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DEVELOPING A PROGRAM OF STUDENT PERSONNEL SERVICES FOR AREA VOCATIONAL-TECHNICAL SCHOOLS. PHASE I REPORT.

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THE STUDENT PERSONNEL SERVICES NEEDED AND THE EXTENT TO WHICH STUDENT PERSONNEL SERVICES WERE BEING PERFORMED IN GEORGIA'S AREA VOCATIONAL-TECHNICAL SCHOOLS WERE DETERMINED. DATA WERE GATHERED BY THE USE OF (1) CRITERION CHECKSHEETS CONTAINING 167 ITEMS ON WHICH ADMINISTRATIVE PERSONNEL INDICATED THE EXTENT TO WHICH A SERVICE WAS NEEDED AND WAS CURRENTLY BEING PERFORMED, AND (2) A SCHEDULE OF STUDENT PERSONNEL SERVICES CONTAINING 69 ITEMS ON WHICH STUDENTS AND FACULTY MEMBERS INDICATED THE EXTENT TO WHICH A SERVICE WAS NEEDED AND WAS CURRENTLY BEING PERFORMED. DATA WERE PROVIDED BY A TOTAL OF 37 ADMINISTRATIVE PERSONNEL, 190 FACULTY MEMBERS, AND 290 FULL-TIME DAY AND 137 PART-TIME NIGHT STUDENTS, REPRESENTING A 10 PERCENT RANDOM SAMPLE, FROM 15 PARTICIPATING SCHOOLS. FOR ALL RESPONDENT GROUPS, THE CONCEPT OF WHAT WAS NEEDED SEEMED TO BE WELL DEFINED. THE DATA INDICATED THAT THE CURRENT PERFORMANCE OF STUDENT PERSONNEL SERVICES IN AREA SCHOOLS WAS INADEQUATE AND WAS NOT MEETING THE NEEDS OF THE STUDENTS. FROM THE REACTIONS OF ALL RESPONDENT GROUPS, IT WAS CONCLUDED THAT AREA SCHOOLS SHOULD PROVIDE EFFICIENT RECRUITMENT AND ADMISSIONS PROGRAMS, A COMPREHENSIVE PERSONNEL RECORD SYSTEM, AN ORGANIZED ORIENTATION PROGRAM, AN INFORMATION SERVICE, PROFESSIONAL COUNSELORS, A JOB PLACEMENT PROGRAM, AND A SYSTEMATIC AND PERIODIC FOLLOWUP STUDY OF GRADUATES, DROPOUTS, AND EMPLOYERS FOR EVALUATING TRAINING PROGRAMS. A BIBLIOGRAPHY, THE INSTRUMENTS, AND DATA FOR EACH INSTRUMENT ITEM ARE INCLUDED. (PS)

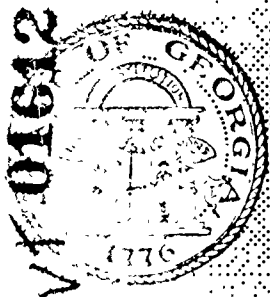
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PHASE 1 REPORT  
RESEARCH PROJECT 236

**developing a program  
of  
student personnel services  
for  
area vocational-technical  
schools**

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## Chapter I

### INTRODUCTION

#### The Problem

##### Need for the Study

As a result of the rapid economic and social changes occurring in Georgia, the State Board of Vocational Education is establishing a series of area vocational-technical schools which will provide individuals an opportunity to develop skills needed to become productive members of a growing industrial society. Since the Vocational Division of the State Department of Education is making funds available for the employment of counselors in each vocational-technical school, it is a matter of necessity to determine, as scientifically as possible, the student personnel services needed in Georgia's area vocational-technical schools.

The National Manpower Council (David, 1960) charged that one of the most pressing problems facing vocational-technical education is that of helping a broad range of students select a course of study from which they can benefit the most. This problem implies the need for assisting students entering vocational-technical schools to understand their assets and the ways that they can best be used in our highly complex industrial society.

Observable within the state are certain demographic, economic, educational, and social trends which emphasize the need for adequate student personnel services in area vocational-technical schools. For example, Belcher (1962) pointed out that the state is rapidly changing from an agricultural to an industrial society. Dunn (1962) stated that unless the South trains more technical and skilled labor it will continue to attract industries which feed off non-skilled labor, thereby holding down the state's economy. Fulmer and Green (1962) contended that the rapid growth of automation, the decline of the need for unskilled labor, and the increased emphasis upon quality education in the state accentuate the need for improved recruitment, selection, and job placement programs in Georgia's area vocational-technical schools.

A review of the literature revealed that no study of this nature has been conducted in vocational-technical schools. However, such writers as Arbuckle (1953), Erickson and Hatch (1959), Rosecrance and Hayden (1960), Froehlich (1958), Patterson (1962), and Farwell and Peters (1959) have contended that the initial act in the development of an effective program of student personnel services should be to survey student and institutional needs for such services. This procedure insures that student personnel services actually grow out of the needs of the students, faculty members, and administrators. It is based

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## PREFACE

In the late 50's and early 60's, the Georgia State Board of Education initiated a plan to develop a statewide system of area vocational-technical schools on the post-secondary level. By the fall of 1964, fifteen of these schools had been completed, with ten more either on the drawing board or in some stage of construction.

Several factors gave rise to the need for these schools, including economic changes which had taken place in Georgia and throughout the South which created new occupations requiring higher levels of training; the fact that adequate vocational training had not and would not be offered in Georgia's 500 high schools because of the size and cost; the educational characteristics of many of Georgia's citizens which indicated that they did not have the skills needed to enter into the mass of today's vocations without further training; and the continued mobility of population from rural to urban areas which brought many to the city without salable skills. These and many other trends reflected the need for a statewide system of area vocational-technical schools.

Planning and developing an educational program does not necessarily mean that those individuals who could most benefit are free to choose it. Those area schools which had been completed by the fall of 1964 were operating far below capacity enrollment. The schools were plagued with many problems which resulted in this condition, such as poor relationships with surrounding school officials, a public that visualized the school as being primarily intended for delinquents and slow learners, and a high rate of school dropouts.

As the pressure of these problems mounted, it became apparent that answers were needed for certain questions if the eventual \$50,000,000 investment in the schools was to contribute adequately to the human and economic development of the state. It was felt that the development of a program of student personnel services in the area vocational-technical schools and the hiring of the competent individuals as personnel workers could result in a closer and more positive relationship with surrounding schools. Assisting potential students in examining the opportunities available in the vocational-technical schools and aiding students in choosing occupational curricula most suited to their abilities, desires, and interests was also seen as a positive requirement. Further efforts in assisting enrolled students to progress within the school setting and in planning and implementing their post-school plans of employment were also needed. Research Project 236 became the means through which a program of student personnel services would be developed.

The major objective of the project was to develop a systematic and organized program of student personnel services in area vocational-technical schools, based on the actual needs of these institutions rather than an attempt to copy programs which had been successful in other institutions. Involving local administrators, teachers, personnel workers and counselors in determining student personnel services needed and in developing programs to meet these needs became the major strategy for accomplishing the above objective. The initial involvement of these persons in the project is the subject of this report.

This report is part of Research Project 236, which is supported by the United States Office of Education under provisions of Section 4(c) of the Vocational Education Act of 1963, and by the Georgia State Department of Education.

The writer takes this opportunity to express sincere appreciation to those who have assisted with this study. Special appreciation is extended to the following members of the faculty of the College of Education, University of Georgia: Dr. Merritt C. Oelke, Dr. Ira E. Aaron, Dr. Joseph C. Bledsoe, Dr. Raymond Payne, Dr. William T. James, Dr. George L. O'Kelley, Dr. Emeliza Swain, and Dr. Illa Rooks, and especially to the writer's wife for her assistance. Sincere thanks to Mrs. Carolyn Allen and Mrs. Connie Judkins for manuscript preparation, and to the Augusta Area Vocational-Technical School for the printing of the report.

Gene Bottoms  
January 1966

## Chapter I

### INTRODUCTION

#### The Problem

##### Need for the Study

As a result of the rapid economic and social changes occurring in Georgia, the State Board of Vocational Education is establishing a series of area vocational-technical schools which will provide individuals an opportunity to develop skills needed to become productive members of a growing industrial society. Since the Vocational Division of the State Department of Education is making funds available for the employment of counselors in each vocational-technical school, it is a matter of necessity to determine, as scientifically as possible, the student personnel services needed in Georgia's area vocational-technical schools.

The National Manpower Council (David, 1960) charged that one of the most pressing problems facing vocational-technical education is that of helping a broad range of students select a course of study from which they can benefit the most. This problem implies the need for assisting students entering vocational-technical schools to understand their assets and the ways that they can best be used in our highly complex industrial society.

Observable within the state are certain demographic, economic, educational, and social trends which emphasize the need for adequate student personnel services in area vocational-technical schools. For example, Belcher (1962) pointed out that the state is rapidly changing from an agricultural to an industrial society. Dunn (1962) stated that unless the South trains more technical and skilled labor it will continue to attract industries which feed off non-skilled labor, thereby holding down the state's economy. Fulmer and Green (1962) contended that the rapid growth of automation, the decline of the need for unskilled labor, and the increased emphasis upon quality education in the state accentuate the need for improved recruitment, selection, and job placement programs in Georgia's area vocational-technical schools.

A review of the literature revealed that no study of this nature has been conducted in vocational-technical schools. However, such writers as Arbuckle (1953), Erickson and Hatch (1959), Rosecrance and Hayden (1960), Froehlich (1958), Patterson (1962), and Farwell and Peters (1959) have contended that the initial act in the development of an effective program of student personnel services should be to survey student and institutional needs for such services. This procedure insures that student personnel services actually grow out of the needs of the students, faculty members, and administrators. It is based

upon the assumption that student personnel activities are established to fulfill a particular need or needs rather than being carbon copies of services that have proved successful in other institutions.

### Statement of the Problem

The problem of this study was to determine the student personnel services needed and the extent to which student personnel services were being performed in Georgia's area vocational-technical schools.

The data were gathered by use of the Criterion Checksheet and the Schedule of Student Personnel Services. The Criterion Checksheet was divided into two sections designated as Copy 1 and Copy 2. Copy 1 of the Criterion Checksheet was an instrument designed for administrative personnel of area vocational-technical schools to indicate the extent to which a service was needed. Copy 2 of the Criterion Checksheet was an instrument designed for administrative personnel of area vocational-technical schools to indicate the extent to which a service was currently being performed. The Schedule of Student Personnel Services was divided into two sections designated as Copy 1 and Copy 2. Copy 1 of the Schedule was an instrument designed for students and faculty members of area vocational-technical schools to indicate the extent to which a service was needed. Copy 2 of the Schedule was an instrument designed for students and faculty members of area vocational-technical schools to indicate the extent to which a service was currently being performed.

### Objectives of the Study

The major objectives of the study were as follows:

1. To survey the student personnel services needed in area vocational-technical schools as perceived by administrators, faculty members, and students.
2. To determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by administrators, faculty members, and students.
3. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as



perceived by faculty members and students in area vocational-technical schools.

4. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by full-time day preparatory students and part-time night preparatory students.
5. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by full-time day preparatory students when grouped according to the following variables: age, sex, size of day school enrollment, and number of counselors.
6. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by part-time night preparatory students when grouped according to the following variables: age, sex, size of night school enrollment, and number of counselors.
7. To determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived by faculty members when grouped according to the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors.

#### Hypotheses

The following hypotheses were tested:

1. Faculty members and students do not differ significantly in their perceptions of student personnel services needed and extent to which student personnel services are being performed in area vocational-technical schools.
2. Full-time day preparatory students and part-time night preparatory students do not differ significantly in their perceptions of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools.
3. Full-time day preparatory students do not differ significantly in their perceptions of student personnel services needed

and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, size of day school enrollment, and number of counselors employed in the school.

4. Part-time night preparatory students do not differ significantly in their perceptions of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, size of night school enrollment, and number of counselors employed in the school.
5. Faculty members do not differ significantly in their perceptions of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools when grouped by: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors employed in the school.

#### Basic Assumptions

The following basic assumptions were made concerning the present investigation:

1. School administrators, faculty members, and students in the area vocational-technical schools are in the best position to recognize student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools.
2. A Criterion Checksheet and a Schedule of Student Personnel Services used in this study are valid methods of studying the student personnel services needed and the extent to which student personnel services are being performed as perceived by administrators, faculty members, and students in area vocational-technical schools.

#### Definition of Terms

Definitions of terms particularly relevant to this study were as follows:

1. Student personnel services.—That group of services (recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up) designed to aid the student in his educational experience and his future occupational plans by providing the student with assistance at

choice points: before he enters the vocational-technical school, while he is attending, and after he leaves the school.

2. Recruitment service.—The process of interpreting the vocational-technical school to the student, his family, and his high school counselor in terms of its services and opportunities for success.
3. Admission service.—The process of aiding the individual student in selecting and enrolling in a vocational-technical school course that is most realistic for him in terms of his abilities, aptitudes, and interests.
4. Personnel record service.—The process of keeping and utilizing personnel records in the improved understanding of and service to the individual student not only as he has contact with the classroom, but also as he participates in all phases of his school life.
5. Orientation service.—A program of activities designed to facilitate the student's entrance into and adaptation to his new life and environment as a member of the vocational-technical school.
6. Information service.—The process of providing the student with facts about his environment--about educational and occupational opportunities and requirements.
7. Counseling service.—The process of assisting the student in thinking through his educational, vocational, and personal adjustment decisions through the services of a professional counselor.
8. Placement service.—The process of assisting the student in finding appropriate employment after leaving school.
9. Follow-up service.—The process of determine how the student's plans worked out and how effectively the educational program served him.
10. Georgia's area vocational-technical schools.—Those publicly operated schools which offer vocational-technical training to students who have completed or left high school and are available for full- or part-time study. These schools serve local school districts.
11. Administrative personnel of area vocational-technical schools.—The directors, assistant directors, and counselors of the 15 participating area vocational-technical schools. However, at the time of this study many area schools did not have an assistant director or a counselor.

12. Faculty members.—All those employed as instructors in the fifteen participating schools.
13. Students.—Those full-time day preparatory and part-time night preparatory students enrolled in Georgia's area vocational-technical schools during the months of October and November, 1964.
14. Perceived.—The opinion of the area vocational-technical school administrative personnel, students, and faculty members concerning the need for student personnel services and the extent to which student personnel services were performed in Georgia's area vocational-technical schools.
15. Criterion Checksheet.—The instrument developed by the investigator and designed for use by administrative personnel in area vocational-technical schools in the study of student personnel services needed and the extent to which student personnel services are being performed in area vocational-technical schools. A group of 167 services was included in each of the two copies of the instrument. Copy 1 is related to the services needed while Copy 2 is related to the services performed in area vocational-technical schools. The Criterion Checksheet is organized into two major divisions: (1) provisions and facilities, and (2) student personnel services. The student personnel service division is further broken down into the following major categories: recruitment, admission, personnel records, orientation, information, counseling, placement, and follow-up.
16. Schedule of Student Personnel Services.—The instrument developed by the investigator by selecting sixty-nine items from the Criterion Checksheet used by students and faculty members in area vocational-technical schools in the study of student personnel services needed and the extent to which student personnel services are being performed. Copy 1 is related to the services needed while Copy 2 is related to the services performed in area vocational-technical schools.
17. Certification level.—Three different levels of certification are provided for instructors in area vocational-technical schools: (a) One year permit--Instructors with less than thirty quarter hours of college credit in trade and industrial education; (b) Five year permit--Instructors with at least thirty quarter hours of college credit in trade and industrial education; (c) Professional certification--Instructors with at least a Bachelor of Science degree in their particular field.



## Chapter II

### PROCEDURE FOR CONDUCTING THE STUDY

Four areas were selected for describing the procedure used in conducting the study: (a) developing the instruments, (b) selecting the respondents, (c) collecting the data, and (d) treating the data statistically.

#### Developing the Instruments

##### Content and Use of the Criterion Checksheet

A first consideration was to search for an instrument which might be utilized in the present investigation. A survey of the literature concerning student personnel services did not reveal an instrument suitable for area vocational-technical schools. Most instruments were not comprehensive enough to study adequately the student personnel services needed and being performed in area vocational-technical schools. The decision was made to construct an instrument that seemed to cover the major services needed in the area vocational-technical schools, and to develop items that would set forth a criterion or level at which the service was to be performed, thus enabling the respondents to indicate the level at which each service was needed and the level at which each service was being performed in the area vocational-technical schools. This instrument was developed by studying the background against which the area vocational-technical schools were operating and by studying the instruments that had been used to study student personnel services in other institutions such as secondary schools, junior and senior colleges.

The Criterion Checksheet was organized into two major divisions: provision and facilities, and student personnel services. The student personnel division was organized into eight areas: recruitment, admission, personnel records, orientation, information, counseling, job placement, and follow-up. The provision and facilities division contained 20 items and the eight areas of student personnel services contained a total of 147 items. The items were stated in specific terms and with specific criteria, thus allowing the respondents to designate the level at which a service is needed and is performed.

The Criterion Checksheet was divided into two sections designated as Copy 1 and Copy 2, both containing the same items. The respondents, administrative personnel of area vocational-technical schools, were asked to respond to Copy 1 of the Criterion Checksheet according to the directions that appeared on the cover of the Checksheet (Appendix A).

The respondents were asked to respond to Copy 2 of the Criterion

Checksheet according to the directions that appeared on the cover of the Checksheet (Appendix A).

### Content and Use of the Schedule

Because it did not seem feasible to ask faculty members and students to respond to many of the items on the Criterion Checksheet, a Schedule of Student Personnel Services was constructed by selecting specific items from the Criterion Checksheet. The 69 functions contained in the Schedule of Student Personnel Services were parallel to 69 of the items in the Criterion Checksheet.

The Schedule of Student Personnel Services was divided into two sections designated as Copy 1 and Copy 2, both containing the same items. The respondents, students and faculty members of area vocational-technical schools, were asked to respond to Copy 1 of the Schedule of Student Personnel Services according to the directions that appeared on the cover of the Schedule of Student Personnel Services (Appendix B).

The respondents, students and faculty members of area vocational-technical schools, were asked to respond to Copy 2 of the Schedule of Student Personnel Services according to the directions that appeared on the cover of the Schedule of Student Personnel Services (Appendix B).

### Validity of the Criterion Checksheet

Bledsoe, 1963; Ferber, 1962; Good, 1963; and Hillway, 1956, support this procedure for validating the Criterion Checksheet. The validity of the Criterion Checksheet was determined by: (a) careful construction of the instrument, and (b) evaluation by a panel of judges composed of counselor and vocational educators from the College of Education, University of Georgia; Georgia Southern College; and the Georgia State Department of Education.

The construction of the instrument followed a review of the background against which area vocational-technical schools were operating, review of related studies, and an examination of instruments used in other studies at the college and secondary level. On the basis of this review a list of statements necessary for student personnel services was developed. In order for a statement to set forth a criterion or level at which a function should be performed, each statement was reworked to set forth a criterion. The statements were broken down into two major categories, provisions and facilities, and student personnel services. Student personnel services were arranged into eight sub-categories (recruitment, admission, orientation, personnel records, information, counseling, placement, and follow-up) in what seemed to be a logical order. Also items under each sub-category were arranged in logical order.

The next step in the validity study was to develop a preliminary draft of the Criterion Checksheet and submit this draft to a panel of 15 counselor educators and 10 vocational educators from the College of Education, University of Georgia; Georgia Southern College; and the Georgia State Department of Education to determine their judgments. The panel of counselor and vocational educators were asked by mail or in person to evaluate the validity of the Criterion Checksheet by use of a second instrument--Evaluation of Criterion Checksheet (Appendix C). The evaluation instrument contained specific instructions to be followed by the judges. Space was provided for comment on each sub-category of services that made up the instrument. The purposes of the evaluation were stated:

1. To determine if the items of the Criterion Checksheet were clearly stated.
2. To determine if each item was suitable to describe a given function.
3. To determine if each item was a suitable service for vocational-technical schools.
4. To determine if the items in each group adequately described the stated services.

The educators judged the Criterion Checksheet to be adequate in covering the services given. Several suggestions were made in regard to wording, arrangement, addition, and elimination of items. These suggestions were tallied, compared, and used as guides in developing the final form of the instrument. The most significant change was to divide the instrument into two sections designated as Copy 1 and Copy 2.

#### Validity of the Schedule of Student Personnel Services

Since the Criterion Checksheet was considered to be valid, 69 items were taken from the Criterion Checksheet and used to develop a Schedule of Student Personnel Services to be given to students and faculty members in area vocational-technical schools. The Schedule of Student Personnel Services was developed because it did not seem feasible to ask students and faculty members all the items on the Criterion Checksheet. The 69 items selected from the Criterion Checksheet were those which it was felt students and faculty members could judge.

The preliminary draft of the Schedule of Student Personnel Services was administered to a sampling of 40 students at North Georgia Vocational-Technical School for the purpose of determining whether the students could read and understand the items. These students were given the following instructions:

1. Read the instructions carefully and complete the instrument to indicate the extent to which each service is needed and the extent to which each service is currently being performed.
2. As you read the instructions and each item, underscore any word that you do not understand.
3. In the space provided for comments, indicate the numbers of any items which are not clear to you.
4. Make any further suggestions that might improve the instrument.

As a result of administering the instrument to students, numerous changes were made in the wording of items, directions, and scoring procedures of the instrument. The most significant change was to divide the Schedule of Student Personnel Services into two instruments, Copy 1 and Copy 2. The 69 items on the Schedule of Student Personnel Services were parallel in form and structure to 69 items on the Criterion Checksheet so that a comparison between the two instruments could be made on these items.

#### Reliability of the Schedule of Student Personnel Services

Three concepts of reliability or types of coefficients were described by Cronbach (1960): (a) the coefficient of stability, (b) the coefficient of equivalence, and (c) the coefficient of equivalence and stability.

Garrett (1960) described four common procedures for computing the reliability coefficient: (a) test re-test, (b) alternate or parallel forms, (c) split-half technique, and (d) rational equivalence.

Garrett (1960) supported the use of the test re-test method:

Given sufficient time interval between the first and second administration of a test to offset--in part at least--memory practice and other carry over effects, the re-test coefficient becomes a close estimate of the stability of the test scores. In fact when the test is given and repeated, the reliability coefficient is primarily a stability coefficient (Garrett, 1960, p. 338).

The test re-test procedure was selected as the method to be used to determine the stability of the separate responses of students and faculty members to the items in the Schedule of Student Personnel Services.

Since the relationship among the measurements obtained was non-linear, the rank difference method was selected for computing the test re-test correlation. Careful consideration was given to the number and the



nature of the response alternatives described in Copy 1 and Copy 2 of the Schedule of Student Personnel Services:

Copy 1

1. Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.
2. Good provision is made for performing this service in an organized and systematic pattern.
3. Irregular provision is made for performing this service.
4. Little or no provision is made for performing this service in the area vocational-technical school.
5. I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Copy 2

1. Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.
2. Good provision is made for performing this service in an organized and systematic pattern.
3. Irregular provision is made for performing this service.
4. Little or no provision is made for performing this service in the area vocational-technical school.
5. I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Garrett (1960) supported the use of the rank-difference method of computing correlations as follows:

The correlation coefficient is valuable to psychology and education as a measure of the relationship between test scores and other measures of performance. But many situations arise in which the investigator does not have scores and must work with data in which differences in a given attribute can be expressed only by ranks. . . There are problems in which the relationship among the measurement made is non-linear, and cannot be described by the product-moment  $r$ . . .

Differences among individuals in many traits can often be expressed by ranking the subjects in 1-2-3 order when such

differences cannot be measured directly (Garrett, 1960, p. 371).

The procedure used to determine the correlation between test and re-test was as follows: (a) the responses of each individual to each of the 69 items were treated as scores; (b) these individual scores were grouped obtaining a total group score for each item; (c) test re-test scores on each of the 69 items were determined by ranking the group scores obtained on the two administration dates. Correlations were computed by using the Spearman formula for rank order correlations (Garrett, 1960, p. 372):

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

The Schedule of Student Personnel Services, Copy 1 and Copy 2, was first administered to a class of area school faculty members during summer school at the University of Georgia. The second administration of the instrument was two weeks later. The test re-test study included 31 faculty members.

The coefficient obtained for Copy 1 (extent to which the services are needed) was .80, while the correlation for Copy 2 (extent to which the services are currently being performed) was .88. Both of these were significant at the .01 level.

The Schedule of Student Personnel Services, Copy 1 and Copy 2, was first administered to a group of area school students and then readministered approximately five weeks later. The test re-test study included 28 students.

The coefficient obtained for Copy 1 (extent to which services are needed) was .91, while the correlation for Copy 2 (extent to which services are currently being performed) was .92. Both of these were significant at the .01 level.

### Selecting the Respondents

#### Schools

A decision was made to include in the study all the area vocational-technical schools that had been in operation at least one year prior to this study, and the two state technical-vocational schools. This represented a total of 15 schools participating in the study.

#### Administrative Personnel

A decision was made to include in the study all administrative personnel employed in the 15 participating schools. The administrative personnel

in each school would include the director, assistant director, and guidance personnel. However, several of the participating schools did not have personnel in all the above positions. A total of 37 administrative personnel participated in the study.

### Faculty Members

All individuals employed as faculty members in the 15 participating schools were included in the study. A total of 190 faculty members participated in the study.

### Students

A decision was made to include a 10 per cent random sampling of area vocational-technical school full-time day preparatory students in the study. Also, a decision was made to include a 10 per cent random sampling of part-time night preparatory students in those 10 area vocational-technical schools which operated a night program. A total of 290 full-time day preparatory students and a total of 137 part-time night preparatory students participated in the study.

The next consideration for selecting the student respondents was a two-stage sampling procedure: (a) students were first stratified in each school by courses, and (b) a 10 per cent sampling of students from each course in the 15 participating schools was taken by choosing the first name and every tenth name thereafter from an alphabetical list of students enrolled in the course.

In a discussion of methods used to select a random sampling from a population, Good and Scates (1954) described systematic sampling and stratified random sampling technique:

In "systematic sampling" every nth name from a list, or area from a map, etc., may be used. . . In "stratified random sampling" the population is first subdivided into two or more strata (classes) and then from each stratum is taken a predetermined number of observations (sample) at random (Good and Scates, 1954, p. 601).

Bledsoe (1963, p. 83) stated that systematic sampling may be considered as random unless some factor in the listing enters in to create a bias.

### Collection of Data

Most of the data needed for the study were collected by administering personally two copies of the Criterion Checksheet to each administrative

staff member and two copies of the Schedule of Student Personnel Services to each participating student and faculty member.

The administrators of the 15 schools participating in the study were contacted by telephone, and dates were set up for visiting the school. A letter verifying the date, along with a possible schedule that could be followed during a two day visit, was mailed to each school.

The collection of data in each school was accomplished in the following manner: (a) Copy 1 and Copy 2 of the Criterion Checksheet was completed in each school by having all the administrative personnel decide on the rating for their school; (b) a sampling of students was made by the procedure previously described, and a time and place was designated for administering both copies of the Schedule of Student Personnel Services to students; and (c) a time and place was designated for administering both copies of the Schedule of Student Personnel Services to faculty members.

Copy 1 and Copy 2 of the Criterion Checksheet was personally administered to the administrative personnel in the 15 participating schools. The administrative personnel in each school met as a group and reached a common agreement on the extent to which each service was being performed in that area vocational-technical school.

Both copies of the Schedule of Student Personnel Services were personally administered to 190 faculty members in the 15 participating schools.

Both copies of the Schedule of Student Personnel Services were personally administered to 290 full-time day preparatory students from the 15 schools participating in the study and to 137 part-time night preparatory students from 10 of the 15 schools participating in the study who operated a night program. An effort was made to keep the administration groups small by scheduling as many separate administrations as were needed to keep the number in each group below 30.

A standardized procedure for collecting administrative personnel's, faculty members, and students responses was carefully outlined and followed consistently in each of the 15 schools as follows:

1. The purposes of the study were briefly explained.
2. The purposes and instructions printed on the cover of each instrument were explained.
3. An example was reviewed and illustrated with charts. Emphasis was placed on explaining the five response alternatives, the method of responding, and the organizational design of the instruments.
4. Respondents were encouraged to ask questions about any terms or items that needed further clarification as they completed the instrument.



Tabulation was made for each school and returned for local planning.

### Treating the Data Statistically

The data obtained from use of the instruments were compiled, tabulated, and statistically treated in accordance with the following outline.

One of the objectives of the study was to survey the student personnel services needed in area vocational-technical schools as perceived by administrative personnel, faculty members, day students, and night students. The responses 1, 2, 3, 4, and 5 on Copy 1 of the Criterion Checksheet indicated the extent of need for each of the 167 items. In pursuing this objective, all responses were recorded in tabular form by frequencies and percentages for each item.

Responses to each of the 167 items on the Criterion Checksheet were tabulated for the 37 administrative personnel as a group.

The responses 1, 2, 3, 4, and 5 on Copy 1 of the Schedule of Student Personnel Services indicated the extent of need for each of the 69 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

Responses to each of the 69 items on the Schedule of Student Personnel Services were tabulated for the 190 faculty members as a group, the 290 full-time day preparatory students as a group, and 136 part-time night preparatory students as a group.

A second objective was to determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by administrators, faculty members, day students, and night students. The responses 1, 2, 3, 4, and 5 on Copy 2 of the Criterion Checksheet indicated the extent to which each service was being performed for each of the 167 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

Responses to each of the 167 items on the Criterion Checksheet were tabulated for the 15 administrative groups in the 15 participating area vocational-technical schools.

The responses 1, 2, 3, 4, and 5 on Copy 2 of the Schedule of Student Personnel Services indicated the extent to which each service was being performed for each of the 69 items. In pursuing this objective, the writer recorded all responses in tabular form by frequencies and percentages for each item.

The responses to each of the 69 items on the Schedule of Student Personnel Services were tabulated for the 190 faculty members as a group, the 288 full-time day preparatory students as a group, and the 137 part-time night preparatory students as a group.

A third objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by faculty members and students in area vocational-technical schools.

A chi-square test was used on each of the 69 items on the Schedule of Student Personnel Services to determine whether faculty members, day students, and night students differed significantly in their perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools.

The chi-square values were used to test a null hypothesis.

A fourth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed as perceived by full-time day preparatory students and part-time night preparatory students in area vocational-technical schools.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether full-time day preparatory students and part-time night preparatory students differed significantly in their perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools.

The chi-square values were used to test a null hypothesis.

A fifth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among full-time day preparatory students when grouped on the following variables: age, sex, size of day school enrollment, and number of counselors.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of full-time day preparatory students as to student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

A sixth objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among part-time night preparatory students when grouped on the following variables: age, sex, size of night school enrollment, and number of counselors.

A chi-square test was used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of part-time night students as to students personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools, when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

A seventh objective was to determine if there were significant differences in the perceptions of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools as perceived among faculty members when grouped on the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors.

A chi-square test used on each of the 69 items on both Copy 1 and Copy 2 of the Schedule of Student Personnel Services to determine whether significant differences existed among the perceptions of faculty members as to student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools when grouped according to the variables stated in the above objective.

The chi-square values were used to test a null hypothesis.

## Analysis of the Data

The data in this chapter were analyzed in terms of frequencies, percentages, and modal responses of administrative personnel on each of the 167 items on Copy 1 and Copy 2 of the Criterion Checksheet. This procedure was used to fulfill the following two objectives: (1) Survey the student personnel services needed in area vocational-technical schools as perceived by administrative personnel. (2) Determine the extent to which student personnel services were being performed in each area vocational-technical school as perceived by the administrative personnel, as a group, in each school.

### Type of Tables for Presenting the Data

Two types of tables were used to present the data concerning administrative personnel's perception of student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools. One table was used to show modal responses of administrative personnel pertaining to the extent to which each of the 167 services was needed and was being performed in area vocational-technical schools. The modal choice was presented in terms of frequencies and percentages of administrative personnel responses. A second table showing frequencies and percentages of administrative personnel's responses to Copy 1 and Copy 2 of the Criterion Checksheet was included in Appendix D.

### A Descriptive Analysis of Administrative Personnel's Reactions to the Criterion Checksheet

The administrative personnel most frequently selected response number one, "essential," when completing Copy 1 of the Criterion Checksheet. Table 1 lists 118 items on which the administrative personnel most frequently selected response number one and shows the related frequencies and percentages.

Response number two, "desirable," was selected most frequently by administrative personnel for 44 of the items. These items, along with related frequencies and percentages, are presented in Table 2.

Administrative personnel most frequently selected number three, "little value," for one of the items. This item, along with related frequencies and percentages, is presented in Table 3.

Administrative personnel had responses numbers one and two, "essential," and "desirable," as a bimodal choice for three of the items. These items, together with related frequencies and percentages, are presented in Table 4.



Response number four, "undersirable," and response number five, "uncertain or do not know," were not chosen most frequently for any of the items. Table 67, Appendix D, shows that relatively few administrators selected either of these choices for any item when completing Copy 1 of the Criterion Checksheet.

Table 1

Administrative Personnel's Modal Choices of "essential" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 37)

Items	Fre- quencies	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The administration provides...		
1. a counseling office that is accessible to students and offers privacy during counseling.	36	97
2. office equipment and supplies needed such as desk, telephone, bookcases, etc.	34	92
3. clerical assistance in carrying on correspondence activities and other related jobs.	33	89
4. an adequate record system to serve administrative, instructional, and guidance purposes.	36	97
5. filing facilities for personnel records.	35	97
6. safeguards needed to maintain the security of personnel records.	26	70
7. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admissions program.	31	84
8. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T schools.	26	70
9. funds for developing printed materials such as a catalogue, visual, and audio-visual materials to be used in the recruitment program.	26	70
10. adequate professional materials such as basic guidance texts, texts in tests and measurement, and current periodicals in guidance and vocational education.	23	62
12. sufficient space for testing small groups of students (1 to 10).	31	84
The administration provides leadership. . .		
13. in employing a professional counselor with a 5th year Certification in counseling.	21	57
14. in helping the counselor decide which student personnel services are in greatest need of development at the present.	24	65
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies.	28	75
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others.	25	68
17. in clarifying responsibilities where more than one counselor is employed.	31	84
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services.	20	54
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program.	33	89
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor.	30	81
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
21. the AV-T school program, course offerings, facilities, and equipment.	34	92
22. the admission requirements, entrance tests, tuition, and expenses.	33	89
23. the job placement program provided students.	27	73
Organized visits are developed for groups to tour the AV-T school including. . .		
27. students in surrounding high schools.	24	65

(Table continued on next page)

Table 1 (Continued)

Items	Pre- quencies	Per- centages
28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	22	59
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
30. surrounding high schools on college and career days.	26	70
31. surrounding high schools to talk with groups of students and with individual students.	29	78
32. state employment office.	21	57
33. prospective employers.	23	62
34. industry to talk with groups of employees.	20	54
Procedures are developed for. . .		
36. releasing information about entrance date, programs of study, and performance of former students to local newspaper and radio station.	28	76
37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools.	21	57
38. sending brochures to employment counselors, vocational rehabilitation counselors, and other individuals in a position to refer prospective students to the school.	20	54
<b>B. Admission Service</b>		
A person has been designated by the school to. . .		
40. be responsible for the admission program.	32	86
Each person applying for admission to the AV-T school is required to. . .		
41. have an interview with the person in charge of admissions.	21	57
42. complete an application form.	36	97
43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	30	81
44. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	27	73
45. present a statement concerning the condition of his health from a physician of his own choosing.	20	54
46. provide the school with a copy of his high school record.	30	81
47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.	21	57
48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	24	65
The person in charge of admissions is responsible for. . .		
49. working with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed.	20	54
50. having entrance examinations scored prior to the applicant's acceptance into the school.	31	84
51. determining whether the applicant meets the criteria that have been established for the particular course.	30	81
Procedures are developed for. . .		
52. screening those students who need remedial work in reading or math and scheduling classes as they are needed.	20	54

(Table continued on next page)

Table 1 (Continued)

Items	Frequencies	Percentages
<b>C. Personnel Records</b>		
A permanent personnel folder is developed on each prospective student which includes. . .		
54. personal history questionnaire, application form, entrance tests, high school records, health form, interview notes, and other pertinent admission information.	28	76
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
55. ratings by instructors, grades, comments, and observations.	31	84
58. a sheet designed to obtain information on the student when he drops out or leaves school.	21	57
59. follow-up information of former students' success.	30	57
Instruments used for collecting data on students are designed so that. . .		
60. each is an integral part of the whole personnel record system.	27	73
61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades).	26	70
62. forms are compact and data are easily and accurately recorded, checked, and filed for later use.	29	78
63. forms are dated before being filed.	29	78
64. forms contain a blank space for adding pertinent information in the future that is not specified at this time.	21	57
Procedures are developed for. . .		
65. making personnel records easily accessible for professional use.	25	68
66. the counselor to control confidential information such as counseling interview notes and personality test scores.	33	89
67. checking all entry, assignment, withdrawal, and transfer records.	26	70
69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves.	28	76
70. instructing the staff in the use of personnel records through periodic in-service activities.	19	51
Personnel records at this school contain the following information on all students. . .		
71. identification data such as name, sex, place and date of birth (student number if data processing is used).	35	95
72. marital status of student and number of children.	21	57
74. full name, address, and telephone number of each parent or guardian.	18	49
79. health record filled in by student.	21	57
80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy.	32	87
82. conduct or citizenship record.	20	54
83. attendance and tardiness record; reason for excessive absence or tardiness.	24	65
87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received.	26	70
92. course selected; record of changes with reasons for the changes.	28	76
93. attitude towards the AV-T school.	19	51
94. reasons for dropping out of the AV-T school.	27	73
96. date leaving or graduated from AV-T school.	33	89
97. follow-up record after leaving AV-T school.	30	81

(Table continued on next page)



Table 1 (Continued)

Items	Fre- quencies	Per- centages
Personnel records on students are used by. . .		
99. a professional counselor to assist prospective students in selecting a course of study.	30	81
100. a professional counselor to assist students in planning their next step after graduation from AV-T school.	29	78
101. a professional counselor to facilitate counseling interviews.	30	81
102. the school to send appropriate information about students to employers.	26	70
103. faculty members to facilitate the instructional program.	25	68
<b>D. <u>Orientation Service</u></b>		
Information about the school program is provided for new students during the first week by means of. . .		
104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	21	57
106. a handbook or mimeographed copies of rules, policies, and regulations.	20	54
Procedures have been developed for familiarizing students with the world of work through. . .		
107. a unit taught by each instructor.	19	51
<b>E. <u>Information Service</u></b>		
Provisions are made for making the following types of information available for students' use. . .		
112. a file of occupational materials and books related to the courses offered at the AV-T school.	24	65
117. copies of the current edition of the <u>Occupational Outlook Handbook</u> .	18	48
118. <u>Dictionary of Occupational Titles</u> .	18	48
Adequate quantities of (at least five) publications are provided for students' use on. . .		
125. writing letters of application.	19	51
126. completing job application forms.	24	65
127. preparing for a job interview.	23	62
128. problems encountered in the job situation.	21	57
129. good work habits and good employer-employee relations.	26	70
130. self improvement such as dress, manners, health habits, and the value of desirable personality traits.	27	73
<b>F. <u>Counseling Service</u></b>		
A professional counselor is available for assisting students. . .		
132. who have recently enrolled in school and have adjustment problems.	30	81
133. who have financial problems related to educational and occupational planning.	27	73
134. who have difficulties in their relationships with students and staff members.	29	78
135. who have personal problems.	27	73
136. who need to gain a better understanding of themselves, their abilities, interests, and motivations, and limitations.	28	76
137. who need information regarding military service and other special problems related to educational-vocational planning.	19	51
138. in developing and carrying out post-school plans.	22	59
Personal conferences with a professional counselor are scheduled for all students who. . .		
141. are failing and/or having learning difficulties.	30	81

(Table Continued on next page)

Table 1 (Continued)

Items	Fre- quencies	Per- centages
142. have irregular attendance.	30	81
143. withdraw from school.	27	73
144. desire to transfer from one course to another.	29	78
Joint procedures have been worked out between the counselor, staff, and administrator. . .		
145. on methods to be followed in referring students to the counselor.	31	84
G. <u>Placement Service</u>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
146. is responsible for developing forms to be used in the job placement service such as job request form, student information form, job referral form, etc.	25	68
147. maintains files, records, and organized arrangement of job requests received from employers.	27	73
148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received.	25	68
149. surveys local employers in determining job openings.	22	60
150. utilizes state employment office, employers of former students, and others in locating job openings for current students.	21	57
152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation.	24	65
153. assists students in preparing for job interviews.	25	67
154. maintains a record of AV-T school dropouts seeking employment.	19	51
155. assists students in finding employment after completing a course of study.	31	84
H. <u>Follow-up Service</u>		
Regular and periodic follow-up studies are conducted of. . .		
159. all graduates to determine their progress and adjustment on the job.	27	73
161. all graduates and dropouts to determine reactions towards the training that they received and possible changes they feel should be made in the training program.	24	65
162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates.	28	76
Information obtained from follow-up studies is summarized by. . .		
163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students.	27	73
Information obtained from follow-up studies is used by. . .		
164. administrator and faculty for discussion and possible implication for changes in the school program.	31	84
165. the school and employers to study placement and adjustment problems of students.	24	70
166. the school counselor to study the effectiveness of admission criteria.	22	66
Procedures are developed for. . .		
167. objectively evaluating student personnel services by students and faculty.	25	68

Table 2

Administrative Personnel's Modal Choices of "Desirable" With Respect to Student Personnel Services Needed (Copy 1)  
(N = 37)

Items	Fre- quencies	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The administration provides. . .		
11. sufficient space for testing extremely large groups of students (50 to 100).	16	43
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose.	25	68
25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students would be given to high school counselors and students.	20	54
Organized visits are developed for groups to tour the AV-T school including. . .		
26. parents of high school students.	20	54
35. PTA's and other civic organizations.	22	59
Procedures are developed for. . .		
39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but are offered in another AV-T school.	29	78
<b>B. Admission Service</b>		
Procedures are developed for. . .		
53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	23	62
<b>C. Personnel Records</b>		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
56. standardized tests that are administered to the student as need for the information occurs.	17	46
57. an autobiography.	23	62
Procedures are developed for. . .		
68. filing personnel information in sequential order so that relationship and progress can be easily traced.	23	62
Personnel records at this school contain the following information on all students. . .		
73. occupation of wife or husband.	23	62
75. occupational, educational, and marital status of each parent.	23	62
76. number of siblings older and younger than student.	23	62
78. economic status of family such as home ownership.	19	51
81. special achievements and honors received in and out of school.	24	65
84. group scholastic aptitude test results.	21	57
86. test or reading and math achievement.	20	54
88. record of subsequent entry to other educational institutions.	19	51
89. special talents and hobbies such as music, art, athletics, reading, etc.	21	56

(Table continued on next page)

Table 2 (Continued)

Items	Fre- quencies	Per- centages
90. statement of student's interests.	22	60
91. complete record of work experience.	21	57
95. statement of post-graduation intentions.	23	62
<b>D. Orientation Service</b>		
Information about the school program is provided for new students during the first week by means of. . .		
105. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	20	54
Procedures have been developed for familiarizing students with the world of work through. . .		
108. one or more planned field trips to industries where students can observe work situations.	22	59
109. group discussions with former students, employees, and employers.	27	73
110. a unit on "How to Find Employment."	17	46
Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
111. available to all students whose school achievement and general aptitude is low.	23	62
<b>E. Information Service</b>		
Provisions are made for the making of the following types of information available for students' use. . .		
113. written reports of follow-up studies of former students and their success.	22	59
114. results of studies of local employment conditions and job opportunities available on local, state, and national level.	24	65
115. results of studies on occupations that are declining and re-training programs.	20	54
116. report of apprenticeship and union requirements.	22	59
119. information regarding state and federal labor laws.	20	54
120. materials on the improvement of reading and study skills such as pamphlets and study guides.	24	65
121. a file on military service obligations and opportunities.	26	70
122. information about community and state resources (health, rehabilitation, welfare, etc.).	25	68
123. college catalogues (especially colleges in Georgia).	20	54
Adequate quantities of (at least five) publications are provided for students' use on. . .		
124. seeking employment.	20	54
131. recreational opportunities available in the community.	27	73
<b>F. Counseling Service</b>		
A professional counselor is available for assisting students. . .		
139. in making wise choices of leisure time activities.	21	57
Personal conferences with a professional counselor are scheduled for all students who. . .		
140. have just enrolled in school (an introductory type of interview).	20	54
<b>G. Placement Service</b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
156. assists students withdrawing from school to obtain employment.	21	57

(Table continued on next page)



Table 2 (Continued)

Items	Fre- quencies	Per- centages
157. assists former students in finding employment.	18	49
158. assists students in finding part-time employment.	18	49
<b>H. <u>Follow-up Service</u></b>		
Regular and periodic follow-up studies are conducted of. . .		
160. all school dropouts to determine their progress and adjustment on the job.	19	51

Table 3

Administrative Personnel's Modal Choices of "Little Value" With Respect to Student Personnel Services Needed (Copy 1)  
(N = 37)

Items	Fre- quencies	Per- centages
II. STUDENT PERSONNEL SERVICES		
C. <u>Personnel Records</u>		
Personnel records at this school contain the following information on all students. . .		
77. marked talents or accomplishments of family members or near relatives.	15	41

Table 4

Administrative Personnel's Bimodal Choices of "Essential" and "Desirable" with Respect to Student Personnel Services  
 Needed (Copy 1)  
 (N = 37)

Items	Fre- quencies*	Per- centages*
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. <u>Recruitment Service</u></b>		
Organized visits are developed for groups to tour the Area Vocational-Technical School including. . .		
29. other interested groups in the community (representatives from industry and civic groups).	18	49
<b>C. <u>Personnel Records</u></b>		
Personnel records at this school contain the following information on all students. . .		
85. results of vocational interest inventories.	18	49
<b>G. <u>Placement Service</u></b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
151. arranges for employers to visit the school to interview students.	18	49
*Single frequencies and percentages are presented.		

When the administrative personnel in each school met, as a group, and completed Copy 2 of the Criterion Checksheet, indicating the extent to which each service was being performed in that Area Vocational-Technical School, the results of their responses indicated four levels of modal choice. Table 5 discloses that the administrative personnel selected number one, "excellent provision," for 61 of the items in the Criterion Checksheet.

Relatively few administrative personnel selected response number two, "good provision," and number three, "irregular provision." Table 6 shows that a modal choice of response number two was shown for 14 of the items. Table 7 indicates that a modal choice of response number three was shown for 12 of the items.

However, administrative personnel most frequently selected response number four, "little or no provision," for 65 of the items as shown in Table 8.

Table 9 shows that administrative personnel had 14 bimodal and trimodal response patterns for Copy 2 of the Criterion Checksheet.

Response number five, "uncertain or do not know," was not chosen most frequently for any of the items. Table 67, Appendix D, shows the frequencies and percentages of the five response alternatives for each item on the Criterion Checksheet.

Comparisons of administrative personnel's modal choices for Copy 1 with those shown by the administrative personnel in each school, as a group, for Copy 2 indicated that the same modal choice was shown for 52 of the items. A modal choice of one (Copy 1, "this service is essential if the school plans to operate effectively in fulfilling its objectives;" Copy 2, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired.") was shown on both Copy 1 and Copy 2 of the Criterion Checksheet for the following 47 items: 6, 7, 8, 9, 12, 28, 29, 30, 31, 32, 38, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 54, 55, 62, 63, 64, 65, 69, 70, 71, 72, 74, 79, 80, 82, 83, 87, 92, 94, 96, 102, 103, 104, 106, 107, 117, and 155. A modal choice of two (Copy 1, "this service would be desirable and would aid the school in fulfilling its objectives;" and Copy 2, "good provision is made for performing this service in an organized and systematic pattern.") was shown on both Copy 1 and Copy 2 of the Criterion Checksheet for the following five items: 34, 35, 68, 109, and 158.

On the remaining 114 items, administrative personnel differed in their modal choices when completing Copy 1 and Copy 2 of the Criterion Checksheet. These items were as follows: 1, 2, 3, 4, 5, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 33, 36, 37, 39, 48, 52, 53, 56, 57, 58, 59, 60, 61, 66, 67, 73, 75, 76, 77, 78, 81, 84, 85, 86, 88, 89, 90, 91, 93, 95, 97, 99, 100, 101, 105, 107, 108, 110, 111, 112, 113, 114, 115, 116, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136,



Table 5

Administrative Personnel's Modal Choice of "Excellent Provision" With Respect to Student Personnel Services Performed  
(Copy 2)  
(N = 15)

Items	Fre- quencies	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The Administration provides. . .		
6. safeguards needed to maintain the security of personnel records.	6	40
7. funds for purchasing aptitude tests (such as GATB) and other testing material needed in the admission program.	10	67
8. funds for purchasing informational materials such as a complete file of occupational materials related to the courses offered in the AV-T schools.	9	60
9. funds for developing printed materials such as a catalog, visual, and audio-visual materials to be used in the recruitment program.	8	53
12. sufficient space for testing small groups of students ( 1 to 10 ).	14	93
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Organized visits are developed for groups to tour the AV-T school including. . .		
28. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	8	53
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
30. surrounding high schools on college and career days.	10	67
31. surrounding high schools to talk with groups of students and with individual students.	8	53
32. state employment office.	6	40
Procedures are developed for. . .		
38. sending brochures to employment counselors, vocational rehabilitation counselors, and other individuals in a position to refer prospective students to the school.	9	60
39. the AV-T schools to cooperate in informing the public about courses that are not available in their own schools but which are offered in another AV-T school.	10	66
<b>B. Admission Service</b>		
A person has been designated by the school to. . .		
40. be responsible for the admission program.	7	47
Each person applying for admission to the AV-T school is required to. . .		
41. have an interview with the person in charge of admission.	12	80
42. complete an application form.	15	100
43. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	7	47
44. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	6	40
45. present a statement concerning the condition of his health from a physician of his own choosing.	7	47
46. provide the school with a copy of his high school record.	10	66
47. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	7	47

(Table continued on next page)

Table 5 (Continued)

Items	Fre- quencies	Per- centages
The person in charge of admissions is responsible for. . .		
49. working with instructors in developing admission criteria for different courses, designating the educational level needed for entrance into each course, and the minimum aptitudes, reading skills, math skills, and other characteristics needed.	7	47
50. having entrance examinations scored prior to the applicant's acceptance into the school.	9	60
51. determining whether the applicant meets the criteria that have been established for the particular course.	8	53
Procedures are developed for. . .		
53. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	9	60
C. <u>Personnel Records</u>		
A permanent personnel folder is developed on each prospective student which includes. . .		
54. personal history questionnaire, application form, entrance tests, high school records health form, interview notes, and other pertinent admission information.	7	47
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
55. ratings by instructors, grades, comments, and observations.	9	60
Instruments used for collecting data on students are designed so that. . .		
62. forms are compact and data are easily and accurately recorded, checked, and filed for later use.	8	53
63. forms are dated before being filed.	8	53
64. forms contain a blank space for adding pertinent information in the future that is not specified at this time.	8	53
Procedures are developed for. . .		
65. making personnel records easily accessible for professional use.	9	60
69. providing in an organized and systematic way facilities and equipment needed for maintaining records after the student leaves.	7	47
70. instructing the staff in the use of personnel records through periodic in-service activities.	5	33
Personnel records at this school contain the following information on all students. . .		
71. identification data such as name, sex, place and date of birth (student number if data processing is used).	12	80
72. marital status of student and number of children.	11	73
73. occupation of wife or husband.	8	54
74. full name, address, and telephone number of each parent or guardian.	11	73
75. occupational, educational, and marital status of each parent.	6	40
79. health record filled in by student.	8	53
80. record of physical disabilities which could affect student's success in a course such as vision, hearing, injuries, missing limbs, posture and feet deformities, diabetes, and epilepsy.	11	73
82. conduct or citizenship record.	5	33
83. attendance and tardiness record; reason for excessive absence or tardiness.	10	67
84. group scholastic aptitude test results.	11	73

(Table continued on next page)

Table 5 (Continued)

Items	Frequencies	Percentages
87. name and location of high schools attended with dates of attendance, complete academic record including courses, year taken, marks, and credits received.	10	67
88. record of subsequent entry to other educational institutions.	9	60
89. special talents and hobbies such as music, art, athletics, reading, etc.	8	53
90. statement of student's interests.	11	73
1. complete record of work experience.	7	47
12. course selected; record of changes with reasons for the changes.	8	53
94. reasons for dropping out of the AV-T school.	7	47
95. statement of post-graduation intentions.	10	67
96. date leaving or graduated from AV-T school.	13	87
102. the school to send appropriate information about students to employers.	9	60
103. faculty members to facilitate the instructional program.	10	67
<b>D. <u>Orientation Service</u></b>		
Information about the school program is provided for new students during the first week by means of. . .		
104. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	10	67
105. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	8	53
106. a handbook or mimeographed copies of rules, policies, and regulations.	9	60
Procedures have been developed for familiarizing students with the world of work through. . .		
108. one or more planned field trips to industries where students can observe work situations.	7	47
109. group discussions with former students, employees, and employers.	6	40
<b>E. <u>Information Service</u></b>		
Provisions are made for making the following types of information available for students' use. . .		
117. copies of the current edition of the <u>Occupational Outlook Handbook</u> .	7	47
122. information about community and state resources (health, rehabilitation, welfare, etc.).	6	40
<b>G. <u>Placement Service</u></b>		
A job placement service is coordinated through one office under the supervision of a professional who. . .		
155. assists students in finding employment after completing a course of study.	6	40
157. assists former students in finding employment.	5	40

Table 6

Administrative Personnel's Modal Choice of "Good Provision" With Respect to Student Personnel Services Performed  
(Copy 2)  
(N = 15)

Items	Fre- quencies	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The administration provides. . .		
4. an adequate record system to serve administrative, instructional, and guidance purposes.	7	47
5. filing facilities for personnel records.	9	60
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
21. the AV-T school program, course offerings, facilities, and equipment.	6	40
22. the admission requirements, entrance tests, tuition, and expenses.	7	47
23. the job placement program provided students.	6	40
Organized visits are developed for groups to tour the AV-T school including. . .		
27. students in surrounding high schools.	7	47
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
34. industry to talk with groups of employees.	2	40
35. PTA's and other civic organizations	8	53
Procedures are developed for. . .		
36. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	7	47
<b>C. Personnel Records</b>		
Procedures are developed for. . .		
68. filing personal information in sequential order so that relationship and progress can be easily traced.	5	33
Personnel records at this school contain the following information on all students. . .		
97. follow-up record after leaving AV-T school.	6	40
<b>E. Information Service</b>		
Provisions are made for making the following types of information available for students' use. . .		
112. a file of occupational materials and books related to the courses offered at the AV-T school.	6	40
Adequate quantities of (at least five) publications are provided for students' use on. . .		
129. good work habits and good employer-employee relations.	6	40
<b>G. Placement Service</b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
158. assist students in finding part-time employment.	5	33



Table 7

Administrative Personnel's Modal Choice of "Irregular Provision" With Respect to Student Personnel Services Performed  
(Copy 2)  
(N = 15)

Items	Fre- quencies	Per- centages
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. <u>Recruitment Service</u></b>		
Organized tours are developed for groups to visit the AV-T school including. . .		
26. parents of high school students.	5	33
<b>C. <u>Personnel Records</u></b>		
Procedures are developed for. . .		
67. checking all entry, assignment, withdrawal, and transfer records.	7	47
<b>D. <u>Orientation Service</u></b>		
Procedures have been developed for familiarizing students with the world of work through. . .		
110. a unit on "How to Find Employment."	6	40
<b>E. <u>Information Service</u></b>		
Provisions are made for making the following types of information available for students' use. . .		
114. results of studies of local employment conditions and job opportunities available on local, state, and national level.	6	40
115. results of studies on occupations that are declining and re-training programs.	8	53
Adequate quantities of (at least five) publications are provided for students' use on. . .		
125. writing letters of application.	7	47
126. completing job application forms.	6	40
127. preparing for a job interview.	6	40
128. problems encountered in the job situation.	6	40
<b>G. <u>Placement Service</u></b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
149. surveys local employers in determining job openings.	6	40
152. makes a list of students seeking employment after graduation and their preference as to location three months prior to their graduation.	6	40
<b>H. <u>Follow-up Service</u></b>		
Regular and periodic follow-up studies are conducted of. . .		
161. all graduates and dropouts to determine reactions towards the training that they received and possible changes they feel should be made in the training program.		

Table 8

Administrative Personnel's Modal Choice of "Little or No Provision" with Respect to Student Personnel Services Performed  
(Copy 2)  
(N = 15)

Items	Fre- quencies	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The administration provides. . .		
1. a counseling office that is accessible to students and offers privacy during counseling.	9	60
2. office equipment and supplies needed such as desk, telephone, bookcases, etc.	7	47
10. adequate professional materials such as basic guidance texts, texts in tests and measurement, and current periodicals in guidance and vocational education.	9	60
11. sufficient space for testing extremely large groups of students (50 to 100).	9	60
The administration provides leadership. . .		
13. in employing a professional counselor with a 5th year Certification in counseling.	10	67
14. in helping the counselor decide which student personnel services are in greatest need of development at the present.	8	53
15. by assigning the counselor to those responsibilities which would be conducive to effective professional relationships with pupils, teachers, and community agencies.	9	60
16. in assisting the counselor in making necessary out-of-school contacts with state employment personnel, local civic and school groups, employers, and others.	9	60
17. in clarifying responsibilities where more than one counselor is employed.	10	67
18. in establishing a guidance committee composed of faculty members and the counselor to formulate, for the total staff approval, policies and procedures to be followed in the different guidance services.	8	53
19. in clarifying to the school staff, through appropriate media, the responsibility of the staff and counselor in carrying out the student personnel program.	7	46
20. through a discussion with the staff and counselor in formulating mutually agreeable means by which the staff refers students to the counselor.	8	54
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
24. the performance of their former students enrolled in the AV-T school. For example, this could be done at the end of the first four months in the AV-T school on a standardized form developed for this purpose.	9	60
25. the success of AV-T students on the job following completion of AV-T training. For example, a summary of follow-up studies of former AV-T students could be given to high school counselors and students.	7	47
Procedures are developed for. . .		
37. working directly with surrounding high school officials through a committee to study means of improving cooperation between the AV-T school and the high schools.	10	66
<b>B. Admission Service</b>		
Each person applying for admission to the AV-T school is required to. . .		
48. meet with the AV-T school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	5	33
Procedures are developed for. . .		
52. screening those students who need remedial work in reading or math and scheduling classes as they are needed.	11	73

(Table continued on next page)

Table 8 (Continued)

Items	Fre- quencies	Per- centages
<b>C. Personnel Records</b>		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as . . .		
56. standardized tests that are administered to the student as need for the information occurs.	9	60
57. an autobiography.	12	80
Procedures are developed for. . .		
66. the counselor to control confidential information such as counseling interview notes and personality test scores.	8	53
Personnel records at this school contain the following information on all students. . .		
76. number of siblings older and younger than student.	9	60
77. marked talents or accomplishments of family members or near relatives.	13	87
78. economic status of family such as home ownership.	13	87
85. results of vocational interest inventories.	11	73
86. tests of reading and math achievement.	9	60
93. attitude towards the AV-T school.	9	60
Personnel records on students are used by. . .		
99. a professional counselor to assist prospective students in selecting a course of study.	10	67
100. a professional counselor to assist students in planning their next step after graduation from AV-T school.	10	67
101. a professional counselor to facilitate counseling interviews.	9	60
<b>D. Orientation Service</b>		
Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
111. available to all students whose school achievement and general aptitude is low.	9	60
<b>E. Information Service</b>		
Provisions are made for making the following types of information available for students' use. . .		
116. report of apprenticeship and union requirements.	6	40
118. <u>Dictionary of Occupational Titles.</u>	6	40
119. information regarding state and federal labor laws.	6	40
120. materials on the improvement of reading and study skills such as pamphlets and study guides.	8	53
121. a file on military service obligations and opportunities.	6	40
123. college catalogues (especially colleges in Georgia.)	9	60
Adequate quantities of (at least five) publications are provided for students' use on. . .		
124. seeking employment.	6	40
131. recreational opportunities available in the community.	9	60
<b>F. Counseling Service</b>		
A professional counselor is available for assisting students. . .		
132. who have recently enrolled in school and have adjustment problems.	10	67
133. who have financial problems related to educational and occupational planning.	8	53
134. who have difficulties in their relationship with students and staff members.	8	53

(Table continued on next page)

Table 8 (Continued)

Items	Fre- quencies	Per- centage
135. who have personal problems.	8	53
136. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	10	67
137. who need information regarding military service and other special problems related to educational-vocational planning.	8	53
138. in developing and carrying out post-school plans.	9	60
139. in making wise choices of leisure time activities.	11	73
Personal conferences with a professional counselor are scheduled for all students who. . .		
140. have just enrolled in school (an introductory type of interview).	9	60
141. are failing and/or having learning difficulties.	9	60
142. have irregular attendance.	9	60
143. withdraw from school.	9	60
144. desire to transfer from one course to another.	8	53
Joint procedures have been worked out between the counselor, staff, and administrator. . .		
145. on methods to be followed in referring students to the counselor.	9	60
<b>G. Placement Service</b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
146. is responsible for developing forms to be used in the job placement service such as job request forms, student information form, job referral form, etc.	11	73
147. maintains files, records, and organized arrangement of job requests received from employers.	7	47
148. is responsible for developing procedures and forms to be used by the instructors for reporting to the placement office job requests received.	7	47
151. arranges for employers to visit the school to interview students.	5	33
154. maintains a record of AV-T school dropouts seeking employment.	10	67
156. assists students withdrawing from school to obtain employment.	7	47
<b>H. Follow-up Service</b>		
Regular and periodic follow-up studies are conducted of. . .		
160. all school dropouts to determine their progress and adjustment on the job.	10	67
162. selected groups of employers to obtain their suggestions for improving programs and their ratings of employed graduates.	6	40
Information obtained from follow-up studies is summarized by. . .		
163. a member of the school staff or a committee to show changes that former students and employers feel should be made in their training program and factual information about job success of AV-T school students.	7	47
Information obtained from follow-up studies is used by. . .		
164. administrator and faculty for discussion and possible implication for changes in the school program.	7	47
165. the school and employers to study placement and adjustment problems of students.	9	60
166. the school counselor to study the effectiveness of admission criteria.	11	73
Procedures are developed for. . .		
167. objectively evaluating student personnel services by students and faculty.	13	86



Table 9

Administrative Personnel's Bimodal and Trimodal Choices of "Excellent Provision," "Good Provision," "Irregular Provision," and "Little or No Provision" with Respect to Student Personnel Services Performed (Copy 2)  
(N = 15)

Items	Fre- quencies (Response numbers selected)	Per- centages
<b>I. PROVISIONS AND FACILITIES</b>		
The administration provides. . .		
3. clerical assistance in carrying on correspondence activities and other related jobs.	2, 4, 5	33
<b>II. STUDENT PERSONNEL SERVICES</b>		
<b>A. Recruitment Service</b>		
Organized visits are developed for groups to tour the AV-T school including. . .		
29. other interested groups in the community (representatives from industry and civic groups).	1, 2, 6	40
Planned visits for the purpose of discussing the AV-T school program and objectives are made by a school official to. . .		
33. prospective employers.	1, 2, 3, 5	33
<b>C. Personnel Records</b>		
After the student enters the AV-T school other instruments are used in securing information for the student's personnel folder such as. . .		
58. a sheet designed to obtain information on the student when he drops out or leaves school.	1, 4, 5	33
59. follow-up information of former students' success.	2, 3, 4	27
Instruments used for collecting data on students are designed so that. . .		
60. each is an integral part of the whole personnel record system.	1, 2, 5	33
61. codes and marking systems are carefully explained on each form and are uniform (for example, all shops use the same codes in reporting grades).	1, 2, 6	40
81. special achievements and honors received in and out of school.	1, 4, 5,	33
<b>D. Orientation Service</b>		
Procedures have been developed for familiarizing students with the world of work through. . .		
107. a unit taught by each instructor.	1, 2, 5,	33
<b>E. Information Service</b>		
Provisions are made for making the following types of information available for students' use. . .		
113. written reports of follow-up studies of former students and their success.	3, 4, 7	47
Adequate quantities of (at least five) publications are provided for students' use on. . .		
130. self improvement such as dress, manners, health habits, and the value of desirable personality traits.	2, 4, 5	33
<b>G. Placement Service</b>		
A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
150. utilizes state employment office, employers of former students, and others in locating job openings for current students.	1, 3, 5	33
153. assists students in preparing for job interviews.	1, 2, 5,	33
<b>H. Follow-up Service</b>		
Regular and periodic follow-up studies are conducted of. . .		
159. all graduates to determine their progress and adjustment on the job.	1, 3, 5	33

137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 156, 157, 159, 160, 161, 162, 163, 164, 165, 166, and 167. For 100 of the above items, the differences were in the direction indicating that these services were not being performed to the extent needed.

### Summary

In summary, the administrative personnel indicated by modal response that the items on Copy 1 of the Criterion Checksheet were needed in area vocational-technical schools with 118 items selected as essential, 47 items selected as desirable, and one item selected as of little value.

The administrative personnel indicated by modal response that 100 items on Copy 2 of the Criterion Checksheet were being performed in area schools below the level needed as indicated on Copy 1.

The percent of the items under each student personnel service that was being performed below the level needed was as follows: (1) Follow-up (100%), (2) Placement (100%), (3) Counseling (100%), (4) Information Service (90%), (5) Recruitment (58%), (6) Personnel Records (38.6%), (7) Orientation (37.5%), and (8) Admission (15%). Seventy-five percent of the items under the Provision and Facilities Section were being performed below the level needed.

## CHAPTER IV

### FINDINGS FROM ANALYSIS AND INTERPRETATION OF STUDENTS' AND FACULTIES' RESPONSES TO THE SCHEDULE OF STUDENT PERSONNEL SERVICES

The purpose of this chapter is to analyze and interpret the responses of students and faculty members to the extent of need for each of the 69 student personnel services and the extent to which each of the services was performed. Chapter IV is organized into five areas: (a) A descriptive analysis of the responses of students and faculty members to Copy 1 of the Schedule; (b) A descriptive analysis of the responses of students and faculty members to Copy 2 of the Schedule; (c) An analysis of significant differences between responses of students and faculty members; (d) An analysis of significant differences between responses of day students and night students; (e) An analysis of significant differences in responses among the day students; (f) An analysis of significant differences in responses among the night students; and (g) An analysis of significant differences in responses among the faculty members.

#### Obtaining the data

The data for this chapter were obtained from the responses of 290 day and 136 night students to Copy 1 of the Schedule, of 288 day and 137 night students to Copy 2 of the Schedule, and of 190 faculty members to both Copy 1 and Copy 2 of the Schedule.

On Copy 1 of the Schedule of Student Personnel Services each respondent was asked to indicate the extent of need for each of the 69 items by selecting one of five response alternatives: (1) This service is essential if the school plans to operate effectively in fulfilling its objectives; (2) This service would be desirable and would aid the school in fulfilling its objectives; (3) This service would be of little value in enhancing the school's ability to fulfill its objectives; (4) This service would be undesirable and would not enhance the progress of the school; (5) I am uncertain or do not know whether this service is needed in the area vocational-technical school.

On Copy 2 of the Schedule of Student Personnel Services each respondent was asked to indicate the extent each service was being performed in his school for each of the 69 items by selecting one of five responses: (1) Excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired; (2) Good provision is made for performing this service in an organized and systematic pattern; (3) Irregular provision is made for performing this service; (4) Little or no provision is made for performing this service; (5) I am uncertain or do not know whether this service is performed by the area vocational-technical school.

Day students, night students, and faculty members were asked to provide personal and school data on both Copy 1 and Copy 2 of the Schedule of

Student Personnel Services. Students were asked to indicate age, sex, area of enrollment, length of enrollment in the school, educational background, size of day school enrollment, and number of counselors employed in the school. Faculty members were asked to indicate age, sex, area of teaching, years of teaching experience in a vocational school, educational background, certification level, size of day school enrollment, and number of counselors employed in the school. Day students and faculty members were provided the size of the day school enrollment by the researcher, while night students were provided the size of the night school enrollment.

### Analysis of the Data

The data in the first two sections of Chapter IV were analyzed in terms of frequencies, percentages, and modal responses of day students as a group, night students as a group, and faculty members as a group to the 69 items on Copy 1 and Copy 2 of the Schedule of Student Personnel Services. This procedure was used to fulfill the following two objectives:

1. To survey the student personnel services needed in area vocational-technical schools as perceived by day students, night students, and faculty members.
2. To determine the extent to which student personnel services were being performed in area vocational-technical schools as perceived by day students, night students, and faculty members.

The analysis of the data in the last five sections of this chapter consists of statistical calculations to determine with regard to responses the significant differences between students and faculty members, significant differences between day and night students, significant differences among students, and significant differences among faculty members. On each of the 69 services (items) in Copy 1 and Copy 2 of the Schedule of Student Personnel Services, the chi-square test was applied. This procedure was used to fulfill the following objectives:

1. To determine if there were significant differences in the perceptions of students personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) as perceived by night students, day students, and faculty members in area vocational-technical schools.
2. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) as perceived by day students and night students in area vocational-technical schools.
3. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and



the extent to which student personnel services were being performed among day students when grouped on the following variables: age, sex, size of day school enrollment, and number of counselors employed in the school.

4. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) in area vocational-technical schools as perceived among night students when grouped on the following variables: age, sex, size of night school enrollment, and number of counselors employed in the school.
5. To determine if there were significant differences in the perceptions of student personnel services needed (Copy 1) and the extent to which student personnel services were being performed (Copy 2) in area vocational-technical schools as perceived among faculty members when grouped on the following variables: age, sex, years of teaching experience in a vocational school, certification level, size of day school enrollment, and number of counselors employed in the school.

A probability of .05 was designated as the level of confidence. A null hypothesis was rejected when the tests yielded a "P" of .05 or less.

#### Types of Tables for Presenting the Data

Three types of tables are used to present the data concerning day students', night students', and faculty members', perceptions of the student personnel services needed and the extent to which student personnel services were being performed in area vocational-technical schools. These are the three types of tables used:

1. The first tables are grouped on the basis of modal choice as selected by day students, night students, and faculty members on the extent to which each of the 69 services were needed (Copy 1) and were being performed (Copy 2) in area vocational-technical schools. Tables are presented separately for each of the following three groups: day students, night students, and faculty members. The modal choice is presented in terms of frequencies and percentages of day students, night students, and faculty responses. A summary of the services on which day students, night students, and faculty members agreed in their modal choice and a summary of the services on which day students, night students, and faculty members disagreed in their modal choice are given.
2. Tables showing frequencies and percentages of the responses of day students, night students, and faculty members to Copy 1 and



Copy 2 of the Schedule of Student Personnel Services are included in Appendix E.

3. Chi-square tables are designed to show the values of significant differences in the responses to the 69 services on Copy 1 and Copy 2 of the Schedule of Student Personnel Services of the total group of day students, night students, and faculty members. Also, chi-square tables are arranged to show the values of significant differences among the responses of day students, night students, and faculty members when the responses of each were compared on selected variables.

Chi-square tables are used to show the values obtained when the data on Copy 1 of the Schedule were grouped in combined categories and the values obtained when the data on Copy 2 of the Schedule were grouped in five original categories. The respondents' reactions to Copy 1 of the Schedule were combined because the expected frequencies for response numbers three, four, and five were not great enough for an expectancy of five in these cells. Close inspection revealed that response numbers three, four, and five all indicated a negative response concerning the extent to which a particular item was needed, and could be logically combined into one category. These combined categories and related chi-square values are presented along with a discussion of the items that differed significantly.

A Descriptive Analysis of the Responses of Students  
And Faculty Members to Copy 1 of the Schedule of  
Student Personnel Service

Responses of Day Students

Responses number one, "the service is essential if the school plans to operate effectively in fulfilling its objectives," was the modal choice of day students for 16 of the items on Copy 1 of the Schedule as shown in Table 10.

Table 11 lists 52 items on which day students most frequently selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives."

Response number four, "this service would be undesirable and would not enhance the progress of the school," was selected most frequently by day students only once as shown in Table 12.

Day students did not select response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," and response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," most frequently for any of the items. Examination of Table 68 (Appendix E) reveals that, in most instances, relatively few day students selected response numbers three, four or five.

Table 10

Day Students' Modal Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 290)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	200	69
2. the admission requirements, entrance tests, tuition, and expenses.	183	63
<b>II. Admission Service</b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admission.	162	56
13. complete an application form.	241	83
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	192	66
15. appear at the school on a scheduled date prior to enrollment to take an entrance examination.	158	54
17. provide the school with a copy of his high school record.	151	52
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	117	40
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	141	49
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter the school through such means as questionnaire, interviews, tests, high school transcript, health records, etc.	140	48
H. Personnel records on students are used by. . .		
27. the school to send appropriate information about students to employers.	147	51
<b>IV. Orientation Service</b>		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	143	49
<b>V. Information Service</b>		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	127	44
<b>VI. Counseling Service</b>		
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	155	53
55. have irregular attendance.	124	43
<b>VII. Placement Service</b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
63. assists students in finding employment after completing a course of study.	143	49

Table 11

Day Students' Modal Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 290)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
3. the job placement program provided students.	154	53
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	121	62
5. students in surrounding high schools.	155	53
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	150	52
7. other interested groups in the community (representatives from industry and civic groups).	172	59
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
6. surrounding high schools on college and career days.	128	44
9. surrounding high schools to talk with groups of students and with individual students.	161	56
10. PTA's and other civic organizations.	154	53
D. Procedures are developed for. . .		
11. releasing data about entrance requirements, programs of study, and performance of former students to local newspaper and radio station..	122	42
<b>II. Admission Service</b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
16. present a statement concerning the condition of his health from a physician of his own choosing.	113	39
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	154	53
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	148	51
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	136	47
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans.	138	48
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	153	53
26. a professional counselor to assist students in planning their next step after graduation from the vocational-technical school.	141	49
<b>IV. Orientation Service</b>		
I. Information about the school program is provided for new students during the first week by means of. . .		

(Table continued on next page)

Table 11 (Continued)

Items	Fre- quencies	Per- centages
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	136	47
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and different services provided by the school.	148	51
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	137	47
32. one or more planned field trips to industries where students can observe work situations.	163	56
33. group discussions with former students, employees, and employers.	159	55
34. a unit on "How to Find Employment."	133	46
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	154	53
V. <u>Information Service</u>		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	133	46
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	170	59
38. reports of apprenticeship and union requirements.	145	50
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	185	64
40. a file on military service obligations and opportunities.	115	40
M. Adequate quantities (at least five) of publications are provided for students' use on... .		
41. seeking employment.	166	57
42. writing letters of application.	172	59
43. completing job application forms.	165	57
44. preparing for a job interview.	157	54
45. problems encountered in the job situation.	154	53
46. good work habits and good employer-employee relations.	139	48
VI. <u>Counseling Service</u>		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	144	49
49. who have difficulties in their relationship with students and staff members.	150	52
50. who have personal problems.	146	50
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	158	54
52. who need information regarding military service and other special problems related to educational-vocational planning.	166	57
53. in developing and carrying out post-school plans.	168	58
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
56. withdraw from school.	109	38

(Table continued on next page)

Table 11 (Continued)

Items	Fre- quencies	Per- centages
57. desire to transfer from one course to another.	157	54
<b>VII. Placement Service</b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	144	50
59. surveys local employers in determining job openings.	151	52
60. arranges for employers to visit the school to interview students.	144	50
61. makes a list of students seeking employment and their preference as to location three months prior to their graduation.	140	48
62. assists students in preparing for job interviews.	153	53
65. assists former students in finding employment.	153	53
<b>VIII. Follow-up Service</b>		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	160	55
67. all school dropouts to determine their progress and adjustment on the job.	115	40
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	154	53
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	147	51



Table 12

Day Students' Modal Choices of "Undesirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 290)

Items	Fre- quencies	Per- centages
VII. <u>Placement Service</u>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
64. assists students in withdrawing from school to obtain employment.	90	31

### Responses of Night Students

When night students completed Copy 1 of the Schedule, four modal choices and one bimodal choice were found. Table 13 indicates that night students selected response number one, "this service is essential if the school plans to operate effectively in fulfilling its objectives," most frequently for 22 of the items in the Schedule.

Table 14 shows that night students selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives," as the modal choice for 42 of the items in the Schedule.

Seldom did night students select response number three and response number four. Table 15 shows that a modal choice of three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," was selected for two of the items. Table 16 indicates that a modal choice of four, "this service would be undesirable and would not enhance the progress of the school," for only one of the items.

Table 17 reveals that night students had one bimodal choice of response number two, "this service would be desirable and would aid the school in fulfilling its objectives," and response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," for two of the items.

Response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," was not selected most frequently for any of the items. Table 69, Appendix E, shows the frequencies and percentages of the five response alternatives for each item on the Schedule.

### Responses of Faculty Members

When faculty members completed Copy 1 of the Schedule, only two modal choices and one bimodal choice were indicated. However, faculty members had response number one, "this service is essential if the school plans to operate effectively in fulfilling its objectives," as a modal choice more frequently than did both day and night students. Table 18 lists 34 items on which faculty members most frequently selected response number one.

Faculty members most frequently selected response number two, "this service would be desirable and would aid the school in fulfilling its objectives," for 33 of the items, as shown in Table 19.

Table 20 reveals that faculty members also had one bimodal choice consisting of responses number one and two for two of the items.

Response number three, "this service would be of little value in enhancing the school's ability to fulfill its objectives," response number four, "this

Table 13

Night Students' Model Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 136)

Items	Frequencies	Percentages
<b>I. Recruitment Service</b>		
<b>A. Information is provided in an organized systematic way to the surrounding high schools at designated intervals about. . .</b>		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	85	63
2. the admission requirements, entrance tests, tuition, and expenses.	75	55
3. the job placement program provided students.	67	49
<b>II. Admission Service</b>		
<b>B. Each person applying for admission to the area vocational-technical school is required to. . .</b>		
12. have an interview with the person in charge of admissions.	83	61
13. complete an application form.	111	82
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	79	58
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	82	60
17. provide the school with a copy of his high school record.	52	38
18. meet specific admissions standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before his acceptance into the course.	51	37
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	70	52
<b>F. Procedures are developed for. . .</b>		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	55	40
<b>III. Personnel Records</b>		
<b>G. Procedures are developed for. . .</b>		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	57	42
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, and future plans.	59	43
<b>H. Personnel records on students are used by. . .</b>		
26. a professional counselor to assist students in planning their next step after graduation from vocational-technical school.	71	52
27. the school to send appropriate information about students to employers.	71	52
<b>IV. Orientation Service</b>		
<b>J. Procedures have been developed for familiarizing students with the world of work through. . .</b>		
34. a unit on "How to Find Employment."	54	40
<b>V. Information Service</b>		
<b>M. Adequate quantities (at least five) of publications are provided for students' use on. . .</b>		
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	57	42
<b>VI. Counseling Service</b>		
<b>O. Personal conferences with a professional counselor are scheduled for all students who. . .</b>		

(Table continued on next page)

Table 13 (Continued)

Items	Fre- quencies	Per- centages
54. are failing and/or having learning difficulties.	69	51
<b>VII. Placement Service</b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	72	53
59. surveys local employers in determining job openings.	73	54
61. makes a list of students seeking employment and their preferences as to location three months prior to their graduation.	70	52
63. assists students in finding employment after completing a course of study.	75	55

Table 14

Night Students' Model Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 136)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	73	54
5. students in surrounding high schools.	73	54
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	56	42
7. other interested groups in the community (representatives from industry and civic groups).	66	48
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	61	45
9. surrounding high schools to talk with groups of students and with individual students.	61	45
10. PTA's and other civic organizations.	62	46
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	57	42
<b>II. Admission Service</b>		
F. Procedures are developed for. . .		
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	60	44
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	46	34
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	64	46
<b>IV. Orientation Service</b>		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	62	45
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	69	50
30. a handbook or mimeographed copies of rules, policies, and regulations.	53	39
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	58	43
32. one or more planned field trips to industries where students can observe work situations.	67	49
33. group discussions with former students, employees, and employers.	65	48
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		

(Table continued on next page)



Table 14 (Continued)

Items	Frequencies	Percentages
35. available to all students whose school achievement and general aptitude is low.	67	49
<b>V. Information Service</b>		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	51	38
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	73	54
38. reports of apprenticeship and union requirements.	61	45
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	71	52
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	68	50
42. writing letters of application.	69	51
43. completing job application forms.	69	51
44. preparing for a job interview.	61	45
45. problems encountered in the job situation.	54	40
46. good work habits and good employer-employee relations.	62	46
<b>VI. Counseling Service</b>		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	64	47
49. who have difficulties in their relationship with students and staff members.	58	43
50. who have personal problems.	43	32
51. who need to gain a better understanding of themselves, their abilities, interests, motivations and limitations.	60	44
52. who need information regarding military service and other special problems related to educational-vocational planning.	63	46
53. in developing and carrying out post-school plans.	67	49
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
55. have irregular attendance.	62	46
56. withdraw from school.	46	34
57. desire to transfer from one course to another.	61	45
<b>VII. Placement Service</b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
62. assists students in preparing for job interviews.	63	46
65. assists former students in finding employment.	66	49
<b>VIII. Follow-up Service</b>		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	67	49
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	63	46
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	67	49

Table 15

Night Students' Modal Choices of "Little Value" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 136)

Items	Fre- quencies	Per- centages
<b>II. <u>Admission Service</u></b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
16. present a statement concerning the condition of his health from a physician of his own choosing.	40	29
<b>VIII. <u>Follow-up Service</u></b>		
Q. Regular and periodic follow-up studies are conducted of . . .		
67. all school dropouts to determine their progress and adjustment on the job.	39	29

Table 16

Night Students' Modal Choice of "Undesirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 136)

Items	Fre- quencies	Per- centages
VII. <u>Placement Service</u>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
64. assists students in withdrawing from school to obtain employment	41	30

Table 17

Night Students' Bimodal Choices of "Essential," "Desirable," and "Little Value," with Respect to Student Personnel Services Needed (Copy 1)  
(N = 136)

Items	Response Numbers Selected	Fre- quencies	Per- centages
<b>V. <u>Information Service</u></b>			
<b>L. Provisions are made for making the following types of information available for students' use. . .</b>			
40. a file on military service obligations and opportunities.	2,3	44	32
<b>VII. <u>Placement Service</u></b>			
<b>K. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .</b>			
60. arranges for employers to visit the school to interview students	1,2	61	45

Table 18

Faculty Members' Modal Choices of "Essential" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 190)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	156	82
2. the admission requirements, entrance tests, tuition, and expenses.	145	76
3. the job placement program provided students.	93	49
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
5. students in surrounding high schools.	120	63
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	117	61
7. other interested groups in the community (representatives from industry and civic groups).	101	53
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	126	66
9. surrounding high schools to talk with groups of students and with individual students.	112	59
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	112	59
<b>II. Admission Service</b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admissions.	156	82
13. complete an application form.	173	91
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring the clear understanding of his aptitudes, abilities, interests, etc.	129	68
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	114	60
16. present a statement concerning the condition of his health from a physician of his own choosing.	96	50
17. provide the school with a copy of his high school record.	124	65
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, and completion of the required number of years of formal education before he is accepted into the course.	114	60
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	122	64
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading or math, and scheduling classes as they are needed.	93	49
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	104	55
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized test scores, high school records, health records, and future plans.	113	60

(Table continued on next page)



Table 18 (Continued)

Items	Fre- quencies	Per- centages
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	103	54
27. the school to send appropriate information about students to employers.	94	50
IV. <u>Orientation Service</u>		
I. Information about the school program is provided for new students during the first week by means of. . .		
30. a handbook or mimeographed copies of rules, policies, and regulations.	127	67
V. <u>Information Service</u>		
L. Provisions are made for making the following types of information available for students' use. . .		
44. preparing for a job interview.	97	48
46. good work habits and good employer-employee relations.	120	63
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	120	63
VI. <u>Counseling Service</u>		
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	115	61
55. have irregular attendance.	104	55
56. withdraw from school.	92	48
57. desire to transfer from one course to another.	99	52
VII. <u>Placement Service</u>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	104	55
60. arranges for employers to visit the school to interview students.	89	47
63. assists students in finding employment after completing a course of study.	103	54
VIII. <u>Follow-up Service</u>		
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	97	51

Table 19

Faculty Members' Modal Choices of "Desirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 190)

Items	Frequencies	Percentages
<b>I. Recruitment Service</b>		
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	98	52
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
10. PTA's and other civic organizations.	97	51
<b>II. Admissions Service</b>		
F. Procedures are developed for. . .		
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements allowing him to prove his capabilities for passing the course.	103	54
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	97	51
H. Personnel records on students are used by. . .		
26. a professional counselor to assist students in planning their next step after graduation from the vocational-technical school.	90	47
<b>IV. Orientation Service</b>		
I. Information about the school program is provided for new students during the first week by means of. . .		
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	102	54
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	97	51
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	76	40
32. one or more planned field trips to industries where students can observe work situations.	108	57
33. group discussions with former students, employees, and employers.	126	66
34. a unit on "How to Find Employment."	107	56
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school achievement and general aptitude is low.	91	48
<b>V. Information Service</b>		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	106	56
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	104	55
38. reports of apprenticeship and union requirements.	100	53
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	116	61

(Table continued on next page)

Table 25

Night Students' Modal Choices of "Excellent Provision" with Respect to Student Personnel Services Performed (Copy 2)  
(N = 137)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
A. Information is provided in an organized and systematic way to the surrounding high schools at designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	41	30
<b>II. Admission Service</b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
12. have an interview with the person in charge of admission.	64	47
13. complete an application form.	91	66
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	58	42
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	55	40
17. provide the school with a copy of his high school record.	46	34
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	37	27
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	49	36

Table 20

Faculty Members' Bimodal Choices of "Essential" and "Desirable" with Respect to Student Personnel Services Needed (Copy 1)  
(N = 190)

Items	Fre- quencies	Per- centages
<b>VI. <u>Counseling Service</u></b>		
N. A professional counselor is available for assisting students. . .		
51. who need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	85	45
<b>VII. <u>Placement Service</u></b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
59. surveys local employers in determining job openings.	90	47



service would be undesirable and would not enhance the progress of the school," and response number five, "I am uncertain or do not know whether this service is needed in the area vocational-technical school," were not chosen most frequently by faculty members for any of the items. Table 70 (Appendix E) shows that relatively few faculty members selected either of these three choices when completing Copy 1 of the Schedule.

### Summary

There was strong agreement among day students, night students, and faculty members with regard to the extent to which each of the 69 services was needed in area vocational-technical schools. Their agreement on modal choices indicated that it was either essential or desirable for the area schools to perform 68 of the 69 items listed on Copy 1 of the Schedule of Student Personnel Services.

1. Inspection of the modal choices on which day students, night students, and faculty members agreed, concerning the extent to which services were needed, reveals that it was considered "essential," for the area school to perform items 1 and 2 under recruitment service; items 12, 13, 14, 15, 17, 18, and 19 under admission service; items 22 and 27 under personnel records service; item 47 under information service; item 54 under counseling service; and item 63 under placement service.
2. Further inspection of the modal choices on which day students, night students, and faculty members agreed regarding the extent to which services were needed, revealed that it was considered "desirable," for the area school to perform: items 4 and 10 under recruitment service; item 21 under admission service; item 23 under personnel records; items 28, 29, 31, 32, 33, and 35 under orientation service; items 36, 37, 38, 39, 41, 42, 43, and 45 under information service; items 48, 49, 50, 52, and 53 under counseling service; items 62 and 65 under placement service; and items 66 and 68 under follow-up service.
3. At least two of the three respondent groups agreed on their selection of response number one, "essential," as their modal choice in connection with the extent to which the following services were needed: (a) item 3 under recruitment service; (b) item 20 under admission service; (c) item 24 under personnel record service; (d) item 30 under orientation service; (e) item 55 under counseling service; and (f) item 58 under placement service.
4. Two of the three respondent groups agreed on their selection of response number two, "desirable," concerning the extent to which each of the following services was needed: (a) items 5, 6, 7, 8, 9, and 11 under recruitment service; (b) items 25 and 26 under personnel records; (c) item 34 under orientation service; (d) items 40, 44, and 46 under information service; (e) items 51, 56, and



57 under counseling service; (f) item 61 under placement service; and (g) items 67 and 69 under follow-up service.

5. Two of the three respondent groups agreed on their selection of response number four, "undesirable," concerning the extent to which the following services was needed: (a) item 64 under placement service.
6. Day students, night students, and faculty members each selected a different modal choice as to the extent to which the following services were needed: (a) item 16 under admission service; and (b) items 59 and 60 under placement service. It should be noted that for item 59 faculty members showed a bimodal choice of response numbers one and two, while night students selected response number one and day students selected response number two. Also, on item 60, faculty members had a modal choice of response number one, while night students had a bimodal choice of response numbers one and two, and day students selected response number two.

A Descriptive Analysis of the Responses of Students and  
Faculty Members to Copy 2 of the Schedule of Student  
Personnel Services

Responses of Day Students

When day students completed Copy 2 of the Schedule, three modal choices and one bimodal choice were evident. Table 21 provides a summary of the seven items on which day students most frequently selected response number one, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired."

Day students selected response number two, "good provision is made for performing this service in an organized and systematic pattern" most frequently for 26 of the items in the Schedule as reported in Table 22.

Inspection of Table 23 discloses that day students most frequently selected response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," as the modal choice for 35 of the items.

Table 24 reveals that day students had one bimodal choice of response number two, "good provision is made for performing this service in an organized and systematic pattern," and response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," for item number 48.

Response number three, "irregular provision is made for performing this service," and response number four, "little or no provision is made for

Table 21

Day Students' Modal Choices of "Excellent Provision" with Respect to Student Personnel Services Performed (Copy 2)  
(N = 288)

Items	Fre- quencies	Per- centages
<b>I. Admission Service</b>		
<b>E. Each person applying for admission to the area vocational-technical school is required to. . .</b>		
12. have an interview with the person in charge of admissions.	129	45
13. complete an admission form.	193	67
14. take a battery of aptitude tests for guidance purposes to assist the individual in acquiring a clear understanding of his aptitudes, abilities, interests, etc.	154	53
15. appear at the school on a scheduled date prior to enrollment to take the entrance examination.	122	43
16. present a statement concerning the condition of his health from a physician of his own choosing.	108	37
17. provide the school with a copy of his high school record.	131	45
<b>IV. Orientation Service</b>		
<b>I. Information about the school program is provided for new students during the first week by means of. . .</b>		
30. a handbook or mimeographed copies of rules, policies, and regulations.	104	36

performing this service in the area vocational-technical school," was not selected most frequently for any of the items. Table 68 (Appendix E) shows the frequencies and percentages of the responses of day students, as a total group, to the 69 items on Copy 2 of the Schedule.

When the modal choices of day students for Copy 1, as presented in Tables 10, 11, and 12 are compared with the modal responses of day students for Copy 2, as presented in Tables 21, 22, 23, and 24, the same modal choices are indicated for 25 of the items. Further examination of day students' responses to Copy 1 and Copy 2 indicated that different levels of modal choices were shown by day students when responding to 43 of the items. These items were as follows: 1, 2, 10, 16, 18, 19, 20, 21, 22, 27, 26, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 47, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, and 69. For 42 of these items the differences were in the direction denoting that these services were not being performed to the extent needed; yet it should be noted that for 35 of the 42 items, day students were uncertain or did not know the extent to which these services were being performed.

#### Responses of Night Students

When responding in connection with the extent that student personnel services were being performed (Copy 2), night students had four different modal choices and one bimodal choice. A study of Table 25 shows that response number one, "excellent provision is made for performing this service under designated leadership in a highly organized and systematic pattern that leaves little to be desired," was selected most frequently by night students for only eight items.

Table 26 shows that response number two, "good provision is made for performing this service in an organized and systematic pattern" was most frequently selected by night students for only five of the items.

Response number four, "little or no provision is made for performing this service in the area vocational-technical school," was selected most frequently by night students for only two of the items as shown in Table 27.

Inspection of Table 28 indicates that night students had response number five, "I am uncertain or do not know whether this service is performed by the area vocational-technical school," as a modal choice for 53 items. A comparison of Table 28 with Table 23 revealed that night students had response number five as the modal choice for 53 items, while day students had response number five as the modal choice for only 35 items. This finding suggests that night students tended to be more uncertain regarding the extent student personnel services were being performed in Area Vocational-Technical Schools.

Table 22

Day Students' Modal Choices of "Good Provision" with Respect to Student Personnel Services Performed (Copy 2)  
(N = 288)

Items	Fre- quencies	Per- centages
<b>I. Recruitment Service</b>		
A. Information is provided in an organized and systematic manner to the surrounding high schools at/designated intervals about. . .		
1. the area vocational-technical school program, course offerings, facilities, and equipment.	125	43
2. the admission requirements, entrance tests, tuition, and expenses.	129	45
3. the job placement program provided students.	94	33
B. Organized visits are developed for groups to tour the area vocational-technical school, including. . .		
4. parents of high school students.	90	31
5. students in surrounding high schools.	115	40
6. school officials, counselors, teachers, visiting teachers, principals, and curriculum directors.	116	40
7. other interested groups in the community (representatives from industry and civic groups).	94	32
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
8. surrounding high schools on college and career days.	106	37
9. surrounding high schools to talk with groups of students and with individual students.	103	36
D. Procedures are developed for. . .		
11. releasing information about entrance data, programs of study, and performance of former students to local newspaper and radio station.	111	39
<b>II. Admission Service</b>		
E. Each person applying for admission to the area vocational-technical school is required to. . .		
18. meet specific admission standards for a course such as specific scores on aptitude, reading, and math tests, completion of the required number of years of formal education before he is accepted into the course.	108	38
19. meet with the area vocational-technical school counselor for the purpose of selecting a course that appears to be most realistic in keeping with the applicant's own abilities, interests, and limitations.	85	30
<b>III. Personnel Records</b>		
G. Procedures are developed for. . .		
22. obtaining information about students before they enter school through such means as questionnaires, interviews, tests, high school transcript, health records, etc.	135	47
23. obtaining information about students after they enter the school through such means as teacher ratings, follow-up studies, standardized tests, etc.	110	38
24. maintaining a permanent personnel folder on each student containing such information as vocational plans, standardized tests scores, high school records, health records, and future plans.	100	35
H. Personnel records are used by. . .		
27. the school to send appropriate information about students to employers.	104	36
<b>IV. Orientation Service</b>		
I. Information about the school program is provided for new students during the first week by means of. . .		

(Table continued on next page)



Table 22 (Continued)

Items	Fre- quencies	Per- centages
28. a conducted tour of the school in which they are given an opportunity to meet school personnel and become familiar with the physical plant of the school.	90	31
29. group meetings in which they can become familiar with the purposes, objectives, and opportunities of different courses and the different services provided by the school.	89	31
J. Procedures have been developed for familiarizing students with the world of work through. . .		
31. a unit taught by each instructor.	105	36
32. one or more planned field trips to industries where students can observe work situations.	81	28
V. <u>Information Service</u>		
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
41. seeking employment.	91	32
46. good work habits and good employer-employee relations.	92	32
47. self-improvement such as dress, manners, health habits, and the value of desirable personality traits.	94	33
VI. <u>Counseling Service</u>		
N. A professional counselor is available for assisting students. . .		
49. who have difficulties in their relationships with students and staff members.	86	30
50. who have personal problems.	84	29
O. Personal conferences with a professional counselor are scheduled for all students who. . .		
57. desire to transfer from one course to another.	100	35



Table 23

Day Students' Modal Choices of "Uncertain or Do Not Know" with Respect to Student Personnel Services Performed (Copy 2)  
(N = 288)

Items	Frequencies	Percentages
<b>I. Recruitment Service</b>		
C. Planned visits for the purpose of discussing the area vocational-technical school program and objectives are made by a school official to. . .		
10. PTA's and other civic organizations.	152	53
<b>II. Admission Service</b>		
F. Procedures are developed for. . .		
20. screening those students who need remedial work in reading and math, and scheduling classes as they are needed.	109	38
21. providing a student temporary admission to a course where the student fails to meet part of the admission requirements, allowing him to prove his capabilities for passing the course.	129	45
<b>III. Personnel Records</b>		
H. Personnel records on students are used by. . .		
25. a professional counselor to assist prospective students in selecting a course of study.	90	31
26. a professional counselor to assist students in planning their next step after graduation from vocational-technical school.	95	33
<b>IV. Orientation Service</b>		
J. Procedures have been developed for familiarizing students with the world of work through. . .		
32. group discussions with former students, employees, and employers.	93	32
33. a unit on "How to Find Employment."	112	39
K. Procedures have been developed for providing a special unit in the improvement of study habits that is to be. . .		
35. available to all students whose school aptitude and achievement is low.	130	45
<b>V. Information Service</b>		
L. Provisions are made for making the following types of information available for students' use. . .		
36. written reports of follow-up studies of former students and their success.	131	46
37. results of studies of local employment conditions and job opportunities available on local, state, and national level.	109	38
38. reports of apprenticeship and union requirements.	134	47
39. materials on the improvement of reading and study skills such as pamphlets and study guides.	98	34
40. a file on military service obligations and opportunities.	146	51
M. Adequate quantities (at least five) of publications are provided for students' use on. . .		
42. writing letters of application.	100	35
43. completing job application forms.	110	38
44. preparing for a job interview.	109	38
45. problems encountered in the job situation.	101	35
<b>VI. Counseling Service</b>		
N. A professional counselor is available for assisting students who. . .		
51. need to gain a better understanding of themselves, their abilities, interests, motivations, and limitations.	87	30

(Table continued on next page)

Table 23 (Continued)

Items	Fre- quencies	Per- centages
52. need information regarding military service and other special problems related to educational-vocational planning.	113	39
53. need help in developing and carrying out post-school plans.	99	35
0. Personal conferences with a professional counselor are scheduled for all students who. . .		
54. are failing and/or having learning difficulties.	90	32
55. have irregular attendance.	81	28
56. withdraw from school.	109	38
<b>VII. Placement Service</b>		
P. A job placement service is coordinated through one office under the supervision of a professional counselor who. . .		
58. maintains files, records, and organized arrangements of job requests received from employers.	117	41
59. surveys local employers in determining job openings.	124	43
60. arranges for employers to visit the school to interview students.	132	46
61. makes a list of students seeking employment and their preference as to location three months prior to their graduation.	139	48
62. assists students in preparing for job interviews.	118	41
63. assists students in finding employment after completing a course of study.	92	32
64. assists students in withdrawing from school to obtain employment.	157	55
65. assists former students in finding employment.	136	47
<b>VIII. Follow-up Service</b>		
Q. Regular and periodic follow-up studies are conducted of. . .		
66. all graduates to determine their progress and adjustment on the job.	155	54
67. all school dropouts to determine their progress and adjustment on the job.	176	61
68. all graduates and dropouts to determine reactions towards the training they received and possible changes that they feel should be made in the training program.	170	59
R. Information obtained from follow-up studies is summarized by. . .		
69. a member of the school staff or a committee to show changes that former students and employers feel should be made in the training program and factual information about job success of area vocational-technical school students.	162	56

Table 24

Day Students' Modal Choice of "Good Provision" and "Uncertain or Do Not Know" with Respect to Student Personnel Services  
Performed (Copy 2)  
(N = 288)

Items	Fre- quencies	Per- centages
VI. <u>Counseling Service</u>		
N. A professional counselor is available for assisting students. . .		
48. who have financial problems related to educational and occupational planning.	86	30