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A System of Recording and Updating Student Personnel Records Through Data Processing

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A SYSTEM OF RECORDING AND UPDATING
STUDENT PERSONNEL RECORDS
THROUGH DATA PROCESSING

by
John A. Tosto

A thesis submitted to the faculty
of the Graduate School of
Loyola University
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of the requirements
for the degree of
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CHAPTER I

STATEMENT OF THE PROBLEM

Relatively little research pertaining to the recording and updating of student personnel records through data processing has been conducted. The literature specifically related to this topic is also limited.

However, two quite prominent trends are occurring in the field of education:

- 1) Recognition of the need to accurately record and update student personnel records.
- 2) Implementation of data processing procedures to facilitate educational tasks.

The purpose of this study is to investigate and to describe the possibilities of devising a system of recording and updating student personnel records of a non-confidential nature through data processing.

Definition of Terms

Both clarity of thought and uniformity of expression require that, before a study of this nature, certain terms be defined and explained.

1) Student Personnel Records: For the purpose of this study, student personnel records are defined as the accumulation of non-confidential data and information on college students within the following categories: personal data, student activities, financial aid, employment, student health, and housing.

2) Data Processing: This term essentially refers to the gathering and recording and manipulation of numbers and symbols that are necessary for an adequate functioning of a modern business organization.¹

Data processing is essentially a series of planned actions and operations upon information to achieve a desired result. The procedures and devices used constitute a data processing

¹E. Wainright Martin, Jr., Electronic Data Processing - An Introduction (rev. ed.: Homewood, Illinois: Richard D. Irwin, Inc., 1965), p. 22.

system. A data processing system consists of a combination of units including input, storage, processing and output devices. They are designed to handle business or scientific data at electronic speeds with self-checking accuracy.²

3) Non-Confidential: This is information based on records which may be disclosed to others without the explicit consent of the student when, in the judgement of the college or university, such disclosure serves the best interest of the student, the institution or the community.³

Scope of the Study

Junior colleges, colleges, universities, professional schools, technical schools and seminaries within the geographic region of the North Central Accrediting Association of Colleges and Secondary Schools were surveyed in this study.

²International Business Machines Corporation, General Information Manual: Introduction to IBM Data Processing Systems (White Plains, New York: 1964), p. 11.

³"Records Management and Transcript Adequacy Release of Student Information", College and University (Summer, 1966), p. 449.

The North Central area consists of the states of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.⁴

Method of Procedure

In an attempt to fulfill the purpose of this study, material on what has been done through data processing in the field of education and related fields was located and collected by library research. A questionnaire was also constructed, sampling institutions of higher learning in the North Central area to determine what methods and procedures they incorporate in recording and updating student personnel records. Further information concerning this topic was requested from the National American Association of Collegiate Registrars and Admissions Offices. Personal interviews were conducted by

⁴John F. Nevins, "A Study of the Organization and Operation of Voluntary Accrediting Agencies", The Catholic University of America Educational Research Monographs, XXLL (May, 1959), No. 3, p. 330.

visiting colleges and universities in the area to investigate further their data processing procedures and the various ways of programming this project. Personal interviews with individuals having practical knowledge of data processing and programming supplied further information. The Chicago Board of Education also provided valuable information pertinent to the subject.

Limitations of the Study

This study excludes the following accrediting associations: the New England Association, the Middle States Association, the Southern Association, the Northwestern Association, and the Western Association. It is concerned solely with information provided by universities in those states included within the North Central area, as to their use of data processing in the recording of student personnel records.

This study is further limited by the nature of its sample. There are over eight hundred institutions of higher learning in the North Central area. Only 100 schools were surveyed. The institutions of higher learning were listed alphabetically within each state. The sample consisted of every tenth insti-

tution, in addition to that state's large state university (mother school).

Significance of the Study

One aspect of the use of student records needing special expert attention today is the development of systematic methods and controls for longitudinal research studies. The increased understanding of automatic punched card methods and the coordination of such methods for research are apt to result in an almost complete reorganization of personnel offices and record procedures.⁵

One of the most serious handicaps to the development of effective punched card procedures and records in the schools of the United States has been the evident tendency for personnel workers and administrators to rely exclusively upon the advice of machine salesmen for the design of their automatic machine records. Such reliance tends to eliminate institutional under-

⁵ Willard O. Stibal, The Historical Development of Student Personnel Records in Colleges ("The Emporia State Research Studies," Vol. VIII, No. 2; Emporia, Kansas: Kansas State Teachers College, December, 1959), pp. 22-23.

standing, creativity and flexibility in a continuous adjustment of machine methods to specific informational needs and services. As colleges and universities improve data collection devices and the validity of the measurement instruments, student records will develop new stature in helping the students and in providing relevant information for the administration of colleges and universities. Also, student records maintained by colleges and universities will be designed to promote continuous and justifiable experimental research.⁶

The following are further specific aims of this study:

- 1) Improvement of current procedures in the light of time, motion and expense.
- 2) Maintenance of a constantly updated file of students in regard to name, address (home or resident, on or off campus), student number, birth, citizenship, college, class, academic averages, scholarships, grants, loans, health factors, employment, and status and participation in extra-curricular activities.

⁶Ibid.

3) Elimination of the physically impossible task of updating files because of insufficient clerical help.

4) Elimination of the problem of storage space by consolidating all information on all students in compact book form.

5) Opening up of numerous possibilities for future research by enabling the holder to make longitudinal statistical studies of comparisons, correlations, variations, etc. through data processing.

6) Presentation to the administration of the University the worth of such a system.

CHAPTER II

RELATED LITERATURE

A recurring theme in the writings of student personnel workers during the past decade is the serious need for more adequate research and evaluation. A proposal by Cowley to establish a national clearing house of current program and research data in the student personnel field might help stimulate needed research and evaluation.⁷

Arbuckle, in accordance with the American Council's 1949 statement on the types of services which constitute a student personnel program, states that one of these services is the maintenance of personnel records and their use in the improved understanding of, and service to, the individual student, as he has contact not only with the classroom, but in all phases of

⁷William H. Cowley, "Student Personnel Services in Retrospect and Prospect," School Society, LXXXV (1957), pp. 19-21.

of his college and university life.⁸

Blaesser states that one of the major administrative functions in college student personnel work is to establish record keeping and reporting procedures essential for program development and coordination, research and evaluation.⁹

Knight states that one reason no comprehensive history of student personnel records in colleges has been written is that no satisfactory history of higher education has been written.¹⁰

Lloyd-Jones and Smith, in their examination of college records, found that such records are usually separated into two somewhat arbitrary classifications:

Those records that are for the student, and

⁸Arbuckle, Dugald S., Student Personnel Services in Higher Education (New York: McGraw-Hill, 1953).

⁹Willard W. Blaesser, "Organization and Administration of Student Personnel Programs in College," Review of Educational Research, XXIV (1954), pp. 113-120.

¹⁰Edgar W. Knight, "History of Education," Encyclopedia of Educational Research, ed. Walter S. Monroe, (1st. ed. rev.; New York: 1938), pp. 552-554.

those records that exist for the administration and operation of the institution.¹¹

Stibal states that student personnel work began as an organized service after 1870. Many functions of the personnel offices such as counseling and recreational activities were primarily for the benefit of the students with the student records kept by these offices designed for promotion of student welfare. Other offices within the college, but outside of the personnel offices, kept student records for the protection and welfare of the institution, not for the purpose of student welfare. These two points of view regarding purposes and uses of personnel records have hindered coordination and utilization of student records. Stibal, in his review of the literature on records, did not find any recognized distinctions. As early as 1912, a committee of the National Education Association recommended that a cumulative record form be used as an administrative device, not for the purpose of student guidance. Student personnel work

¹¹Esther M. Lloyd-Jones and Margaret R. Smith, A Student Personnel Program for Higher Education (New York: 1938), p. 247.

prior to World War I was not, for the most part, organized into a group of student services under several specialized college offices. Early college records were few in number and had many purposes.¹²

Stibal continues to state that, with the adoption of more refined methods of educational measurement and techniques of student appraisal, records concerning the personal development of students are becoming increasingly more important.

Since institutions of higher learning have begun to place more emphasis upon helping students with their personal problems, student records have correlatively increased in importance as basic tools for aiding student growth. However, Stibal feels that student personnel records have not been applied to any significant degree.

In today's large, complex university the administrative structure, often poorly coordinated, has rendered the available student records relatively useless, not only in counseling the

¹²Willard O. Stibal, The Historical Development of Student Personnel Records in Colleges, ("The Emporia State Research Studies," Vol. VIII, No. 2; Emporia, Kansas: Kansas State Teachers College, December, 1959), pp. 22-23.

student but also in guiding the institution's policies. There is relatively little exchange of information contained in student records between various college offices.

Stibal feels that student records can be improved, more easily duplicated and widely distributed within the institution with the use of data processing facilities. Data processing, however, should not be used merely as a tool for the replacement of former methods of student record construction, but as a facility for the significant improvement of student records.¹³

Kitson, writing in 1917, is considered one of the first persons to emphasize the importance of studying the student in relationship to his behavior and environment within the institution she is attending and to recognize that aspects of the student other than psychological test results should be included.¹⁴

Harper, of the University of Chicago, delivered an address

¹³Ibid.

¹⁴H. D. Kitson, "The Scientific Study of the College Student," Psychological Monograph, XCVIII (1917), p. 23.

at Brown University in 1899 entitled "The Scientific Study of the Student." He recommended a study of the student's character, social life, intellect, special abilities and interests.¹⁵

Kirkpatrick states that the problem of diversified record uses and record duplication became more acute as college personnel workers increased within the colleges. Between the years 1926 and 1935, personnel research and record keeping increased in colleges and universities to a significant degree. Kirkpatrick explained that the centralization of reports is one of the solutions to this organizational problem brought about by these developments.¹⁶

The statement of policy of the North Central Association of Colleges and Secondary Schools, in its "Revised Manual of Accrediting" states that assistance to students will be most

¹⁵Cowley, "Some History and a Venture in Prophecy," in Williamson, ed., Trends in Student Personnel Work, p. 22.

¹⁶F. H. Kirkpatrick, "Records and Counseling in the Small College," American Association of Collegiate Registrars Journal, XVI (April, 1941) pp. 316-318.

effective if based upon complete knowledge about the student. Because the needs for such information are so many and so varied, it is essential that adequate records be kept. Student records are of two types, academic and non-academic.¹⁷ The North Central Commission on Colleges and Universities, in reference to student personnel services, defines and categorizes student records as follows:

- I. Academic Records
 - A. History of student's academic career at the institution
 - B. Summary of previous scholastic work
 - C. Actions relating to student's academic status
- II.
 - A. Test results
 - B. Summaries of interviews
 - C. Faculty reports
 - D. Health
 - E. Activities

¹⁷North Central Association of Colleges and Secondary Schools, "Revised Manual of Accrediting," (Commission on Colleges and Universities, July 1, 1941), pp. 5-6.

F. Family history

G. Vocational history

It also strongly advises that organizational efforts be made and procedures set for maintaining, duplicating, storing, protecting, filing and centralizing such records.¹⁸

Gardner states that an effective student personnel service is dependent on an adequate system of records, for it is only by such a system of records that the necessary information concerning the student can be accumulated and made available for the use of the staff engaged in the various personnel activities.¹⁹ Gardner also states that the kinds of information collected about students for non-academic records cover a wide area. A study of the data obtained from the thirty-four institutions in his investigation that maintain non-academic records of students shows that the material in general may be classified as

¹⁸Ibid.

¹⁹Dongred H. Gardner, The Evaluations of Higher Institutions. ("Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools: A Series of Monographs Based on the Investigation Conducted for the Committee on the Revision of Standards," Vol. 7, Chicago: The University of Chicago Press, May, 1936), pp. 52-65.

follows: resume of academic progress, test scores, health history, extra-curriculum activities, home environment, religious affiliation, part-time employment, vocational interests, and comments about personality and character. These are in addition, of course, to the elementary data such as age, sex, race, college class, address, etc. These non-academic records, according to Gardner, are usually not regarded as all inclusive, but rather as a necessary adjunct to the official records maintained by the Registrar's Office as a summary of all data pertinent to the individual student. Non-academic records are not to be substituted for academic, health or other records. Gardner feels that it is best to keep the academic records separate from the non-academic records, inasmuch as an academic record must be available to any individual, and that much of the non-academic history must of necessity be confidential and therefore cannot be disseminated to all. Although there is much diversity of opinion regarding non-academic record forms and the data collected for them, Gardner feels that it seems advisable to follow rather closely

the American Counsel on Education Cumulative Record Folder for College Students.²⁰

Gardner continues to state that there are two fundamental sources of information about a student's personal history - the student himself and others who know the student. The chief methods for obtaining non-academic data about students are the personal interview, the questionnaire and the autobiography.²¹

However, the North Central Association has published no current literature directly pertaining to student personnel records. In March, 1968, Dr. Joseph Semrow, Associate Secretary of the North Central Association Commission on Colleges and Universities, stated in an interview that there has been a shift in the literature stemming from the North Central Association. It has progressed from prescribing ways and means to emphasizing broad principles or guidelines relating to an institution's particular development in any given area.

²⁰Ibid.

²¹Ibid.

The current philosophy of the Association is to encourage the institution to undertake studies assisted by the Guide for the Evaluation of Institutions of Higher Learning and to devise their own rationale applicable to the educational task of the institution. However, there is no current literature from the North Central Association which specifically alludes to student personnel records.²²

Tennyson, Blocher, and Johnson feel that criticism of non-academic records reflects a growing fear of our schools' efforts to accumulate information on students. They state that much of the emphasis has been on the legal aspects of the subject considering whether or not appraisal information merits the status of privileged communication. They feel student personnel records serve two purposes:

- 1) To help the student grow in self-understanding so that he will be able to make intelligent decisions with respect to available alternatives.

²²From an interview with Dr. Joseph Semrow, Associate Secretary of the North Central Association Commission on Colleges and Universities, March, 1968.

- 2) To help the student to be more fully understood by his teachers, counselors, and parents so that his educational program can be adapted to meet his individual needs and further his unique development. Each counselor must reconcile for himself the demands of ethical obligations in the use and disclosure of information.²³

Tennyson, Blocher and Johnson offer several principles for consideration.

- 1) An invasion of another's privacy in collecting appraisal information can be justified only if the information will be used by the school in a way that is helpful to the student.
- 2) The student should be made aware of the purpose of this information and the way it will be used.
- 3) Information describing student behavior or personality should be shared by the school only

²³W. Wesley Tennyson, Donald H. Blocher and Ralph H. Johnson, "Student Personnel Records: A Vital Tool But a Concern of the Public," Personnel and Guidance Journal, XLII (May, 1964), pp. 888-893.

with the student, his parents, and those persons who will use the information for the professional purpose of helping the student.

- 4) Where a student specifically requests that certain information be kept in confidence, the wish of the student should be honored. And such information should only be revealed under exceptional circumstances such as imminent danger to life.
- 5) All other information revealed in the course of a counseling relationship should be considered confidential. And strong judgement should be exercised in determining the extent to which this information should be communicated to others.²⁴

In reviewing the literature on the importance and necessity of non-academic records one can plainly see the need to accurately record and update student personnel data.

²⁴Ibid.

Much has also been written, however, on data processing procedures facilitating educational tasks. With the review of the literature in this area the author hopes to synthesize the efforts of these two trends by incorporating data processing in the area of student personnel records.

In 1953, Stibal tested principles for application to automatic punched card methods, and developed methods for application of these accepted principles to machine method at the University of Minnesota. Since that time, others have written doctoral studies concerning administrative aspects of processing records by machines.²⁵

Fogel states that "steps must be taken to coordinate the efforts of those already involved with the computer and to inform those in education to whom it is little better than a name of the relief it offers from unnecessary drudgery."²⁶

²⁵Willard O. Stibal, "An Analysis and Critical Evaluation of Punched Card Methods in Connection with Student Records and Reports at the University of Minnesota," (unpublished Ph.d. dissertation, University of Minnesota, 1953).

²⁶Ephim G. Fogel, "The Humanist and the Computer," Journal of Higher Education, XXXVI (February, 1951), pp. 61-68.

Grossman and Howe state that we are in the midst of an information explosion where data must be systematized in order to be useful. They feel that the sophistication of data processing in education is at a very low level.

From data to education intelligence is a long harrowing trek with numerous pitfalls: however, educators cannot afford to sit back and wait and see if technology will have an impact on the operation of schools. The question is not 'if-but how much and how soon.' ²⁷

Grossman and Howe also state that schools have, in large part, failed to utilize automated data processing equipment to the fullest extent possible. Grossman and Howe feel that this failure can be accounted for in several ways:

- 1) The design of the equipment
- 2) School budgets
- 3) School operations²⁸

²⁷Alvin Grossman and Robert L. Howe, "Data Processing - Friend or Foe?" Journal of Secondary Education, Vol. XXXIX (December, 1964).

²⁸Alvin Grossman and Robert L. Howe, "Human Economy In Data Processing," The Personnel & Guidance Journal, Vol. XLIII (December, 1964).

Whitlock also feels that automatic data processing equipment can serve as a valuable tool in educational administration. In the first place, many routine operations of educational management and control can be handled by the equipment and thus free the school administrator, his central staff, and the teaching staff to participate in professional activity. Secondly, it can calculate and handle mass data. Thirdly, research instruments can be improved by the equipment. Fourthly, the data being used in research will become more adequate. Fifthly, an educational system can be stimulated by the use of electronic equipment. Whitlock also states that records have long been a recurring "thorn in the side" of school administrators, but with automatic data processing equipment, record keeping can be centralized in one convenient location.²⁹

Many routine operations of school management and control can be simplified by automatic data processing equipment, providing a greater opportunity for the school administrator, his

²⁹James Whitlock, "Automatic Data Processing in Education," The High School Journal, Vol. XLIII (January, 1965).

central staff, and the teaching staff to participate in organized research and the other activities prerequisite to achieving quality education.³⁰

Almost unlimited use of the electronic data processing system's capability to correlate, compare, relate and synthesize data is possible. School administrators now have available to them the necessary facilities for correlating vast amounts of educational data with sociological and technological information, possibly supplying the answers to a myriad of questions facing education today.³¹

Modern information processing, using high speed computers, can accomplish a multitude of different tasks in an amazingly short period of time with unfailing accuracy. The Total Information Service of the Chicago Board of Education is one such system servicing an entire city school system. The services offered by such a system include aid in registration, maintenance

³⁰ Ibid.

³¹ Ibid.

of student enrollment records, updating of individual records, reliable membership statistics, attendance reports, high school student class scheduling and permanent cumulative student records. The Total Information Service also deals with the gathering and dissemination of such student information.³²

Howe states that the investigation of the application of data processing is continuously being pursued by the Department of Education's Research and Development Center in Data Processing. The United States Office of Education Cooperative Research sponsored a pilot project for the entire United States. The project's accomplishments, as of November, 1963, included definitions of the following:

- 1) Items of information needed by schools for comprehensive records on students and curriculum.
- 2) A common course coding system applicable to all curricular areas and levels.

³²Chicago Board of Education, "Enrollment Registration Workbook," (April, 1965).

- 3) Standard items of data for transcripts and a standard transcript format.³³

Flynt states that five factors must be recognized and accepted if there is to be any successful modern data processing in education at all:

- 1) common language as a basis for educational statistics and educational data processing
- 2) concern with unit information
- 3) machinery
- 4) the human factor (co-operation)
- 5) the economic factor

Flynt feels that the role of modern data processing in education is two-fold: that of a servant, and that of a task-master. He posits five areas of application of modern data processing that seem of commanding importance:

- 1) local operations
- 2) administration
- 3) research

³³ Robert L. Howe, "New Vistas in Data Processing," Higher Education, XX, (November, 1963), pp. 7-10.

4) information retrieval

5) public relations ³⁴

Automation has taken over the handling of report cards, honor rolls and student records for all twenty of the diocesan high schools in the diocese of Buffalo, New York. The system was developed in 1961 in cooperation with Malt and Ness Company, Buffalo, a data processing company. "The system leaves teachers with more teaching time and has the advantage of remarkable accuracy.³⁵

Kenny concludes that many of the manual operations formerly required by traditional methods of scheduling and record keeping are no longer necessary when the machine method is employed. When performed by machine method, the overall operation is more efficient, less time consuming, and, all factors considered, less expensive than traditional methods. Kenny states that, contrary

³⁴Ralph C. M. Flynt, "Role of Data Processing," Higher Education, XX, (November, 1963), pp. 7-10.

³⁵"Automation Takes Over Report Cards and Records," Catholic School Journal, LXIV, (April, 1964), p. 41.

to belief, the cost of using data processing in large or medium schools is not prohibitive when compared with the costs in time and salary of those individuals employed to complete the processing by traditional methods.³⁶

³⁶James B. Kenny, "A Flow Chart Sequence for Computer Scheduling of High School Classes from Registration to Grade Reporting," Journal of Experimental Education, XXXIII, (Spring, 1965), p. 283.

CHAPTER III

DESIGN OF THE RESEARCH

A questionnaire was devised to survey institutions of higher learning in the North Central Area. Its aims were to determine the extent to which they incorporated the use of data processing facilities in the student personnel area.³⁷

The questionnaire was self-contained on a five by eight index card with the questions on one side and a self-address and stamp on the other. This allowed the person filling out the questionnaire to mail it without the necessity of enclosing it in an envelope.

A covering letter on Loyola University letterhead stationery accompanied the questionnaire, briefly explaining its purpose and verifying the study.³⁸ The letter and questionnaire were

³⁷Questionnaire, see Appendix 1, p. 70.

³⁸Covering Letter No. 1, see Appendix 2, p. 71.

sent to the Dean of Students of each institution.

In the survey, a stratified random sample was used. Every institution of higher learning was listed alphabetically for each state. Then, every tenth institution was chosen to be surveyed plus the large state university (another school). There was no control as to whether the institution was a junior college, four-year college, university, privately endowed, state supported, or religiously supported. All types were included in the sample.

A total number of 98 institutions were requested to partake in the survey. A total of 82 (84%) responded.

Institutions were then divided into two categories:

- 1) Those which did not incorporate the use of data processing facilities or did not tabulate Student Personnel records by data processing.
- 2) Those which did incorporate the use of data processing facilities for the tabulations of Student Personnel records.

In the first category there were 46 institutions; in the second, 36 institutions.

The information from the 36 institutions responding that they did use data processing facilities for the tabulation of Student Personnel records was then analysed in relation to the particular needs of Loyala University.

Institutions using data processing facilities in an area of student personnel records where Loyala does not were sent a follow-up questionnaire requesting more information. The areas in the follow-up survey were:

- 1) scholarships
- 2) grants and aids
- 3) employment
- 4) health
- 5) counseling
- 6) status and participation in student activities while in high school and college

The follow-up questionnaire concerned itself with further details within these six categories along with updating procedures used by the institutions surveyed.³⁹

³⁹ Follow-up Questionnaire, see Appendix 3, p. 72.

The questionnaire was put on an eight by twelve index stock sheet of paper. The questionnaire was folded in half horizontally and sealed by a self-sealing sticker which was attached to the questionnaire. The questionnaire was also self-addressed and stamped. This enabled the person completing it to mail it without enclosing it in an envelope.

Another covering letter on Loyola University letterhead stationery was sent with this follow-up questionnaire. The letter thanked the administrator for his previous cooperation and asked him for further assistance.⁴⁰ The questionnaire and letter were then enclosed in a large clasp envelope and addressed and mailed to the Dean of Students for each institution. Out of the 30 institutions of higher learning that responded that they did use data processing facilities for tabulating student personnel records, 21 institutions responded positively in one or more of the six areas of the follow-up questionnaire. These 21 institutions were sent the follow-up questionnaire and a total of 20 (98%) responded filling in the requested data.

⁴⁰ Covering Letter No. 2, see Appendix 4, p. 73.

Of the 20 institutions responding to the follow-up, two were junior colleges, four were four-year colleges and fourteen were universities. Sixteen were state supported, one had municipal support, and three were religiously supported.

Shaffer and Martinson, in relating the essential elements of a student personnel program, state that one of the personnel services necessary for a reasonably complete student personnel program is

"An adequate system of pertinent cumulative personnel records, including pertinent information relative to all aspects of student life and accomplishments."⁴¹

The American Council on Education Studies states that one of the elements of a student personnel program for which the college should make optimum provision is

"The keeping of personnel records and their use in the improved understanding of and service to the individual student as he has

⁴¹Robert H. Shaffer and William D. Martinson, "Student Personnel Services in Higher Education," The Center for Applied Research in Education, Inc., (New York: 1966), pp. 5-6.

contact not only with the classroom, but also in all phases of his college or university life."⁴²

The author, however, wishes to acknowledge an awareness of the controversy concerning the ethical and legal issues currently involving the accumulation and dissemination of student records and the idea that students have special rights.⁴³

On November 13, 1966, in Washington, D.C., under the auspices of the American Association of University Professors, an ad hoc committee was established to draft a statement on "rights and freedoms of students." The committee was comprised of one representative each from the American Association of University Professors, the Association of American Colleges, the U. S. National Student Association, the National Association of Student Personnel Administrators, and the National Association

⁴²American Council on Educational Studies, "The Student Personnel Point of View," E. G. Williamson, Committee Chairman, Series VI - Student Personnel Work - Number 13, Vol. XIII, (September, 1949), p. 11.

⁴³College and University Business, "Students Bill of Rights," Vol. 43, No. 3, (September, 1967), p. 78.

of Women Deans and Counselors. The statement was drafted for possible joint endorsement.⁴⁴

Section III of the "Joint Statement on Rights and Freedom of Students" pertains to "Student Records."

It states that an institution has a responsibility to consider carefully its policy concerning the information which should be part of a student's permanent education record and the conditions of its disclosure. Academic and disciplinary records should be kept separate and an explicit policy statement should be set forth for the conditions of access to each.⁴⁵

Information should not be available to unauthorized persons on or off campus without the express consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved. No records should be kept which reflect the political activities or beliefs of students.

⁴⁴"Joint Statement on Rights & Freedoms of Students," Corrected version, Dr. Phillip Monypeny, Political Science, University of Illinois, AAUP, Chairman, et al, (August, 1967).

⁴⁵Ibid.

In Article IV, Section A, Number 4, it states that:

"Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedures, and a current list of officers. They should not be required to submit a membership list as a condition of institutional recognition."⁴⁶

In July, 1967, the American Council on Education issued a "Statement on Confidentiality of Student Records." The A.C.E. parallels and amplifies the position on students' records expressed in the draft statement on "Rights and Freedoms of Students."

The core of the A.C.E. statement is that institutions have an obligation to protect their students from unwarranted intrusions into their lives and from harmful or threatening interferences. The university or college should not allow itself to be forced into the dubious role of informant.

Except in the most extreme cases, the statement continues, a student's college or university should never be a source of

⁴⁶Ibid.

information about his beliefs or his associations unless he has given it explicit permission to release such information.⁴⁷

The A.C.E. made four specific recommendations to its members:

1) Student records should be considered confidential material between the student and the institution. Each institution should devise firm and clear policies to protect the confidential nature of student records.

2) In the case of a challenge to the principle of confidentiality, no response should be made without legal advice. Counsel should be asked "...not merely to provide a prudent course but to prepare every legal basis for resistance."

3) Legitimate scholarly inquiry should not be affected or unduly restricted. However, the confidentiality of the individual's record is paramount.

4) "Colleges and universities should discontinue the maintenance of membership lists of student organizations, ex-

⁴⁷Elinor Langer, "Student Records: ACE Calls For Confidentiality," Science, Vol. 157, (August, 1967), p. 525.

pecially those related to matters of political belief or action.

If there are no records - no records can be subpoenaed...the institution is, therefore, freed of some major elements of conflict and from the risk of contempt proceedings or a suit."

There is no need to have records of the entire membership of an organization; a list of officers should be sufficient for the college or university to communicate with the campus group.⁴⁸

Although this study is not explicitly concerned with the moral, ethical or legal issues involved, the author feels that these issues are very real and cannot be overlooked by those personnel responsible for implementing a system of recording and updating records. In view of these issues, the system suggested must be considered only as a system for the efficient maintenance of records. The system allows for the possibility of a comprehensive accumulation of student personnel records, but in no way suggests an interpretation of the ethical issues involved. Individual policy must govern which areas of student personnel records

⁴⁸"Statement on Confidentiality of Student Records" - American Council on Education, Washington, D.C., (July 7, 1967).

should be added, modified, or deleted.

It must be realized, however, that in spite of the current controversy, some colleges and universities do and will probably continue to collect student information relative to all aspects of students' lives and accomplishments until some sort of finalized action and total endorsement of the "Joint Statement on Rights and Freedoms of Students" is taken by the ten national educational organizations that contributed to its formation.

"This statement should not be considered the official policy of any organization until there has been formal action by that organization."⁴⁹

The Association of American Colleges, the American Association of University Professors, the National Student Association and 28 Jesuit institutions have already endorsed, in principle, the "Joint Statement on Rights and Freedoms of Students," but have added a number of clarifications.⁵⁰ It must be noted, how-

⁴⁹ Preface - "Joint Statement on Rights and Freedoms of Students," Corrected version, Dr. Phillip Monypeny, Political Science, University of Illinois, AAUP, Chairman et al, (August, 1967).

⁵⁰ The Chronicle of Higher Education, "Declaration on Student Rights Endorsed by College Association," Vol. II, No. 10, (January 29, 1968).

ever, that, at this writing, February, 1968, the joint statement, published August, 1967, has not been discussed by boards of trustees of many member institutions.

William E. Kerstetter, president of DePauw University, speaking for the Indiana Conference of Higher Education, said he considered it "amazing that we should consider a matter of such fundamental importance without making sure that the governing boards are deeply involved."⁵¹

Although it is an issue of vital concern for colleges and universities throughout the nation, the author feels that particular issues of the "Joint Statement," no matter who endorses it, will be interpreted autonomously by institutions of higher learning until such time as a clearcut interpretation is attested to by legal action.

⁵¹ Ibid.

CHAPTER IV

PILOT STUDY

After synthesis of material collected through research, questionnaires, and personal interviews, the following system of recording and updating student personnel records through data processing was devised.

An IBM card, consisting of 80 columns horizontally and 10 columns vertically, was used as a basic starting point. All information deemed necessary to this study was coded so it could be punched on this card. The card is divided as follows.⁵²

The first 12 columns are devoted to the student's name; columns 12 through 19 for the student's number. Columns 20 through 28 indicate the student's participation and status in a student governing body on campus. The system allows for the possibility that a student might belong to three governing

⁵²IBM Card, see Appendix 5, p. 74.

bodies simultaneously and also records his status of participation (e.g. president, secretary, member, et cetera) in each.

Columns 29 through 31 indicate student participation and status in an honorary organization. Columns 32 and 33 record work on a university publication, noting the particular job he or she performs. Columns 34 and 35 indicate student membership in a religious organization and his status within the group. Columns 36 through 38 are devoted to students belonging to professional societies and the degree to which they participate. Columns 39 through 62 record student membership in social, academic and cultural organizations within the university. These columns allow for the possibility of recording student participation in a maximum of six such organizations simultaneously. Status of participation is indicated in each. Columns 63 through 74 are for students who have participated in any all-university activities such as the orientation program, homecoming, variety shows, et cetera. Particular functions are also recorded. Column 75 indicates one or more academic awards or honors, or seats on a university standing committee. Column 76

records full or partial scholarships or any type of grants or aids. Column 77 is for student health information, indicating whether the student's health record is on file with the health office and whether he is covered by student health insurance provided by the university. Column 78 records student employment under or over 20 hours a week. Columns 79 and 80 give housing information, indicating whether the student lives in a university residence hall, and if so, which one; whether he commutes, or lives in approved off-campus housing.

The IBM card is split vertically as follows: governing bodies, honorary organizations and professional societies, activities and housing. Each is allotted two columns providing for the possibility of 99 different organizations or informations to be coded and recorded within each category.

Publications, religious organizations, awards and honors, scholarships-grants and aids, student health, and employment are allotted one column each allowing the possibility of ten organizations or informations to be coded and recorded within each category.

Social, academic and cultural organizations are given three columns providing for the possibility of 999 such organizations to be coded and recorded.

The following is a categorized coded list of all the organizations and information necessary for the system as it currently exists.

LOYOLA UNIVERSITY STUDENT PERSONNEL INFORMATION CODE

STUDENT GOVERNMENT (1-40) (columns 20-28)

Arts Council.....	2
Business Administration Council.....	4
Campion Hall Council.....	6
Chamberlain Hall Council.....	8
Delaware Hall Council.....	10
Dental School Council.....	12
Edgewater Beach Council.....	14
Freshman Class Office.....	15
Gonzaga Hall Council.....	16
Graduate Student Association.....	18
Honors Council.....	20
Interfraternity Council.....	22
Junior Class Office.....	23
Medical School Council.....	24
Nursing Council.....	26
Panhellenic Association.....	28
Senior Class Office.....	29
Social Work Council.....	30
Sophomore Class Office.....	31
Stebler Hall Council.....	32
St. Joseph's Manor Council.....	33

Student Activities Board.....	34
Student Bar Association.....	35
Student Government Committee.....	36
Tri-Council.....	37
University College Council.....	38
Women's Interhall Council.....	39
Women's Interhall Judiciary Board.....	40

STUDENT GOVERNMENT OFFICES (code 1-8) (columns 22,25,28)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

HONORARY SOCIETIES (code 41-60) (columns 29-31)

Alpha Kappa Delta.....	42
Alpha Sigma Nu.....	44
Beta Alpha Psi.....	45
Beta Gamma Sigma.....	46
Blue Key.....	48
Circumference.....	50
Omicron Kappa Upsilon.....	51
Phi Sigma Tau.....	52
Pi Delta Epsilon.....	54
Pi Delta Phi.....	56
Pi Gamma Mu.....	58
Sigma Theta Tau.....	60

HONORARY SOCIETY OFFICES (code 1-8) (columns 31)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

PUBLICATIONS (code 2-7) (columns 32-33)

Cadence.....	2
Communique.....	3
Historical Society Journal.....	4
Loyola News.....	5
Loyolan.....	6
Recent Decisions.....	7

PUBLICATION OFFICES (code 1-5) (columns 33)

Editor-in-Chief.....	1
Assistant Editors.....	2
Reporters.....	3
Columnists.....	4
Staff.....	5

RELIGIOUS ORGANIZATIONS (code 1-8) (columns 34-35)

Apostolic Committee.....	1
--------------------------	---

Graduate Sodality.....	2
Liturgical Committee.....	3
Loyola Men.....	4
Loyola Women.....	5
Spiritual Committee.....	6
St. Appolonia Guild.....	7
St. Luke's Guild.....	8

RELIGIOUS ORGANIZATION OFFICES (code 1-8) (columns 35)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

PROFESSIONAL SOCIETIES (code 81-99) (columns 36-38)

Alpha Omega.....	82
Delta Sigma Delta.....	83
Delta Sigma Rho.....	84
Delta Theta Phi.....	85
Kappa Gamma Pi.....	86
Phi Alpha Delta.....	87
Phi Beta Pi.....	88
Phi Chi.....	89
Psi Chi.....	90
Psi Omega.....	91
Sigma Lambda Beta.....	92
Student American Dental Association.....	93
Student American Medical Association.....	94

Student Nurses Association of Illinois.....	95
Xi Alpha Delta.....	96
Xi Psi Phi.....	97

PROFESSIONAL SOCIETIES OFFICES (code 1-8) (columns 38)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

SOCIAL, ACADEMIC, CULTURAL ORGANIZATIONS (code 100-999)
(columns 39-62)

Accounting Club.....	100
Alpha Delta Gamma.....	105
Alpha Kappa Psi.....	110
Alpha Phi Omega.....	115
Alpha Sigma Alpha.....	120
Alpha Tau Delta.....	125
American Chemical Society - Student Affiliate..	130
American Institute of Physics - Loyola Student Section...	135
American Institute of Psychology.....	140
Bellarmino Philosophy Club.....	145
Broadcasters Guild.....	150
Business Coed Club.....	155
Chardin Anthropological Society.....	160
Chess Club.....	165
Circle K.....	170
Coed Club.....	175
Conservative Club.....	180

Curtain Guild.....	185
Debating Society.....	190
Delta Sigma Phi.....	195
Delta Sigma Pi.....	200
Dental School Choir.....	205
Economics and Finance Society.....	210
Epsilon Pi Rho.....	215
Equestrian Society.....	220
Fine Arts Club.....	225
German Club.....	230
Gerard Manley Hopkins Society.....	235
Gold Torch Military Association.....	240
Historical Society.....	245
Human Relations Club.....	250
International Students Association.....	255
Italian Club.....	260
Kappa Beta Gamma.....	265
Knights of Columbus.....	270
Lithuanian Club.....	275
Loyola Concert Choir.....	280
Loyola Dance Band.....	285
Loyola Drill Team.....	290
Marketing Club.....	295
Math Club.....	300
Modern Language Club.....	305
Monogram Club.....	310
Nocturnelles.....	315
Phi Kappa Theta.....	320
Phi Mu.....	325
Physics Club.....	330
Pi Alpha Lambda.....	335
Political Science Club.....	340
Psychology Club.....	345
Readers Circle.....	350
Roncalli Theological Society.....	355
Sailing Club.....	360
Scabbard and Blade.....	365
Sigma Delta Phi.....	370

Sigma Pi.....	375
Ski Club.....	380
Society for the Advancement of Management.....	385
Spanish Club.....	390
Students Associates of Loyola.....	395
Student National Education Association.....	400
Tau Delta Phi.....	405
Tau Kappa Epsilon.....	410
Theta Phi Alpha.....	415
United Independents of Loyola.....	420
United World Federalists.....	425
University College Club.....	430
Wasman Biological Society.....	435
Woman's Drill Team.....	440
Young Americans for Freedom.....	445
Young Democrats.....	450
Young Republicans.....	455

SOCIAL, ACADEMIC, CULTURAL ORGANIZATIONS OFFICES

(code 1-8)
 (columns 42,
 46,50,54,58,
 62)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

ACTIVITIES

(code 00-09)

(columns 63-74)

Orientation.....	00
------------------	----

Homecoming.....	01
Variety Show.....	02
Winter Festival.....	03
Spring Fair.....	04
Senior Week.....	05
Fine Arts.....	06
Lectures and Symposiums.....	07
Dances.....	08
Other.....	09

ACTIVITIES OFFICES (code 1-8) (columns 65,68,71,74)

President.....	1
Vice President.....	2
Secretary.....	3
Treasurer.....	4
Social Chairman.....	5
Committee Chairman.....	6
Delegate.....	7
Miscellaneous Office.....	8

UNIVERSITY STANDING COMMITTEE, AWARDS AND HONORS (code 1-7)
(columns 75)

Dean's List.....	1
Academic Key.....	2
Founder's Day Award.....	3
Who's Who.....	4
University Committee.....	5
Other.....	6
Combination of two or more.....	7

SCHOLARSHIPS, GRANTS AND AIDS (code 1-3) (columns 76)

Partial Scholarship.....	1
Full Scholarship.....	2
Other Financial Aid or Grant.....	3
Other.....	4

STUDENT HEALTH (code 1-3) (columns 77)

Health Record on File.....	1
Health Insurance.....	2
Both.....	3

EMPLOYMENT (code 1-2) (columns 78)

Unemployed.....	0
Under 20 hours per week.....	1
Over 20 hours per week.....	2

HOUSING (code 0-9) (columns 79-80)

Home (permanent address).....	0
Campion Hall.....	1
Chamberlain Hall.....	2
Delaware Hall.....	3
Gonzaga Hall.....	4
Kenmore Hall.....	5

Stebler Hall.....	6
Winthrop Hall.....	7

In order to obtain the necessary data for each student, a student personnel information sheet was devised.⁵³ This information sheet is to be filled out by every student at the time of registration. The material is then sent to the data processing department and cards are punched out for each student using the categorized coded list of all organizations and information as explained above. The cards are then processed through the computer and a printout, in code, is received, giving all this information on every student in compact book form.

This procedure is repeated every semester during the course of registration, keeping the system updated at all times. One drawback, however, is that the records obtained will not be for the current semester but for the one immediately preceding it.

In Example I -- by reading across, the interpretation of the coded printout is as follows:⁵⁴

⁵³Student Personnel Information Sheet, see Appendix 6.

⁵⁴IBM Card, see Appendix 5.

Student Government--(40)--indicates that Example I is a member of the Women's Interhall Council Judiciary Board.

Honor Organizations--(50-1)--indicates that Example I belongs to Circumference Honorary Society and holds the office of President of that organization.

Religious Organizations--(5)--indicates that Example I is a member of Loyola Women-Sodality.

Social, Academic and Cultural Organization--(325-8)--(435)--indicates that Example I belongs to Phi Mu Sorority and holds a miscellaneous office within that organization (e.g. pledge mistress). It also tells us that Example I is a member of Wasman Biological Society.

Awards and Honors--(7)--indicates that Example I holds two or more academic awards or sits on more than one University Standing Committee.

Student Health--(3)--indicates that Example I has submitted her health record for filing to the student health office and has purchased student health insurance.

Employment--(1)--indicates that Example I is regularly employed under 20 hours a week.

Housing--(2)--indicates that Example I resides in Chamberlain Hall, a University dormitory.

In Example II, by reading across, the interpretation of the coded printout is as follows:⁵⁵

Student Government--(22)-(34-6)--indicates that Example II is a member of the Interfraternity Council and is also a Committee Chairman on the Student Activities Board.

Publications--(5-3)--indicates that Example II is a reporter for the Loyola News.

Social, Academic, Cultural Organizations--(110)-(380)-(345)
(450-5)
indicates that Example II is a member of Alpha Kappa Psi Fraternity, the Ski Club, the Society for the Advancement of Management, and treasurer for the Young Democrat.

Activities--(00)-(08-5)--indicates that Example II worked on the Freshman Orientation Program and that he was social chairman for a large dance.

Scholarships, Grants and Aid--(3)--indicates that Example II is receiving some sort of financial grant or aid.

Student Health--(1)--indicates that Example II has a health record on file in the Student Health Office.

Employment--(0)--indicates Example II is unemployed.

Housing--(0)--indicates Example II resides at home (permanent address).

It should be taken into consideration that further action taken by the A.C.E. in reference to its statement that "colleges and universities should discontinue the maintenance of membership lists of student organizations, especially those related to political belief or action,"⁵⁶ and final action taken on the "Joint Statement on Rights and Freedoms of Students" concerning Article IV, Section A, Number 4 that "student organizations...not be required to submit a membership list as a condition of institutional recognition,"⁵⁷ may preclude, upon institutional interpretation, the use of that area incorporated by this system for the accumu-

⁵⁶op. cit.

⁵⁷op. cit.

lation of student membership records.

CHAPTER V

SUMMARY AND CONCLUSIONS

PURPOSE

The purpose of this study as stated in Chapter I was to synthesize the efforts of two quite prominent trends occurring in the field of education:

- 1) Recognition of the need to accurately record and update student personnel records.

- 2) Implementation of data processing procedures to facilitate educational tasks.

More specifically, the aim of the study was to investigate the possibilities of devising a system of recording and updating student personnel records of a non-confidential nature through data processing in a University.

SCOPE

Junior colleges, colleges, universities, professional schools, technical schools, and seminaries within the geographic

region of the North Central Accrediting Association of Colleges and Secondary Schools were surveyed in this study.

Data for this study were collected through library research, questionnaires, visitation of colleges and universities in the area, personal interviews and from the Chicago Board of Education.

It is the author's sincere hope that the following summarizations, conclusions, implications and suggestions will be looked upon as a springboard for future studies at Loyola University regarding the recording and updating of student personnel records. These statements are not meant to be all inclusive. The author hopes the reader, with his knowledge of educational environment, will derive new and different ideas in addition to these stated.

DESIGN OF THE RESEARCH

A questionnaire was devised to survey institutions of higher learning in the North Central Area. A stratified random sample was used.

A total number of 98 institutions was requested in the survey. A total of 82 (84%) responded.

The data were then categorized into the following two categories:

1) Institutions that did not incorporate the use of data processing facilities or did not tabulate Student Personnel records by data processing.

2) Institutions that did incorporate the use of data processing facilities for the tabulation of Student Personnel records.

Forty-six (46) institutions responded negatively and 36, positively.

Each institution which used data processing techniques in an area of student personnel records where Loyola did not employ such facilities was sent a follow-up questionnaire requesting more information. Of the 36 institutions responding positively, 21 checked an area of concern not processed by Loyola's data processing facilities.

A total of 20 (98%) responded to the follow-up questionnaire filling in the requested data.

After synthesizing results of research regarding data

processing procedures facilitating educational tasks, and research into student personnel record keeping, and after much consultation conducted through questionnaires and personal interviews with people actively involved in both areas, a system of recording and updating student personnel records was devised.

SIGNIFICANCE

It is hoped that further significant results will be obtained from this study.

- 1) Improvement of current procedures in the light of time, motion and expense.
- 2) Maintenance of a constantly updated file of students in regard to name, address (home or resident, on or off campus), student number, birth, citizenship, college, class, academic averages, scholarships, grants, loans, health factors, employment, and status and participation in extra-curricular activities.
- 3) Elimination of the physically impossible task of continually updating files because of insufficient clerical help.
- 4) Elimination of the problem of storage space by

consolidating all information on all students in compact book form.

5) Opening up of numerous possibilities for future research by enabling the holder to make longitudinal statistical studies of comparisons, correlations, variations, et cetera, through data processing.

6) Presentation to the administration of this University the worth of such a system.

IMPLICATIONS

The author feels it must be noted that controversy over the accumulation and use of membership lists of students participating in extra-curricular activities may necessitate court determination of the legality of such records in the future.

It is also apparent that private and state universities are not governed by identical standards of operation and that any policy statement issued by a national organization is not necessarily binding on any institution.

Certain questions must also be taken into consideration in reference to the American Council on Education statement that

"Colleges and universities should discontinue the maintenance of membership lists of student organizations, especially those related to matters of political belief or action."

How does one define a group related to matters of political belief or action? What criteria is used in determining such a group? Does it apply to the involvement of members in all organizations?

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Dr. Joseph Semrow, Associate Secretary of the North Central Association Commission on Colleges and Universities, March, 1968.

Dear Dean;

In my work as Director of Student Activities and Assistant to the Dean of Students, at Loyola University - Chicago, I am endeavoring to do research in the area of Student Personnel records and Data Processing.

The title of my graduate thesis is, A Study for Utilizing Student Personnel Records through Data Processing.

The enclosed questionnaire was designed for the purpose of investigating the use of Data Processing in the recording and updating of Student Personnel records in institutions of higher learning.

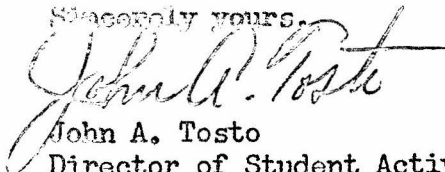
The result of the information obtained from this questionnaire may determine the feasibility of institutions to utilize Data Processing procedures more fully.

Your cooperation in completing the self-addressed, stamped card prior to July 31, 1966, would enable me to complete my study of this stratified sample of institutions of higher learning in the North Central Area. Please feel free to make any additional comments you deem necessary for clarification.

If you care to be notified on the end results of this study, do not hesitate to contact me.

Thank you for your time and effort on this matter.

Sincerely yours,



John A. Tosto
Director of Student Activities
Asst. to the Dean of Students

LOYOLA UNIVERSITY
 Office of the Dean of Students
 820 N. Michigan Avenue
 Chicago, Illinois

Name of Institution _____
 Approximate enrollment _____
 Type of Institution:
 Jr. College _____ 4-Yr. College _____ University _____ Other(specify) _____
 Privately endowed _____ State supported _____ Religious supported _____

Does your institution incorporate the use of Data Processing facilities? yes _____ no _____

If yes:
 Does your institution tabulate any records by Data Processing? yes _____ no _____

If yes:
 Does your institution tabulate any Student Personnel records by Data Processing? yes _____ no _____

If yes:
 In which of the following areas of Student Personnel does your institution incorporate the use of Data Processing? Please check.

Name _____	Student Number _____	Academic Average _____
Address _____	Birth _____	Scholarships _____
home _____	Citizenship _____	Grants and Aids _____
res. hall _____	College(if University) _____	Employment _____
off-campus _____	Class _____	Health _____
		Counseling _____

Status and participation in student activities while in high school _____
 while in college _____

Do you plan to incorporate the use of Data Processing for Student Personnel records in the near future? yes _____ no _____

THANK YOU



February 3, 1967

Dear Dean:

In my work as Director of Student Activities at Loyola University of Chicago, I am endeavoring to do research in the area of student personnel records and data processing.

A few months ago, with your kind cooperation, I was able to survey your institution regarding the use of data processing facilities in tabulating student personnel records.

Your assistance in promptly completing and returning the first questionnaire has been greatly appreciated and has enabled me to obtain a stratified sample of institutions of higher learning in the North Central area.

In order to complete this study, may I ask for your additional help. Enclosed please find a short stamped, self-addressed follow-up questionnaire designed for the purpose of further investigation of the use of data processing in the recording and updating of student personnel records in institutions of higher learning. I would be most grateful if this questionnaire could be completed and returned prior to March 3, 1967.

The result of the information obtained from this questionnaire may determine the feasibility of institutions to utilize data processing procedures more fully. Please feel free to make any additional comments you deem necessary for clarification.

If you care to be notified on the end results of this study, do not hesitate to contact me.

Thank you for your time and effort on this matter.

Sincerely,

John A. Tosto
Director of Student Activities

In a previous questionnaire you have indicated that your institution incorporates the use of Data Processing in the recording of some or all of the following Student Personnel records.

Please check the following areas of Student Personnel recorded by your Data Processing facilities and briefly describe, if necessary, the types of information included in each.

SCHOLARSHIP

Governmental _____
Institutional _____
Corporational _____
Other (specify) _____

GRANTS AND AIDS

Governmental _____
Institutional _____
Corporational _____
Other (specify) _____

EMPLOYMENT

Full-time hrs. _____
Part-time hrs. _____
Other (specify) _____

HEALTH

Health records
on file _____
Pertinent facts _____
Other (specify) _____

COUNSELING

Test results _____
Referrals _____
Other (specify) _____

ACTIVITIES

Offices _____
Memberships _____
Awards: _____
academic _____
co-curricular _____
extra-curricular _____
Other (specify) _____

*UPDATING--PLEASE EXPLAIN PROCEDURES USED

Please fold in half, seal, and mail this self-addressed, stamped questionnaire as soon as possible. Feel free to use the back side of the questionnaire for any additional comments you deem necessary.

Name _____ Student Number _____
(last) (first) (initial)

Permanent Address _____ City _____ State _____

Do you reside in a University Residence Hall? yes _____ no _____

If yes, please indicate:

Campion Hall _____
Chamberlain Hall _____
Delaware Hall _____
Edgewater _____
Gonzaga _____
St. Joseph's _____
Stebler Hall _____

Do reside Off-campus? yes _____ no _____

If yes, please give full address _____

Are you on a scholarship? yes _____ no _____

If yes, is it partial _____ or full _____

Do you receive any other financial grants or aids? yes _____ no _____

Are you regularly employed? yes _____ no _____

If yes, are you employed over 20 hrs. a week _____ under 20 hrs. a week _____

Is your health record on file in the student health office? yes _____ no _____

Do you have student health insurance? yes _____ no _____

Student Activities-- Please list memberships and offices held in Student Government, Fraternities, Sororities, Honorary Societies, Activities Board, Publications, Religious Organizations, Professional Organizations, Social, Academic, or Cultural Organizations, or any All-University Activities (eg. orientation, homecoming etc.)

Also list any awards or honors you have received. (Deans list, departmental keys, etc.) SEM. II - 1967

APPROVAL SHEET

The thesis submitted by John A. Tosto has been read and approved by the director of the thesis. Furthermore, the final copies have been examined by the director and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

May 22, 1968
Date

John A. Wellington
Signature of Adviser