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AN EVALUATION OF THE GUIDANCE PROGRAM
FOR FRESHMEN STUDENTS AT NORTH
TEXAS STATE COLLEGE

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

191373

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CHAPTER I

INTRODUCTION

General Statement

Many students are not aware that they have or will have problems until they attempt to adjust themselves to their new environment at college. The needs of college freshmen reach back into every area of their lives, for man's social nature is so constituted that he needs guidance. Although democracy has widened the opportunity for youth to make his own choices, the society in which he lives confronts him with problems which are far beyond his ability to solve unaided and alone.¹

This study is concerned with the most prominent needs of North Texas State College Freshmen and to what extent their needs are being satisfied. With the testing instruments available, it is possible to find with some degree of accuracy the vocational, educational, and personal problems confronting college freshmen, and through a program of guidance to help these students to see their needs, and in some measure to help them meet these needs.

The answer to the recognized need for inducting youth into adulthood is found through the work of educational

¹D. Welty Lefever, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, pp. 12-13.

institutions. To be in a position to suggest how guidance should meet the different changes brought about in the schools and in society during the last half century, consideration must be given to the schools and what can be done in guiding youth.²

Definition of Terms

The term "guidance," as used in this study, is the assistance given by the college personnel services to the student pertaining to his problems or needs. These services include the work of counselors, faculties, a student government association, orientation classes, occupational classes, and other student organizations.

According to Blake, the term "guidance" is

. . . The assisting of students to make progress in their educational and vocational careers. Guidance covers a knowledge of home and community interests. Guidance agencies are counselors, faculties, curricula, student government associations, student activities, orientation classes, occupational classes and other personnel agencies.³

Clothier has defined vocational guidance as:

. . . that service which the college renders to the individual which serves to assist him in evaluating his own aptitudes and interests, to acquire knowledge about many fields, and to decide wisely in which field of endeavor he will most likely find success and satisfaction.⁴

²Ibid., p. 4.

³Mabelle Babcock Blake, Guidance for College Women, p. 3.

⁴R. C. Clothier, "College Personnel Principles and Functions," Personnel Journal, X (June, 1931), 9-17.

Jones gives the following definition of guidance:

Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life. It does not solve problems for the individual but helps him to solve them.⁵

Purpose of the Study

The purposes of this study are: (1) to discover the most prominent needs of the freshmen students at North Texas State College, (2) to find the extent to which the guidance program aids college freshmen in developing into normal and socially adjusted individuals, and (3) to evaluate the present guidance program at North Texas State College.

Sources of Data

The data used in this investigation were taken from a rating scale which was sent to those individuals who are concerned with the guidance program at North Texas State College. The rating scale was constructed according to standards outlined for evaluation of "Guidance Service" in the 1950 edition of Evaluative Criteria.⁶ To provide simple and convenient arrangement, a division of three sections was made of the evaluative criteria. Section one consisted of

⁵Arthur J. Jones, Principles of Guidance, p. 61.

⁶Sub-Committee of the Committee on Studies on Standards, Evaluative Criteria, 1950 edition, pp. 1-23.

services which promote the student's progress toward the educational goal of his choice; section two dealt with the services which contribute to the student's personal and social well-being and development, whereas section three considered the administrative organization of student and personnel services.

A questionnaire based on the Evaluative Criteria⁷ was administered to 250 freshmen at North Texas State College. The questionnaire was divided into two parts and contained seventy-six questions on orientation and the guidance program.

Related Studies

A great number of recent guidance studies dealing with different phases of guidance and personnel work among college students have been made. The following studies have been reviewed for the purpose of pointing out some pertinent facts about certain universal recreational needs of youth, the influence of recreation upon the development of youth as well as the recreational facilities most often used by youth outside the home, the concern of young people over questions dealing with family and marital relationships, the consideration given to ten leading factors influencing the development of the college student, the need for guidance in choosing vocations wisely, and other attempts made to plan for and to evaluate guidance programs.

⁷Ibid.

One of the above-mentioned reports was made on the recreational needs of youth by Rainey and others.⁸ According to their report, recreation always has been a great influence on character building, mental stimulation, physical health, good citizenship, social hygiene, and community well-being of the normal, average youth. Several surveys in various sections of the United States indicated that the recreational needs of youth are the same everywhere. Regardless of environment, youth when away from home depend on going to motion pictures, dance halls, poolrooms, and other places of amusement for most of their leisure moments. To safeguard youth against participation in unwholesome activity, provision must be made for more constructive types of entertainment. Two facts remain after the results of these surveys have been examined--that youth's participation in strenuous sports was decreased as adulthood approached, and that only a small per cent of youth had a principal interest other than dancing, attending motion pictures, and watching physical games.

A recent report by the American Youth Commission states that everyone who has any concern for American youth realizes that many difficulties arise out of the conditions of family life and home.⁹ Each study made on the attitudes and interests

⁸Homer P. Rainey and others, How Fare American Youth? Report of American Youth Commission, American Council on Education, pp. 76-84.

⁹American Council on Education, American Youth Commission, Youth and the Future, p. 164.

of youth makes plain the fact that young people themselves are troubled by questions concerning family and marital relationships. In any series of plans made for the guidance of youth there must be a place provided for the discussion of home and marriage problems. In one study on personnel methods, family background and the home were stressed.¹⁰ However, this study went further in finding that the ten leading factors which influenced the development of the student while he was in college were home, extra-curricular activities, student friends, teachers, courses, friends off the campus, outstanding experiences, feelings of superiority, fraternity, and self-support. Of these ten leading factors the home and family were the most influential.

Sparling made a study on the phase of the guidance which related to the wise choice of vocations.¹¹ In this study the records of approximately 900 students of Long Island University were checked to determine the amount of general information which each student possessed pertaining to vocations in his selected field, his traits and accomplishments in that field, the elements in his social and economic condition that might have educational significance, and the degree to which he had followed accepted procedures in balancing the

¹⁰American Council on Education, Committee on Personnel Methods, Measurement and Guidance of College Students, p. 191.

¹¹Edward Sparling, Do College Students Choose Vocations Wisely? pp. 95-105.

requirements of the vocation against his qualifications. The following conclusions were presented:

1. A large majority of students expected to enter vocations in which they had an intelligence handicap. Sixty-six per cent of them had chosen a vocation in which they had a lower intelligence than that possessed by the average person engaged in the vocation.

2. A small proportion of students were preparing to enter vocations involving subjects in which they had low grades.

3. Out of those students who intended to be physicians 50 per cent did not have grades high enough to admit them to a medical school in the United States; of those students who intended to become teachers, 75 per cent had grades below eighty in subjects which they intended to teach; of the students who chose dentistry, 50 per cent had grades too low to warrant their entrance into the schools of New York City.

4. Discrepancies existed between the types of work the student liked to do and the types required by the chosen vocation.

5. Nearly 75 per cent of the students were failing to take reasonable advantage of the athletic and non-athletic recreations, hobbies, and accomplishments which were appropriate to their vocational choice.

6. Less than 5 per cent of the students had parents who had attained the vocational heights of "social desirability"

which the students themselves were working toward and which they had hopes of attaining.¹²

Some of the most important problems for the college freshmen to solve are found in the areas of morals, religion, home, and family. In the study by Hibler and Larsen, morals and religion, as well as home and family, rank at the bottom of every recording of the Mooney Problem Check List.¹³

TABLE 1

RANK ORDER OF PROBLEM CATEGORIES SHOWN FROM
RESULTS OF STUDY BY HIBLER AND LARSEN¹⁴

Area	Rank Order	
	Underlined	Circled
Health, physical development	4	5
Finances, living conditions, employment	7	3
Social and recreational activities	1	6
Social-psychological relations	6	8
Personal-psychological relations	2	1
Courtship, sex, marriage	9	4
Home and family	10	7
Morals and religion	11	9
Adjustment to college work	3	11
The future: vocational and educational	5	2
Curriculum and teaching procedures	8	10

¹²Ibid.

¹³Frances W. Hibler and Arthur Hoff Larsen, "Problems of Upper Classmen in a Teachers College," Journal of Applied Psychology, XXVII (June, 1944), 253.

¹⁴Ibid.

Needs in other areas besides those related to morals, religion, home, and family were found to be those referring to the future, employment, sex, courtship, marriage, and personal-psychological relations.

Germane and Germane think of personnel work as having a two-fold purpose; namely:

1. Helping youth to recognize and to understand more adequately their many baffling problems.
2. Helping youth to discover their several aptitudes, interests, and opportunities which, if properly developed, will assist them in the solution of their problems.¹⁵

The results of the study by Stone reflect the rank order of the six most prominent areas in the Mooney Problem Check List and tend to show the shift of the ranking order of the problem areas from the freshman year through the senior year.¹⁶ Stone's findings credit women with having twice as many problems as men, or as being more concerned with the future, employment plus worries about religion, morals, sex, courtship, marriage, and personal-psychological relations. A shift of the ranking of problem areas from the freshman year through the senior year is shown in Table 2.

The rank order of the six problem areas found in Stone's study are indicated in the following manner:

¹⁵Charles E. Germane and Edith G. Germane, Personnel Work in High School, p. 28.

¹⁶Gordon L. Stone, "Student Problems in a Teachers College," Journal of Educational Psychology, XXXIX (November, 1948), 404-15.

Adjustment to college work--ACW

Social and recreational activities--SRA

Personal-psychological relations--PPR

Curriculum and teaching procedures--CTP

The future: vocational and educational--FVE

Finance, living conditions, and employment--FLE

TABLE 2

RANK ORDER OF THE SIX PROBLEM AREAS BY CLASSES--
RESULTS OF A STUDY BY STONE¹⁷

Area	Freshman	Sophomore	Junior	Senior
(9) ACW	1	1	1	5
(3) SRA	5	6	6	2
(5) PPR	3	3	2	3
(11) CTP	6	4	5	4
(10) FVE	2	2	3	1
(2) FLE	4	5	4	6

In a report by Williamson, information pertaining to vocations was gained from college students who were taking a course in occupations.¹⁸ In setting up a control group, he was able to show that the occupations group gained two and three times as much as those who had not studied occupations.

¹⁷Ibid.

¹⁸E. G. Williamson, "A College Class in Vocational Information," School Review, XLV (February, 1937), 123-129.

From the studies reported by Smith, which covered a period of two and three years, there are indications that a ten-year period is necessary to secure more definite measurements in occupations.¹⁹ Smith stated that it would be thirty years after the study was finished before he would be able to collect enough data on the guidance he wished in order to justify guidance work in the vocational area.

The report from the American Association on Adult Education shows a total of 1543 cases that responded to a questionnaire study.²⁰ Eighty per cent stated that they had benefitted in one way or another from their contact with the adjustment committee which discussed and advised them concerning the problems that were presented. The counseling covered vocational trends, avocational interests, and placement.

When Darley and Williamson measured the adjustment of 196 college students follow-up one year or more after their counseling at the University of Minnesota, their criteria were grades, student's opinions, and reports from the parents or instructors.²¹ It was concluded that 87 per cent

¹⁹Fred C. Smith, "How Guidance Should Affect the Individual," Vocational Guidance, IX, (April, 1931), 291-295.

²⁰L. S. Hawkins and H. Filkins, Client's Opinion of the Adjustment Service, pp. 1-5.

²¹J. G. Darley and E. G. Williamson, Student Personnel Work, pp. 253-270.

made a satisfactory adjustment. Of the thirty-seven cases who had not followed the advice of the counselors, only three had made a satisfactory adjustment.

Two of the earliest attempts to measure guidance were reported by the Fresno School Survey Committee²² and by Meyers.²³ The Fresno survey had suggestions to measure not only vocational guidance but also social and educational guidance. The survey consisted merely of an outline, and no actual evaluations were made. Meyers had three criteria which he suggested. They were completeness of the program as measured by the number of activities that were available, the distribution of emphasis which was shown by the relative amount of time and energy devoted to each activity, and thoroughness as measured by the kind and quality of work done. Both of these studies were reported in 1926. Kitson and Stover stated that the attempt to evaluate guidance by Meyers was the first recorded attempt.²⁴

Barber reported that there are several distinct values to a follow-up, aside from the general interest one may have in the achievements of the pupils of his school, the advantages

²²Fresno School Survey Committee, Study of Vocational Conditions in the City of Fresno, pp. 172-173.

²³George E. Meyers, Some Tentative Plans for Judging a Comprehensive Guidance Program, p. 23.

²⁴H. D. Kitson and E. M. Stover, "Measuring Vocational Guidance: A Summary of Activities," Personnel Journal, XI (October, 1932), 150-159.

in the construction of the curriculum, and a study of how well the "product" of the school has adjusted himself to the outside world.²⁵

Barber stated:

In a comparison of the Regents' average and the grades earned during the freshman year in college both before and after guidance services were made available--before guidance was given there was a coefficient of correlation of $.55 \pm .08$, while the coefficient of correlation for students who worked with counselors was found to be $.39 \pm .04$.²⁶

A well adjusted student in college, who selected the college with the counsel and advice of the guidance officials, should cause a favorable reaction within the village or city which the school serves and toward the guidance department particularly.²⁷

To use Barber's follow-up, the counselor would need a battery of tests which would aid him in the selection of college material, the vocational interests, and to measure the ability of the student. During the past ten years there has been continuous progress in searching scholarship aids, for the needy college students have not received scholastic aid, yet they are using their energy to correct this need and others.²⁸

From the studies reviewed there were definite signs of guidance needs for youth pertaining to recreational activities,

²⁵Joseph E. Barber, Evaluating School Activities, p. 36.

²⁶Ibid., pp. 54-55.

²⁷Ibid., p. 75.

²⁸Ibid., pp. 74-75.

family and marital relationships, and to the making of a wise choice of vocations. These related studies went further by reviewing the needs found in relation to the following phases: scope of guidance, guidance services, follow-up services, adjustments made by students, and finally the attempts made to set up criteria for evaluative purposes, the measuring of vocational, social, and educational guidance, and the evaluation of other guidance programs.

Plan of the Study

Chapter II includes the description of the evaluative instrument, goals set up by it, the procedure for its use, and the results as exemplified in the evaluation device. These evaluative criteria²⁹ were sent to those people who are concerned with the guidance program at North Texas State College. The people who received this rating scale were the president of the college, the dean of the college, the registrar, the dean of men, the dean of women, and the directors of the guidance department, the placement bureau, the hospital, and the business office.

Chapter III includes the procedure in securing data from the freshmen at North Texas State College, from the results of a questionnaire on an evaluation of the freshman guidance program by freshmen, and a comparison of the findings

²⁹Sub-Committee of the Committee on Studies on Standards, *op. cit.*, pp. 16-32.

derived from the ratings which were made by the staff on the evaluative criteria and from the answers made by the students to a questionnaire which was constructed along the lines of the evaluative criteria. Seven classes of freshmen in Education 162 were asked to answer the questionnaire in order to evaluate the present guidance program at North Texas State College.

Chapter IV contains a summary, conclusions, and recommendations drawn from an analysis of the results of the evaluative criteria. Recommendations were made for the future guidance of freshmen students at North Texas State College.

CHAPTER II

USE OF EVALUATIVE CRITERIA FOR A GUIDANCE PROGRAM AND THE INTERPRETATION OF THE RESULTS

In order to determine the value of the guidance program, evaluative criteria were sent to those persons concerned with guidance at North Texas State College. The individuals who received the evaluative criteria were the president of the college, the dean of the college, the registrar, the dean of men, the dean of women, the directors of the guidance department, the placement office, the hospital, and the business manager. The interpretation of the results is shown after each section of the criteria and serves as a reminder that the many changes in society and in the character of the student population will make counseling and personnel work increasingly important.

These particular criteria were chosen because of the wide comprehension over all phases of an effective guidance program and because of widespread interest in the program among the staff members. Furthermore, these criteria were the most recent and up-to-date findings printed by the Members of the Committee on Studies and Standards who were also the officers of the Student Personnel Section of the American Association of Colleges for Teacher Education.

Services for Progress toward Student's
Educational Goal

According to the Standards for Student Personnel Services and Evaluative Criteria,¹ colleges should try to interest desirable young people in the teaching profession and in other vocations by providing catalogs, bulletins, and other materials of descriptive nature that give requirements, set forth functions, and list future programs. Representatives should visit the secondary schools in their area and should plan meetings for the prospective students on the college campus, thus creating an understanding of what the college has to offer. Through such visits and meetings, minimum requirements for admission to college by this Association could be stressed. This should include the following:

(1) Graduation from an approved high school or the equivalent; and (2) submission of a high school transcript with complete record of courses and marks for at least the last three years of work in the high school or equivalency in terms of recognized standards. Further evidence of student's qualifications for college work. . . should be required. This evidence may well include a certificate of physical condition. . . , scores on standardized aptitude and achievement tests, rank in school graduating class, personality rating, recommendation of school officials, and an autobiography of the student.²

Before regular class work begins there should be orientation into student life to help students become acquainted with the faculty members, upper classmen, and most of all--fellow

¹Sub-Committee to the Committee on Studies and Standards, op. cit., pp. 1-2.

²Ibid., p. 3.

freshmen. A new environment should be introduced at this time to establish "traditions, standards, customs, services, rules, regulations to the extra-class activities of the college, and to the surrounding community and neighborhood for college freshmen."³

A program of social events should be planned to make the student's transition to college one of real acceptance. By proper administration of standardized tests, counseling could be done for remedial measures such as speech, vision, and hearing. Opportunities should be provided for freshmen to have conferences with a faculty advisor concerning their educational, social, and extra-curricular opportunities.

The orientation should include instruction as to the purposes of college education, rules and regulations, study habits, library use, recreational activities, social courtesies, appropriate dress and grooming, personality development, finance, and budgeting.⁴

To assist students in adjusting to their needs and capabilities is the highest possible professional guidance that should be offered. Therefore, a program of in-service education for counselors should be provided. Personal and group guidance should follow from the first term onward. A practical guidance program does not begin or terminate at a specified

³Ibid.

⁴Ibid., p. 5.

time or place. Guidance should possess a degree of continuous service to the individual and should be ready to shift with changes in the individual or in the external conditions involved.

Placement bureaus should have a follow-up procedure to help students continue their professional growth. The responsibility for placement should be the work of a "person, a committee, or a department of the college."⁵

Services Which Contribute to the Student's
Personal and Social Well-Being
and Development

Student health services should be rendered by well-qualified physicians, nurses, psychiatrists, dental hygienists, and others as the institution and locality demand. If no school hospital is available for hospitalization, cooperative arrangements should be made with independent hospitals in the vicinity.

In order to safeguard the health, morals, and mental efficiency of its students, the college should make provisions for proper housing and food facilities. The dormitories should be fire resistant and should be staffed with trained personnel who will encourage a responsible type of citizenship in a workable system of student participation in the planning and supervision of dormitory life.⁶ Food should meet with

⁵Ibid.

⁶Ibid., p. 7.

nutritional and dietary standards and should be prepared under sanitary conditions.

Since many problems arise because of a lack of funds, financial aid should be provided for students so that educational opportunities are equalized and scholarship is encouraged. However, care should be exercised in allowing a student to assume obligations of a loan before he understands the conditions involved. His actual needs should be considered, as well as his degree of excellence of scholarship. An employment service should be operated to help students find part-time employment while they are in school, thus making them more independent and lessening the need for a loan from the school.

Another part of the student's life should be considered as social activities are sponsored by the college. The development of social competence in a student will be encouraged if recreational rooms and other facilities are provided and properly supervised for informal social gatherings and leisure-time activities.

For personal development, students should be encouraged to participate in religious activities on and off the campus. Religious organizations should assist colleges in planning special programs in the community to satisfy the religious needs of the students.⁷

⁷Ibid., p. 8.

Other student activities on the same campus should be organized and regulated by the student council which is composed of representatives of the student body. Good citizenship and self-discipline should be stimulated and established through considerately administered policies.

Administrative Organization of Student Personnel Services

The competence of the personnel staff of the college in relation to professional preparation and personal qualities should be measured. The student personnel services should require complete, concise, and easily interpreted student records. These records should include all data concerning counseling, selective admission, retention, professional growth and development, and the future recommendation and placement of students.

According to the Evaluative Criteria the central personnel file where significant data concerning each student are recorded on appropriate forms should include such items as the following:

- (1) Personal information concerning the student;
- (2) family and community backgrounds;
- (3) high school record;
- (4) standardized test scores;
- (5) college scholastic and course record;
- (6) health record;
- (7) extra-course activities;
- (8) awards and outstanding achievements;
- (9) employment and financial aid; and
- (10) other items, such as personality ratings, study conditions, and recommendations, which members of the staff find valuable in assisting or obtaining a better understanding of the student.⁸

⁸Ibid., pp. 9-10.

Records should be kept up-to-date in a conveniently arranged form and should be easily available to the proper personnel. The entries should be cumulative and continuous.

In the following Evaluative Criteria,⁹ results are shown of the ratings given by people concerned with the guidance services offered at North Texas State College. Because of a need for discrimination in the use of the evaluative criteria, a rating scale was provided. This scale consisted of six possible ratings numbered from "0" to "5" inclusive. The users of the scale were asked to underline one of the six numbers following an item to indicate how well a specific service has been developed and how well it is functioning in the institution. An underlined "1" indicated the lowest stage of development, and an underlined "5" indicated the highest. The "0" was marked only in case the designated service was not provided in any way. The authors of the criteria assert that the ratings may differ without invalidating the usefulness of the scale.¹⁰ Underlined numbers on the rating scale represent an average of all the responses made by the college staff to each item of the evaluative criteria. In finding the average of the items underlined, a numerical total was made of the choices indicated by all of the users of the scale. Averages were rounded-off to the nearest whole numbers when they resulted in mixed numbers, that is, whole numbers plus a fractional part of another unit.

⁹Ibid.

¹⁰Ibid.

Evaluative Criteria for a College Guidance
Program for the Freshmen Students
at North Texas State College

In answering these criteria please consider the following scale. You are to record your answers by underlining one of the numbers at the extreme right of the individual statements.

- 0 - means not provided for
- 1 - means provision low
- 2 - means provision medium low
- 3 - means provision medium
- 4 - means provision high
- 5 - means provision highest

Use the left-hand margin for any supplementary information or comments.

- A. Services which promote the student's progress toward the educational goal of his choice
1. Recruitment--stimulating the interest of prospective students in the educational program of the college.
 - a. The educational functions of this college are so clearly indicated in the catalog, that a prospective student can decide whether or not he can get the kind of college education he wants at this institution.

0	1	2	3	4	<u>5</u>
---	---	---	---	---	----------
 - b. The curriculum for each of these functions is so clearly outlined in the catalog that the student can know specifically what courses he will be required to take if he chooses this college.

0	1	2	3	<u>4</u>	5
---	---	---	---	----------	---
 - c. The requirements for admission to, continuation in, and graduation from this college are so clearly presented that a prospective student can decide whether or not he has the qualifications which would justify applying for admission.

0	1	2	3	<u>4</u>	5
---	---	---	---	----------	---

- d. Suitable and ethical means are used for locating, identifying, and recruiting desirable prospective students:
- | | | | | | | |
|--|----------|----------|----------|----------|----------|---|
| (1) Posters. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (2) Circular letters. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (3) Leaflets, bulletins, catalogs. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (4) Planned conferences with high school administrators. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (5) Guidance conferences with high school students. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (6) Performances of college students representing extra-curricular activities. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| (7) College faculty and student speakers. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (8) Campus visiting days. | 0 | <u>1</u> | 2 | <u>3</u> | 4 | 5 |
| (9) Competitive events sponsored on campus--athletic, academic, forensic, musical. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (10) Scholarships. | 0 | 1 | <u>2</u> | <u>3</u> | 4 | 5 |
| (11) Employment. | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
| (12) "College days." | 0 | <u>1</u> | <u>2</u> | 3 | 4 | 5 |
| (13) Others. | <u>0</u> | 1 | 2 | 3 | 4 | 5 |
- e. A well defined, clearly understood, stable policy of recruitment exists, and is administered by a designated agency of the college.
- | | | | | | | |
|--|---|----------|---|---|---|---|
| | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
|--|---|----------|---|---|---|---|
2. Admission and pre-registration orientation of beginning students.
- a. Evidence of a student's qualifications to do college work is required before his admission is authorized:
- | | | | | | | |
|--|----------|----------|----------|----------|----------|---|
| (1) Rank in high school graduating class. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (2) Score on standard scholastic aptitude or intelligence tests. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (3) Score on standard educational achievement tests. | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
| (4) Personal rating by high school officials. | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
| (5) Personal rating by a college interviewer. | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
| (6) Health certificate. | 0 | <u>1</u> | 2 | 3 | <u>4</u> | 5 |
| (7) Character references. | <u>0</u> | 1 | 2 | 3 | 4 | 5 |

	(8) Personal information.	0	1	2	3	4	5
	(9) Autobiography.	0	1	2	3	4	5
	(10) Others.	0	1	<u>2</u>	3	4	5
b.	Appropriate blanks or forms are provided for reporting each of the above qualifications.	0	<u>1</u>	2	3	4	5
c.	There is a central admissions office which is responsible for assembling all admissions data, and for approving admissions, in harmony with college policies.	0	1	2	3	<u>4</u>	5
d.	A letter of instruction is sent to the prospective student from the personnel office. It is accompanied by the following data:						
	(1) Notification of admission.	0	1	2	3	<u>4</u>	5
	(2) Pre-registration forms.	0	1	2	3	<u>4</u>	5
	(3) Freshmen week program.	0	1	2	3	<u>4</u>	5
	(4) Freshman handbook.	0	1	2	3	<u>4</u>	<u>5</u>
	(5) Forms for room reservation.	0	1	2	3	<u>4</u>	<u>5</u>
	(6) Forms for student employment.	0	1	2	3	<u>4</u>	5
	(7) Instructions regarding vaccinations and medical examinations.	0	1	2	3	<u>4</u>	5
	(8) Others.	<u>0</u>	1	2	3	<u>4</u>	5
e.	Counseling facilities are maintained during the months prior to the opening of the college to assist prospective students.	0	1	2	3	<u>4</u>	5
f.	The prospective student is given the name of the faculty member who is to be his counselor during the freshman year.	0	<u>1</u>	2	3	4	5
3.	Freshman week--a period of orientation toward or induction into significant college experiences.						
a.	This college arranges a program of social events designed to make the student's transition to the college community one of hospitable acceptance, such as, reception for freshmen and parents, vesper services and church receptions, mixers and parties.	0	1	2	3	<u>4</u>	5
b.	This college administers a battery of standardized examinations upon the basis of which class sectioning and educational counseling can be done advantageously, viz:						

	(1) Scholastic aptitude or intelligence tests.	0	1	2	3	<u>4</u>	5
	(2) Educational achievement tests.	0	1	2	3	<u>4</u>	5
	(3) English test.	0	1	2	3	<u>4</u>	5
	(4) Reading test.	0	1	2	3	<u>4</u>	5
	(5) Personality rating scale.	0	1	2	3	<u>4</u>	5
	(6) Vocational inventory.	0	1	2	3	<u>4</u>	5
	(7) Others.	0	1	2	3	<u>4</u>	5
c.	This college requires examinations, for which remedial measures may be recommended, in:						
	(1) General health.	0	1	2	<u>3</u>	4	5
	(2) Speech.	0	<u>1</u>	2	<u>3</u>	4	5
	(3) Vision.	0	<u>1</u>	2	3	4	5
	(4) Hearing.	0	<u>1</u>	2	3	4	5
d.	This college has programs designed to acquaint the student with the educational, social, and extra-curricular opportunities of the school.	0	1	2	<u>3</u>	4	5
e.	Provisions are made for the freshman to have a conference with his faculty counselor.	0	1	2	<u>3</u>	4	5
4.	Personalized registration--personal attention is given to the enrollment of each student in courses appropriate to his educational objective.	0	1	2	<u>3</u>	4	5
a.	The various curricula of the college are clearly outlined in the catalog. The course sequences and prerequisites are designated.	0	1	2	<u>3</u>	4	5
b.	The required courses are designated. The optional and elective courses in each curriculum are indicated.	0	1	2	3	<u>4</u>	5
c.	Every student has a counselor familiar with the educational and scholarship requirements of his chosen objective with whom he may confer in filling out his registration schedule each term, and whose approval must be attested on the official registration card.	0	1	2	<u>3</u>	4	5
d.	Provisions are made for a student to modify his schedule of courses upon the advice or consent of a designated college official.	0	1	2	3	<u>4</u>	5

e.	A central office has final responsibility for such items as clerical errors and illegal registrations.	0	1	2	3	4	<u>5</u>
f.	Official registration files are kept in a convenient, well organized depository.	0	1	2	3	4	<u>5</u>
5.	A required orientation course is provided for freshmen during their: first quarter. . . , first semester. . . , first year. . .	0	1	2	<u>3</u>	4	5
a.	Instruction and information are presented to the students in an organized course on some or all of the following issues:						
	(1) Purposes of higher education and the specific educational functions which this college serves.	0	1	2	<u>3</u>	4	5
	(2) Standards of achievement <u>expected</u> of each student; and those <u>required</u> for promotions, honors, and graduation.	0	1	2	<u>3</u>	4	5
	(3) Mid-term achievement in relation to ability.	0	1	<u>2</u>	3	4	5
	(4) How to study.	0	1	<u>2</u>	3	4	5
	(5) How to use the library.	0	1	<u>2</u>	3	<u>4</u>	5
	(6) Recreational and extra-curricular activities.	0	1	2	<u>3</u>	4	5
	(7) Health from the dietary point of view.	0	1	2	<u>3</u>	4	5
	(8) Health from the medical point of view.	0	1	2	<u>3</u>	4	5
	(9) Social courtesies and competency.	0	1	2	<u>3</u>	4	5
	(10) Appropriate dress and grooming.	0	1	<u>2</u>	3	4	5
	(11) Social relationships.	0	1	<u>2</u>	<u>3</u>	4	5
	(12) Vocational orientation including supply and demand and vocational and professional requirements.	0	1	<u>2</u>	3	4	5
	(13) Others.	0	1	<u>2</u>	<u>3</u>	4	5
b.	For each of the above, adequate reference material for reading and use is available to the students.	0	1	2	3	<u>4</u>	5
c.	For appropriate items listed above, means for practice or participation are provided in order to establish or to improve the skills involved.	0	1	2	<u>3</u>	4	5

- d. In conducting the course suggested above, one official is responsible for the general supervision, but many members of the faculty who are qualified in specific areas contribute to the program. 0 1 2 3 4 5
- e. Indicate other methods if "d" does not apply. 0 1 2 3 4 5
- 6. Each entering student is assigned to a faculty member who serves as his counselor to assist him in his personal and educational adjustments. 0 1 2 3 4 5
 - a. In determining the faculty member's total working load, cognizance is taken of his counseling, teaching, and other duties. 0 1 2 3 4 5
 - b. A program of in-service training of counselors is carried on. 0 1 2 3 4 5
 - c. The counselors cooperate with and are responsible to the college official who directs the student personnel program. 0 1 2 3 4 5
 - d. A series of conferences with his counselor is scheduled for each freshman. 0 1 2 3 4 5
- 7. Progressive selection of students is practiced from the first term onward through the standards of scholarship, personality, health, and behavior, established for continuation and promotion. 0 1 2 3 4 5
 - a. A quantitative standard has been established which specifies that a student may not continue, except on probation, if he fails in excess of some designated proportion of his approved schedule within a given term. 0 1 2 3 4 5
 - b. A qualitative standard of scholarship on a graduated scale of increasing difficulty has been established. If a student's scholarship index falls below that standard in any corresponding quarter or semester he may not continue, except on probation. 0 1 2 3 4 5

- c. When a student has failed to meet the required standards, means are provided whereby, upon his petition accompanied by the recommendation of his counselor and an acceptable working plan, he may, at the discretion of the director of student personnel, be continued in the college for one or more terms on probation. 0 1 2 3 4 5
- d. A student is admitted to the upper division of the college through a selective process at the end of his sophomore year. This reviews the characteristics needed for his chosen professional objective--scholarship, intelligence, personality, character, and health. 0 1 2 3 4 5
- e. Provision is made for the counseling of each upper-division student through a departmental counselor. 0 1 2 3 4 5
- f. A written program of required courses and of desirable electives is worked out between the student, the counselor, and the registrar. This serves as a guide to his registration and sequence of courses chosen during the last two years. 0 1 2 3 4 5
- g. An administratively recognized committee on admissions and scholarship determines the policies for the progressive selection of students and reviews from time to time the administration of those policies. 0 1 2 3 4 5
8. Placement and follow-up services 0 1 2 3 4 5
- a. Organization and administration.
- (1) There is a central placement office for all graduates and alumni wishing to secure teaching positions. 0 1 2 3 4 5
- (2) The placement office is conveniently accessible to other administrative and instructional offices, and to students. 0 1 2 3 4 5
- (3) The placement office can be located without difficulty by employing officials. 0 1 2 3 4 5

- (4) There is adequate, well-lighted, and well-ventilated office space for placement workers. 0 1 2 3 4 5
- (5) There are adequate interview rooms near the placement office. 0 1 2 3 4 5
- (6) The director of placement is experienced in public school and college work, with at least the master's degree. 0 1 2 3 4 5
- (7) There is an adequate staff of competent clerical and office assistants. 0 1 2 3 4 5
- b. Relationships.
- (1) The director of placement is responsible to the chief instructional or personnel officer of the college. 0 1 2 3 4 5
- (2) Faculty personnel cooperates in supplying the placement office with pertinent information concerning graduates and prospective graduates. 0 1 2 3 4 5
- (3) A wholesome relationship exists between the various departments and the placement office. 0 1 2 3 4 5
- (a) Faculty members help formulate placement practices and policies and are kept informed concerning the bureau's needs and problems. 0 1 2 3 4 5
- (b) Pertinent information obtained by the placement bureau is reported to the departments concerned. 0 1 2 3 4 5
- c. Forms, files, records, and reports.
- (1) Forms are comprehensive enough for pertinent information and simple enough to be easily understood. 0 1 2 3 4 5
- (2) Ample filing facilities are available with individual folders classified by teaching areas. 0 1 2 3 4 5

- | | | | | | | | |
|-----|---|---|---|---|----------|----------|----------|
| (3) | All registration forms and recommendations are neatly duplicated and always available for the use of employing officials. | 0 | 1 | 2 | 3 | 4 | <u>5</u> |
| (4) | Adequate records of calls, recommendations, and placements are kept on file. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| (5) | Annual reports of placement activities are supplied to the administration and the faculty. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| d. | Services. | | | | | | |
| (1) | Prospective graduates are given counseling service regarding teaching opportunities, demand, and salaries. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| (2) | Prospective graduates are instructed on: | | | | | | |
| | (a) How to apply for a position. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| | (b) Proper conduct during interview. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| | (c) What may be expected in an interview. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| | (d) Policies of the placement office. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| (3) | An adequate in-service check-up is made of all teachers in their first positions and in new positions. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| (4) | A careful survey of the service area is made annually to determine available positions. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| B. | Services Which Contribute to the Student's Personal and Social Well-Being and Development | | | | | | |
| 1. | Student health services. | | | | | | |
| a. | This college has a student health council composed of representatives from the several health serving agencies of the campus--medical, physical education, dietary, and housing. This council formulates the program of health services to be supplied to students. | 0 | 1 | 2 | 3 | <u>4</u> | 5 |
| b. | The following medical services are supplied or required: | | | | | | |

(1)	Complete physical examination at the time of college entrance.	0	1	2	3	<u>4</u>	5
(2)	Complete physical examination each year.	0	<u>1</u>	2	3	4	<u>5</u>
(3)	Smallpox vaccinations.	0	<u>1</u>	2	3	4	<u>5</u>
(4)	Innoculations, such as diphtheria.	0	<u>1</u>	2	3	4	5
(5)	Tubercular screening and X-ray.	0	1	2	3	<u>4</u>	5
(6)	Medical consultations.	0	1	2	<u>3</u>	4	5
(7)	Medical treatment and hospitalization.	0	1	2	3	<u>4</u>	5
(8)	Psychiatric counseling.	0	<u>1</u>	2	3	<u>4</u>	<u>5</u>
(9)	Others.	0	<u>1</u>	<u>2</u>	3	4	5
c.	The dietary habits of students are aided by:						
(1)	College food service conforming to acceptable dietary and health standards.	0	1	2	3	<u>4</u>	5
(2)	Health certificates required of all food handlers.	0	1	2	3	<u>4</u>	5
(3)	Instruction on diet in the orientation course.	0	1	<u>2</u>	3	4	5
(4)	Dietary consultant for individual needs.	0	1	<u>2</u>	3	4	5
d.	Housing accommodations are inspected periodically and approved only when conforming to accepted standards of:						
(1)	Space--(500 cubic ft. of air space per person).	0	1	<u>2</u>	3	4	5
(2)	Sanitation.	0	1	<u>2</u>	3	<u>4</u>	5
(3)	Cleanliness.	0	1	2	3	<u>4</u>	5
(4)	Orderliness.	0	1	2	3	<u>4</u>	5
(5)	Freedom from fire and electrical hazards.	0	1	<u>2</u>	3	4	5
(6)	Lighting for study.	0	1	<u>2</u>	3	4	5
(7)	Temperature for study.	0	1	<u>2</u>	3	4	5
(8)	Furnishings adequate for student needs.	0	1	2	3	<u>4</u>	5
(9)	Others.	0	1	<u>2</u>	3	4	5
e.	Physical education is required of every student and includes:						
(1)	A course in personal health or hygiene.	0	1	2	<u>3</u>	4	5
(2)	Participation in a required activity program.	0	1	2	3	<u>4</u>	5
(3)	Recreational activities of current worth.	0	1	2	3	<u>4</u>	5

- (4) Developing skill in some sport or game which can be followed in post-college years. 0 1 2 3 4 5
- (5) Remedial and corrective work on an individual basis is provided. 0 1 2 3 4 5
2. Student housing services.
- a. The college supervises and approves all student housing accommodations with respect to the following characteristics.
- (1) Health (see 1-d above). 0 1 2 3 4 5
- (2) Morale and moral tone-- regulation and supervision of conduct. 0 1 2 3 4 5
- (3) Study conditions. 0 1 2 3 4 5
- (4) Social activities. 0 1 2 3 4 5
- b. Housing facilities are provided which vary in costs and accommodations to meet the varying needs and preferences of students.
- (1) College-owned residence halls. 0 1 2 3 4 5
- (2) Sorority or fraternity houses. 0 1 2 3 4 5
- (3) Cooperative houses. 0 1 2 3 4 5
- (4) Approved private rooms. 0 1 2 3 4 5
- (5) Federal housing units. 0 1 2 3 4 5
- c. College-operated houses are jointly controlled through a director of the residence hall and a house council representing the students. 0 1 2 3 4 5
- d. The house council is composed of student counselors appointed by the college administration and student representatives, elected by the students. 0 1 2 3 4 5
- e. In order to encourage participation and to develop responsibility of students in establishing and administering the policies of the house, the following or similar committees are provided for within the house council.
- (1) An executive committee to promote and regulate the policy making functions of the council. 0 1 2 3 4 5

- (2) A social committee to promote and regulate the social activities of the house. 0 1 2 3 4 5
- (3) An improvements committee to provide a legitimate channel through which student needs or complaints can be interpreted to the appropriate college officials. 0 1 2 3 4 5
- (4) A judicial committee to pass disciplinary judgment upon students whose conduct is persistently or extremely unbecoming. 0 1 2 3 4 5
- f. The college has a housing committee composed of representatives of both the business and the personnel divisions. 0 1 2 3 4 5
3. Student financial aid.
- a. Provision is made by the college for financial aid to students including scholarships, employment, and loans. 0 1 2 3 4 5
- b. Scholarships are issued by the college for the purpose of recruiting and assisting desirable teacher-education candidates. 0 1 2 3 4 5
- c. Student loans are readily accessible to students under procedures which insure their usefulness and security. 0 1 2 3 4 5
- d. An adequate student-employment service is maintained. 0 1 2 3 4 5
4. Social competence of students.
- a. The following facilities for developing the social competence of students are used in this college:
- (1) Sororities and fraternities. 0 1 2 3 4 5
- (2) Other student organizations. 0 1 2 3 4 5
- (3) Residence halls (parlors, lounges, recreation rooms, dining rooms, library, etc.) 0 1 2 3 4 5
- (4) Union building or other campus social center. 0 1 2 3 4 5
- b. Desirable types of social activities are sponsored, such as dances, mixers, dinners, teas, "open houses," and others. 0 1 2 3 4 5

- c. Suitable means, such as lectures, demonstrations, and publications, are used to instruct students in appropriate conduct, dress, manners, and other social courtesies. 0 1 2 3 4 5
- d. Opportunity for social counseling is provided through both student and faculty leaders for those students who seek it. 0 1 2 3 4 5
- e. Responsibility for counseling the socially perverse is assigned to appropriate students and faculty members. 0 1 2 3 4 5
- f. Suitable means are provided through a responsible committee or other agency for both students and faculty to participate in planning, conducting, and regulating the social life and development of students. 0 1 2 3 4 5
5. The religious life of students.
- a. Student religious organizations are encouraged, such as YMCA, YWCA, Wesley Foundation, Baptist World Fellowship, Newman Club, and others. 0 1 2 3 4 5
- b. A religious council with both faculty and student representatives exists for the purpose of encouraging and developing the religious interests of students. 0 1 2 3 4 5
- c. Liaison with ministers, churches, and religious activities of the community is maintained through mutual planning between the religious council and local church representatives. 0 1 2 3 4 5
- d. Religious leaders are brought to the campus for convocations, vesper services, or round table discussions. 0 1 2 3 4 5
- e. The reading of religious, philosophical, and inspirational literature is encouraged by providing a reading nook in the library or union building for that purpose, or by other means. 0 1 2 3 4 5
6. Student government.
- a. This college has a student council composed of representatives

- of student organizations and of the four academic classes for the purpose of stimulating, encouraging, organizing, and regulating student activities on the campus. 0 1 2 3 4 5
- b. The student council established the policies and the criteria under which organizations may be chartered and continued as bona fide student organizations on the campus. 0 1 2 3 4 5
- c. The student council cooperates with the personnel office in keeping a record of student memberships and participation in student organizations and activities. 0 1 2 3 4 5
- d. The student council is active in acquainting non-participants with the activities program of the campus. 0 1 2 3 4 5
- e. Through a designated channel, the council conveys to the college administration the needs, wishes and complaints from the student body. 0 1 2 3 4 5
- f. The council shares with the administration in the planning to meet those needs. 0 1 2 3 4 5
- g. The student council appoints student representatives to all of the college committees in which students participate. 0 1 2 3 4 5
- h. The student council shares in budgeting student activity funds. 0 1 2 3 4 5
7. Special provision is made in the following areas for assisting students:
- a. Psycho-educational measurements. 0 1 2 3 4 5
- b. Remedial speech. 0 1 2 3 4 5
- c. Remedial reading. 0 1 2 3 4 5
- d. Hearing therapy. 0 1 2 3 4 5
- e. Grooming. 0 1 2 3 4 5
- f. Vocational reorientation. 0 1 2 3 4 5
- g. Others. 0 1 2 3 4 5
8. Citizenship and discipline.
- a. It is recognized that good college citizenship and self-discipline are acquired by the student through well established,

- well known, and considerately administered policies in the service areas listed in this questionnaire. 0 1 2 3 4 5
- b. In event the above policies fail to provide adequate discipline, the college administration through designated officials assumes the necessary disciplinary functions. 0 1 2 3 4 5
- C. Administrative Organization of Student Personnel Services
1. Basic principles in the organization and administration of student personnel services.
- a. Student personnel services are for all students, not for deviates only. 0 1 2 3 4 5
- b. Student personnel services are concerned with all phases of the student's life. 0 1 2 3 4 5
- c. Student personnel services are organized so as to identify and assist those students who are in need of help. 0 1 2 3 4 5
- d. The organization for the administration of personnel services varies with the function, traditions, and size of the college. 0 1 2 3 4 5
- e. All personnel services are subject to critical study and continuous evaluation. 0 1 2 3 4 5
- f. Personnel services are given adequate staff and backed up by financial and administrative support. 0 1 2 3 4 5
- g. Personnel counseling with students, in addition to routine requirements, encourages voluntary contacts on the initiative of the student. 0 1 2 3 4 5
- h. Personnel services show professional respect for the confidence of the students. 0 1 2 3 4 5
- i. The teaching faculty is responsible for as much of the personal and educational counseling as possible. 0 1 2 3 4 5
- j. Others. 0 1 2 3 4 5
2. Administrative organization.

- a. A member of the staff of the student personnel division with adequate specialization is in charge of each of the following, coordinating and administering it according to the general personnel policies:
- | | | | | | | |
|---------------------------|---|---|---|----------|----------|----------|
| (1) Housing. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (2) Health. | 0 | 1 | 2 | <u>3</u> | <u>4</u> | 5 |
| (3) Employment. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (4) Veterans' counseling. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (5) Academic records. | 0 | 1 | 2 | <u>3</u> | <u>4</u> | 5 |
| (6) Social activities. | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
| (7) Student union. | 0 | 1 | 2 | <u>3</u> | <u>4</u> | 5 |
| (8) Others. | 0 | 1 | 2 | 3 | 4 | <u>5</u> |
- b. The functions of these officers are clearly defined in terms of services to be rendered to students.
- | | | | | | | |
|--|---|---|---|----------|---|---|
| | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
|--|---|---|---|----------|---|---|
- c. There is an administrative head who coordinates the administration of these services and administers general personnel policies.
- | | | | | | | |
|--|---|---|---|----------|---|---|
| | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
|--|---|---|---|----------|---|---|
- d. This official is responsible directly to the president, and his status is parallel to that of the academic dean and of the administrative head of the business office.
- | | | | | | | |
|--|---|---|---|----------|---|---|
| | 0 | 1 | 2 | <u>3</u> | 4 | 5 |
|--|---|---|---|----------|---|---|
3. Personnel records and forms.
- a. There is a central personnel file where significant data concerning each student from each of these areas (see Sections A and B) are recorded on appropriate forms.
- | | | | | | | |
|--|---|---|----------|---|---|---|
| | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
|--|---|---|----------|---|---|---|
- b. Work files and records, as needed, are provided in each service area.
- | | | | | | | |
|--|---|---|----------|---|---|---|
| | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
|--|---|---|----------|---|---|---|
- c. Forms for interchanging information between the central office and special service areas are provided and used.
- | | | | | | | |
|--|---|----------|---|---|---|---|
| | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
|--|---|----------|---|---|---|---|
- d. A definite effort is made to help those who contribute to records to be objective rather than subjective in their observations.
- | | | | | | | |
|--|---|---|----------|---|---|---|
| | 0 | 1 | <u>2</u> | 3 | 4 | 5 |
|--|---|---|----------|---|---|---|
- e. The college has a program to help faculty understand and use the records.
- | | | | | | | |
|--|---|----------|---|---|---|---|
| | 0 | <u>1</u> | 2 | 3 | 4 | 5 |
|--|---|----------|---|---|---|---|

f.	Any student may have the contents of his personnel file interpreted to him.	0	1	2	<u>3</u>	4	5
g.	The student personnel records are made readily available to authorized persons who wish to use them.	0	1	2	3	<u>4</u>	5
4.	Office arrangement.						
a.	The student personnel offices are housed so that they are convenient to one another.	0	1	<u>2</u>	3	4	5
b.	All student personnel services are located so that they are easily accessible to the students.	0	1	<u>2</u>	3	4	5
c.	Adequate space is available in the central office for all student personnel-record files.	0	<u>1</u>	2	3	4	5
d.	Counselors are provided space convenient to the central records to carry on their counseling activities.	0	1	<u>2</u>	3	4	5

Interpretation of the Results of the Evaluative Criteria

In the procedure followed in the interpretation of the ratings derived from the use of the rating scale of the evaluative criteria, consideration was given to each "arabic" subhead of each of the three distinct sections of the evaluative criteria. Explanations of each subhead which was marked "provision highest" or "5" were introduced first and were followed by explanations of the items signifying "provision high," or "4", "provision medium," or "3", "provision medium low," or "2", "provision low," or "1", and "not provided for," or "0", in that order, except in instances where the natural order of items as set up by the outline of the Evaluative Criteria¹¹

¹¹Ibid.

itself lent clarity and support to the explanation. Thus, the services of the college guidance program, which are considered by the staff members who checked the evaluative criteria to be the most outstanding within the limits of that particular subheading, are treated in the opening sentence of the paragraph. Services which meet the considered item with average or medium provision and those with low or no provision are discussed in subsequent sentences. Following the explanation of each section of the evaluative criteria, an interpretation of the ratings was made pointing out specific services within each given section which are outstanding, or average, or which need improvement.

The responses to the evaluative criteria by certain college staff members interested in the North Texas State College guidance program revealed that the guidance services designed to promote the student's progress toward the educational goal of his choice ranked medium low in the stimulation of the interest of prospective students in the educational program of the college. In the consideration of recruitment, the staff marked as highest provision the service rendered by the catalog in which the educational functions of the college are so clearly stated that a prospective student is aided in deciding whether or not he can get the kind of college education he wants at this institution. In considering the contribution of the catalog, the staff rated as high the catalog's clear outline of the curriculum which helps the

student to know specific requirements of each course in his chosen field and also its clear presentation of the requirements for admission to, continuation in, and graduation from this college which aids the student in deciding whether or not he has the qualifications which would justify his application for admission. Medium provision was indicated in supplying college faculty and student speakers with leaflets, bulletins, and catalogs for the purpose of locating, identifying, and recruiting desirable prospective students and in the competitive events sponsored on the campus--athletic, academic, forensic, musical. Provision was said to be medium low in other suitable and ethical means used for recruitment, such as posters, circulars, letters, planned conferences with the high school student, campus visiting days, and "college days." Low provision was checked by the item which presented for consideration the existence of a college-designated agency set up for the purpose of administering a well-defined, clearly understood, stable policy of recruitment.

In the consideration of the admission, pre-registration and orientation of beginning students, attention was given to college requirements as evidence of a student's qualifications to do college work before admission is authorized. Provision was high in the requiring of a health certificate; medium low in the requiring of scores on standard scholastic aptitude or intelligence tests and standard educational achievement tests; low in the requiring of a student's rank

in his graduating class, of a personal rating by high school officials and by a college interviewer; provision was not made for such evidences as character references, personal information, and autobiography. The provision for appropriate blanks or forms for the reporting of each of the above qualifications was indicated to be low. The college provides a central admissions office which is responsible for assembling all admissions data, and for approving admissions, in harmony with college policies. The provision for this office was marked as high.

In rating the student personnel service which is responsible for sending a letter of instructions and accompanying data to the prospective student, highest provision was checked in the supplying of a freshman handbook. Provision was marked high in other data accompanying the letter of instruction, such as: notification for admission, pre-registration forms, freshmen week program, forms for room reservation, forms for student employment, and instruction regarding vaccinations and medical examinations. The same ranking was given to the college counseling facilities which are maintained during the month prior to the opening of the college to assist prospective students; however, low provision was made in the naming of a faculty member as a counselor for the student during his freshman year.

Before regular class work begins, a period of orientation toward an induction into significant college experience is

provided. A high ranking was given to the following services: the type of program of social events designed to make the student's transition to the college community one of hospitable acceptance, such as reception for freshmen and parents, vesper services, church receptions, mixers and parties; ranking high also was the administration of a battery of standardized examinations in order to facilitate class sectioning and educational counseling, namely, scholastic aptitude or intelligence tests, English tests, personality rating scale, achievement tests, and vocational inventory. Reading tests received a rank indicating highest provision. Required examinations, for which remedial measures may be recommended, in general health were shown to be medium in provision, whereas low provision was made in examinations for speech, vision, and hearing. Medium provision was made for programs designed to acquaint the student with the educational, social, and extra-curricular opportunities of the school and for provisions made for conferences with a faculty counselor.

In regard to the personal attention given to the enrollment of each student in courses appropriate to his educational objective, the highest provision was made in the functioning of a central office responsible for such items as clerical errors and illegal registrations, as well as in the keeping of official registration files in a convenient, well-organized depository. Services designed to help a student modify his schedule of courses upon the advice or consent

of a designated college official was scaled as high. Provision of services purposing to assign to every student a counselor, who is familiar with the educational and scholarship requirements of his chosen objective, with whom the student may confer while he is filling out his registration schedule each term, and whose approval must be attested on the official registration card, was marked as medium in the provisional scale.

The college offers an orientation period in which instruction and information are presented to the students on some or all of the following issues: how to use the library (high provision); purposes of higher education and the specific educational functions served by North Texas State College, standards of achievement expected of each student and those required for promotions, honors, and graduation, recreational and extra-curricular activities, health from the dietary point of view as well as from a medical point of view, and social relationships. The provision of an adequate orientation course was ranked as medium. Receiving medium low provision were those issues concerning mid-term achievement in relation to ability, how to study, appropriate dress and grooming, and vocational orientation, including supply and demand and professional requirements. A rank of high provision was given to availability of adequate reference material for reading and use by the students for each of the above-mentioned issues. The means for practice or participation

which are provided in order to establish or to improve the skills involved in appropriate items mentioned above were termed as medium in provision. In the conduction of the afore mentioned course, medium low provision was made for having one official responsible for the general supervision and for the obtaining of the contributions of many faculty members qualified in specific areas.

Provision for a counselor to assist each entering student in his personal and educational adjustments was ranked medium low. Marks indicating "no provision for" were checked by the following: in determining the faculty member's total working load, cognizance is taken of his counseling, teaching, and other duties; a program of in-service training of counselors; counselors cooperate with and are responsible to the college official who directs the student personnel program; a series of conferences with his counselor is scheduled for each freshman.

In the item concerning the progressive selection of students, which is practiced from the first term onward through the standards of scholarship, personality, health, and behavior, established for continuation and promotion, provision was ranked medium. Highest provision was given to the establishment of a qualitative standard of scholarship on a graduated scale of increasing difficulty. Ranking medium were such items as: (1) when a student has failed to meet the required standards, means are provided whereby, upon his

petition accompanied by the recommendation of his counselor and an acceptable working plan, he may, at the discretion of the director of student personnel, be continued in the college for one or more terms on probation; (2) a written program of required courses and of desirable electives is worked out with the student, the counselor, and the registrar. This serves as a guide to his registration and sequence of courses chosen during the last two years. Medium low provision was indicated for the establishment of a qualitative standard which specifies that a student may not continue, except on probation, if he fails in excess of some designated proportion of his approved schedule within a given term. Provision for the counseling of each upper-division student through a departmental counselor was given a medium low rank. The mark "no provision for" was indicated pertaining to the admittance of a student to the upper-division of the college through a selective process.

The college operates placement and follow-up services to aid the students in securing positions. All of the provisions in the organization and administration of these services were checked in the highest order--a central placement office for all graduates and alumni to register for teaching positions, the central office is convenient, accessible to other administrative and instructional offices; it can be located easily by employing officials; it has a well-lighted, well-ventilated, and adequate amount of space, interview

rooms, a director experienced in public school and college work with at least the master's degree, and an adequate staff of competent clerical and office assistants. In regard to personnel relationships in the placement and follow-up services, "highest in provision" was checked in that area concerning the cooperation of the faculty personnel in supplying the placement office with pertinent information about graduates and prospective graduates. High-provision placing was given to the item which stated that the director of placement is responsible to the instructional or personnel officer of the college; medium low rank was marked in considering the existence of a wholesome relationship between the various departments and the placement office. In rating the relationship which exists between the various departments and the placement office, medium low provision was marked in the following: faculty members help formulate placement practices and policies and are kept informed concerning the bureau's needs and problems; pertinent information obtained by the placement bureau is reported to the departments concerned.

There were two indications of highest provision in placement and follow-up services which relate to records, reports, files, and forms. They were ample filing facilities with individual folders classified by teaching areas and the duplication of registration forms and recommendations which are always available for use by prospective employers.

High provision was given to comprehensive forms for special information with simple interpretations, adequate records of calls, recommendations, and placements on file to meet the demand of the annual reports made by the placement office to the administration and faculty.

An interpretation of ratings given to items related to services pertaining to the promotion of the student's progress toward the educational goal of his choice shows that placement and follow-up services appear to be the most adequate in this area. Equal in rank are the personalized registration services which give attention to the enrollment of each student in courses appropriate to his educational objective. The two above-mentioned services are ranked high by the staff. Next in rank in descending order are services concerned with admission and pre-registration, a required orientation course, freshman week, progressive selection, and recruitment; a "no provision" rank was given to the service dealing with the assignment of each student to a faculty member who serves as his counselor to assist him in his personal and educational adjustment.

In the section of the evaluative criteria devoted to the services which contribute to the student's personal and social well-being and development, student health services were considered first. The health council, composed of representatives from several health serving agencies, ranked high. The

supplying of such medical services as physical examination at the time of entrance, tubercular screening and X-ray, medical treatment and hospitalization had high provisions. Medical consultations were indicated as being medium in provision, whereas complete annual physical examinations, inoculations, such as diphtheria, and psychiatric counseling were rated low. Smallpox vaccinations received a mark of highest provision. In the aids to dietary habits of students, the standards of the college food service and the requirement of food handlers ranked high. However, the instruction in diet and the provision of consultants for individual dietary needs ranked medium low. Sanitation, cleanliness, and orderliness of living quarters, plus adequate furnishings met the high provision rank. Ranking low were the following items: (1) space per person (500 cubic feet); (2) freedom from fire and electrical hazards; (3) lighting for study, and (4) temperature for study. Participation in required and recreational activities was met with high provision, but remedial and corrective work and courses in personal health and hygiene were considered to be medium in provision. Services dealing with skills in sports or games which can be followed in post-college years met medium provision.

Ratings on the student housing services indicated that provision for supervision of morale and moral tone in college-owned residences, sorority or fraternity houses, approved private rooms, and federal housing units was high. No

provision was made for cooperative houses. Social activity committees, such as executive, social, improvement, and judicial, in the afore-mentioned living quarters were low to to medium low in rank, and the establishment of house councils was low, as was the housing committee of the college.

Provisions for aiding students with scholarships, and employment, ranked high, but accessibility to student loans fell low. The centers, parlors, and lounges of residence halls and the union building showed signs of contributing to the development of student's social competence with a high rating. Both means for instructing students in appropriate dress, manners, conduct and other courtesies, and counseling for the socially perverse rated medium.

There were indications that provisions are made for the student's religious life. Student religious organizations, religious councils, and liaison with the clergy were high in provision, whereas provision of a nook in the library or union building for reading religious, philosophical, and inspirational literature was checked medium.

Staff members of North Texas State College indicated a high rating for student government organizations, but dropped to a low provision in allowing student councils the privilege and experience of creating their own policies and criteria for establishing student organizations. Ranked as medium were the policies which permitted student organizations to share in the planning with the administration to meet the needs in

making budgets of student activity funds, in reporting needs, wishes, and complaints from the student body to the administration.

Some of the most vital needs, such as psycho-educational measurements, vocational reorientation, and work in remedial speech and reading were marked as medium provision. The lowest provisions were made in hearing and grooming.

Under policies of discipline in the student government, there was an indication that adequate disciplinary measures were provided by the administration in the event that the policies of the student government failed. The recognition that good college citizenship and self-discipline are acquired through well-established, well-known, and considerably administered policies in the service areas listed in the evaluative criteria was considered medium low in provision.

A summarization of the interpretation of ratings given to that section of the evaluative criteria dealing with services which contribute to the student's personal and social well-being and development shows that the specific services which are outstanding in this section are those pertaining to the religious life of the student. Next in rank were those services which contribute to the social competence of the student. High provision rating was given to both these services. Medium provision was checked in rating services concerned with citizenship and discipline, student health services, and student government. Medium low provision was

checked in such areas as special services which make provision for psycho-educational measurements, remedial speech, remedial reading, hearing therapy, and other services which will promote personal and professional development of students. A similar rating was given to services responsible for student financial aid and student housing facilities.

Among the high provisions made in relation to the basic principles guiding the administrative organization of student personnel services were the provision of services for all, not for deviates only, the consideration of all phases of the student's life, the relation of services to the size of the college, the professional respect for the confidence of the students, consideration of their health, keeping their academic records and making them available to authorized persons who wish to use them. Those ranking medium were the organizations of services which purpose to identify and help those who are in need of assistance, consideration and evaluation of all personnel services, encouragement of voluntary contact on the initiative of the student with counselors. The provisions which were medium low were adequate staff with financial and administrative support for making personal services function properly, the responsibility of the teaching faculty for the personal and educational counseling as much as possible.

The administrative organization should be headed by a member of the staff that is placed in charge of the student

personnel division. Services providing for such a director whose duty is to coordinate and administer the student personnel division according to the general policies on health, academic records, and the student union ranked medium high; the other policies on housing, employment, social activities, and veterans' counseling ranked medium.

Personnel records and forms as checked, ranked the location of personnel files with significant data for each student in the providing of work files and records in each service area, and the objectiveness in the observation of those who contribute to the records were ranked medium low, whereas forms for interchanging findings between the central office and special service areas, and a program which helps the faculty to understand and use the records were ranked as being a low provision.

The section of the evaluative criteria dealing with the administrative organization and student personnel services, which include those activities that supplement and reinforce the classroom program of the college by promoting the educational, personal, and social well-being of the students, received marks indicating medium provision in the basic principles in adapting the student personnel program to the purposes of the college, to its educational philosophy, and to the needs of the student body. The administrative organization of the personnel program received the same ranking by the college staff. It is considered that the functions and

relationships of the personnel staff are met with medium provisions; that medium provision is made for an administrative head who coordinates the administration of these services and administers general personnel policies and who is responsible directly to the president, and whose status is parallel to that of the academic dean and of the administrative head of the business office. The effective functioning of student personnel services dependent upon the keeping of complete, concise, and understandable student records was given a medium low provision status. The college staff indicated that student personnel offices were medium low as to the provision of adequate and conveniently arranged offices and office equipment, particularly in the provision of adequate space for all student personnel record files in the central office; this received a low check.

As a final step in the interpretation of the ratings of the three main sections of the evaluative criteria, it is shown that the staff responses indicate that the guidance services most adequate are those services which contribute to the student's personal and social well-being; the services which promote the student's progress toward the educational goal of his choice rank only slightly higher than the administrative organization of student personnel services.

CHAPTER III

INDICATION OF NEEDS FOR GUIDANCE AS REVEALED BY THE RESULTS OF A QUESTIONNAIRE GIVEN TO FRESHMEN STUDENTS

The purpose of this chapter will be to discover the most prominent needs of freshmen students at North Texas State College and the extent to which the guidance program at the college aids them in developing into normal and socially-adjusted individuals.

Procedure in Procuring Data from Freshmen

As an aid in discovering the student's needs 250 freshmen students at North Texas State College, during the spring semester of 1951, were presented with a questionnaire, the results of which will follow the next statement. The students were enrolled in Education 162, which is General Psychology.

Results of the Questionnaire on an Evaluation of the Freshmen Guidance Program

<u>Services Which Promote Progress</u> <u>Toward an Educational Goal</u>	<u>Results in Percents</u>			
	Men		Women	
	Yes	No	Yes	No
1. Recruitment				
a. In selecting North Texas as the College you wished to attend most were posters an aid to you in making your choice?	6.25	93.75	9.67	90.33

Results in Percents

	Men		Women	
	Yes	No	Yes	No
b. In selecting North Texas as the College you wished to attend most were leaflets, bulletins, and catalogs aids to you in making your choice?	51.25	48.75	83.96	16.04
c. In selecting North Texas as the College you wished to attend most were planned conferences while in high school with representatives of the guidance department an aid to you in making your choice?	6.25	93.75	19.4	80.6
d. In selecting North Texas as the College you wished to attend most were performances of college students an aid to you in making your choice?	46.85	53.15	48.45	51.55
e. In selecting North Texas as the College you wished to attend most were college faculty and student speakers an aid to you in making your choice?	12.5	87.5	9.67	90.33
f. In selecting North Texas as the College you wished to attend most were campus visiting days an aid to you in making your choice?	25	75	25.75	74.25
g. In selecting North Texas as the College you wished to attend most were your parents an aid to you in making your choice?	28.1	71.9	48.45	51.55
h. In selecting North Texas as the College you wished to attend most were your friends influential in aiding you to make your choice?	50	50	61.25	38.75
2. Admission				
a. Do you think you were justified in applying for admission to this college?	100	0	96.77	3.23

Results in Percents

	Men		Women	
	Yes	No	Yes	No
b. Do you think that the requirements for admission, continuation in and graduation from North Texas State College, were clearly defined in the college's catalog?	96.9	3.1	93.54	6.46
3. Registration (Personalized)				
a. Are you attending North Texas on a scholarship?	15.7	84.3	6.46	93.54
b. Were you given ample assistance during registration by faculty members?	93.75	6.25	74.25	25.75
c. Were you given ample assistance during registration by any upperclassmen?	81.25	18.75	80.6	19.4
d. Were you given ample assistance during registration by any social committee?	34.3	65.6	45.18	54.82
e. Were you given ample assistance during registration by an appointed counselor?	31.25	68.75	29.8	70.2
4. Orientation				
a. Were you given ample assistance during orientation period by any faculty member?	62.5	37.5	58.05	41.95
b. Were you given ample assistance during orientation by any upperclassmen?	53.15	46.85	64.5	35.5
c. Were you given ample assistance during orientation period by an appointed counselor?	40.7	59.35	32.25	67.75
d. Were you given ample assistance during orientation period by any social committee?	21.9	78.1	32.25	67.75

Results in Percents

	Men		Women	
	Yes	No	Yes	No
e. Were you given instruction and information on the purposes of higher education?	59.35	40.75	58.05	41.95
f. Were you given instruction and information on how to study?	65.6	34.3	67.75	32.25
g. Were you given instruction and information on how to use the library?	84.3	15.7	87.09	12.91
h. Were you given instruction and information on recreational and extra-curricular activities?	71.9	28.1	64.5	35.5
i. Were you given instruction and information on health from a dietary point of view?	15.7	84.3	12.91	87.09
j. Were you given instruction and information on health from a medical point of view?	34.3	65.7	29	71
k. Were you given instruction and information on social courtesies and competences?	53.15	46.85	45.18	54.2
5. Guidance and Counseling				
a. Do you prefer individual guidance in relation to matters concerning your vocational choice?	87.5	12.5	80.6	19.4
b. Do you prefer group guidance in relation to matters concerning your vocational choice?	12.5	87.5	22.5	77.5
c. Do you prefer individual guidance over group guidance in relation to your personal problems and your need for counseling?	90.65	9.35	87.09	12.91
d. Have you been counseled through the guidance department?	40.7	59.3	48.45	51.55

Results in Percents

	Men		Women	
	Yes	No	Yes	No
e. Were you pleased by the interpretation of the counselor on the results of your personal file?	46.8	53.2	54.82	45.18
f. Do you think that the counselor aided you in understanding your problems and needs better?	53.15	46.85	51.55	48.45
g. Were you counseled by any member of the faculty previous to registration?	12.5	87.5	22.5	77.5

Services Which Contribute to Personal and Social Well-Being

1. Health

a. Have you had any occasion to use the hospital facilities at the college?	25	75	61.25	38.75
b. Would you consider the hospital's facilities as being good in accordance with other hospitals?	81.25	18.75	67.75	32.25

2. Housing and Food Facilities

a. Do you eat at a college operated cafeteria?	28.1	71.9	80.6	19.4
b. Do you eat at a boarding house?	50	50	9.67	90.33
c. Do you eat at cafes?	25	75	29.0	71.0
d. Do you eat at home?	21.9	78.1	16.04	83.96
e. Is your diet balanced and ample enough to maintain good health from a dietary point of view?	90.65	9.35	87.03	12.97
f. Is your health normal?	100	0	96.77	3.23

Results in Percents

	Men		Women	
	Yes	No	Yes	No
g. Do you live in a dormitory?	21.9	78.1	80.6	19.4
h. Do you live in a residence hall (college owned)?	6.25	93.75	12.91	87.09
i. Do you live in a sorority or fraternity house?	0	100	0	100
j. Do you live in an approved private room?	59.3	40.7	22.5	77.5
k. Do you live in a federal housing unit (G.I. home or the Vet-village)?	0	100	3.23	96.77
l. Do your living quarters afford plenty of air space per person?	96.9	3.1	100	0
m. Are your living quarters orderly?	87.5	12.5	96.77	3.23
n. Are your living quarters free from fire hazards?	87.5	12.5	93.54	6.46
o. Are your living quarters free from electrical hazards?	90.65	9.35	100	0
p. Are your living quarters sanitary?	96.9	3.1	100	0
q. Are your living quarters lighted enough for good study?	90.65	9.35	77.5	22.5

3. Financial Aid

a. Do you think that provision should be made by the college for financial aid pertaining to scholarships?	84.3	15.7	90.33	9.67
b. Do you think that the college should provide employment to give financial aid to students?	90.65	9.35	93.54	6.46

Results in Percents

	Men		Women	
	Yes	No	Yes	No
c. Do you think that the college should offer loans to those students that have a marked need for financial assistance?	81.25	18.75	80.6	19.4
4. Social Competency				
a. Are you a member of a sorority or a fraternity?	9.35	90.65	6.46	93.54
b. Would you like to become a member of a sorority or a fraternity?	46.85	53.15	77.5	22.5
c. Are you a member of any other social student organization?	18.75	81.25	35.5	64.5
d. Would you like to become a member of any other social student organization?	51.25	48.75	83.96	16.04
e. Are you a member of any honor societies?	9.35	90.65	96.77	3.23
f. Would you like to become a member of any honor societies?	62.5	37.5	77.5	22.5
5. Religious Life				
a. Are you a member of any religious organization on or off the campus?	75	25	74.25	25.75
6. Student Government				
a. Do you consider the student council, composed of students from the four academic classes, a beneficial student organization?	90.65	9.35	100	0

Results in Percents

	Men		Women	
	Yes	No	Yes	No
7. Special Services				
a. Would you take advantage of the student-employment service if the need arose?	93.75	6.25	93.54	6.46

8. Citizenship and Discipline

Please Rank the Following According to Use

	Men		Women	
	%	No.	%	No.
a. During your leisure time which of the following facilities do you use the most?				

1. Dorm parlor's
2. Lounges
3. Recreation room
4. Dining-rooms
5. Library
6. Union-Building
7. Campus-cafes or drug stores

First choice	90.65	6	90.33	7
Second choice	87.5	7	93.54	6
Third choice	90.65	3	96.77	5
Fourth choice	84.3	5	83.96	3
Fifth choice	78.1	4	87.09	2

b. During your leisure time which of the following facilities do you use the least?

1. Dorm parlor's
2. Lounges
3. Recreational room
4. Dining-rooms
5. Library
6. Union-Building
7. Campus-cafes or drug stores

First choice	81.25	1	87.9	2
Second choice	93.75	4	77.5	1
Third choice	84.3	5	83.96	4

	Men		Women	
	%	No.	%	No.
Fourth choice	81.25	3	80.6	5
Fifth choice	75	2	87.09	6

<u>Results in</u>		<u>Percents</u>	
Men		Women	
Yes	No	Yes	No

c. Do you think you spend your leisure time in a well-disciplined manner?	87.5	12.5	90.33	9.67
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Did you enjoy answering this questionnaire?	81.25	18.75	93.54	6.46 ¹
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From all indications the students enjoyed the privilege of answering the questionnaire which was administered to them. Some of their comments revealed their personal feelings toward it. Many of the freshmen said they would consider their time well spent in answering the questionnaire providing the findings were used. Several persons felt it was an opportunity for them to express their opinions about things which were very important to them. Other students thought that questionnaires of the same type should be submitted to them more often in order that their needs could be brought to the attention of those persons who were able to assist them. Some of the freshmen were very happy to indicate their evaluation of the guidance program because it made them feel that the college was interested in them. Only a very few persons indicated any dislike for the questionnaire. It was plain to see that the students did not

¹For sample of questionnaire see Appendix.

want to help the college improve its guidance program if such improvement required the use of any of their time in making the evaluation. On the whole, however, the questionnaire was answered with enthusiasm.

Interpretation of Results of the Questionnaire
Answered by Freshmen at North Texas
State College

The following scale was set up to be used to evaluate the freshmen students' questionnaire in order to bring about a comparison with the findings in the one rated by the staff members:

Highest	--	90%-100%
High	--	80%- 89%
Medium	--	70%- 79%
Medium low	--	60%- 69%
Low	--	0%- 59%

The first part of the questionnaire dealt with services which promote progress toward an educational goal.² Under recruitment, the service which ranked high was that of receiving and using leaflets, bulletins, and catalogs in making North Texas State College their choice. Poster service, planned conferences with the college guidance department while in high school, the performance of college students, faculty and student speakers, campus visiting days, and aid of parents or friends in making choice were indicated as being low in service. The admission section rated highest because most of the students believed they were

²Ibid.

justified in applying for admission to the college and felt the requirements for admission, continuation in and graduation from North Texas State College were made clear in the catalog.

According to the tabulations, the assistance given freshmen students by faculty members at the time of registration ranked highest for the men and medium for the women; while both checked a high rating for assistance given by upperclassmen. Rating low for both groups were the aid given by a social committee and assistance by an appointed counselor.

The orientation answers showed the highest service to be that of instruction and information of how to use the library. Those of medium low rank were instruction on how to study, assistance by faculty members, upperclassmen, and information on recreational and extra-curricular activities. Ranking low were assistance by a social committee, instruction and information on health from a dietary and medical viewpoint, and information and instruction on social courtesies and competence.

From the guidance and counseling portion, the checks indicated that individual guidance over group guidance was a high preference. There was a number that has been counseled. There were those who were pleased with the interpretation of their file; those who considered counseling an aid to their problems and needs, and those who were counseled

by a member of the college faculty previous to registration ranked low.

The second part of the questionnaire dealt with the services which contribute to personal and social well-being. Under this section the hospital service was first mentioned. Less than half of the freshmen involved in this study had any occasion to use the hospital. The women rated the hospital facilities as medium low, whereas the men rated them high. The highest rating was that of normal health. The majority of students lived and ate in college-operated cafeterias where dieticians planned the meals and the rating was high. The low ratings for food and housing were cafes, home, federal housing units, sororities and fraternities. Their findings did not indicate inferiority but did reveal the numbers accommodated in various types of housing. The amount of living space, orderliness, and sanitation were of the highest rank in service, but the lighting was indicated as highest by men and medium by women.

In respect to financial aid, the highest indications were for provision to be made by the college for financial aid to students, and ranking high were means for aid to the scholarship students and the ones with a marked need for assistance.

As to social competency, the women were highest in honor society memberships and high in desiring a membership

in social student organizations. Both men and women were low in sorority and fraternity memberships. The above interpretations of the questionnaire were made from the students' indications of their needs and their desire for certain services which contribute to the fulfillment of those needs.

Comparison of Questionnaire Results and Evaluative Criteria Findings

Two questionnaires were used as instruments or devices with which the measuring was done for evaluation of the guidance given freshmen at North Texas State College. The one sent to the staff members was an Evaluation Criteria³ which had been set up in 1950, and the one administered to the freshmen was structured along the line of the criteria used for the staff members. From the responses made to both questionnaires a comparison was made which assisted in making conclusions and recommendations.

Under the services which promote progress toward an educational goal, recruitment was considered first. In that section the staff and students reached a fairly close agreement that the catalogs, bulletins and leaflets were successful in recruiting prospective students. Medium provision was found by the staff in the practice of college faculty and student speakers visiting the high schools, campus visiting days, aid of parents and friends influencing

³Evaluation Criteria, 1950 edition.

the high school student to make a choice in colleges, but the students rated the same provisions low. Provisions in relation to admissions were agreed to be satisfactory by the faculty members and the students, because of the clearly stated educational functions of the college. Both groups agreed that the requirements for admission, continuation in and graduation from the college were presented clearly in the catalog.

At the time of orientation a series of experiences are planned to induct freshmen into college life. Those experiences rated high by both students and college representatives were: the program of social events such as receptions for freshmen, vesper services, church receptions and parties. The students' answers showed a lack of help by the social committees and appointed counselors at the time of registration. They indicated that the instruction and information of ways to use the library was the highest service. Both groups agreed that adequate personal attention was given during registration and orientation.

The students were in favor of individual guidance except when making a vocational choice, whereas those persons concerned with the guidance program indicated their willingness to counsel and give guidance individually or in groups as far as their facilities would permit them. In gathering data from that portion of the questionnaire and the criteria regarding the services which contribute to personal and

social well-being, health was the first point questioned. The staff indicated a high rating for the health council, which is composed of representatives of several health agencies. Ranked high by the staff and the students were the physical examinations at the time of entrance, small-pox vaccinations, tubercular screening and x-ray. Medical treatment and hospitalization had high provisions according to the staff; however, the students rated these services low, probably because of the fact that so few in proportion to the number questioned had had any occasion to need medical attention or hospitalization.

The aids to dietary habits of students, the standards of the college food service and the requirement of health certificates for all food handlers had high provisions with both staff members and students. The instruction in diet and provision of consultants for individual needs were marked low by both groups.

High indications were made by both groups for sanitation, cleanliness, and orderliness of living quarters. The students gave a high rating to the need for financial aid to those holding scholarships and the staff's results showed that the aid was high. Both showed low provisions for student loans. The provision of parlors and lounges of residence halls, recreational rooms, dining rooms, library, and the Union-Building received a high scoring from the faculty members questioned and were ranked as to choice by the

students. The first choice of the men was the Union-Building, and the women checked campus cafes or drug stores as their first choice in use of leisure time; second choice of the men was the campus cafes or drug stores, while the women indicated the use of the Union-Building; third choice showed a selection of recreational rooms by the men and the library by the women; the fourth ranked order as to use was the reverse of their third choice; the fifth choice for the men was the dining-rooms, whereas the women chose the residence hall lounges. All of the women considered the student council, composed of students from the four academic classes, a beneficial organization. The men indicated that the student council met the needs so far as student government is concerned to a slightly lesser degree.

The student questionnaire revealed that only three-fourths of the college freshmen covered by this study were members of any religious organization on or off the campus, yet the majority of both men and women felt they spent their leisure time in a well-disciplined manner. Most of their leisure time was spent in the Union-Building, campus cafes or drug stores, libraries, recreational rooms, and lounges. Men chose the following facilities: Union-Building, campus cafes or drug stores, recreational rooms, library, and dining-rooms in that order. The women indicated their choice in the following sequence: campus cafes or drug stores, Union-Building, library, recreational rooms, and lounges.

Most of the students answered in the affirmative when asked if they would take advantage of the student-employment service at the college if the need arose. The staff indicated that employment services were medium low.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Guidance is defined as that part of the college program which is mostly concerned with assisting the individual in becoming more effectively orientated to the present situation. The basic factors of guidance are to assist the student in planning his future carefully in terms of his needs, interests, opportunities, abilities and social responsibilities.

The purpose of this study was to investigate and evaluate the present guidance program for freshmen at North Texas State College with the aid of questionnaires, to find the means of aiding freshmen in solving their problems, to discover to what extent the freshmen were being assisted by the college guidance department, to interpret results of the questionnaires, form conclusions and make recommendations.

The data used in this investigation and evaluation were gathered through research and from the comparison of the findings gained from the use of evaluative criteria and a questionnaire. The evaluative criteria, which was sent to faculty members concerned with guidance, was based on the

standards of the 1950 edition of Evaluative Criteria.¹ The criteria considered the services which help the students in making progress toward the educational goal of his choice, the services which contribute to his personal and social well-being and development, and the administrative organization of student personnel services.

Research in several related studies in the guidance field brought out pertinent facts about the various phases of guidance and personnel work. These studies further pointed out that the needs of youth are the same everywhere, regardless of environment, and that provision must be made for more constructive types of entertainment if youth is to be protected against participation in unwholesome activities; whereas the third phase treated the wise choice of vocations by youth.

Since the guidance program was to be evaluated, evaluative criteria were sent to those related to the guidance field. The evaluative criteria were based on the Evaluative Criteria² which were chosen because of their up-to-date findings. The criteria considered the orientation of students to help them progress toward their educational goals, the development of the student's personal and social life, and the administration and organization of personnel services.

¹Evaluative Criteria, 1950 edition, pp. 1-23.

²Ibid.

Using these criteria as a standard, a questionnaire was constructed. Findings of the two instruments were compared in terms of the evaluation of the college guidance program by certain college staff members as balanced against the student-expressed needs shown by the questionnaire answered by college freshmen.

The plan of this study was to secure results from the evaluative criteria sent to faculty members who were related in any way to guidance, and to the questionnaire administered to 250 freshmen students enrolled in Education 162 at North Texas State College, to interpret findings, compare the results, summarize, form conclusions, and make recommendations.

Conclusions

From the data obtained through this investigation, conclusions were made in the three areas studied. In the services which promote progress toward an educational goal there is a definite need for the appointment of a special agency to administer the recruitment program. The students and the faculty are satisfied with the provisions related to admission requirements and with the social events at the time of orientation. However, the students want more help by social committees at registration time. Adequate service in the information and use of the library is given at the time of registration and orientation.

Considering the services which contribute to the student's personal and social well-being and development the hospital provides adequate means and facilities in safeguarding the students' health. No provision is made to remedy speech, reading and hearing defects. There are not enough housing and food facilities to meet the needs of students; however, the present living conditions are sanitary and clean and the food is well balanced by dieticians. Not enough provision is made for loans to the needy student. The services necessary to promote social competence, religious life and student government are met with high provisions.

According to the information gathered on the administrative organization of students, personnel services meet the needs to an average degree.

Recommendations

With the foregoing conclusions in mind, the following recommendations are made concerning the needs of the guidance program. After considering the services that contribute to the student's progress toward the educational goal of his choice, it is recommended that every freshman have named for him a faculty member to serve as a counselor who is familiar with educational and scholarship requirements and who can assist him in his personal and educational adjustment. In a consideration of the determination of the faculty member's total working load, cognizance should be taken of his counseling, teaching and other duties. Further

recommendations lie in the field of recruitment services. An agency should be designated by the college for the purpose of administering a well-defined, clearly understood, stable policy of recruitment.

In the service area contributing to the student's personal and social well-being and development, the following recommendations are made:

1. A more adequate provision should be made for special services in psycho-educational measurements, remedial speech, remedial reading, hearing therapy, and such other services designated to promote the personal and professional development of students.

2. More provision should be made for granting and coordinating financial aid to students.

3. Definite provision should be made to insure for all college freshmen more adequate living conditions.

The following recommendations are made in regard to the administrative organization of student personnel services:

1. Provision should be made of more adequate and conveniently arranged offices and office equipment, giving special attention to the need of adequate space for all student personnel-record files in the central office.

2. The effective functioning of the student personnel services requires better facilities for the keeping of complete, concise and understandable student records. A college program is needed to help the faculty understand and use these records.

3. The responsibility for the organization and administration of personnel services should be clearly designated. The administrative head should be responsible directly to the president and be parallel in status to that of the academic dean and of the administrative head of the business office.

In the near future there should be another evaluation of the guidance program which should be used as a follow-up to this evaluation in order that the guidance program may keep up with the needs of new situations.

APPENDIX

AN EVALUATION OF THE FRESHMEN GUIDANCE PROGRAM
AT NORTH TEXAS STATE COLLEGE

This questionnaire will be used to determine your opinion concerning the counseling and personnel work provided for the Freshmen at North Texas State College. The findings will be used to evaluate the Freshmen Guidance Program at North Texas State College.

Questions will pertain to:

- A. Services Which Promote Progress Toward an Educational Goal
 - 1. Recruitment
 - 2. Admission
 - 3. Registration (Personalized)
 - 4. Orientation
 - 5. Guidance and Counseling
- B. Services Which Contribute to Personal and Social Well-Being
 - 1. Health
 - 2. Housing and Food Facilities
 - 3. Financial Aid
 - 4. Social Competency
 - 5. Religious Life
 - 6. Student Government
 - 7. Special Services
 - 8. Citizenship and Discipline

Please read carefully before answering each question. Underline your responses or place the letter in the blank.

A. Services Which Promote Progress Toward an Educational Goal

1. Recruitment

- Yes No a. In selecting North Texas as the College you wished to attend most were posters an aid to you in making your choice?
- Yes No b. In selecting North Texas as the College you wished to attend most were leaflets, bulletins, and catalogs aids to you in making your choice?
- Yes No c. In selecting North Texas as the College you wished to attend most were planned conferences while in high school with representatives of the guidance department an aid to you in making your choice?

- Yes No d. In selecting North Texas as the College you wished to attend most were performances of college students an aid to you in making your choice?
- Yes No e. In selecting North Texas as the College you wished to attend most were college faculty and student speakers an aid to you in making your choice?
- Yes No f. In selecting North Texas as the College you wished to attend most were campus visiting days an aid to you in making your choice?
- Yes No g. In selecting North Texas as the College you wished to attend most were your parents an aid to you in making your choice?
- Yes No h. In selecting North Texas as the College you wished to attend most were your friends influential in aiding you make your choice?

2. Admission

- Yes No a. Do you think you were justified in applying for admission to this college?
- Yes No b. Do you think that the requirements for admission, continuation in and graduation from North Texas State College, were clearly defined in the college's catalog?

3. Registration (Personalized)

- Yes No a. Are you attending North Texas on a scholarship?
- Yes No b. Were you given ample assistance during registration by faculty members?
- Yes No c. Were you given ample assistance during registration by any upperclassmen?
- Yes No d. Were you given ample assistance during registration by any social committees?
- Yes No e. Were you given ample assistance during registration by an appointed counselor?

4. Orientation

- Yes No a. Were you given ample assistance during orientation period by any faculty member?

- Yes No b. Were you given ample assistance during orientation by any upperclassmen?
- Yes No c. Were you given ample assistance during orientation period by an appointed counselor?
- Yes No d. Were you given ample assistance during orientation period by any social committee?
- Yes No e. Were you given instruction and information on the purposes of higher education?
- Yes No f. Were you given instruction and information on how to study?
- Yes No g. Were you given instruction and information on how to use the library?
- Yes No h. Were you given instruction and information on recreational and extra-curricular activities?
- Yes No i. Were you given instruction and information on health from a dietary point of view?
- Yes No j. Were you given instruction and information on health from a medical point of view?
- Yes No k. Were you given instruction and information on social courtesies and competences?

5. Guidance and Counseling

- Yes No a. Do you prefer individual guidance in relation to matters concerning your vocational choice?
- Yes No b. Do you prefer group guidance in relation to matters concerning your vocational choice?
- Yes No c. Do you prefer individual guidance over group guidance in relation to your personal problems and your need for counseling?
- Yes No d. Have you been counseled through the guidance department?
- Yes No e. Were you pleased by the interpretation of the counselor on the results of your personal file?
- Yes No f. Do you think that the counselor aided you in understanding your problems and needs better?

Yes No g. Were you counseled by any member of the faculty previous to registration?

B. Services Which Contribute to Personal and Social Well-Being

1. Health

Yes No a. Have you had any occasion to use the hospital facilities at the college?

Yes No b. Would you consider the hospital's facilities as being good in accordance with other hospitals?

2. Housing and Food Facilities

Yes No a. Do you eat in a college operated cafeteria?

Yes No b. Do you eat at a boarding house?

Yes No c. Do you eat at cafes?

Yes No d. Do you eat at home?

Yes No e. Is your diet balanced and ample enough to maintain good health from a dietary point of view?

Yes No f. Is your health normal?

Yes No g. Do you live in a dormitory?

Yes No h. Do you live in a Residence Hall (College owned)?

Yes No i. Do you live in a sorority or fraternity house?

Yes No j. Do you live in an approved private room?

Yes No k. Do you live in a Federal Housing unit (G.I. home or the Vet-village)?

Yes No l. Do your living quarters afford plenty of air space per person?

Yes No m. Are your living quarters orderly?

Yes No n. Are your living quarters free from fire hazards?

Yes No o. Are your living quarters free from electrical hazards?

Yes No p. Are your living quarters sanitary?

Yes No q. Are your living quarters lighted enough for good study?

3. Financial Aid

Yes No a. Do you think that provision should be made by the college for financial aid pertaining to scholarships?

Yes No b. Do you think that the college should provide employment to give financial aid to students?

Yes No c. Do you think that the college should offer loans to those students that have a marked need for financial assistance?

4. Social Competency

Yes No a. Are you a member of a sorority or a fraternity?

Yes No b. Would you like to become a member of a sorority or a fraternity?

Yes No c. Are you a member of any other social student organization?

Yes No d. Would you like to become a member of any other social student organization?

Yes No e. Are you a member of any honor societies?

Yes No f. Would you like to become a member of any honor societies?

5. Religious Life

Yes No a. Are you a member of any religious organization on or off the campus?

6. Student Government

Yes No a. Do you consider the student council, composed of students from the four academic classes, a beneficial student organization?

7. Special Services

Yes No a. Would you take advantage of the student-employment service if the need arose?

8. Citizenship and Discipline

Please Rank the Following According to Use

a. During your leisure time which of the following facilities do you use the most?

_____ First choice	1. Dorm parlor's
_____ Second choice	2. Lounges
_____ Third choice	3. Recreational rooms
_____ Fourth choice	4. Dining-rooms
_____ Fifth choice	5. Library
	6. Union-Building
	7. Campus-cafes or drug stores

b. During your leisure time which of the following facilities do you use the least?

_____ First choice	1. Dorm parlor's
_____ Second choice	2. Lounges
_____ Third choice	3. Recreational
_____ Fourth choice	4. Dining-rooms
_____ Fifth choice	5. Library
	6. Union-Building
	7. Campus-cafes or drug stores

Yes No c. Do you think you spend your leisure time in a well disciplined manner?

Yes No Did you enjoy answering this questionnaire?

Remark pertaining to questionnaire?

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