principals favored supporting the school's policies. In addition, the principals favored conformity to social standards or norms of behavior, acceptance of the status quo, and an approach that would not threaten the authority of the school. On the other hand, the counselors favored an approach to society-individual conflicts that emphasized students making decisions based on individual values. Filbeck (1965) concluded that principals and counselors reacted to the critical incidents "reactionnaire" in terms of the perceived personal threat involved in the incident.

A study designed to determine the relative student-centeredness of school counselors, teachers, and school administrators was conducted by Knock and Cody (1967) at Indiana University. The counselors and administrators involved in the study were graduate students in their respective departments at the University. The teachers involved in the study were junior and senior high school teachers attending off-campus classes at Indiana University. Knock and Cody employed the Professional Activity Inventory as a measure of student-centeredness. The major conclusion reached in the study was that school counselors in training appear to be more student-centered than comparison groups of school administrators and teachers.

A study conducted at the college level found statistically significant differences in the attitudes of deans of women and college counselors (Reeves and Arbuckle, 1963). On the attitude scales employed in the study the deans of women were found to be more authoritarian, more persuasive, less sympathetic, and less understanding than the college counselors involved in the study. The authors speculated that the differences in attitudes might have been a result of the deans' primary loyalty to the institution as opposed to the counselors' primary loyalty to the individual.

Another study conducted at the college level used a "perceptionnaire" to evaluate attitudes toward student misbehavior (Sillers and Feder,

1964). A group of administrators with student personnel work training, and a group of administrators who possessed general administrative training, were compared by Sillers and Feder (1964). No significant differences in attitudes toward student misbehavior were found between the two groups of administrators.

Another study comparing the attitudes of student personnel workers and other groups toward student misbehavior was conducted at the University of Wisconsin by Hubbell (1966). Findings of the study indicated that student personnel workers were more lenient in estimates of the disciplinary action that should be taken and actual choices of discipline than were faculty, parents, or students.

Summary

The release of confidential information by counselors appears to be a focal point for differences in attitudes of administrators and counselors. Studies at the secondary school level indicate that administrators are more likely to release confidential information while counselors are more likely to retain the information. Administrators are viewed as operating with a primary loyalty to society, while the counselor's primary loyalty is to the individual. As the educational level of the counselor increases, so does the counselor's orientation toward retaining confidence client information. Other studies have examined the practice of confidentiality from the student's viewpoint. Several studies have examined

college counseling center policies and practices toward the release of confidential information. Deans of women appeared more authoritarian than did counselors when the attitudes of the two groups were measured. One may suspect that college administrators and counselors would evidence differences in attitude concerning the release of confidential student information. The review of the literature suggests that the attitudes of college administrators toward the release of confidential information have not been a topic for study at the time of this writing.

CHAPTER III

METHOD AND PROCEDURES

The purpose of this study was to determine whether there was a difference between the attitudes of college counselors and administrators concerning the release of confidential information. The methods and procedures selected to accomplish this purpose are presented in this chapter. Subsections of the chapter are devoted to the subjects, sampling procedures, instrument for collecting data, mailing procedures, and the statistical methodology employed in the study.

The Subjects

The study involved subjects from two major groups of college personnel. The first major group was composed of two subgroups of college counselors. The second major group consisted of two subgroups of college administrators. The first subgroup of the second major group was composed of registrars, while the second subgroup was composed of student personnel administrators.

The nation-wide groups of college counselors used in the study were obtained from an October 1968 mailing list of the American College Personnel Association. The A.C.P.A. is a division of the American

Personnel and Guidance Association. The registrar and student personnel administrator subgroups were obtained from a national directory compiled by the National Center for Educational Statistics (1968b).

Sampling Procedure

A sampling survey was used to gather the data for this study. The first population to be sampled was college counselors. A problem encountered in gathering the sample of counselors for the survey was that the researcher could find no specific master list of counselors in institutions of higher education. In order to obtain a sample of college counselors, the researcher decided to take a large random sample of the American College Personnel Association (A.C.P.A.) an organization that includes many college counselors as well as noncounselors in its membership. Because the A.C.P.A. mailing list does not include the occupational title of each member, it was necessary to request that each respondent state his job title on a separate sheet attached to the survey instrument. As the returns came in, those individuals who indicated that they were counseling one-half time or more were separated from the other A.C.P.A. members, and this group of respondents constituted the sample of general counselors in college utilized in the study. Since the proportion of A.C.P.A. members who were counseling one-half time or more was unknown to the researcher, it was not possible to estimate the size of the group of general counselor in college that would be obtained from the A.C.P.A. random

sample. Because of the researcher's intellectual curiosity, a second group of counselors labeled "college counseling center counselors" was selected. The specific details of obtaining the two groups of counselors follows.

The A.C.P.A. master mailing list of October 1968 listed 7,789 entries was used as the population from which both counselor groups were obtained. The researcher obtained a 10 percent random sample of the A.C.P.A. population through the following procedure: First, the entire A.C.P.A. mailing list of 7,789 individuals was numbered in a series. Second, a table of random numbers was employed to generate 779 identification numbers which corresponded to a 10 percent sample of the total A.C.P.A. mailing list population. Third, the names and addresses of the 779 individuals were obtained by selecting the number of the individual on the A.C.P.A. mailing list that corresponded to each of the 779 random numbers generated. Then, those 779 individuals were sent a cover letter, a copy of the instrument, and an accompanying sheet requesting that they indicate their job title. As the survey instruments were returned, those with job title sheets indicating that the respondent was counseling one-half time or more were separated from the other A.C.P.A. noncounseling respondents. The group of respondents counseling one-half time or more constituted the sample of general counselors in college used for comparison with administrators in the study.

The second group of counselors (college counseling center counselors) was selected by compiling a list of all those individuals included on the A.C.P.A. mailing list who listed their address as a college

counseling center. A total of 108 individuals was obtained, twelve of whom were found to have already been included in the previously drawn A.C.P.A. random sample. The total remaining college counseling center counselor group (96) was mailed survey instruments and the same cover letter that was mailed to those included in the A.C.P.A. random sample. Eighty-two of the 84 usable responses from the college counseling center counselor group were from individuals who were counseling one-half time or more. The two remaining respondents were counseling center administrators.

The data obtained from the two separate samples of counselors (general counselors in college and college counseling center counselors) were analyzed separately and reported in Chapter IV.

The second major population from which samples were drawn for use in the study included registrars and student personnel administrators in all United States institutions of higher education listed in the Education Directory 1968-69/Part 3 Higher Education, compiled by the National Center for Educational Statistics (1968b). In preparation for drawing the sample of administrators and registrars all institutions of higher education in the United States listed in the directory were consecutively numbered. A total of 2,753 entries was obtained. Next a table of random numbers was used to develop a set of numbers corresponding to a 5 percent sample of all institutions of higher education in the United States. A list of institutions corresponding to each of the random numbers was then compiled. The total number of institutions corresponding to a five percent sample of all entries included in the directory was 138. Two

subsamples were then identified from this list. The first subsample drawn from the directory was a sample of registrars at the 138 institutions in the random sample.

The second subsample drawn from the directory was a sample of chief student personnel administrators at the 138 institutions in the random sample. Stokes et al. (1968) found considerable variation in title and function of student personnel administrators in Arizona Community Colleges. Similarly, no single title prevailed for the chief student personnel administrators in the institutions of higher education listed in the directory. The most common title for the chief student personnel administrator in an institution of higher education was that of dean of students. However, a number of large universities listed the institution's chief student personnel administrator as the vice-president of student personnel services or a closely related title.

In summary, by random sampling procedures from an American College Personnel Association mailing list and a directory of institutions of higher education in the United States, the following groups were obtained:

1. General counselors in college, members of ACPA
2. Other ACPA members
3. College counseling center counselors
4. Registrars
5. Student personnel administrators

The Instrument for Collecting Data

The intent of this study was masked through the use of a survey instrument in which no specific reference to "confidential information" was made.

A set of hypothetical counseling incidents for use in the study was developed by the researcher after an evaluation of the counseling incident formats followed by Wiskoff (1960), Johnson (1962), and Filbeck (1965). In each of the twelve incidents included in the final form of the survey instrument (Appendix A) a college counselor was faced with a counseling situation in which confidential student information might either be released or retained. To determine whether or not the counselor retained or released the confidential information in each of the hypothetical counseling incidents the researcher flipped a coin. In addition, the order in which the twelve incidents were presented in the final survey instrument was randomized in an effort to prevent any bias that might occur due to the sequence in which the incidents were presented. Those who responded to the survey instrument indicated their agreement or disagreement with the action taken by the counselor in each incident by checking a four-division Likert-type scale.

Material for construction of hypothetical incidents was gathered from the following sources:

1. The Ethical Standards Casebook of the American Personnel and Guidance Association (1965).

2. The Casebook on Ethical Standards of Psychologists of the American Psychological Association (1967).
3. Critical Issues in Student Personnel Work by Litwack, et al. (1965).
4. The Legal Basis for Student Personnel Work by Bakken (1961).

In addition to the above printed sources, discussions with college counselors, administrators, and the researcher's colleagues assisted in the development of an initial pool of thirty-five hypothetical counseling incidents. The twelve items selected by the researcher for inclusion in the final instrument were thought to be representative of incidents related to the release of confidential information that occur in college counseling centers, but not to be all-inclusive of incidents that might arise. The instrument was purposely kept short, in terms of the length of each incident as well as the total number of incidents included, in an effort to encourage a high rate of return from those in the sample groups. The terminology used in each incident was simple and a great deal of the circumstantial nature of each incident was omitted. This procedure of presenting simple incidents is in keeping with Oppenheim's (1966) finding that respondents cloak over-simplified statements with their own meaning. The intent of each incident used in the survey instrument was to obtain the respondent's natural response to the action taken by the counselor in the incident. It was not the researcher's intent to either educate the respondent with respect to ethics or to have him solve the incident.

Mailing Procedure

Before materials were mailed to the nation-wide samples in the major study, an exploratory study was undertaken in Arizona institutions of higher education. Selected Arizona student personnel administrators, registrars, college counselors, and doctoral and advanced students in counseling at The University of Arizona were included in the exploratory study. Copies of the survey instrument, with appropriate cover letters, were mailed to forty-one individuals in the exploratory study. The respondent's comments on both the survey instrument and the cover letter were requested. Thirty-five (85 percent) of the survey instruments were returned. This relatively high rate of return of the survey instrument in the exploratory study, with no follow-up procedures, encouraged the researcher to undertake the major study.

In early November 1969 the first mailing of packets in the nation-wide study was sent. Each packet included an appropriate cover letter, a copy of the survey instrument, and a return envelope. In distributing the packets to the sample groups A.C.P.A. members received 875; student personnel administrators and registrars each received 138. A total of 1,151 packets was mailed in the first mailing of the major study. Two weeks after the first mailing, at which time approximately 50 percent of those selected had responded, a second mailing of the survey instrument and a follow-up letter was mailed to the nonrespondents from the first mailing. Two and one-half weeks after the second mailing a second

follow-up letter, survey instrument, and return envelope were sent to the nonrespondents from the second mailing. On January 7, 1970, or four weeks after the mailing of the second follow-up letter, the collection of data was terminated.

All survey instruments sent in the study were coded. One part of the coding system consisted of a penciled identification number on the upper right-hand corner of the reverse side of the survey instrument. In the A.C.P.A. sample group the identification number was covered by a staple that attached a one-third sheet of paper requesting the title of the respondent's present position. However, the student personnel administrator and registrar samples did not have the identifying code number on the survey instrument covered by a staple and one-third sheet of paper. For that reason the instruments were coded a second time with the same number by using a template overlay to position a series of dots corresponding to the code number on the face of the survey instrument. Through the double coding system it was possible for the researcher to identify every survey instrument that was returned by student personnel administrators and registrars. It was necessary to decode the dots on only a few survey instruments.

Statistical Methodology

The object of the statistical methodology of the study was to analyze the data obtained through the use of the survey instrument thereby

making it possible to test the hypotheses proposed in the study. The data generated in the study constitute ordinal data. Each respondent to the survey instrument was assigned a "confidentiality score" that was obtained by summing the respondent's ratings on all of the twelve incidents. Each incident was coded from "1" through "4" based on the respondent's strength of agreement with the release of confidential information or retention of that information. If in the incident the counselor released information, the response coded strongly agree was given a score of 1; agree was given a score of 2; disagree was given a score of 3; strongly disagree was given a score of 4. If, on the other hand, the counselor in the incident listed in the survey instrument retained the information, the scoring code was: strongly agree, 4; agree, 3; disagree, 2; strongly disagree, 1. The possible range of scores for respondents was 12 through 48. The lowest possible score was 12 (a score of "1" on all 12 incidents) corresponding to strong agreement with the counselor in the incident releasing information. The highest possible respondent confidentiality score was 48 (a score of "4" on all 12 of the incidents), which corresponds to strong agreement with the counselor in the incident retaining information. Eighty respondents did not complete all twelve items of the survey instrument and were, therefore, not given a confidentiality score.

The data obtained in the study were ordinal in nature.

Consequently, the researcher followed Siegel's (1956) suggestion and employed a nonparametric test for accepting or rejecting the hypotheses proposed in the study. The Kolmogorov-Smirnov two-sample test is a nonparametric test used to determine whether two independent samples have been drawn from the same population distribution. No great differences in cumulative frequency distributions of the two samples will be observed if only random differences in the frequency distribution exist. If, however, large differences in the cumulative frequency distributions of the two samples are observed, the basis is laid for rejecting the proposed hypotheses of no significant differences.

The Kolmogorov-Smirnov two-sample test appeared to be a particularly appropriate statistical test for use in this study since it appeared to be more powerful in all applications than either the chi square test or the median test (Siegel, 1956). In addition, the Kolmogorov-Smirnov two-sample test avoids the inaccuracies induced by large numbers of ties when the Mann-Whitney test is used.

The use of the Kolmogorov-Smirnov two-sample test involves the following steps which are paraphrased from Siegel (1956, p. 135):

1. Construct a cumulative frequency distribution of scores for each of the two groups compared.

2. Find the differences between the two sample distributions at each interval of the cumulative frequency distribution.
3. Determine the largest difference (D) between the two sample cumulative frequency distributions.
4. Find the significance of the obtained difference between the two cumulative frequency distributions (D) through the use of Table M page 279 of Siegel (1956).

Formulas involved in the use of the Kolmogorov-Smirnov two-sample test are listed below:

1. Formula for calculating the maximum difference between two intervals in comparing cumulative frequency distributions (Siegel, 1956, p. 128):

$$D = \text{Maximum } S_{n_1}(X) - S_{n_2}(X)$$

Where: n_1 and n_2 are numbers of scores in compared samples (N), K = the number of scores equal to or less than X (cumulative frequency). $K/n_1 = S_{n_1}(X)$ and $S_{n_1}(X)$ and $S_{n_2}(X)$ are observed cumulative step functions (cumulative proportions) of the two compared sample cumulative frequency distributions.
2. Formula for interpreting the significance of D (Siegel, 1956, p. 279):

$$1.63 \sqrt{\frac{n_1 + n_2}{n_1 n_2}}$$

Through the use of the Kolmogorov-Smirnov test hypotheses of no significant difference in confidentiality scores were tested for the five comparison samples. The original four hypotheses stated in Chapter I (pages 3 and 4) were used to structure the comparisons between the samples with the exception of the comparison between the two samples of counselors (G.C.C. and C.C.C.C.). An hypothesis of no significant difference between the two counselors samples was not originally stated in Chapter I. The number of the original hypothesis under which each of the comparisons falls directly precedes each statement of comparison listed below.

<u>Hypothesis Number</u>	<u>Comparison</u>
I	general counselors in college and student personnel administrators
II	general counselors in college and registrars
III	general counselors in college and other A.C.P.A. respondents
IV	student personnel administrators and registrars
--	college counseling center counselors and general counselors in college
III	college counseling center counselors and other A.C.P.A. respondents

<u>Hypothesis Number</u>	<u>Comparison</u>
I	college counseling center counselors and student personnel administrator
II	college counseling center counselors and registrars

In the final stage of the analysis of data Kolmogorov-Smirnov tests were used to determine whether or not the above comparison groups were from different populations with respect to each of the twelve items included in the survey instrument. The analysis of items involved constructing a cumulative frequency distribution for each of the compared groups on each of the twelve survey instrument items. Each frequency distribution was composed of four intervals corresponding to a value of 1 through 4 that was assigned to the responses of strongly agree through strongly disagree. The results of the inter-group comparisons with respect to each of the twelve survey items are presented in Chapter IV.

Summary

The method that was designed to accomplish the study involved subjects drawn from two nation-wide groups of college personnel. The first group of college personnel consisted of two samples of college counselors and a sample termed "other A.C.P.A. respondents." The second group of college personnel contained a sample of student personnel administrators and a sample of registrars. A current mailing list of

the American College Personnel Association was used to obtain the names and addresses of the college counselors and other A.C.P.A. respondents. The names and addresses of the two administrator samples were obtained from a national directory of institutions of higher education.

In early November, 1969, the subjects were mailed copies of the twelve item survey instrument which was composed of hypothetical counseling incidents. The method of scoring returned survey instruments involved a summation of the respondent's rating on each individual incident to produce a confidentiality score for each individual involved in the study.

The procedure for analyzing the data obtained involved two steps. The first step consisted of the construction of cumulative frequency distributions of confidentiality scores for the sample groups. The second step was to calculate the differences in cumulative proportion between the cumulative frequency distributions of the groups compared. In order to determine the statistical significance of the differences in cumulative proportion between compared groups in the study the Kolmogorov-Smirnov two-sample test was used. The method employed in testing the null hypotheses stated in the study was based on whether or not the two samples that were compared were from the same statistical population with respect to confidentiality scores.

CHAPTER IV

ANALYSIS OF DATA AND DISCUSSION

The purpose of the study, as was mentioned in Chapter I, was to determine whether there was a difference in the attitudes of college counselors and administrators concerning the release of confidential information. This chapter presents the analysis of the data obtained in the study and a discussion of the analysis.

Analysis of Data

The analysis of data in the study was divided into the following sections: (1) general response to the survey instrument, (2) comparison of the confidentiality scores from the sample of general counselors in college with the confidentiality scores from the sample of student personnel administrators, (3) comparison of the confidentiality scores from the sample of general counselors in college with the confidentiality scores from the sample of registrars, (4) comparison of the confidentiality scores from the sample of general counselors in college with the confidentiality scores from the sample of other A.C.P.A. respondents, (5) comparison of the confidentiality scores from the sample of student personnel administrators with the confidentiality scores from the sample of registrars,

(6) comparison of the confidentiality scores from the sample of general counselors in college with the confidentiality scores from the sample of college counseling center counselors, (7) comparison of the confidentiality scores from the sample of college counseling center counselors with the confidentiality scores from the sample of other A.C.P.A. respondents, (8) comparison of the confidentiality scores from the sample of college counseling center counselors with the confidentiality scores from the sample of student personnel administrators, (9) comparison of the confidentiality scores from the sample of college counseling center counselors with the confidentiality scores from the sample of registrars, (10) comparison of the confidentiality scores from the sample of student personnel administrators from a national directory (1968b) with the confidentiality scores from the sample of student personnel administrators from the A.C.P.A. mailing list, (11) a summary comparison of samples with respect to responses on each of the survey instrument items. Comments made by respondents were included in the study as Appendix F.

In the collection of data, American College Personnel Association members and college administrators were asked to respond to a twelve item survey instrument (Appendix D) designed to assess attitudes concerning confidential information. The survey instrument yielded confidentiality scores for the members in each group. The individual

confidentiality scores were then combined into a frequency distribution of scores for each of the responding groups. A two part approach was used in the analysis of data. First, groups were compared with respect to confidentiality scores. Second, groups were compared with respect to each of the twelve items included in the survey instrument. To determine whether or not the compared groups belonged to the same population with respect to total confidentiality scores the Kolmogorov-Smirnov two-sample test was used. The same test was used to determine whether or not the compared groups belonged to the same population with respect to each individual item of the survey instrument. The similarities, differences, and significance of differences between the samples in responding to the survey instruments are presented in this chapter.

General Response to the Survey Instrument

The survey instrument was well received by college counselors and administrators. Of the 1,151 individuals mailed survey instruments in the study an overall return of 1,002 (87 percent) of the survey instruments was obtained (Table I, page 43). Eighty (7 percent) of the respondents returned unanswered or incompletely answered survey instruments. Twelve (1 percent) of the survey instruments were received after the date upon which data collection was closed. Thirty-five (3 percent) of the instruments were returned unopened due to the fact that the addressees to whom the survey instrument was sent could no longer be

TABLE I

THE PERCENTAGE RETURN OF SURVEY INSTRUMENTS FROM A.C.P.A. RESPONDENTS, STUDENT
PERSONNEL ADMINISTRATORS, AND REGISTRARS

Group	Total Number (N)	Number Returned	Percentage Returned	Number Usable	Percentage Usable
All A.C.P.A. Respondents	875	744	85.0	653	74.6
Student Personnel Administrators	138	122	88.4	110	79.7
Registrars	138	124	89.8	112	81.1
Totals	1151	990*	86.0*	875	76.0

*12 survey instruments returned late, increasing number returned to 1002 or 87.0 percent.

reached at that address. The total number of unusable returned survey instruments listed above was 127. That number constituted 11 percent of all individuals included in the study initially.

The percentages of return for the various groups included in the study are listed in Table II, page 45. A 90 percent overall return was obtained in the registrar group. Eighty-one percent of the registrar group returned usable survey instruments. The student personnel administrator group returned 88 percent of the survey instruments with 80 percent of those sent out returned usable. The A.C.P.A. sample returned the lowest percentage of survey instruments, 85 percent. A 75 percent usable return was obtained from the total A.C.P.A. sample. Of all individuals selected for inclusion in the study 76 percent returned usable survey instruments.

As the returned survey instruments were received, they were posted in frequency distributions of confidentiality scores for each of the groups involved in the study (Table III, pages 46 and 47). An inspection of Table III revealed that counselors generally received higher confidentiality scores than did administrators. To illustrate that point it was found that 63.1 percent of the college counseling center sample (C.C.C.C.), and 35.6 percent of the general counselor in college (G.C.C.) sample obtained confidentiality scores of 43 through 48. In contrast to the two samples of counselors only 15.5 percent of the student personnel administrator sample and 7.2 percent of the registrar sample received confidentiality scores of 43 through 48.

TABLE II
ANALYSIS OF SURVEY INSTRUMENT UNUSABLE RETURNS

Category of Unusable Response	Number	Percentage of Total N
Unanswered or incomplete	80	7.0
Individual not at listed address	35	3.0
Received after termination of data collection	12	1.0
Totals	127	11.0

In the analysis of data cumulative frequency distributions of confidentiality scores were computed and served as a basis for the Kolmogorov-Smirnov tests (Tables IV through XX). Using the information provided in Table III and Appendix H, median confidentiality scores were calculated for the samples listed in Table III. The two counselor samples evidenced higher median confidentiality scores than did the two samples of administrators. Median scores of 43.6 and 39.0 were obtained for the college counseling center counselor (C.C.C.C.) sample and the general counselor in college (G.C.C.) sample respectively. Median scores of 32.7 and 29.8 were obtained for the samples of student personnel administrators and registrars respectively. The median score of 36.5 obtained for the other A.C.P.A. respondent sample was between the college counselor and administrator sample medians.

TABLE III

FREQUENCY DISTRIBUTIONS OF CONFIDENTIALITY SCORES FOR GENERAL COUNSELORS IN COLLEGE,
OTHER A.C.P.A. RESPONDENTS, STUDENT PERSONNEL ADMINISTRATORS, REGISTRARS, AND
COLLEGE COUNSELING CENTER COUNSELORS

Confidentiality Score	General Counselors in College N = 267	Other A.C.P.A. Respondents N = 225	Student Personnel Administrators N = 110	Registrars N = 112	College Counseling Center Counselors N = 84
48	23	19	3	3	21
47	15	5	1	1	8
46	10	7	3	0	3
45	10	11	4	1	7
44	22	11	4	2	8
43	15	10	2	1	6
42	13	12	8	3	7
41	18	4	2	4	3
40	7	8	0	3	2
39	15	9	4	1	3
38	13	10	3	5	4
37	9	14	1	3	3
36	14	21	6	4	6
35	10	11	5	5	0
34	10	11	5	6	2
33	11	6	13	4	0
32	6	10	5	6	0
31	13	12	3	3	1
30	11	6	9	6	0
29	5	7	6	3	0
28	5	4	4	12	0

TABLE III--Continued

Confidentiality Score	General Counselors in College N = 267	Other A.C.P.A. Respondents N = 225	Student Personnel Administrators N = 110	Registrars N = 112	College Counseling Center Counselors N = 84
27	3	3	5	8	0
26	3	3	1	5	0
25	2	3	2	2	0
24	2	3	3	1	0
23	0	2	1	3	0
22	0	1	4	4	0
21	1	0	0	1	0
20	0	1	0	4	0
19	0	0	0	2	0
18	0	0	1	3	0
17	0	0	1	1	0
16	0	1	0	0	0
15	1	0	1	0	0
14	0	0	0	1	0
13	0	0	0	0	0
12	0	0	0	1	0

The next step in the analysis of data involved obtaining cumulative proportions for each of the cumulative frequencies listed in Appendix H. The cumulative proportions attached to the response distributions of each sample served as a basis for determining the significance of differences between samples through the use of the Kolmogorov-Smirnov two-sample test. The cumulative proportions and the differences between compared groups throughout the range of possible confidentiality scores are listed in Tables IV (pages 49 and 50) through XX (pages 82 and 83).

Comparison of the Confidentiality Scores from the Sample of General Counselors in College with the Confidentiality Scores from the Sample of Student Personnel Administrators

Table IV (pages 49 and 50) was constructed in order that the distributions of confidentiality scores for general counselors in college and student personnel administrators might be compared. The method by which the two groups were compared consisted of first finding the maximum difference between the two groups with respect to cumulative proportion. Second, the significance of the maximum difference in cumulative proportion was determined through the use of Siegel's Table M (1956, p. 279). An examination of Table IV reveals a maximum difference in cumulative proportion of .319 between general counselors in college and student personnel administrators. That value (.319) far exceeds the value of .221 that is required for rejection of the hypothesis of no

TABLE IV

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES
BETWEEN GENERAL COUNSELORS IN COLLEGE AND
STUDENT PERSONNEL ADMINISTRATORS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors	Student Personnel	
	in College N = 267	Administrators N = 110	
48	1.000	1.000	0.000
47	.914	.973	.059
46	.858	.964	.106
45	.820	.936	.116
44	.783	.900	.117
43	.700	.864	.164
42	.644	.845	.201
41	.596	.773	.177
40	.528	.755	.227
39	.502	.755	.253
38	.446	.718	.272
37	.397	.691	.294
36	.363	.682	.319*
35	.311	.627	.316
34	.273	.582	.309
33	.236	.536	.300
32	.195	.418	.223
31	.172	.373	.201
30	.124	.346	.222
29	.082	.264	.182
28	.064	.209	.145
27	.045	.173	.128
26	.034	.127	.093
25	.022	.118	.095
24	.015	.100	.085
23	.007	.073	.066
22	.007	.064	.057
21	.007	.027	.020
20	.004	.027	.023
19	.004	.027	.023
18	.004	.027	.023
17	.004	.018	.014

TABLE IV--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors in College N = 267	Student Personnel Administrators N = 110	
16	.004	.009	.005
15	.004	.009	.005
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.000	0.000

*Indicates maximum difference between distributions

minimum value of difference for significance at .01 level = .184

minimum value of difference for significance at .001 level = .221

significant difference between the two groups at the .001 level. Therefore, general counselors in college and student personnel administrators showed highly significant differences (.001 level) in their total inventory responses (confidentiality scores). The general counselors in college were more retentive.

An examination of differences in response patterns between the two groups on each individual item of the survey instrument provides information concerning the specific items upon which significant differences occurred between the two groups (Table V, page 52). In addition, the context of the items on which the two groups differed significantly was given in Table V. One notices while scanning Table V that general counselors in college and student personnel administrators differed significantly (.001 level) in their responses to six of the twelve survey items. The items upon which significant differences occurred were: items one, three, five, eight, eleven, and twelve. The context of the items on which the two groups differed is as follows: item one involved a request for confidential information made by a dean of men to a college counselor; item three involved a campus take-over threat by student activists; item five involved a freshman girl who was allegedly forging her father's signature; item eight involved a threatened lawsuit against the college by a former student; item eleven involved possible homosexual activities in a girls' dormitory; and item twelve involved an unmarried undergraduate girl

TABLE V

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF
GENERAL COUNSELORS IN COLLEGE AND STUDENT PERSONNEL
ADMINISTRATORS ON EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident	Maximum Difference in Response Distri- butions
Dean of men requests confidential information	1	0.268**
Undergraduate girl narcotics "pusher" suspect	2	0.079
Student activist threatens college take-over	3	0.315**
Senior student's practice teaching evaluation	4	0.168
Freshman girl forging father's signature	5	0.273**
Former student threatening to sue the college	6	0.095
Drinking in college dormitory	7	0.163
"Pot parties" in college dormitory	8	0.237**
College's president seeks knowledge of vandals	9	0.183
Financial Aids Office requests information	10	0.212
Suspected homosexual activity in college dormitory	11	0.232**
Unmarried girl living with boy off campus	12	0.305**

**Significant at .001 level

who was living with a boy off campus. Possible trends in the differences between compared samples on each item was reserved for inclusion in this chapter under discussion.

Comparison of the Confidentiality Scores from the Sample of General Counselors in College with the Confidentiality Scores from the Sample of Registrars

Table VI (pages 54 and 55) made it possible to compare the responses of general counselors in college with registrars concerning total confidentiality score. The method used to analyze the data involved the calculation of the maximum difference in cumulative proportion between the two distributions of confidentiality scores. The statistical significance of the maximum difference in cumulative proportion was then determined from a table designed by Siegel (1956). In the comparison of general counselors in college and registrars the maximum difference in proportion was found to be significant at the .001 level (Table VI). The counselors showed higher confidentiality scores and were, therefore, less inclined to release information supplied in the hypothetical incidents. Table VII, page 56, illustrates that general counselors in college and registrars differed significantly in response patterns to the survey instrument and subsequent confidentiality scores. The analysis of response patterns for the two groups on each of the twelve items of the survey instrument revealed significant differences (.001 level) on all twelve

TABLE VI

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
GENERAL COUNSELORS IN COLLEGE AND REGISTRARS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors	Registrars	
	in College N = 267	N = 112	
48	1.000	1.000	0.000
47	.914	.973	.059
46	.858	.964	.106
45	.820	.964	.144
44	.783	.955	.172
43	.700	.938	.238
42	.644	.929	.285
41	.596	.902	.306
40	.528	.866	.338
39	.502	.839	.337
38	.446	.830	.384
37	.397	.786	.389
36	.363	.759	.396
35	.311	.723	.412*
34	.273	.679	.406
33	.236	.625	.389
32	.195	.589	.394
31	.172	.536	.364
30	.124	.509	.385
29	.082	.455	.373
28	.064	.428	.364
27	.045	.321	.276
26	.034	.250	.216
25	.022	.205	.183
24	.015	.188	.173
23	.007	.178	.171
22	.007	.152	.145
21	.007	.116	.109
20	.004	.107	.103
19	.004	.071	.067
18	.004	.054	.050
17	.004	.027	.023
16	.004	.018	.014

TABLE VI--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors in College N = 267	Registrars N = 112	
15	.004	.018	.014
14	.000	.009	.018
13	.000	.009	.009
12	0.000	0.009	0.009

*Indicates maximum difference between distribution
 minimum value of difference for significance at .01 level = .183
 minimum value of difference for significance at .001 level = .218

TABLE VII

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF GENERAL
COUNSELORS IN COLLEGE AND REGISTRARS ON EACH ITEM OF
THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- butions
Dean of men requests confi- dential information	1	0.292**
Undergraduate girl narcotics "pusher" suspect	2	0.221**
Student activist threatens college take-over	3	0.364**
Senior student's practice teaching evaluation	4	0.320**
Freshman girl forging father's signature	5	0.434**
Former student threatening to sue the college	6	0.252**
Drinking in college dormitory	7	0.312**
"Pot parties" in college dormitory	8	0.328**
College's president seeks knowledge of vandals	9	0.307**
Financial Aids Office requests information	10	0.243**
Suspected homosexual activity in college dormitory	11	0.333**
Unmarried girl living with boy off campus	12	0.372**

**Significant at .001 level

items. Counselors took a more retentive attitude concerning the information presented in the incidents than did the registrars.

Comparison of the Confidentiality Scores from the Sample of General Counselors in College with the Confidentiality Scores from the Sample of other A.C.P.A. Respondents

Table VIII (pages 58 and 59) contains the differences in cumulative proportion for each possible confidentiality score used in comparing general counselors in college with the other A.C.P.A. respondent group. From Table VIII one may observe that a maximum difference of .132 exists between the cumulative frequency distributions of the two groups. That difference is less than the value of .147 which Siegel (1956) lists as a minimum value necessary for the difference to be considered significant at the .01 level. The analysis of data presented in Table VIII indicates that general counselors in college and the other A.C.P.A. respondent group did not differ significantly (.01 level) with respect to confidentiality score. A lack of significant difference between the two groups was also observed in the item-by-item comparison between the two groups (Table IX, page 60). No item difference between the two groups was significant at the .01 level.

TABLE VIII

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
GENERAL COUNSELORS IN COLLEGE AND OTHER AMERICAN
COLLEGE PERSONNEL ASSOCIATION RESPONDENTS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors	Other A.C.P.A.	
	in College N = 267	Respondents N = 225	
48	1.000	1.000	0.000
47	.914	.916	.002
46	.858	.893	.035
45	.820	.862	.042
44	.783	.813	.030
43	.700	.764	.064
42	.644	.720	.076
41	.596	.667	.072
40	.528	.649	.121
39	.502	.613	.111
38	.446	.573	.127
37	.397	.529	.132*
36	.363	.467	.104
35	.311	.373	.062
34	.273	.324	.051
33	.236	.275	.039
32	.195	.248	.053
31	.172	.204	.032
30	.124	.151	.027
29	.082	.124	.042
28	.064	.093	.029
27	.045	.076	.031
26	.034	.062	.028
25	.022	.048	.027
24	.015	.036	.021
23	.007	.022	.015
22	.007	.013	.006
21	.007	.009	.002
20	.004	.009	.005
19	.004	.004	.000
18	.004	.000	.004
17	.004	.000	.004

TABLE VIII--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors	Other A.C.P.A.	
	in College N = 267	Respondents N = 225	
16	.004	.000	.004
15	.004	.000	.004
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.000	0.000

*Indicates maximum difference between distribution
 minimum value of difference for significance at .01 level = .147

TABLE IX

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF GENERAL
COUNSELORS IN COLLEGE AND OTHER A.C.P.A. RESPONDENTS
ON EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- butions
Dean of men requests confi- dential information	1	0.106
Undergraduate girl narcotics "pusher" suspect	2	0.063
Student activist threatens college take-over	3	0.077
Senior student's practice teaching evaluation	4	0.055
Freshman girl forging father's signature	5	0.099
Former student threatening to sue the college	6	0.094
Drinking in college dormitory	7	0.115
"Pot parties" in college dormitory	8	0.115
College's president seeks knowledge of vandals	9	0.105
Financial Aids Office requests information	10	0.020
Suspected homosexual activity in college dormitory	11	0.094
Unmarried girl living with boy off campus	12	0.080

Comparison of the Confidentiality Scores from the Sample of
Student Personnel Administrators with the Confidentiality
Scores from the Sample of Registrars

Table X (pages 62 and 63) furnishes the information necessary in making a comparison between student personnel administrators and registrars with respect to confidentiality scores. The maximum cumulative proportion difference between the two groups is .219. The two groups differed significantly (.01 level) since the observed maximum difference from Table X is greater than the value of .218 which Siegel (1956) indicates is necessary for rejection of the hypothesis of no significant difference. Student personnel administrators appeared more retentive than registrars in attitude toward the release of information involved in the incidents. Table XI (page 64) furnishes the information necessary for making a comparison between student personnel administrators and registrars with regard to each of the twelve items included in the survey instrument. From Table XI it is apparent that the two groups differed significantly (.001 level) only on Item Twelve. That item deals with an unmarried sophomore girl who is living off campus with a boy. The student personnel administrators took a more retentive attitude toward the information in the counseling incidents than did the registrars.

TABLE X

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
STUDENT PERSONNEL ADMINISTRATORS AND REGISTRARS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	Student Personnel	Registrars	
	Administrators N = 110	N = 112	
48	1.000	1.000	0.000
47	.973	.973	.000
46	.964	.964	.000
45	.936	.964	.028
44	.900	.955	.055
43	.864	.938	.074
42	.845	.929	.084
41	.773	.902	.129
40	.755	.866	.111
39	.755	.839	.084
38	.718	.830	.112
37	.691	.786	.095
36	.682	.759	.077
35	.627	.723	.096
34	.582	.679	.097
33	.536	.625	.089
32	.418	.589	.171
31	.373	.536	.163
30	.346	.509	.163
29	.264	.455	.191
28	.209	.428	.219*
27	.173	.321	.148
26	.127	.250	.123
25	.118	.205	.087
24	.100	.188	.088
23	.073	.178	.105
22	.064	.152	.088
21	.027	.116	.089
20	.027	.107	.080
19	.027	.071	.044
18	.027	.054	.027

TABLE X--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	Student Personnel Administrators	Registrars	
	N = 110	N = 112	
17	.018	.027	.009
16	.009	.018	.009
15	.009	.018	.009
14	.000	.018	.018
13	.000	.009	.009
12	0.000	0.009	0.009

*Indicates maximum difference between distributions
 minimum value of difference for significance at .01 level = .218

TABLE XI

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF STUDENT
PERSONNEL ADMINISTRATORS AND REGISTRARS ON EACH ITEM
OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- butions
Dean of men requests confiden- tial information	1	0.084
Undergraduate girl narcotics "pusher" suspect	2	0.143
Student activist threatens college take-over	3	0.136
Senior student's practice teaching evaluation	4	0.171
Freshman girl forging father's signature	5	0.161
Former student threatening to sue the college	6	0.157
Drinking in college dormitory	7	0.149
"Pot parties" in college dormitory	8	0.151
College's President seeks knowledge of vandals	9	0.124
Financial Aids Office requests information	10	0.031
Suspected homosexual activity in college dormitory	11	0.146
Unmarried girl living with boy off campus	12	0.293**

**Significant at .001 level

Comparison of the Confidentiality Scores from the Sample of General Counselors in College with the Confidentiality Scores from the Sample of College Counseling Center Counselors

This section of the analysis of data begins additional comparisons that were made in the study. It was explained in Chapter III that a second group of counselors (college counseling center counselors) was obtained in addition to the random sample of counselors involved in the study (general counselors in college). The curiosity of the researcher prompted the inclusion of this second sample in the study. The data from this group of college counseling center counselors were presented in a set of comparisons that parallel those in which the general counselor in college sample was presented.

The college counseling center counselor group was first compared with the general counselor in college group involved in the study. Table XII (pages 66 and 67) contains the differences in cumulative proportion that exist between the two groups. No significant difference (.01 level) existed between the two counselor groups though the difference approached significance. The maximum difference in cumulative proportion between the two groups (.310) was less than the value required for rejection of the hypothesis of no significant difference (.324). In Table XIII (page 68) the differences in cumulative proportion between the two counselor groups with respect to each of the twelve survey items were listed. From Table XIII it may be deduced that no significant differences (.01 level) existed between the two counselor groups on the items.

TABLE XII

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
GENERAL COUNSELORS IN COLLEGE AND COLLEGE
COUNSELING CENTER COUNSELORS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors	College Counseling	
	in College N = 267	Center Counseling N = 84	
48	1.000	1.000	0.000
47	.914	.750	.164
46	.858	.655	.203
45	.820	.619	.201
44	.783	.536	.247
43	.700	.440	.260
42	.644	.369	.275
41	.596	.286	.310*
40	.528	.250	.278
39	.502	.226	.276
38	.446	.190	.256
37	.397	.143	.253
36	.363	.107	.256
35	.311	.036	.275
34	.273	.036	.237
33	.236	.012	.224
32	.195	.012	.183
31	.172	.012	.160
30	.124	.000	.124
29	.082	.000	.082
28	.064	.000	.064
27	.045	.000	.045
26	.034	.000	.034
25	.022	.000	.022
24	.015	.000	.015
23	.007	.000	.007
22	.007	.000	.007
21	.007	.000	.007
20	.004	.000	.004
19	.004	.000	.004
18	.004	.000	.004

TABLE XII--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	General Counselors in College	College Counseling Center Counselors	
	N = 267	N = 84	
17	.004	.000	.004
16	.004	.000	.004
15	.004	.000	.004
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.000	0.000

*Indicates maximum difference between distributions
 minimum value of difference for significance at .01 level = .324

TABLE XIII

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF COLLEGE
COUNSELING CENTER COUNSELORS AND GENERAL COUNSELORS
IN COLLEGE ON EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- butions
Dean of men requests confidential information	1	0.216
Undergraduate girl narcotics "pusher" suspect	2	0.183
Student activist threatens college take-over	3	0.160
Senior student's practice teaching evaluation	4	0.269
Freshman girl forging father's signature	5	0.253
Former student threatening to sue the college	6	0.298
Drinking in college dormitory	7	0.250
"Pot parties" in college dormitory	8	0.216
College's president seeks knowledge of vandals	9	0.155
Financial Aids Office requests information	10	0.314
Suspected homosexual activity in college dormitory	11	0.220
Unmarried girl living with boy off campus	12	0.216

Comparison of the Confidentiality Scores from the Sample of College Counseling Center Counselors with the Confidentiality Scores from the Sample of Other A.C.P.A. Respondents

Comparisons were made of the college counseling center counselors with the same groups with which general counselors in college were compared. Further tests of the hypotheses proposed in the study (Chapter I, page 4) were used to structure the comparisons that follow.

When the second group of counselors (college counseling center counselors) was compared with the A.C.P.A. respondent subgroup, significantly different (.001 level) confidentiality score distributions were observed between the two groups (Table XIV, pages 70 and 71). The attitude of the counselor group was more retentive. In the analysis of response patterns between the two groups on each item of the survey instrument (Table XV, page 72) differences significant at the .01 level were observed on eleven of the twelve items. Nine of the eleven differences were significant at the .001 level. The item on which no significant difference was found involved a threatened take-over of the campus by student activists. The two items on which the lesser significant differences were observed (.01 level) were items two and nine. Item two involves a girl suspected of being a narcotics "pusher." Item nine involves a search by the president of the college for those who are responsible for vandalizing the campus.

TABLE XIV

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
COLLEGE COUNSELING CENTER COUNSELORS AND OTHER
AMERICAN COLLEGE PERSONNEL ASSOCIATION RESPONDENTS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counseling	Other A.C.P.A.	
	Center Counselors N = 84	Respondents N = 225	
48	1.000	1.000	0.000
47	.750	.916	.166
46	.655	.893	.238
45	.619	.862	.243
44	.536	.813	.277
43	.440	.764	.324
42	.369	.720	.351
41	.286	.667	.381
40	.250	.649	.399*
39	.226	.613	.387
38	.190	.573	.383
37	.143	.529	.386
36	.107	.467	.360
35	.036	.373	.337
34	.036	.324	.288
33	.012	.275	.263
32	.012	.248	.236
31	.012	.204	.192
30	.000	.151	.151
29	.000	.124	.124
28	.000	.093	.093
27	.000	.076	.076
26	.000	.062	.062
25	.000	.048	.048
24	.000	.036	.036
23	.000	.022	.022
22	.000	.013	.013
21	.000	.009	.009
20	.000	.009	.009
19	.000	.004	.004
18	.000	.000	.000

TABLE XIV--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counseling Center Counselors N = 84	Other A.C.P.A. Respondents N = 225	
17	.000	.000	.000
16	.000	.000	.000
15	.000	.000	.000
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.000	0.000

*Indicates maximum difference between distributions

minimum value of difference for significance at .01 level = .208

minimum value of difference for significance at .001 level = .250

TABLE XV

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF COLLEGE
COUNSELING CENTER COUNSELORS AND OTHER A.C.P.A.
RESPONDENTS ON EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- tions
Dean of men requests confiden- tial information	1	0.322**
Undergraduate girl narcotics "pusher" suspect	2	0.246*
Student activist threatens college take-over	3	0.196
Senior student's practice teaching evaluation	4	0.290**
Freshman girl forging father's signature	5	0.350**
Former student threatening to sue the college	6	0.360**
Drinking in college dormitory	7	0.296**
"Pot parties" in college dormitory	8	0.297**
College's president seeks knowledge of vandals	9	0.214*
Financial Aids Office requests information	10	0.322**
Suspected homosexual activity in college dormitory	11	0.314**
Unmarried girl living with boy off campus	12	0.296**

*Significant at .01 level

**Significant at .001 level

Comparison of the Confidentiality Scores from the Sample of College Counseling Center Counselors with the Confidentiality Scores from the Sample of Student Personnel Administrators

The first comparison between the additional counselor group (college counseling center counselors) and administrators involved the student personnel administrator group (Table XVI, pages 74 and 75). The counselor group differed significantly (.001 level) with the student personnel administrators concerning confidentiality score distributions. The attitude of the counseling group was more retentive of the information involved in the incidents than was the attitude of the student personnel administrators. In the item-by-item comparison between the two groups (Table XVII, page 76) significant differences (.001 level) were apparent on all twelve survey items thus indicating highly significant differences in response patterns on the survey instrument.

Comparison of the Confidentiality Scores from the Sample of College Counseling Center Counselors with the Confidentiality Scores from the Sample of Registrars

Registrars were the second group of administrators with whom the college counseling center counselor group was compared (Table XVIII, pages 77 and 78). The value of .687 maximum difference in cumulative proportion is over double the value of .236 listed by Siegel (1956) as necessary for significance of difference at the .001 level. In the item-by-item comparisons between the two groups differences in response patterns significant at the .001 level were evidenced on all of the twelve

TABLE XVI

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
COLLEGE COUNSELING CENTER COUNSELORS AND STUDENT
PERSONNEL ADMINISTRATORS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counseling Center Counselors	Student Personnel Administrators	
	N = 84	N = 110	
48	1.000	1.000	0.000
47	.750	.973	.223
46	.655	.964	.309
45	.619	.936	.317
44	.536	.900	.364
43	.440	.864	.424
42	.369	.845	.476
41	.286	.773	.487
40	.250	.755	.505
39	.226	.755	.529
38	.190	.718	.528
37	.143	.691	.548
36	.107	.682	.575
35	.036	.627	.591*
34	.036	.582	.546
33	.012	.536	.524
32	.012	.418	.406
31	.012	.373	.361
30	.000	.346	.346
29	.000	.264	.264
28	.000	.209	.209
27	.000	.173	.173
26	.000	.127	.127
25	.000	.118	.118
24	.000	.100	.100
23	.000	.073	.073
22	.000	.064	.064
21	.000	.027	.027
20	.000	.027	.027
19	.000	.027	.027
18	.000	.027	.027

TABLE XVI--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counselor Center Counselors N = 84	Student Personnel Administrators N = 110	
17	.000	.018	.018
16	.000	.009	.009
15	.000	.009	.009
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.00	0.00

*Indicates maximum difference between distributions

minimum value of difference for significance at .01 level = .197

minimum value of difference for significance at .001 level = .236

TABLE XVII

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF COLLEGE
COUNSELING CENTER COUNSELORS AND STUDENT PERSONNEL
ADMINISTRATORS ON EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distri- butions
Dean of men requests confidential information	1	0.484**
Undergraduate girl narcotics "pusher" suspect	2	0.262**
Student activist threatens college take-over	3	0.420**
Senior student's practice teaching evaluation	4	0.437**
Freshman girl forging father's signature	5	0.526**
Former student threatening to sue the college	6	0.392**
Drinking in college dormitory	7	0.413**
"Pot parties" in college dormitory	8	0.419**
College's president seeks know- ledge of vandals	9	0.292**
Financial Aids Office requests information	10	0.580**
Suspected homosexual activity in college dormitory	11	0.450**
Unmarried girl living with boy off campus	12	0.521**

**Significant at .001 level

TABLE XVIII

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
COLLEGE COUNSELING CENTER COUNSELORS AND REGISTRARS

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counseling Center Counselors	Registrars	
	N = 84	N = 112	
48	1.000	1.000	0.000
47	.750	.973	.223
46	.655	.964	.309
45	.619	.964	.345
44	.536	.955	.419
43	.440	.938	.498
42	.369	.929	.560
41	.286	.902	.616
40	.250	.866	.616
39	.226	.839	.613
38	.190	.830	.640
37	.143	.786	.643
36	.107	.759	.652
35	.036	.723	.687*
34	.036	.679	.643
33	.012	.625	.613
32	.012	.589	.577
31	.012	.536	.524
30	.000	.509	.509
29	.000	.455	.455
28	.000	.428	.428
27	.000	.321	.321
26	.000	.250	.250
25	.000	.205	.205
24	.000	.188	.188
23	.000	.178	.178
22	.000	.152	.152
21	.000	.116	.116
20	.000	.107	.107
19	.000	.071	.071
18	.000	.054	.054

TABLE XVIII--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	College Counseling Center Counselors	Registrars	
	N = 84	N = 112	
17	.000	.027	.027
16	.000	.018	.018
15	.000	.018	.018
14	.000	.018	.018
13	.000	.009	.009
12	0.000	0.009	0.009

*Indicates maximum difference between distributions

minimum value of difference for significance at .01 level = .197

minimum value of difference for significance at .001 level = .236

survey items (Table XIX, page 80). The college counseling center counselor group and registrars showed highly significant differences in response to the survey instrument. The counselor group was more retentive than the registrar group in attitude concerning the information discussed in the counseling incidents.

Comparison of the Confidentiality Scores from the Sample of Student Personnel Administrators from a National Directory with the Confidentiality Scores from the Sample of Student Personnel Administrators from the A.C.P.A. Mailing List

In addition to the two groups of counselors produced in the study a second group of student personnel administrators was obtained. The primary sample of student personnel administrators (138) was selected from a national directory of institutions of higher education in the United States. The second group of student personnel administrators (67) was produced as a subgroup from the A.C.P.A. sample respondents. It will be recalled from Chapter III that as the A.C.P.A. sample respondents returned the survey instrument, they were placed in groups based on the occupation that the respondent listed. The resulting groups from such a division of A.C.P.A. respondents were: general counselors in college (267); other A.C.P.A. respondents (225); student personnel administrators (67); registrars (10). Due to the relatively small number of registrars obtained, that group was not included in intergroup comparisons with respect to confidentiality scores. Although not included in the

TABLE XIX

MAXIMUM DIFFERENCES IN RESPONSE DISTRIBUTIONS OF COLLEGE
COUNSELING CENTER COUNSELORS AND REGISTRARS ON EACH ITEM
OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	Maximum Difference in Response Distributions
Dean of men requests confidential information	1	0.508**
Undergraduate girl narcotics "pusher" suspect	2	0.405**
Student activist threatens college take-over	3	0.469**
Senior student's practice teaching evaluation	4	0.504**
Freshman girl forging father's signature	5	0.599**
Former student threatening to sue the college	6	0.505**
Drinking in college dormitory	7	0.562**
"Pot parties" in college dormitory	8	0.416**
College's president seeks knowledge of vandals	9	0.416**
Financial Aids Office requests information	10	0.557**
Suspected homosexual activity in college dormitory	11	0.553**
Unmarried girl living with boy off campus	12	0.588**

**significant at .001 level

original hypotheses, a comparison of confidentiality scores between the two groups of student personnel administrators may interest the reader (Table XX, pages 82 and 83). It will be observed from Table XX that no significant differences (.01 level) existed between student personnel administrators selected from a national directory and those obtained as a subsample from an American College Personnel Association mailing list.

Summary Comparison of Samples with Respect to Responses on
each of the Survey Items

Table XXI (page 84) was constructed in order that a summary of the comparisons made between the samples with respect to responses on each of the twelve survey instrument items could be made. After studying Table XXI it became apparent that three general patterns existed in the responses of the samples to each of the survey instrument items. First, in comparisons between general counselors in college (G.C.C.) with other A.C.P.A. respondents and with college counseling center counselors (C.C.C.C.) no significant differences on any of the survey items were found. Second, in comparisons made between the responses of: general counselors in college (G.C.C.) with registrars; college counseling center counselors (C.C.C.C.) with registrars; and college counseling center counselors (C.C.C.C.) with student personnel administrators; differences significant at the .001 level were found on every survey item. Third, in the following three comparisons: general counselors in college.

TABLE XX

CONFIDENTIALITY SCORE DISTRIBUTION DIFFERENCES BETWEEN
STUDENT PERSONNEL ADMINISTRATORS FROM A NATIONAL
DIRECTORY AND STUDENT PERSONNEL ADMINISTRATORS
FROM THE A.C.P.A. MAILING LIST

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	Student Personnel	Administrators	
	National Directory	A.C.P.A Mailing List	
	N = 110	N = 67	
48	1.000	1.000	0.000
47	.973	.910	.063
46	.964	.880	.084
45	.936	.866	.070
44	.900	.836	.064
43	.864	.836	.028
42	.845	.806	.039
41	.773	.761	.012
40	.755	.746	.009
39	.755	.702	.053
38	.718	.687	.031
37	.691	.642	.049
36	.682	.552	.130
35	.627	.493	.134
34	.582	.448	.135
33	.536	.388	.148*
32	.418	.328	.090
31	.373	.239	.134
30	.346	.209	.137
29	.264	.149	.115
28	.209	.134	.075
27	.173	.075	.098
26	.127	.045	.082
25	.118	.045	.073
24	.100	.000	.100
23	.073	.000	.073
22	.064	.000	.064
21	.027	.000	.027
20	.027	.000	.027
19	.027	.000	.027

TABLE XX--Continued

SCORE	CUMULATIVE PROPORTION		DIFFERENCE
	Student Personnel	Administrators	
	National Directory N = 110	A.C.P.A. Mailing List N = 67	
18	.027	.000	.027
17	.018	.000	.018
16	.009	.000	.009
15	.009	.000	.009
14	.000	.000	.000
13	.000	.000	.000
12	0.000	0.000	0.000

*Indicates maximum difference between distributions
 minimum value of difference for significance at .01 level = .252

TABLE XXI

A SUMMARY OF THE LEVELS AT WHICH STATISTICALLY SIGNIFICANT DIFFERENCES OCCURRED
BETWEEN COMPARED SAMPLES WITH RESPECT TO EACH ITEM OF THE SURVEY INSTRUMENT

Counseling Incident	Incident Number	G.C.C.		S.P.A.	C.C.C.C.		
		S.P.A. (1)	Regis. (2)	Regis. (3)	S.P.A. (4)	Regis. (5)	Other A.C.P.A. (6)
Dean of men seeks confi- dential info	1	.001	.001		.001	.001	.001
Narcotics "pusher" suspect	2		.001		.001	.001	.01
Student acti- vist's threat	3	.001	.001		.001	.001	
Evaluation for practice teach- ing	4		.001		.001	.001	.001
Forging father's signature	5	.001	.001		.001	.001	.001
Lawsuit threat to college	6		.001		.001	.001	.001
Drinking in dormitory	7		.001		.001	.001	.001
"Pot parties" in dormitory	8		.001		.001	.001	.001
President seeks vandals	9		.001		.001	.001	.001

TABLE XXI--Continued

Counseling Incident	Incident Number	G.C.C.		S.P.A.	C.C.C.C.		
		S.P.A. (1)	Regis. (2)	Regis. (3)	S.P.A. (4)	Regis. (5)	Other A.C.P.A. (6)
Request for info by financial aids office	10	.01	.001		.001	.001	.01
Suspected homosexual- ity in dormitory	11	.001	.001		.001	.001	.001
Unmarried girl living off campus with boy	12	.001	.001	.001	.001	.001	.001

*Item comparisons between: G.C.C. with Other A.C.P.A. respondent samples; and G.C.C. with C.C.C.C. samples did not show significant differences (.01 level) on any of the survey items.

(G.C.C.) with student personnel administrators; student personnel administrators with registrars; and college counseling center counselors (C.C.C.C.) with other A.C.P.A. respondents; both significant differences and no significant differences in response to items were observed.

In summary, total agreement or total disagreement in response to all twelve survey instrument items was observed in five of the eight comparisons made in the summary of responses to individual items (Table XXI). In the three remaining comparisons both significant differences and no differences (.01 level) in response to survey items were observed. When only counselor and administrator comparisons were considered in the summary, significant differences (.001 level) on all twelve items were observed in three of the four comparisons (Table XXI).

Summary

When confidentiality score was used as a measure of attitude concerning confidential information, a number of differences between compared groups were observed. General counselors in college differed significantly from student personnel administrators and registrars on confidentiality score. The general counselor in college group did not differ significantly on the measure of confidentiality with the other A.C.P.A. respondent group or an additional group of counselors (college counseling center counselors). The college counseling center counselor group did,

however, differ significantly in confidentiality scores with the other A.C.P.A. respondent group.

In the administration groups student personnel administrators differed significantly with registrars in confidentiality scores. However, an A.C.P.A. subgroup of student personnel administrators did not differ significantly (.01 level) with the major sample of student personnel administrators involved in the study.

When responses to individual survey instrument items were analyzed, it was observed that significant differences (.001 level) on all twelve survey items were found in three of the four counselor-administrator comparisons.

Discussion

The following subsection of Chapter IV is devoted to a discussion of possible interpretations from the analysis of data in this study. This subsection was divided into the following three parts: First, a discussion of possible trends among respondent samples with respect to individual items of the survey instrument; Second, possible reasons why the attitudes of college counselors and administrators were not in agreement concerning the release of confidential information; Third, implications for education based on the assumption that the attitudes of the two groups of college personnel did differ concerning the release of confidential information.

As was mentioned in the analysis of data earlier in Chapter IV, three patterns were observed in the analysis of item responses to the survey instrument. A discussion of those three patterns follows.

From the pattern in which no significant differences were found between compared samples on any of the items one might conjecture that no difference in attitude existed (Table XXI). From the pattern in which differences significant at the .001 level on all survey items were found one may speculate that the compared samples were responding from quite different frames of reference and that the context of the item was of little significance. The third pattern, in which both significant differences and no significant differences were found in the same comparison between samples, appeared to offer the greatest opportunity for discussion. The following three comparisons fell into that pattern: general counselors in college with student personnel administrators; student personnel administrators with registrars; college counseling center counselors with other A.C.P.A. respondents.

In the comparison between the responses of general counselors in college with student personnel administrators the items on which significant differences (.001 level) occurred dealt with encounters in which the law might be involved. It was a puzzle as to why the two samples did not differ on item two (Appendix A) which dealt with a suspected narcotics "pusher." A possible explanation may be that both samples agreed with

the action of the counselor in the incident in not releasing confidential information. The incident may have been so emotionally charged that neither the counselors (G.C.C.) nor the student personnel administrators wanted the confidential information released. It appeared that the student personnel administrator sample did not agree as strongly as did the counselor (G.C.C.) sample to withholding confidential counseling information from an assistant director of financial aids (item number ten). The student personnel administrators may have felt a stronger need than the counselors for sharing all information within the operating institution.

In the comparison of the responses of student personnel administrators with those of registrars a significant difference in response occurred only on item number twelve. The difference was, however, highly significant (.001 level). Item twelve dealt with an unmarried girl living off campus with a boy. A possible explanation may reside in a greater willingness on the part of the registrars to have the college assume the function of the students' parents when moral questions arise.

In comparison of the responses of college counseling center counselors (C.C.C.C.) with other A.C.P.A. respondents highly significant differences (.001 level) were evidenced on all but three survey instrument items. On two of those three items (numbers 2 and 10) differences significant at the .01 level were observed between the two samples. Though both samples tended toward confidentiality in response to item two

the C.C.C.C. sample did so more strongly than did the other A.C.P.A. respondent sample. The difference may have been attributable to the highly emotional nature of item two. In item number ten the C.C.C.C. expressed a desire to retain in confidence information of a personal nature concerning students that had been requested by the assistant director of financial aids. The C.C.C.C. sample appeared to view less favorably the intra-institutional sharing of confidential information than did the other A.C.P.A. respondent sample. The only item on which the responses of the C.C.C.C. sample and the other A.C.P.A. sample did not differ significantly was item number three (Appendix A). The two samples agreed with retaining in confidence the information related to the counselor concerning the student activist and a possible campus take-over. In that case both samples were committed to the protection of the interests of the individual involved as opposed to the protection of the interests of the institution of higher education.

Through the analysis of item responses for the compared samples the finding obtained in the study from a comparison of confidentiality scores was substantiated. A possible explanation as to why the analysis of item responses did not reveal more information concerning the samples may lie in the polarization of response patterns to the survey instrument items by counselor and administrator samples.

Three possible general reasons why the attitudes of college counselors and administrators were not in agreement concerning the release of confidential information follow.

1. The programs of professional preparation for counselors and administrators in higher education emphasize different aspects. Counselors are trained to be more sensitive to individual needs whereas administrators are trained to be more concerned with the operation of the educational organization as a whole.
2. Different personality orientations may be attracted to different professions in the field of higher education. Counselors may have a greater need than administrators to be involved in an individual helping relationship. Administrators may possess a greater need for dominance and control of situations than do counselors.
3. The nature of the job of counseling or administration and the duties to be performed in each may condition the individuals in each of the professions to operate in the patterns observed in this study.

Based on the assumption that college counselors and administrators do differ in their attitudes concerning the release of confidential information the following implications of the study are suggested:

1. By openly admitting different loyalties within the institution of higher education counselors and administrators may work toward achieving better understanding of the differing points-of-view.
2. College counselors may question the wisdom of operating in a vacuum with respect to the release of confidential information and strive to inform administrators and co-workers of their plans for operating in that area. This responsibility for communicating the counselors' point-of-view concerning the release of confidential information rests with the counselors.
3. With clearly defined attitudes of counselors and administrators concerning the release of confidential information available the policies of the institutions should recognize and reflect the different points-of-view. Conferences might be held between administrators and counselors with the goal of clarifying policy and action relating to handling confidential information.
4. Communication between college counselors and administrators may be improved by an early introduction of the differing points-of-view in the training programs for college counselors and administrators. The curriculum of both counselor and administrator training programs should be expanded so that

each group is able to gain some feeling for the problems of the other group in their efforts to aid students. In-service training for counselors and administrators might be a prerequisite in colleges and universities.

5. College administrators might profit from a re-evaluation of their codes of ethics concerning the release of confidential information in light of the findings from this study.
6. Knowing that they have much in common with counselors on other campuses individual counselors across the nation may no longer react defensively as a result of their attitude differences with administrators concerning the release of confidential information.
7. The consistency on the part of college counselors in not releasing information that they consider confidential may gain the respect of administrators and consequently reduce unnecessary requests for confidential information that may be made by administrators.

In conclusion, college counselors might now want recognizing their common agreement concerning the release of confidential information to test their concept of confidentiality in courts of law. That effort might result in a more clear definition of their legal responsibilities concerning the release of confidential information. Though not included in this study,

the topic of the counselor's legal rights concerning the release of confidential information appeared to be an area very worthy of future study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Attitudes of counselors and administrators concerning the release of confidential student information have been shown to be significantly different at the secondary school level. Similar studies have not thoroughly investigated these attitudes at the college level. This study was an investigation of the attitudes of college counselors and college administrators concerning the release of confidential information.

Summary

In order to determine whether or not the attitudes of college counselors and administrators, as measured by the survey instrument, differed concerning the release of confidential information the following hypotheses were proposed in the study:

1. There will be no significant difference in the attitudes of college counselors and student personnel administrators concerning the release of confidential information.
2. There will be no significant difference in the attitudes of college counselors and college registrars concerning the release of confidential information.

3. There will be no significant difference in the attitudes of college counselors and other American College Personnel Association respondents concerning the release of confidential information.
4. There will be no significant difference in the attitudes of student personnel administrators and registrars concerning the release of confidential information.

A great deal of the literature relating to the topic under study was concerned with comparisons of the attitudes of counselors and administrators operating at the secondary school level. In general, counselors evidenced a more retentive attitude toward confidential student information than did administrators in secondary schools. As a means of investigating attitudinal differences between counselors and administrators, the ethical incident format was commonly used. That format consisted of a series of brief counseling episodes on which respondents rated agreement or disagreement with the action taken by the counselor in the incident. Several studies examined college counseling center policies and practices toward the release of confidential information. Other studies examined the practices of confidentiality from the student's point-of-view. In a study conducted in higher education deans of women appeared more authoritarian than did counselors when the attitudes of the two groups were measured. This review of the literature suggested that the attitudes of college

administrators concerning the release of confidential information had not, to the knowledge of the researcher, been a topic for study at the time of the writing of this study.

A sampling survey was used to gather data for analysis in the study. Subjects from two major groups of college personnel were obtained for use in the study (Appendix G). The first group was composed of two subgroups of college counselors. The second group was composed of two subgroups of college administrators. An American College Personnel Association mailing list was used as a source of names and addresses in obtaining a group of general counselors in college and an additional sample of college counseling center counselors. A sample termed "other A.C.P.A. respondents" was also obtained from the A.C.P.A. mailing list. The first subgroup of administrators was composed of student personnel administrators. The second subgroup of administrators was composed of registrars. A national directory of institutions of higher education was used as a source of names and addresses in obtaining the two groups of administrators.

A set of hypothetical counseling incidents was the instrument used in data collection in the study. The hypothetical counseling incidents were developed by the researcher after an evaluation of counseling incident formats employed in earlier related studies. A split-half reliability coefficient was calculated for the final twelve item form of the survey instrument (Garrett, 1958). The value of .93 indicated that the survey instrument possessed a high degree of internal consistency.

An exploratory study was conducted at institutions of higher education in Arizona before materials were mailed to the nation-wide samples of counselors and administrators in colleges. An 85 percent overall return was obtained from the exploratory study mailing. The overall return in the major study was 87 percent. Seventy-six percent of all individuals initially selected for inclusion in the major study returned usable survey instruments.

To analyze the data obtained in the study the researcher used the Kolmogorov-Smirnov two-sample test. Through the use of that test it was possible to determine whether or not the groups compared in hypotheses testing came from the same statistical population with respect to confidentiality scores. Through the statistical methodology employed in the study the basis was laid for the rejection or acceptance of null hypotheses of no significant difference between five sample groups that were compared with respect to confidentiality scores.

Conclusions

The purpose of the study was to determine whether or not the attitudes of college counselors and administrators, as measured by the survey instrument, differed with respect to the release of confidential information. In an effort to answer the question posed in the study four null hypotheses were tested.

The first of the hypotheses stated that there will be no significant difference in the attitudes of college counselors and student personnel administrators concerning the release of confidential information.

The analysis of data revealed that the general counselor in college (G.C.C.) sample and the student personnel administrator sample were from significantly different (.001 level) populations with respect to confidentiality scores. Visual inspection of the two distributions of confidentiality scores indicates that the counselors were more retentive of information furnished in the incidents. Therefore, hypothesis number one must be rejected. It was concluded that the attitudes, as measured by the survey instrument, of the general counselor in college (G.C.C.) sample differed significantly with those of student personnel administrators concerning the release of confidential information. Counselors were more retentive than were the student personnel administrators.

The second hypothesis stated that there will be no significant difference in the attitudes of college counselors and college registrars concerning the release of confidential information.

The analysis of data indicated that the sample of general counselors in college (G.C.C.) and the sample of registrars were from significantly different (.001 level) populations with respect to confidentiality scores. Visual inspection of the data indicated that the counselor group (G.C.C.) was more retentive of information included in the

incidents. Therefore, hypothesis number two must be rejected. It was concluded that the attitudes, as measured by the survey instrument, of the general counselor in college sample (G.C.C.) differed significantly (.001 level) with the sample of registrars concerning the release of confidential information. The counselors (G.C.C.) were more retentive than the registrars.

The third hypothesis stated that there will be no significant difference in the attitudes of college counselors and other American College Personnel Association respondents concerning the release of confidential information.

Through the analysis of data it was found that the general counselor in college (G.C.C.) sample and the other A.C.P.A. respondent sample were not from significantly different populations (.01 level) with respect to confidentiality scores.

Hypothesis number three was not rejected. It was concluded that the sample of general counselors in college (G.C.C.) and the sample of other A.C.P.A. respondents did not differ significantly (.01 level) with respect to attitude concerning the release of confidential information.

The fourth hypothesis stated that there will be no significant difference in the attitudes of student personnel administrators and registrars concerning the release of confidential information.

The analysis of data indicated that the student personnel administrator sample and the registrar sample were from significantly different (.01 level) populations with respect to confidentiality scores. Student personnel administrators were more retentive of information supplied in the counseling incidents than were registrars.

Hypothesis number four was rejected. It was concluded that the student personnel administrator sample and the registrar sample evidenced significantly different (.01 level) attitudes, as measured by the survey instrument, concerning the release of confidential information.

As stated in Chapter III a second sample of college counselors termed "college counseling center counselors" (C.C.C.C.) was available for comparison with respect to confidentiality score with the two samples of administrators involved in the study. The C.C.C.C. sample was obtained in addition to the sample of general counselors in college (G.C.C.) for which the study was designed. It appeared logical and appropriate to use the null hypotheses stated in the study to structure comparisons between the C.C.C.C. sample, the student personnel administrator sample, the registrar sample, and the sample of other A.C.P.A. respondents. Hypothesis number four of no significant difference between the two samples of administrators in the study was inappropriate for the second set of comparisons, and in its place was substituted a comparison of the two groups of counselors (G.C.C. and C.C.C.C.) with respect to confidentiality scores. The three null hypotheses that follow involve the

college counseling center counselor (C.C.C.C.) sample in comparisons with the other three major groups included in the study.

Hypothesis number one stated that there will be no significant difference in the attitudes of college counselors and student personnel administrators concerning the release of confidential information.

The analysis of data revealed that the college counseling center counselor (C.C.C.C.) sample and the student personnel administrator sample were from significantly different (.001 level) populations with respect to confidentiality scores. Inspection of the two distributions of confidentiality scores shows the additional sample of counselors (C.C.C.C.) to be more retentive of the information furnished in the incidents. Hypothesis number one must be rejected. It was concluded that the attitudes, as measured by the survey instrument, of the college counseling center counselor (C.C.C.C.) sample differed significantly with those of the student personnel administrator sample concerning the release of confidential information. The counselors were more retentive.

The second hypothesis stated that there will be no significant difference in the attitudes of college counselors and college registrars concerning the release of confidential information.

The analysis of data from the additional counselor (C.C.C.C.) sample and the sample of registrars indicated that the two samples were from significantly different (.001 level) populations with respect to confidentiality scores. Visual inspection of the data indicated that the

counselor sample (C.C.C.C.) was more retentive of information presented in the incidents. Therefore, hypothesis number two must be rejected. It was concluded that the attitudes, as measured by the survey instrument, of the college counseling center counselor (C.C.C.C.) sample differed significantly (.001 level) with those of the sample of registrars concerning the release of confidential information. The counselors (C.C.C.C.) were more retentive than the registrars.

The third hypothesis stated that there will be no significant difference in the attitudes of college counselors and other American College Personnel Association respondents concerning the release of confidential information.

The analysis of data from the additional counselor (C.C.C.C.) sample and the other A.C.P.A. respondent sample indicated that the two samples were from significantly different populations (.001 level) with respect to confidentiality scores. The counselor sample (C.C.C.C.) was more retentive of information supplied in the counseling incidents. Therefore, hypothesis number three was rejected. It was concluded that the sample of college counseling center counselors (C.C.C.C.) and the sample of other A.C.P.A. respondents differed significantly (.001 level) with respect to attitude concerning the release of confidential information.

Though not stated in the form of an hypothesis a comparison between the confidentiality scores of the two samples of counselors

obtained in the study follows. The analysis of data indicated that the college counseling center counselor (C.C.C.C.) sample and the general counselor in college (G.C.C.) sample were not from significantly different populations with respect to confidentiality scores. Therefore, it was concluded that the sample of college counseling center counselors (C.C.C.C.) and the sample of general counselors in college (G.C.C.) did not differ significantly (.01 level) with respect to attitude concerning the release of confidential information.

In the interpretation of the findings related to the two samples of counselors (C.C.C.C. and G.C.C.) it was suggested that the tendency toward greater retentiveness by the C.C.C.C. sample be considered. Though the two samples of counselors did not differ significantly (.01 level) concerning confidentiality scores the difference of .310 that was obtained between the two samples approached the value of .324 necessary for significance at the .01 level. Differences in the two distributions of confidentiality scores obtained for the two samples of counselors were also apparent in Table XIII (page 68). When Table XIII was examined at confidentiality score 41 it was apparent that approximately 70 percent of the scores of the C.C.C.C. sample were 41 through 48, while only 40 percent of the G.C.C. sample obtained scores of 41 through 48. The C.C.C.C. sample appeared to have obtained higher confidentiality scores than the G.C.C. sample even though a statistically significant difference (.01 level) did not exist.

The observations above concerning a tendency toward greater confidentiality by the C.C.C.C. sample when compared with the G.C.C. sample may in part explain the following apparent paradox: the C.C.C.C. sample differed significantly (.001 level) with the other A.C.P.A. respondent sample, concerning confidentiality score, while no significant difference (.01 level) was found between the G.C.C. sample and the other A.C.P.A. respondent sample when confidentiality scores were compared.

In the interpretation of the conclusions reached in this study the following suggestion was offered. Though clear-cut and highly significant differences were found between several samples in the study, with respect to confidentiality score, no assessment whatsoever was made of the significance of those differences to the process of education or counseling.

Recommendations

The analysis of data and conclusions reached in this study provide a basis for the following suggested recommendations:

1. Studies should be undertaken in an effort to determine the educational significance of the statistically significant differences found through this study.
2. Studies similar to this study should be conducted using other professional organizations to which counselors in college belong as a basis for selection of samples. American

Psychological Association members should be given serious consideration.

3. A study should be conducted in which the survey instrument used in this study is administered to a random sample of college students across the nation in an effort to obtain an estimate of their attitudes concerning the release of confidential information.
4. An assessment should be made of the attitudes of faculty members in institutions of higher education concerning confidential information.
5. Studies should be undertaken to determine the influence of such factors as institution size, geographical location, method of financial support and highest degree offered on the attitudes that are evidenced by college counselors and administrators concerning the release of confidential information.
6. Studies exploring the influence of different methods of counselor and administrator training and the subsequent attitudes concerning confidential information evidenced by those two groups of college personnel.
7. An investigation to determine whether a different set of counseling incidents than the one employed in this study would

yield the same findings concerning college counselors and administrators.

8. The possible explanations offered by the researcher for the findings in the study appeared to be an area particularly worthy of investigation. Studies should be conducted to assess the value of those possible explanations which were presented in the discussion section of Chapter IV.

APPENDIX A

THE SAMPLING SURVEY INSTRUMENT

COUNSELING INCIDENTS SURVEY

In each of the following incidents the college counselor, defined as a psychological or personal problems counselor, has made a decision to either release or retain certain information that was given to him.

For each incident please indicate on the four-point scale whether you strongly agree, agree, disagree, or strongly disagree with the action taken by the counselor.

1. The dean of men at a college recently disciplined a male undergraduate and now requests that the young man's college counselor furnish any information that might assist the dean in understanding the boy. Without the boy's permission the counselor discusses a number of personal problem areas that the boy has revealed during counseling interviews with him.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

2. An undergraduate girl at the college is suspected by local police of being a narcotics "pusher." The girl, while under surveillance, visited the counseling center regularly. College officials request that the counselor who had been seeing the girl supply all information that would assist the police. The counselor declines to give any personal interview information.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

3. A known student activist on campus, who has been coming to the college's counseling center during the past year, mentions during a counseling interview that a take-over of the college's administration building is scheduled for one week from that day. The interviewing counselor conveys this information to a college administrator without the permission of the student activist.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

4. A counselor at a college counseling center is asked to evaluate a senior college student's emotional stability to do practice teaching. The student has been a client at the counseling center. The supervisor of student teaching wishes to have the benefit of as much information as possible before approving the student for student teaching. The counselor declines comment on information he has obtained during counseling interviews with the student.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

5. A 17 year old college freshman girl shows the counselor how well she can forge her father's signature. She says she uses this for various college activities requiring parental signatures. The counselor alerts the dean of women's office to the possibility of forged parental signatures from the girl.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

6. A former student at the college is threatening to sue the college. An official of the college contacts the former student's counselor on the campus requesting detailed personal information that might reveal the former student's motives. The counselor declines discussion of information obtained during counseling interviews with the former student.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

7. A 17 year old male college freshman comes to a college interview with a college counselor with what appears to be a very bad "hangover." The youth explains that they had had a drinking party in the college dormitory the night before. The counselor does not reveal what the boy has told him to anyone.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

8. A college sophomore informs his college counselor that regular "pot parties" are held in his college dormitory on weekends. Without the permission of the client the counselor conveys that information to the dean of students.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

9. The president of a certain college has been searching for almost two months for the individual or group that is responsible for approximately \$15,000 in vandalism on the campus. During a counseling interview a counselee admits that he is responsible for the vandalism. The counselor tells no one of his counselee's confession.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

10. The assistant director of the financial aids office on a college campus requests an appointment with a college counselor with the stated purpose of discussing the personal adjustment problems of several loan recipients who are receiving counseling. The counselor says that he is not at liberty to discuss the personal problems of these students.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

11. During a counseling interview a college girl describes in great detail the homosexual activities that have recently occurred in her dormitory and in which she was involved. The counselor conveys what the girl has told him to the dean of women without the girl's permission.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

12. An unmarried sophomore girl confides in her college counselor that she has been living with her boy friend off campus for the past six months. The girl further indicates that she has no intention of moving out at this time. The counselor without the girl's permission informs the dean of students at the college of the girl's living arrangements.

Strongly agree____; Agree____;
Disagree____; Strongly disagree____

APPENDIX B

THE AMERICAN COLLEGE PERSONNEL ASSOCIATION MAILING LIST COVER LETTER

We are seeking the opinions of members of the American College Personnel Association concerning certain activities of college counselors. We are asking your cooperation in personally completing the enclosed questionnaire. Your responses will be kept in strictest confidence and will be reported only as a part of a larger group. The blanks are coded merely to assist in follow-up and data collection.

We would appreciate your assistance in completing this study of counselor practices. Previous studies have indicated that public school administrators and school counselors view the same situation from different points-of-view. We are trying to discover whether a similar difference in point-of-view exists in institutions of higher education. If such a difference exists, this information will provide the foundation for further study aimed at discovering factors that create such differences.

Your assistance in providing a high per cent of returns on the forms will be greatly appreciated; indeed it is vital to the successful completion of the study. A stamped addressed envelope has been included for your use.

Thank you in advance for your cooperation.

Sincerely,

Harley D. Christiansen
Associate Professor

Gordon Campbell
Graduate Assistant

Title of your present position:

Are you presently counseling (personal problem, vocational, or educational) 1/2 time or more as part of your regular position?

Yes_____ **No**_____

APPENDIX C

THE STUDENT PERSONNEL ADMINISTRATOR COVER LETTER

We are seeking the opinions of college student personnel administrators concerning certain activities of college counselors in order to obtain an administrator's point-of-view. We are asking your cooperation in personally completing the enclosed questionnaire. Your responses will be kept in strictest confidence and will be reported only as a part of a larger group. The blanks are coded merely to assist in follow-up and data collection.

We would appreciate your assistance in completing this study of counselor practices. Previous studies have indicated that public school administrators and school counselors view the same situation from different points-of-view. We are trying to discover whether a similar difference exists in institutions of higher education. If such a difference exists, this information will provide the foundation for further study aimed at discovering factors that create such differences.

Your assistance in providing a high per cent of returns on the forms will be greatly appreciated; indeed it is vital to the successful completion of the study. A stamped addressed envelope has been included for your use.

Thank you in advance for your cooperation.

Sincerely,

Harley D. Christiansen
Associate Professor

Gordon Campbell
Graduate Assistant

APPENDIX D

THE COLLEGE REGISTRAR COVER LETTER

We are seeking the opinions of college and university registrars and admissions officers concerning certain activities of college counselors in order to obtain an administrator's point-of-view. We are asking your cooperation in personally completing the enclosed questionnaire. Your responses will be kept in strictest confidence and will be reported only as a part of a larger group. The blanks are coded merely to assist in follow-up and data collection.

We would appreciate your assistance in completing this study of counselor practices. Previous studies have indicated that public school administrators and school counselors view the same situation from different points-of-view. We are trying to discover whether a similar difference exists in institutions of higher education. If such a difference exists, this information will provide the foundation for further study aimed at discovering factors that create such differences.

Your assistance in providing a high per cent of returns on the forms will be greatly appreciated; indeed it is vital to the successful completion of the study. A stamped addressed envelope has been included for your use.

Thank you in advance for your cooperation.

Sincerely,

Harley D. Christiansen
Associate Professor

Gordon Campbell
Graduate Assistant

APPENDIX E

THE FOLLOW-UP COVER LETTER

We would like to remind you of the questionnaire on counselor ethics in institutions of higher education which we sent to you about two weeks ago. Knowing that you are a busy person and have probably put the questionnaire aside and have forgotten to return it, and realizing that your assistance is a considerable favor to us, we hope that you will be able to find some time to fill it out and return it to us as quickly as possible.

Enclosed is another blank and a stamped envelope for your use.

If you have already completed and sent your questionnaire to us, please disregard our reminder and accept our thanks.

Sincerely,

Harley D. Christiansen
Associate Professor

Gordon Campbell
Graduate Assistant

APPENDIX F

COMMENTS BY RESPONDENTS

A total of 96 (10.2 percent) of all the survey instruments returned in the study were returned with comments made by the respondents. Two factors appeared to have prompted the comments from respondents. First, the hypothetical counseling incidents included in the survey instrument were difficult to view in an unemotional manner. Second, the intent of the survey instrument, which was to discover attitudes concerning confidential information, was not explained to those involved in the study. The researcher desired that the respondent involve his own meaning into the incident and was, therefore, in the eyes of many respondents guilty of omitting much. Comments representative of those made by respondents in each of the sample groups follow.

Ten (8.1 percent) of the returned survey instruments from the sample of registrars contained comments. The following comments are typical of those made by that sample:

"These are personal opinions!"

". . . extenuating circumstances might modify my actions."

"I feel very strongly that all school officials who have direct dealings with students should have access to all available information about students. If different types of information

are locked in separate offices, no one can give adequate advice or council. This policy, however, should be clearly understood by the students."

Nine (6.4 percent) of all the survey instruments returned by the student personnel administrator sample contained comments. Representative comments from that group were presented below:

"It appears to me that a really responsible professional counselor need not expect to encounter these situations very often; but when he does he most certainly has a very great obligation to not allow the student to expiate his own guilt feelings merely by placing the counselor in a difficult position."

". . . Hell, the students hired me, and I'm their agent. Everything belongs to the student in his file--nothing goes out without his written consent or a court order."

". . . In essence the situation ethics are relevant and you are taking one instance - perhaps out of context to prove an absolute point. Your effort on this topic is good -- will be looking for results."

". . . The (smaller) college which is committed to the Christian thought and philosophy will probably take a stronger stand on 'moral' issues than state supported schools."

Fifty-nine (7.0 percent) of all the survey instruments returned by all of the A.C.P.A. mailing list respondents contained comments.

The five subgroups of A.C.P.A. respondents (G.C.C., C.C.C.C., other A.C.P.A. respondents, student personnel administrators, and registrars) were used as divisions under which comments from each group were presented below:

Seventeen (6.4 percent) of the general counselor in college (G.C.C.) sample chose to comment on the survey instrument. Comments typical of those received from that sample were presented below:

"Every situation has its own pattern - my philosophy and practice has always been one of complete confidence - especially when the individual was the key."

"I don't feel that the four point scale is needed or warranted, since I did not feel that I could discriminate in terms of the strength of the agreement or disagreement with the above statements."

"These situations seem very black and white to me. I question the value of the responses as they should be pre-conditioned in any training received."

Comments from the student personnel administrator subgroup of the A.C.P.A. random sample were included by five (7.5 percent) of the respondents in that subgroup. Two of the comments included were listed below:

"I answered these questions under the assumption that all of the personnel workers in the above situations were professional graduate counselors as well."

". . . My answers reflect the position that I hold on this campus and also the size of our institution (1,020). We are very concerned here about our image as disciplinarian vs. counselor."

The college counseling center counselor (C.C.C.C.) sample which was obtained as an additional sample of counselors lead all sample groups in the percentage of comments returned with the survey instrument. Eleven of the 87 respondents in that sample (12.7 percent) chose to comment on the survey instrument. Several of those comments were presented below:

". . . The counselor should encourage the client to act responsibly, but should not 'squeal' on him if he does not. If he did, all trust in the counseling relationship would be lost."

". . . Someone has to work with the erring student and this requires trust. I would inform external authorities only in the case of 'clear and imminent danger' to other people or to himself."

". . . I feel the counselor can be the source of nonspecific information, such as - there is a drug, drinking problem on campus."

The sample labeled "other A.C.P.A. respondents" provided the largest total number of comments on the survey instrument among all sample groups in the study. Twenty-five (11.1 percent) of the sample of other A.C.P.A. respondents made comments. A few of those comments were presented below:

"I would have felt better answering your survey if the incidents had been described in greater detail."

". . . These responses are my general orientation to these situations - not absolute in any case."

". . . These decisions would be extremely difficult for me to make. I firmly believe that counselors cannot be valueless if we are we're useless."

". . . (these) statements provide good discussion areas for training of college personnel people."

Eighteen (22.5 percent) of the individuals who chose not to answer the survey instrument or answered it incompletely commented on it. Several of those comments follow.

"The Office of the Registrar in this institution is not concerned with these problems. The Dean of Students has already answered your questionnaire."

"Surely this survey is redundant. If one accepts the principle that personal counseling interviews have the same confidentiality as a . . . client has with his lawyer or a . . . priest."

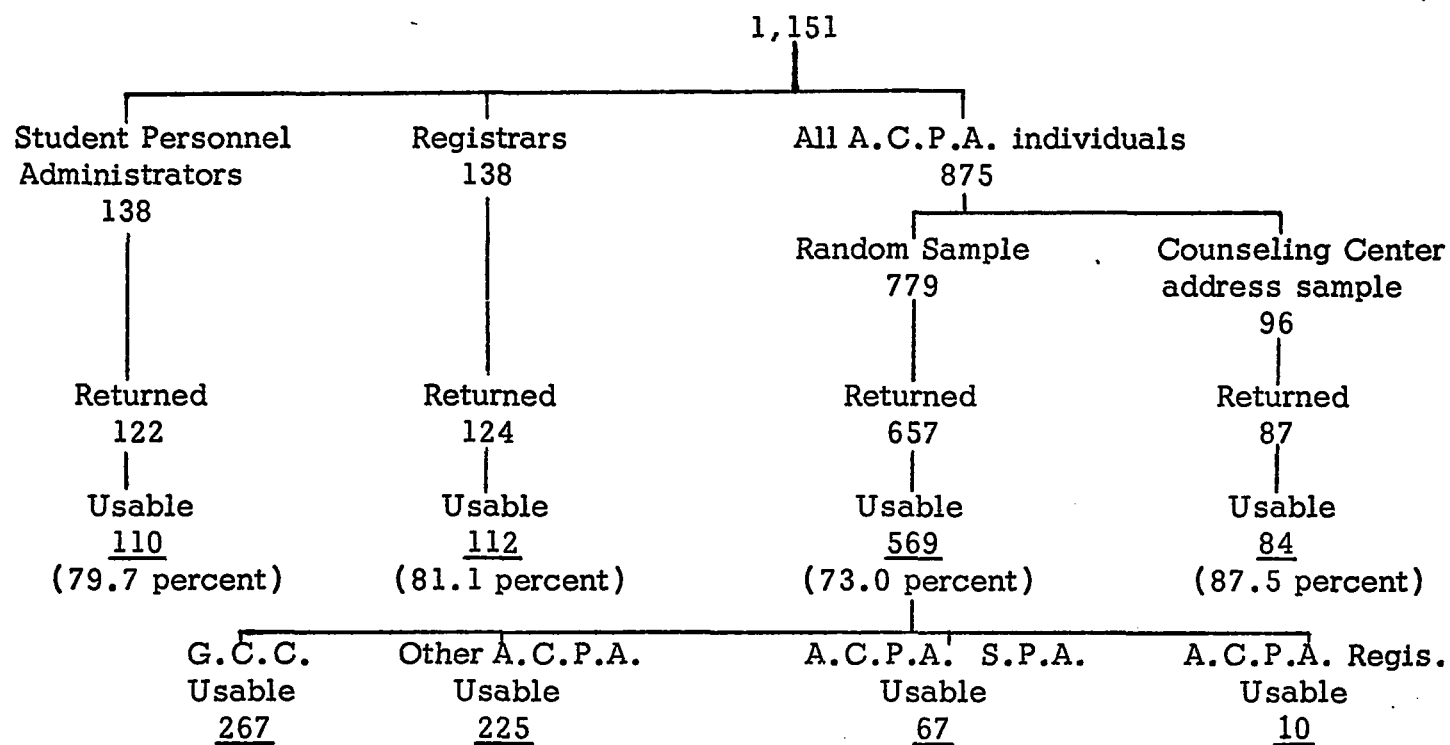
"I respect what you are trying to do but my professional ethics do not permit me to answer these shallow questions."

In addition to the comments expressed by the samples of respondents other comments and requests were received by the researcher. One counselor educator from the east requested the use of the survey instrument for use in a counseling laboratory session on ethics. In addition, four counseling center directors indicated that they had taken the liberty of administering the survey instrument to their college counselor staffs. The completed survey instruments from three of the four institutions were sent to the researcher, but were not included in the returns of the survey instrument.

APPENDIX G

THE SCHEME FOR SAMPLE SELECTION LISTED RETURNS AND USABLE RETURNS FOR EACH SAMPLE

Total number of individuals selected for inclusion in the study



Total usable = 875; Total unusable = 127; Total returns = 1,002 (87.0 percent)

APPENDIX H

A TABLE OF CUMULATIVE FREQUENCY DISTRIBUTIONS OF CONFIDENTIALITY SCORES FOR SAMPLES

Confiden- tiality Score	General Counselors in College N = 267	Other A.C.P.A. Respondents N = 225	Student Per- sonnel Admin- istrators N = 110	Regis- trars N = 112	College Couns. Center Coun- selor N = 84
48	267	225	110	112	84
47	244	206	107	109	63
46	229	201	106	108	55
45	219	194	103	108	52
44	209	183	99	107	45
43	187	172	95	105	37
42	172	162	93	104	31
41	159	150	85	101	24
40	141	146	83	97	21
39	134	138	83	94	19
38	119	129	79	93	16
37	106	119	76	88	12
36	97	105	75	85	9
35	83	84	69	81	3
34	73	73	64	76	3
33	63	62	59	70	1
32	52	56	46	66	1
31	46	46	41	60	1
30	33	34	38	57	0
29	22	28	29	51	0
28	17	21	23	48	0
27	12	17	19	36	0
26	9	14	14	28	0
25	6	11	13	23	0
24	4	8	11	21	0
23	2	5	8	20	0
22	2	3	7	17	0
21	2	2	3	13	0
20	1	2	3	12	0
19	1	1	3	8	0
18	1	1	3	6	0

Confiden- tiality Score	General Counselors in College N = 267	Other A.C.P.A. Respondents N = 225	Student Per- sonnel Admin- istrators N = 110	Regis- trars N = 112	College Couns. Center Coun- selor N = 84
17	1	1	2	3	0
16	1	1	1	2	0
15	1	0	1	2	0
14	0	0	0	2	0
13	0	0	0	1	0
12	0	0	0	1	0

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