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ABSTRACT

This guide, one of a set of twelve documents describing the Career Planning Support System (CPSS) and its use, provides instruction for faculty/staff members (on a needs assessment task force) to lead others in manually tabulating data collected on four questionnaires administered as one of the activities of CPSS. (CPSS is a comprehensive guidance program management system designed to provide information for local high schools to design, implement, and evaluate an upgraded career guidance program. CPSS describes how existing activities can be brought into an integrated systematic approach for the delivery of career guidance services which would enable teachers, counselors, students, and community members to decide on a specific program to be followed.) (This guide will probably not be used if data is analyzed by computer. The computer option is discussed in the procedural guide on assessing needs--surveying.) Procedural sections of this guide provide detailed instructions for accomplishing the following tasks: Transfer questionnaire responses to code sheets; add each column on each code sheet and record sums; transfer sums on each code sheet to summary sheets; total summary sheets; compute percentages and sums of rankings and transfer to nine tables; and record all fill-in statements and comments. It is noted that results of the tabulation are intended for use in setting goals for the school's career guidance program. (TA)

Research & Development Series No. 119-F*

ASSESSING NEEDS: TABULATION

A PROCEDURAL GUIDE FOR SUPERVISORS

CAREER PLANNING SUPPORT SYSTEM

by

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TABLE OF CONTENTS

INTRODUCTION

The responses on the questionnaires that you and the rest of the Needs Assessment Task Force collected are important to your school's career guidance program. But, unfortunately, that information is not very usable in its present form. Tabulating the responses and displaying them in a meaningful way is now the job of the Needs Assessment Task Force. Once this is completed you will have accomplished needs assessment for your school and will have made it possible for the Steering Committee to set goals for the program that are based on the sound information on the tables.

Listed below are the general tasks to be completed during tabulation.

1. Transfer questionnaire responses to code sheets.
2. Add each column on each code sheet and record the sums.
3. Transfer the sums on each code sheet to the summary sheets.
4. Total the summary sheets.
5. Compute percentages and sums of rankings and transfer them to nine tables.
6. Record all fill-in statements and comments and complete Table 47.

Procedural Sections A-O of this guide provide detailed instructions for accomplishing each of these tasks.

Tabulation should be begun within one week after the administration of Student Questionnaires—even though all of the Parent and Graduate Questionnaires may not yet have been returned to the school. All members of the task force will begin tabulating Student and Faculty/Staff Questionnaires until enough Parent and Graduate Questionnaires have been returned to make it worthwhile to begin tabulating them. The chart on the next page shows how the tasks of surveying and tabulation can be integrated during the same time period. The CPSS coordinator will set the pace for tabulation and you, in turn, will set the pace for the students you supervise.

The Steering Committee and/or CPSS coordinator has probably already decided who will do the work of tabulation: the individuals who surveyed students, parents, graduates, faculty/staff, and parents as the Needs Assessment Task Force; new members of the task force; a math or other appropriate class; or individuals with common blocks of time in which to work. Because the recommended way to accomplish tabulation is to have the Needs Assessment Task Force do it, the tabulation procedures in this procedural guide are written for that task force. However, they can be easily adapted to fit whatever group does the work.

Organizing the Workers

It is important to note (especially if you served on the Needs Assessment Task Force during surveying) that the group doing tabulation is organized quite differently from the way it was organized during surveying. During surveying, faculty/staff members and students formed teams, each of which dealt with only one kind of questionnaire. During tabulation, however, individuals doing the work may become involved with tabulating as many of the four questionnaires as necessary. The only restraint on this technique is that care should be taken to make sure that persons who administered Graduate Questionnaires do not tabulate Graduate Questionnaires. This is important because, otherwise, confidentiality of graduate responses conceivably could be compromised since Graduate Questionnaires carry identifying numbers used in the second mail-out.

If the Steering Committee and/or the CPSS coordinator have decided to use a

NEEDS ASSESSMENT

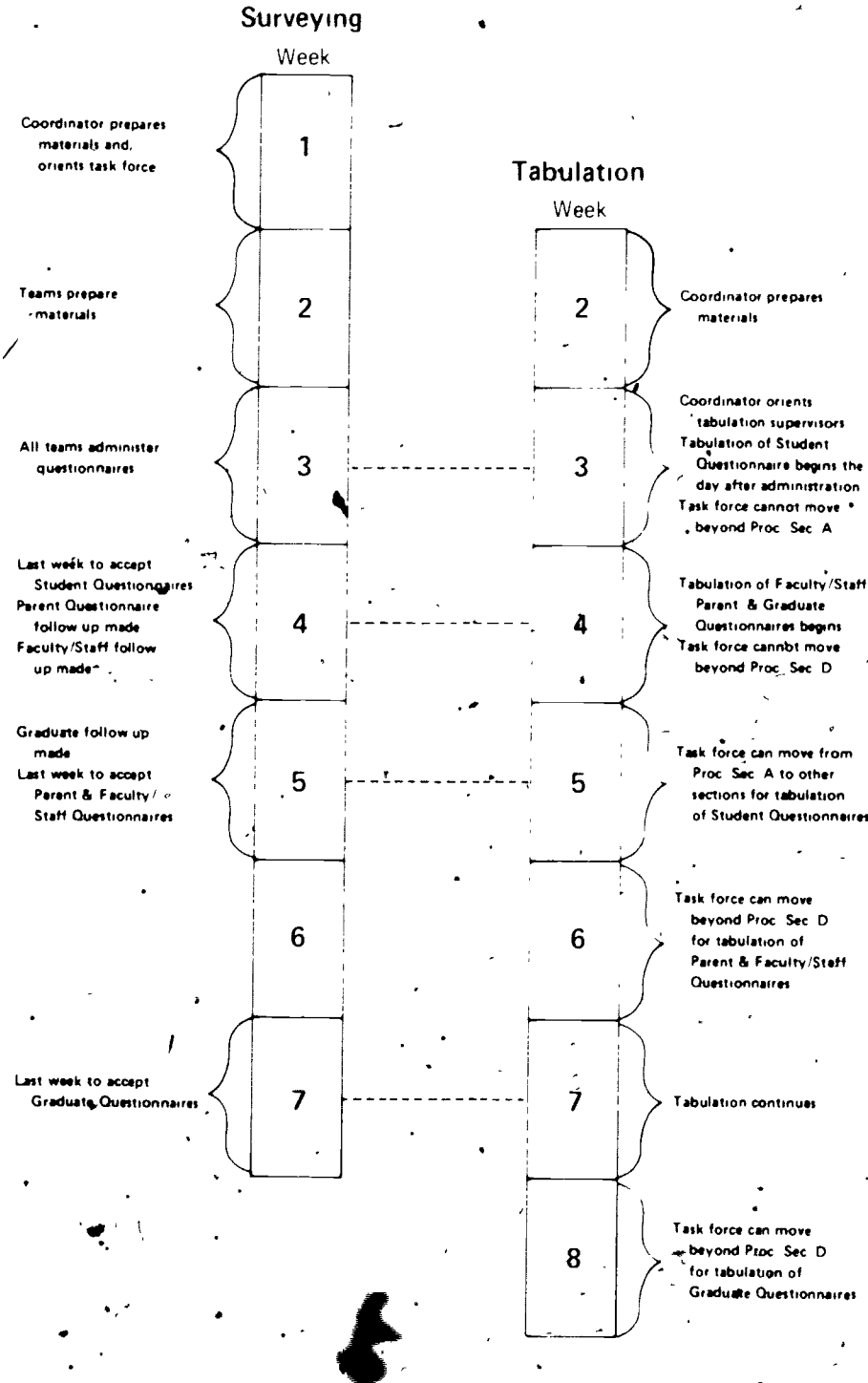

Chart showing an efficient integration of surveying and tabulation during the same time period. (Dashed lines indicate points at which completed questionnaires can be passed to those doing tabulation.)

computer to do some of the tasks of tabulation, the coordinator will advise you which tasks will still have to be done manually by the task force. If your school is not using computer, the first manual task to be done is the transferring of questionnaire responses to code sheets. For this task, student members of the task force should divide into pairs and each faculty/staff member, called tabulation supervisors, should supervise two pairs of students. (If you did not survey the ninth grade, one of the faculty/staff members will supervise only one pair of students.) After this task is completed, it is no longer necessary for the students to work in pairs and you probably will want to make some other arrangement. In fact, as tabulation progresses, fewer and fewer work sheets are required and therefore, you may find it desirable and/or necessary to involve fewer people in the tasks.

Things to Remember

Throughout tabulation there are four rules to keep in mind. They are: (1) make sure the students you supervise clearly understand each task they are performing, (2) make sure you and they follow the suggested procedures, (3) make certain that confidentiality is maintained, and (4) make sure the work is done accurately.

Accuracy is particularly important in tabulation because the results of tabulation will be the basis upon which the Steering Committee will set goals for your school's new career guidance program. Even a small error in tabulation could considerably alter the direction of the program.

It is in your school's best interest for you and the rest of the task force to keep in the strictest confidence the information provided on the questionnaires by students, graduates, faculty/staff, and parents. Otherwise, those individuals will not be likely to cooperate in the school's information-gathering efforts later. Although the information collected during surveying is not likely to be of a personal or sensitive nature, the respondents were promised confidentiality and there are courteous ways in which to treat such information. Here are a few suggestions that you should share with the students you supervise.

1. Do not discuss with anyone how a question was answered by a single individual, regardless of whether you think you know the identity of the individual.

2. Do not try to guess who completed which questionnaire.

3. Do not leave your tabulation work lying around, especially if people not on the task force may see it.

Following the suggested procedures is also important in CPSS because the procedures are part of a system. Each set of steps lays the basis for other steps that will follow, and this is certainly true for tabulation. By following the procedures closely you can be sure that the information can be tabulated correctly and that important details will not be overlooked.

The procedures for tabulation begin on the next page.

PROCEDURAL SECTION A

Transferring Responses from Student Questionnaires to Student Code Sheets (Items 1-22)

> NOTE: This section outlines the procedural steps for transferring responses to Student Questionnaire items 1-22 to Student Code Sheets for easier computation. As you read through or work through these procedures, refer often to the Example Student Code Sheets, which are completed for hypothetical grades nine-twelve.

Step 1 Students should divide into pairs, deciding among themselves which of the pair will be the "caller" and which will be the "recorder."

A. The caller will call out loud the respondent's answers on each questionnaire.

B. The recorder will use a pencil to write those answers on code sheets.

> NOTE: Responses from Student Questionnaires from all grade levels may be transferred simultaneously as long as a student pair is not transferring responses from more than one grade level at any one time. This is to assure that responses from more than one grade level are not transferred to the same code sheet.

Step 2 Each pair of students should receive a stack of filled-in Student Questionnaires from one grade level, some blank Student Code Sheets, and four Example Student Code Sheets completed for hypothetical grades nine-twelve.

A. The responses from the first questionnaire will be recorded on row 1 of the code sheet, those from the second questionnaire on row 2, etc.

B. Each code sheet can handle responses from twenty-five questionnaires. (On the Example Student Code Sheets, responses from five respondents are recorded for each grade level.)

> NOTE: Rows go across the page; columns run from top to bottom. Items are questions on the questionnaire.

Step 3 At the top of the first code sheet, fill in the space for the grade level of the questionnaires you have.

Step 4 Transfer the response to item 1 on the first questionnaire in your stack to row 1 of the code sheet.

A. The caller calls out the item number and which box the respondent checked.

1. For item 1, the caller would call out either "1, yes" or "1, no" or "1, blank."

2. See the note below for help in deciding how the respondent answered.

B. The recorder writes the answer for item 1 in row 1 under column 1 of the code sheet.

1. If the caller said "1, yes," the recorder writes a 1; if the caller said "1, no," then the recorder writes a 0; if the caller said "1, blank," the recorder does not write anything on the code sheet.

2. On the Example Student Code Sheet for grade nine, the recorder has written a 1 in row 1 under column 1 because the first hypothetical questionnaire showed a "yes" response to item 1.

NOTE: If the respondent has left the item blank, the caller should say "blank."

Yes	No		
☐	☐	1.	Have you learned how to explore your interests, abilities, and values?

(Caller then says, "1, blank.")

For all items but item 22 on the Student Questionnaire, if the respondent checks more than one box, the caller should also say "blank."

Yes	No		
☒	☒	1.	Have you learned how to explore your interests, abilities, and values?

(Caller then says, "1, blank.")

If the respondent writes something next to the box and it is difficult to determine what his/her answer is, the caller should also say "blank."

This is a dumb question.

Yes	No		
☐	☐	1.	Have you learned how to explore your interests, abilities, and values?

(Here the caller says, "1, blank.")

However, if the writing next to the box provides a clear answer, the caller should go ahead and call out that answer even though no boxes are checked.

I have no idea what my interests are, but it is important to find out.

Yes	No		
☐	☐	1.	Have you learned how to explore your interests, abilities, and values?

(Here the caller says, "1, no.")

In summary, when the answer is clear, call it out. When it is not clear, when the item is simply not filled in, or when two answers are checked (for all but item 22) call out "blank."

Step 5 Working with that same questionnaire, transfer the responses to items 2-21 the same way you did item 1.

A. Remember that the answer for each item is recorded in row 1 under the column whose number is the same as that item's.

B. On the Example Student Code Sheets, the answers for items 1-21 are filed in for five respondents (five rows).

Step 6 For item 22 on that same questionnaire, the caller calls out the number of the item and the letter of the boxes checked by the respondent. There may be more than one box checked.

A. For instance, if the respondent checked the box labeled b, the caller would call out "22b." If he/she checked boxes b and d, the caller would call out "22, b and d." One exception to this procedure: if the respondent checked box e, the caller calls out only "22e" regardless of how many other boxes the respondent also checked. For instance, if the respondent checked boxes d, and e, the caller would say only "22e."

B. If the respondent left all boxes blank, the caller would say "22, blank."

Step 7 For item 22, the recorder writes a 1 in row 1 of each column marked with the letter of the response.

A. If the caller said "22, b and f," the recorder writes a 1 in column b and a 1 in column f in row 1 on the code sheet. The other columns are left blank.

B. If the caller said "22, blank," the recorder draws a line on the code sheet from column a through column f.

C. The recorder never writes 0 on the code sheet for item 22.

D. On the Example Student Code Sheet for grade nine, the recorder wrote a 1 in row 1 under column c and a 1 in row 1 under column d because those are the boxes checked on the first hypothetical questionnaire.

Step 8 Ignore items 23 and 24 of the questionnaire because they will be tabulated later. Write an "X" in the upper left corner of the questionnaire to show that you have completed it and lay it aside.

NOTE: You have now completed transferring responses from one Student Questionnaire.

Step 9 The caller should go on to the next questionnaire in the stack and he/she and the recorder should repeat Steps 4-8 with this questionnaire and, one at a time, the others in the stack until all are finished. Remember that answers from one questionnaire go on one row of the code sheet. When you fill up one code sheet, begin another, making sure that you write the grade level at the top of the code sheet. Do not transfer responses from more than one grade level onto one code sheet.

Step 10 After finishing all questionnaires, count them. Make sure that the number of rows (not columns) you have completed on all your code sheets equals the number of questionnaires you've handled. If the number is not identical, you have made a mistake and will have to check your work. Correct any mistakes before going on.

Step 11 Give all materials to your tabulation supervisor.

Step 12 Each tabulation supervisor should spot-check the work of those he/she is supervising and ask them to correct any errors found.

Step 13 One supervisor should separate by grade level all the Student Code Sheets used by all student pairs. In the upper right corner of each, are printed the words: Page_____of_____. Number the code sheets for grade nine, writing each page number in the space after the word "Page." Then write the number of the last page you numbered in the space after the word "of" on each sheet. Repeat this process for each grade level of Student Code Sheets.

Step 14 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer responses from the Faculty/Staff, Parent, and Graduate Questionnaires (Procedural Sections B, C, and D) or continue tabulating Student Questionnaires by following the procedures outlined in Procedural Section E.

PROCEDURAL SECTION B-1

Transferring Responses from Graduate Questionnaires to Graduate Code Sheet 1 (Items 1-21 and 23)

NOTE: This section outlines the procedural steps for transferring responses to Graduate Questionnaire items 1-21 and 23 to Graduate Code Sheet 1 for easier computation. This set of procedures is very similar to procedures for transferring Student Questionnaires to Student Code Sheets (Procedural Section A). As you read through these procedures, refer often to Example Graduate Code Sheet 1, which is completed for a hypothetical group of Graduate Questionnaires.

Step 1 Students should divide into pairs, deciding among themselves which of the pair will be the "caller" and which will be the "recorder."

A. The "caller" will call out loud the respondent's answers on each questionnaire.

B. The "recorder" will use a pencil to write those answers on Graduate Code Sheets 1.

Step 2 Each pair receives a stack of Graduate Questionnaires, some Graduate Code Sheets 1, and an Example Graduate Code Sheet 1.

A. The responses from the first questionnaire will go on row 1 of the code sheet, those from the second questionnaire on row 2, etc.

B. Each Graduate Code Sheet 1 can handle responses from twenty-five Graduate Questionnaires. On Example Graduate Code Sheet 1, responses from four hypothetical graduates are recorded.

NOTE: Rows go across the page; columns run from top to bottom. Items are questions on the questionnaire.

Step 3 Transfer the response to item 1 on the first questionnaire in your stack to row 1 of the code sheet.

A. The caller calls out the item number and which box the respondent checked.

1. For item 1, the caller would call out either "1, yes" or "1, no" or "1, blank."

2. See the note below for help in deciding how the respondent answered.

B. The recorder writes the answer for item 1 in row 1 under column 1 of the first code sheet.

1. If the caller said "1, yes," the recorder writes a 1; if the caller said "1, no" the recorder would write a 0; if the caller says "1, blank," the recorder does not write anything on the code sheet.

2. On Example Graduate Code Sheet 1, the recorder has written a 1 in row 1 under column 1 because the first hypothetical questionnaire showed a "yes" response to item 1.

NOTE: If the respondent has left the item blank, the caller should say "blank."

Yes ☐ No ☐ 1. How to explore your interests, abilities, and values.

(Caller then says "1, blank.")

For all items but item 21 on the Graduate Questionnaire, if the respondent checks more than one box, the caller should also say "blank."

Yes ☒ No ☒ 1. How to explore your interests, abilities, and values.

(Caller then says "1, blank.")

If the respondent writes something next to the box and it is difficult to determine what his/her answer is, the caller should also say "blank."

This is a dumb question

Yes ☐ No ☐ 1. How to explore your interests, abilities, and values.

(Here the caller says "1, blank.")

However, if the writing next to the box provides a clear answer, go ahead and call out the answer even though no boxes are checked.

(I don't think so, but it is an important skill to learn.)

Yes ☐ No ☐ 1. How to explore your interests, abilities, and values.

(Here the caller says "1, no.")

In summary, when the answer is clear, call it out. When it is not clear, when the item is simply not filled in, or when two answers are checked (for all but item 21), call out "blank."

Step 4 Working with that same questionnaire, transfer the responses to items 2-20 in the same way you did item 1.

A. Remember that the answer for each item is recorded in row 1 under the column whose number is the same as that item's.

B. On Example Graduate Code Sheet 1, the answers for items 1-20 are filled in for four respondents (four rows).

Step 5 For item 21 on that same questionnaire, the caller calls out the number of the item and the letter of the boxes checked by the respondent. There may be more than one box checked.

A. For instance, if the respondent checked the box labeled b, the caller would call out "21b." If he/she checked boxes b and d, the caller would call out "21b and d." One exception to this procedure: If the respondent checked box e, the caller calls out only "21e," regardless of how many other boxes the respondent also checked. For example, if the respondent checked boxes d, f, and e, the caller would say only "21e."

B. If the respondent left all boxes blank, the caller would say "21 blank."

Step 6 For item 21, the recorder writes a 1 in the first row of each column marked with the letter of the response.

A. If the caller said "21, b and f," the recorder writes a 1 in column b and a 1 in column f in row 1 on the code sheet. The other columns are left blank.

B. If the caller said "21, blank," the recorder draws a line on the code sheet from column a through column f.

C. The recorder never writes 0 on the code sheet for item 21.

D. On the Example Graduate Code Sheet 1, the recorder wrote a 1 in row 1 under column b and a 1 in row 1 under column d because those are the boxes checked on the first hypothetical questionnaire.

Step 7 Ignore item 22 for now, and do item 23 as you did item 1.

Step 8 Ignore item 24 because it and item 22 will be tabulated later. Write an "X" in the upper left corner of the questionnaire to show that you have completed it and lay it aside.

NOTE: You have now completed transferring responses from one questionnaire.

Step 9 The caller should go on to the next questionnaire in the stack and he/she and the recorder should repeat Steps 3-8 with this questionnaire and, one at a time, the others in the stack until all are finished. Remember that answers from one questionnaire go on one row of the code sheet. When you fill up one code sheet, begin another.

Step 10 Once you have completed all the questionnaires in your stack, count them and make sure that the number of rows (not columns) you have completed on all your code sheets equals the number of questionnaires you've completed. If the number is not identical, you have made a mistake and will have to check your work. Correct any mistakes before going on.

Step 11 Give all materials to your tabulation supervisor.

Step 12 Each tabulation supervisor should spot-check the work of those he/she is supervising and ask them to correct any errors found.

Step 13 One supervisor should stack together all Graduate Code Sheets 1 that have been used by all student pairs. In the top right corner of each are printed the words: Page___ of ___. Number the sheets from the top, writing each page number in the space after the word "Page." Then write the number of the last page you numbered in the space after the word "of" on each sheet.

Step 14 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer responses from Graduate Questionnaires to Graduate Code Sheet 2 by following the steps in Procedural Section B-2.

PROCEDURAL SECTION B-2

Transferring Responses from Graduate Questionnaires to Graduate Code Sheet 2 (Item 24)

> NOTE: This section outlines the procedural steps for transferring responses to Graduate Questionnaire item 24 to Graduate Code Sheet 2 for easier computation. As you read through these procedures, refer often to Example Graduate Code Sheet 2, which is completed for a hypothetical group of Graduate Questionnaires.

Step 1 Students should divide into pairs, deciding among themselves which of the pair will be the "caller" and which will be the "recorder."

A. The caller will call out the respondents' answers on each questionnaire.

B. The recorder will use a pencil to write those answers on code sheets.

Step 2 Each pair receives a stack of Graduate Questionnaires, some Graduate Code Sheets 2, and an Example Graduate Code Sheet 2.

A. The responses from the first questionnaire will go on row 1 of the code sheet, those from the second questionnaire on row 2, etc.

B. Each Graduate Code Sheet can handle responses from 125 Graduate Questionnaires. On Example Graduate Code Sheet 2, responses from four hypothetical graduates are recorded.

> NOTE: Rows go across the page; columns run from top to bottom. Items are questions on the questionnaire.

Step 3 Transfer the response to item 24, area I on the first questionnaire in your stack to row 1 of a code sheet.

A. The caller calls out the area number and the rank assigned by the respondent..

1. For area I, the caller would call out either "I, 1," or "I, 2," or "I, 3," or "I, 4," or "I, 5," or "I, blank."

2. See the note below for help in deciding how the respondent answered.

B. The recorder writes the answer for area I in row 1 under column I of the first Graduate Code Sheet 2.

1. If the caller said "I, 1" the recorder writes a 1; if the caller says "I, 2" the recorder writes 2, etc. If the caller said "I, blank," the recorder does not write anything on the code sheet.

2. On Example Graduate Code Sheet 2, the recorder has written a 1 in row 1 under column I for the first hypothetical questionnaire.

NOTE: If the respondent has left the area blank on the questionnaire, the caller also should say "blank" if the respondent writes more than one number in the rank space or if the answer is not clear.

Step 4 Repeat Step 3 to transfer the responses to areas II-V to the code sheet. On Example Graduate Code Sheet 2, the ranks for areas I-V are filled in for four hypothetical respondents (four rows).

NOTE: You have now completed transferring the response to item 24 from one Graduate Questionnaire.

Step 5 Write a plus (+) in the upper left corner of the questionnaire to show you have completed it and lay it aside.

Step 6 The caller should go on to the next questionnaire in the stack and he/she and the recorder should repeat Steps 3, 4, and 5 with this questionnaire and, one at a time, the others in the stack until all are finished. When you fill up one code sheet, begin another.

Step 7 Once you have completed all the questionnaires in your stack, count them and make sure that the number of rows you have completed on all the code sheets equals the number of questionnaires whose response to item 24 you have transferred. If the numbers are not identical, you have made a mistake and will have to check your work. Correct any mistakes before going on.

Step 8 Return all materials to your tabulation supervisor.

Step 9 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 10 One supervisor should stack together all Graduate Code Sheets 2 that have been used by all student pairs. In the top right corner of each are printed the words: Page___ of___. Number the sheets from the top, writing each page number in the space after the word "Page." Then write the number of the last page you numbered in the space after the word "of" on each sheet.

Step 11 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer responses from the Faculty/Staff and Parent Questionnaires (Procedural Sections C and D) or continue tabulating Graduate Questionnaires by following procedures outlined in Procedural Section F.

PROCEDURAL SECTION C

Transferring Responses from Faculty/Staff Questionnaires to Faculty/Staff Code Sheets (Items 1 and 2)

NOTE: This section outlines the procedural steps for transferring responses to Faculty/Staff Questionnaire items 1 and 2 to Faculty/Staff Code Sheets for easier computation. As you read through these procedures, refer often to the Example Faculty/Staff Code Sheet, which is completed for a hypothetical group of Faculty/Staff Questionnaires.

Step 1 Students should divide into pairs, deciding among themselves which of the pair will be the "caller" and which will be the "recorder."

A. The caller will call out the respondents' answers on each questionnaire.

B. The recorder will use a pencil to write those answers on code sheets.

Step 2 Each pair receives a stack of Faculty/Staff Questionnaires, some Faculty/Staff Code Sheets, and an Example Faculty/Staff Code Sheet.

A. The responses from the first questionnaire will go on row 1 of the code sheet, those from the second questionnaire on row 2, etc.

B. Each Faculty/Staff Code Sheet can handle responses from fifty Faculty/Staff Questionnaires.

NOTE: Rows go across the page; columns run from top to bottom. Items are questions on the questionnaire.

Step 3 Transfer the response to item 1, area I on the first questionnaire in your stack to row 1 of a code sheet.

A. The caller calls out the area number and the rank assigned by the respondent.

1. For area I the caller would call out either "I, 1" or "I, 2" or "I, 3" or "I, 4" or "I, 5" or "I, blank."

2. See the note below for help in deciding how the respondent answered.

B. The recorder writes the number for area I in row 1 under column I of the first code sheet.

1. If the caller said "I, 1," the recorder writes a 1; if the caller said "I, 2," the recorder writes a 2, etc. If the caller said "I, blank," the recorder does not write anything on the code sheet.

2. On the Example Faculty/Staff Code Sheet, the recorder has written a 2 in row 1 under column I for the first hypothetical questionnaire.

NOTE: If the respondent has left the area blank on the questionnaire, the caller should say "blank." The caller also should say "blank" if the respondent writes more than one number in the rank space or if the answer is not clear.

Step 4 Repeat Step 3 to transfer the responses to areas II-V to the code sheet. On the Example Faculty/Staff Code Sheet, the ranks for areas I-V are filled in for four hypothetical respondents (four rows).

NOTE: You have now completed transferring one person's responses to item 1 of the Faculty/Staff Questionnaire to the Faculty/Staff Code Sheet.

Step 5 Transfer the response to item 2 (General Need) on the first questionnaire to row 1 under the column labeled "General Need" on the code sheet.

A. The caller calls out "General Need" and which box the respondent checked.

1. The caller will call out either "General need, yes" or "General need, no" or "General need, blank."

2. See the note below for help in deciding how the respondent answered.

B. The recorder writes the answer for item 2 on the code sheet in row 1 under the column labeled General Need.

1. If the caller said "General need, yes," the recorder writes a 1; if the caller said "General need, no," the recorder writes a 0; if the caller said "General need, blank," the recorder does not write anything on the code sheet.

2. On the Example Faculty/Staff Code Sheet the recorder has written a 1 on the code sheet in row 2 under the column labeled General Need.

NOTE: If the respondent has left the item blank, the caller should say "blank." The caller also should say "blank" if the respondent checked more than one box.

Yes	No		
☒	☒	2.	In general do you think it is important for high schools to help students to choose and plan for the type of career they want and the training and/or education that it requires?

(Caller then says, "General need, blank.")

If the respondent writes something next to the box and it is difficult to determine what his/her answer is, the caller also should say "blank."

Yes	No		
☐	☐	2.	In general do you think it is important for high schools to help students to choose and plan for the type of career they want and the training and/or education that it requires?

(Here the caller says, "General need, blank.")

If the writing next to the box provides a clear answer, go ahead and call out the answer.

Yes	No		
☐	☐	2.	In general do you think it is important for high schools to help students to choose and plan for the type of career they want and the training and/or education that it requires?

(Here the caller says, "General need, no.")

In summary, when the answer is clear, call it out. When it is not clear, when more than one box is checked, or when the item is simply not filled in, call out "blank."

Step 6 Ignore Item 3 because it will be tabulated later. Write an "X" in the upper left corner of the questionnaire to show that you have completed it ans lay it aside.

NOTE: You have now completed transferring the responses to items 1 & 2 from one Faculty/Staff Questionnaire.

Step 7 The caller should go on to the next questionnaire in the stack and he/she and the recorder should repeat Steps 3-6 with this questionnaire and, one at a time, the others in the stack until all are finished. When you fill up one code sheet, begin another.

Step 8 Once you have completed all questionnaires in your stack, count them and make sure that the number of rows you have completed on all the code sheets equals the number of questionnaires that you have completed. If the numbers are not identical, you have made a mistake and will have to check your work. Correct any mistakes before going on.

Step 9 Return all materials to your tabulation supervisor.

Step 10 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 11 One supervisor should stack together all Faculty/Staff Code Sheets that have been used by all student pairs. In the top right corner of each are printed the words: Page___ of ___. Number the sheets from the top, writing each page number in the space after the word "Page." Then write the number of the last page you numbered in the space after the word "of" on each sheet.

Step 12 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer responses from the Parent Questionnaires (Procedural Section D) or continue tabulating Faculty/Staff Questionnaires by following procedures outlined in Procedural Section G.

PROCEDURAL SECTION D

Transferring Responses from Parent Questionnaires to Parent Code Sheets (Items 1 and 2)

NOTE: This section outlines the procedural steps for transferring parent responses to Parent Questionnaire items 1 and 2 to Parent Code Sheets. These procedures are exactly the same as the procedures for transferring data from Faculty/Staff Questionnaires to Faculty/Staff Code Sheets (Procedural Section C). As you read through these procedures, refer often to the Example Parent Code Sheet.

Step 1 Students should divide into pairs, deciding among themselves which of the pair will be the "caller" and which will be the "recorder."

A. The caller will call out the respondents' answers on each questionnaire.

B. The recorder will use a pencil to write those answers on code sheets.

Step 2 Each pair of students receives a stack of Parent Questionnaires, some Parent Code Sheets, and an Example Parent Code Sheet.

A. The responses from the first questionnaire will go on row 1 of the code sheet, those from the second questionnaire on row 2, etc.

B. Each Parent Code Sheet can handle responses from fifty Parent Questionnaires.

NOTE: Rows go across the page; columns run from top to bottom. Items are questions on the questionnaire.

Step 3 Transfer the response to item 1, area I on the first questionnaire in your stack to row 1 of a code sheet.

A. The caller calls out the area number and the rank assigned by the respondent.

1. For area I, the caller would call out either "I, 1" or "I, 2" or "I, 3" or "I, 4" or "I, 5" or "I, blank."

2. See the note below for help in deiciding how the respondent answered.

B. The recorder writes the number for area I in row 1 under column I of the first code sheet.

1. If the caller said "I, 1," the recorder writes a 1; if the caller said "I, 2," the recorder writes a "2," etc. If the caller said "I, blank," the recorder does not write anything on the code sheet.

2. On the Example Parent Code Sheet, the recorder has written a 4 in row 1 under column I for the first questionnaires.

NOTE: If the respondent has left the area blank on the questionnaire, the caller should say "blank." The caller also should say "blank" if the respondent writes more than one number in the rank space or if the answer is not clear.

Step 4 Repeat Step 3 to transfer the responses to areas II-V to the code sheet. On the Example Parent Code Sheet, the ranks for areas I-V are filled in for four hypothetical respondents (four rows).

Step 5 Transfer the response to item 2 (General Need) of the first questionnaire to row 1 under the labeled "General Need" on the code sheet.

A. The caller calls out "General need" and which box the respondent checked.

1. The caller will call out either "General need, yes" or "General need, no" or "General need, blank."

2. See the note on the next page for help in deciding how the respondent answered.

B. The recorder writes the answer for item 2 on the code sheet in row 1 under the column labeled "General Need."

1. If the caller said "General need, yes," the recorder writes a 1; if the caller said "General need, no," the recorder writes a 0; if the caller said "General need, blank," the recorder does not write anything on the code sheet.

2. On the Example Parent Code Sheet, the recorder has written a 1 on the code sheet in row 1 under the column labeled "General Need."

NOTE: If the respondent has left the item blank, the caller will say "blank." The caller also should say "blank" if the respondent checked more than one box.

Yes	No	
☒	☒	2. In general, do you think it is important for high schools to help students choose and plan for the type of career they want and the training and/or education that it requires?

(Caller then says, "General need, blank.")

If the respondent writes something next to the box and it is difficult to determine what his/her answer is, the caller should also say "blank."

Yes	No	
☐	☐	2. In general, do you think it is important for high schools to help students choose and plan for the type of career they want and the training and/or education that it requires?

(Here the caller says, "General need, blank.")

If the writing next to the box provides a clear answer, go ahead and call out the answer.

Yes	No	
☐	☐	2. In general, do you think it is important for high schools to help students choose and plan for the type of career they want and the training and/or education that it requires?

Parents should take on this responsibility.

(Here the caller says "General need, no.")

In summary, when the answer is clear, call it out. When it is not clear, when more than one box is checked, or when the item is simply not filled in, call out "blank."

Step 6 Ignore Item 3 because it will be tabulated later. Write an "X" in the upper left corner of the survey to show you have completed it and lay it aside.

NOTE: You have now completed transferring the responses to items 1 & 2 from one Parent Questionnaire.

Step 7 The caller should go on to the next questionnaire in the stack and he/she and the recorder should repeat steps 3-6 with this questionnaire and one at a time, the others in the stack until all are finished. When you fill up one code sheet, begin another.

Step 8 Once you have completed all the questionnaires in your stack, count them and make sure that the number of rows you have completed on all the code sheets equals the number of questionnaires that you have completed. If the numbers are not identical, you have made a mistake and will have to check your work. Correct any mistakes before going on.

Step 9 Return all materials to your tabulation supervisor.

Step 10 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 11 One supervisor should stack together all Parent Code Sheets that have been used by all student pairs. In the top right corner of each are printed the words: Page ____of____. Number the sheets from the top, writing each page number in the space after the word "Page." Then write the number of the last page you numbered in the space after the word "of" on each sheet.

Step 12 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks or continue tabulating Parent Questionnaires by following procedures outlined in Procedural Section H.

PROCEDURAL SECTION E

Adding the Counts on Student Code Sheets

> NOTE: This section outlines the procedural steps for adding, on each code sheet, the total "yes," "no," and "blank" responses to Student Questionnaire items 1-22.

Step 1 Receive filled-out Student Code Sheets and group them by grade level. Receive also Example Student Code Sheets, grades nine-twelve.

Step 2 Count the number of 1's, 0's, and blanks in the first column (item 1 of the first code sheet).

A. First count the number of 1's in that column and record that number in the total row for 1's at the bottom of the first code sheet. (On the Example Student Code Sheet for grade nine, there are three 1's in column 1. That number [3] is recorded in the total row for 1's under column 1 at the bottom of the code sheet.)

B. Then count the number of 0's in that column and record that number in the total row for 0's at the bottom of the first code sheet. (On the Example Student Code Sheet for grade nine, there are two 0's in column 1. That number [2] is recorded in the total row for "0's" under column 1 at the bottom of the code sheet.)

C. Count the number of blanks in that column and record that number in the total row for Blanks at the bottom of the first code sheet. (On the Example Student Code Sheet for grade nine, there are no blanks in column 1. Therefore, zero [0] is recorded in the total row for Blanks under column 1 at the bottom of the code sheet.)

Step 3 Repeat Step 2 for items 2-21 on the first code sheet. (Refer to the Example Student Code Sheet for grade nine for these items also.)

Step 4 Count the number of 1's in the column 22a and record that number in the total row for 1's at the bottom of the first code sheet. Do the same for columns 22b through 22f. There should be no 0's to count in these columns. (On the Example Student Code Sheet for grade nine, there is only one 1 in column 22a. So that number [1] is placed in total row for 1's under column 22a at the bottom of the code sheet. In columns 22b and 22f there are no 1's, so a zero [0] is placed in the total row for 1's under those two columns at the bottom of the code sheet. In column 22c, there are two 1's, so that number [2] is placed in the total row for 1's under column 22c at the bottom of the code sheet. Similarly, the number of 1's in the columns 22d and 22e are placed in their appropriate spaces at the bottom of the sheet.)

Step 5 Next, count the number of lines drawn from columns 22a through 22f and write that number in the total row (one space) for Blanks at the bottom of the first code sheet. (On the Example Student Code Sheet for grade nine, there is only one line drawn from 22a through f, so that number [1] is placed in the total row for Blanks at the bottom of the code sheets.) Remember that for this item the number you write in the total row for Blanks should reflect lines drawn from columns 22a through 22f—not blank spaces in the columns.

Step 6 In order to prevent possible errors, double-check the totals for each column. Make sure that, for each column except for columns 22a-22f, the grand totals of total 1's and total 0's and total blanks add up to the total number of responses recorded on the code sheet. (On the Example Student Code Sheet for grade nine, there are three 1's, two 0's, and zero blanks in column 1. Three and two and zero add up to five, which is the total number of respondents recorded on the code sheet in that column.

NOTE: You have now completed the counts for one code sheet.

Step 7 Repeat steps 2-6 for each code sheet you have, taking care to keep the code sheets separated by grade level.

Step 8 Return all materials to your tabulation supervisor.

Step 9 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 10 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks or continue tabulating Student Questionnaires by following the procedures outlined in Procedural Section I.

PROCEDURAL SECTION F-1

Adding the Counts on Graduate Code Sheets 1

NOTE: This section outlines the procedural steps for adding, on each Graduate Code Sheet 1, the total "yes," "no," and "blank" responses to each questionnaire item. Note that these procedures are very similar to the procedures for adding the counts on Student Code Sheets (Procedural Section E).

Step 1 Receive filled-out Graduate Code Sheets 1 and an Example Graduate Code Sheet 1.

Step 2 Count the number of 1's, 0's, and blanks in the first column (Item 1) of the first code sheet.

A. First count the number of 1's in that column and record that number in the total row for 1's at the bottom of the first code sheet. (On the Example Graduate Code Sheet 1, there are three 1's in column 1. That number [3] is recorded in the total row for 1's under column 1 at the bottom of the code sheet.)

B. Then count the number of 0's in that column and record that number in the total row for 0's at the bottom of the first code sheet. (On the Example Graduate Code Sheet 1, there is one 0 in column 1. That number [1] is recorded in the total row for 0's under column 1 at the bottom of the code sheet.)

C. Count the number of blanks in that column and record that number in the total row for Blanks at the bottom of the first code sheet. (On the Example Graduate Code Sheet 1, there is no blank in column 1. Therefore, zero [0] is recorded in the total row for Blanks under column 1 at the bottom of the code sheet.)

Step 3 Repeat Step 2 for items 2-20 and item 23 (right most column on the page) on the first code sheet. (Refer to the Example Graduate Code Sheet 1 for these items also.)

Step 4 Count the number of 1's in the column 21a and record that number in the total row for 1's at the bottom of the first code sheet. Do the same for columns 21b through 21f. There should be no 0's to count in these columns. (On the Example Graduate Code Sheet 1, there is only one 1 on column 21a. So that number [1] is placed in total row for 1's under column 21a at the bottom of the code sheet. In column 21b there are two 1's, so that number [2] is placed in the total row for 1's under that column at the bottom of the code sheet. For column 21c, there is one 1, so that number [1] is placed in the total row for 1's under column 21c at the bottom of the code sheet. Similarly, the number of 1's in columns 21d, 21e, and 21f are placed in their respective columns in the total row for 1's at the bottom of the code sheet.)

Step 5 Next, count the number of lines drawn from columns 22a through 22f and write that number in the total row (one space) for the Blanks at the bottom of the first code sheet under item 21. (On the Example Graduate Code Sheet 1, there is no line drawn from 21a through 21f so that number [0] is placed in total row for Blanks at the bottom of the code sheet.) Remember that for this item the number you write in the total row for Blanks should reflect lines drawn from columns 21a through 21f—not blank spaces in the column.

Step 6 In order to prevent possible errors, double-check the totals for each column. Make sure that, for each column except for columns 21a-21f, the grand totals of total 1's, total 0's, and total Blanks add up to the total number of responses recorded on the code sheet. (On the Example Graduate Code Sheet 1, there are three 1's, one 0, and no blanks in column 1. Three and 1 and 0 add up to 4, which is the total number of responses (rows) recorded in column 1 on the code sheet.)

NOTE: You have now completed the counts for one code sheet.

Step 7 Repeat Steps 2-6 for each code sheet you have.

Step 8 Return all materials to your tabulation supervisor.

Step 9 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 10 At the direction of the CPSS coordinator and the tabulation supervisors, continue tabulating Graduate Questionnaires by following the procedures outlined in Procedural Section F-2.

PROCEDURAL SECTION F-2

Adding the Counts on Graduate Code Sheets 2

> NOTE: This section outlines the procedural steps for adding, for each Graduate Code Sheet 2, the sum of ranks assigned to each career skill area.

Step 1 Receive filled-out Graduate Code Sheets 2 and Example Graduate Code Sheet 2.

Step 2 Record the ranks in the first column (I) in the first (left-most) set of twenty-five rows on the first code sheet.

A. Add all the numbers in column I and write that sum in the Sum of Ranks row under the first column at the bottom of the first code sheet. (On the Example Graduate Code Sheet 2, there are four ranks in column I. The sum of ranks for column I equals the sum of the four ranks, 1+2+3+4=10. Therefore, the number [10] is recorded in the Sum of Ranks row under column I at the bottom of the code sheet.)

B. Count also the number or responses recorded in column I in the first (left-most) set of twenty-five rows on that code sheet. Record that number in the Number of Respondents row at the bottom of the code sheet under column I. (On the Example Graduate Code Sheet 2, four responses are recorded in column I in the left-most set of twenty-five rows. Therefore, that number [4] is recorded in the Number of Respondents row under column I at the bottom of the code sheet.)

Step 3 Repeat Step 2 for columns II-V in the first (left-most) set of twenty-five rows on the first code sheet. (Refer to the Example Graduate Code Sheet 2 for these columns also.)

Step 4 If there are more than twenty-five respondents recorded on the code sheet, repeat Steps 2 and 3 for the other sets of twenty-five rows recorded on the first code sheet. (Note that one Graduate Code Sheet 2 can record 125 respondents.)

> NOTE: You have now completed the counts for one code sheet.

Step 5 Repeat Steps 2-4 for each Graduate Code Sheets 2 you have.

Step 6 Double-check your work to prevent any possible error and make any necessary corrections.

Step 7 Return all materials to your tabulation supervisor.

Step 8 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 9 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks or continue tabulating Graduate Questionnaires by following the procedures outlined in Procedural Section J.

PROCEDURAL SECTION G

Adding the Counts on Faculty/Staff Code Sheets

NOTE: This section outlines the procedural steps for adding, on each Faculty/Staff Code Sheet, the responses to Faculty/Staff Questionnaire items 1 and 2.

Step 1 Receive filled-out Faculty/Staff Code Sheets and the Example Faculty/Staff Code Sheet.

Step 2 For item 1, record the ranks in column I in the left set of twenty-five rows on the first code sheet.

A. Add the numbers in column I and write that sum in the Sum of Ranks row under column I at the bottom of the first code sheet. (On the Example Faculty/Staff Code Sheet, there are four ranks in column I. The sum of ranks for column I equals the sum of the four ranks, 2+3+1+2=8. Therefore, that number [8] is recorded in the Sum of Ranks row under column I at the bottom of the code sheet.)

B. Count the number of responses recorded in column I in the left set of twenty-five rows on that code sheet. Record that number in the number of Respondents row at the bottom of the code sheet under column I. (On the Example Faculty/Staff Code Sheet, four responses are recorded in column I in the left set of twenty-five rows. Therefore, that number [4] is recorded in the Number of Respondents row at the bottom of the code sheet under column I.)

Step 3 Repeat Step 2 for columns II-V in the left set of twenty-five rows on the first code sheet. (Refer to the Example Faculty/Staff Code Sheet for these areas also.)

Step 4 For item 2, record the number of 1's, 0's, and blanks in the General Need column in the left set of twenty-five rows on the first code sheet.

A. First count the number of 1's in the General Need column and write that number in the total row for 1's at the bottom of the code sheet. (On the Example Faculty/Staff Code Sheet, there are four 1's in the General Need column. That number [4] is recorded in the total row for 1's under the General Need column at the bottom of the code sheet.)

B. Then count the number of 0's in the General Need column and record that number in the total row for 0's under the General Need column at the bottom of the code sheet. (On the Example Faculty/Staff Code Sheet, there are no 0's recorded in the General Need column. Therefore, that number [0] is placed in the total row for 0's under the General Need column at the bottom of the code sheet.)

C. Next count the number of blanks in the General Need column and write that number in the total row for Blanks at the bottom of the code sheet. (On the Example Faculty/Staff Code Sheet, there are no blanks in the General Need column. Therefore, zero[0] is recorded in the total row for Blanks under the General Need column at the bottom of the code sheet.)

Step 5 If there are more than twenty-five respondents recorded on the code sheet, repeat Steps 2-4 for the rest of the respondents. (Note that one Faculty/Staff Code Sheet can handle fifty surveys.)

NOTE: You have now completed the counts for one code sheet.

Step 6 Repeat Steps 2-5 for each Faculty/Staff Code Sheet you have.

Step 7 In order to prevent possible errors, double-check the totals for each column and make corrections when necessary.

Step 8 Return all materials to your tabulation supervisor.

Step 9 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 10 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks or continue tabulating Faculty/Staff Questionnaires by following the procedures outlined in Procedural Section K.

PROCEDURAL SECTION H

Adding the Counts on Parent Code Sheets

NOTE: This section outlines the procedural steps for adding, on each Parent Code Sheet, the responses to Parent Questionnaire items 1 and 2. Note that these procedures are exactly the same as procedures for adding the counts on Faculty/Staff Code Sheets (Procedural Section G).

Step 1 Receive filled-out Family Code Sheets and the Example Family Code Sheet.

Step 2 For item 1, record the ranks in column I in the left set of twenty-five rows on the first code sheet.

A. Add the numbers in column I and write that sum in the Sum of Ranks row under column I at the bottom of the first code sheet. (On the Example Parent Code Sheet, there are four ranks in the column I. The sum of ranks for column I equals the sum of the four ranks, 4+2+3+1=10. Therefore, that number [10] is recorded in the Sum of Ranks row under column I at the bottom of the code sheet.)

B. Count the number of responses recorded in column I in the left set of twenty-five rows on that code sheet. Record that number in the Number of Respondents row at the bottom of the code sheet under column I. (On the Example Parent Code Sheet, four responses are recorded in column I in the left set of twenty-five rows. Therefore, that number [4] is recorded in the Number of Respondents row at the bottom of the code sheet under column I.)

Step 3 Repeat Step 2 for columns II-V in the left set of twenty-five rows on the first code sheet. (Refer to the Example Parent Code Sheet for these areas also.)

Step 4 For item 2, record the number of 1's, 0's, and blanks in the General Need column in the left set of twenty-five rows on the first code sheet.

A. First count the number of 1's in the General Need column and write that number in the total row for 1's at the bottom of the code sheet. (On the Example Parent Code Sheet, there are four 1's in the General Need column. That number [4] is recorded in the total row for 1's under the General Need column at the bottom of the code sheet.)

B. Next count the number of 0's in the General Need column and write that number in the total row for 0's at the bottom of the code sheet. (On the Example Parent Code Sheet, there are no 0's recorded in the General Need column. Therefore, that number [0] is placed in the total row for 0's under the General Need column at the bottom of the code sheet.)

C. Next count the number of blanks in the General Need column and write that number in the total row for Blanks at the bottom of the code sheet. (On the Example Parent Code Sheet, there are no blanks in the General Need column. Therefore, zero [0] is recorded in the total row for Blanks under the General Need column at the bottom of the code sheet.).

Step 5 If there are more than twenty-five respondents recorded on the code sheet, repeat Steps 2-4 for the rest of the respondents. (Note that one Parent Code Sheet can handle fifty surveys.)

> **NOTE:** You have now completed the counts for one code sheet.

Step 6 Repeat Steps 2-5 for each Parent Code Sheet you have.

Step 7 In order to prevent possible errors, double-check the totals for each column and make corrections when necessary.

Step 8 Return all materials to your tabulation supervisor.

Step 9 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 10 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks or continue tabulating Parent Questionnaires by following the procedures outlined in Procedural Section L.

PROCEDURAL SECTION I

Transferring the Sums on Student Code Sheets

to Summary Sheets 1 and 3

> NOTE: This section outlines the procedural steps for transferring the sums on Student Code Sheets to Summary sheets 1 and 3.

Step 1 Obtain pencils and blank sheets of paper. Also, obtain an adding machine or a calculator, if possible. Make sure you have Table 41; Summary Sheets 1 and 3; filled out Student Code Sheets; Example Table 41; Example Summary Sheets 1 and 3; and Example Student Code Sheets for grades nine-twelve.

Step 2 Make sure that your Student Code Sheets (not Summary Sheets) are separated by grade level.

Step 3 Begin with the code sheets for one of the grade levels in your school.

Step 4 For item 1, transfer the counts on all the code sheets of that grade level to Summary Sheet 1.

A. Add together the numbers in column 1, total row for 0's on all the code sheets for that grade level. There is only one number per code sheet. Write your answer (sum) in column 1, row No of that grade level on Summary Sheet 1. If you have only one code sheet for that grade, there is nothing to add. Simply transfer the number that appears in column 1, total row for 0's on the code sheet to column 1, row No of that grade level on Summary Sheet 1. (On Example Summary Sheet 1, the number written in column 1 for the row No of grade nine is 2 because that number appears in the total row for 0's under column 1 of the Example Student Code Sheet for grade nine. If we had had more than one Example Student Code Sheet for grade nine, we would have added together the numbers that appeared in column 1 total row for 0's on each code sheet and would have recorded that sum on Example Summary Sheet 1.)

B. Add together the numbers in column 1, total row for 1's on all the code sheets for that grade level. Again, there is only one number per code sheet. Combine this sum with your answer to Substep A above. The number you get will be the total number of yes plus no responses to item 1 recorded on all code sheets. Write your answer (sum in column 1, row Yes plus No of that grade level on Summary Sheet 1. If you have only one code sheet for that grade level, simply add the number in the total row for 1's to the number in the total row for 0's on the code sheet and write that sum in column 1, row Yes plus No of that grade level on Summary Sheet 1. (On Example Summary Sheet 1, the number recorded in column 1, grade nine Yes plus No row is 5 because that is the sum of the number in the total row for 1's under column 1 on Example Student Code Sheet for grade nine [3] and the number in the total row for 0's under column 1 of that sheet [2].)

C. Add together the numbers in column 1, total row for Blanks on all code sheets for that grade level. Again, there is only one number per code sheet. Write your answer (sum) in column 1, row Blank of that grade level on Summary Sheet 1. If you have only one code sheet for this grade level, transfer the number that is in column 1, total row for Blanks to column 1, row Blank of that grade level on Summary Sheet 1. (On Example Summary Sheet 1, the number that is recorded in column 1, row Blank of grade nine is 0 because that is the number in column 1, total row for Blanks on Example Student Code Sheet 1. If we had had more than one Example Student Code Sheet for grade nine, the number recorded in column 1, row Blank of grade nine of Example Summary Sheet 1 would be 0 plus the sum of whatever numbers appeared in column 1, total row for Blanks of all the other Example Student Survey Code Sheets for grade nine.)

Step 5 Repeat Step 4 for items 2-20 for that grade level.

Step 6 Check the accuracy of each sum transferred and correct any errors made.

NOTE: You have now completed Summary Sheet 1 for one grade level.

Step 7 Transfer the counts for item 21 on the code sheets for that grade level to Summary Sheet 3.

A. Add together the numbers in column 21, total row for 1's on all code sheets for that grade level. Write that sum on Summary Sheet 3, Responded Yes column for that grade level. If you have only one code sheet for that grade level, you obviously don't have to add anything. Simply transfer the number in column 21, total row for 1's on that code sheet to Summary Sheet 3, Responded Yes column for that grade level. (On Example Summary Sheet 3, the number 4 is written in the Responded Yes column, grade nine row because that is the number in column 21, total row for 1's on the Example Student Code Sheet for grade nine.)

B. Add together the numbers in column 21, total row for Blanks on all code sheets for that grade level. Write that sum on Summary Sheet 3, Blanks column for that grade level. (On Example Summary Sheet 3, the number written in the Blanks column for grade nine is 0 because that is the number on the Example Student Code Sheet for grade nine.)

Step 8 Transfer the counts for item 22 on the code sheets for that grade level to Summary Sheet 3.

A. Add the numbers in the total row for 1's in column 22a for all the code sheets for that grade level and transfer that sum to Summary Sheet 3, column 22a (Work full-time column) for that grade level. If there is only one code sheet for that grade level, just transfer the number that appears in the total row for 1's, column 22a, on that code sheet to Summary Sheet 3, column 22a (Work full-time) of that grade level. (On Example Summary Sheet 3, 1 is recorded in column 22a [Work full-time] under grade nine because 1 is the number in the total row for 1's of column 22a of the Example Student Code Sheet for grade nine. If we had had more than one Example Student Code Sheet for grade nine, we would have added together the numbers from each code sheet and entered the sum on Example Summary Sheet 3.)

B. Repeat Substep A for columns 22b through 22f.

C. Add the number in the total row for Blanks for item 22 across all code sheets. (There is only one number per code sheet.) Write the sum in the Blanks column of that grade level of item 22 on Summary Sheet 3. (On Example Summary Sheet 3, 1 is recorded in the Blanks column of the grade nine row because 1 is the number in the total row for Blanks of column 22 on the Example Student Code Sheet for grade nine. Again, if we had more Example Student Code Sheets for grade nine, we would have added the numbers in the total row for Blanks for item 22 across all code sheets and recorded that sum in the Blanks column of that grade level on Summary Sheet 3.)

Step 9 Double-check the sums computed for items 21 and 22 transferred to Summary Sheet 3.

NOTE: Having finished Step 9, you will have transferred all data from one grade level's code sheets to Summary Sheets 1 and 3.

Step 10 Repeat Steps 4-9 for the code sheets for each grade level. It will probably be helpful to refer often to the Example Student Code Sheets and Example Summary Sheets 1 and 3.

Step 11 Look at Table 41. Transfer the number of students in each grade who completed the questionnaire (already recorded on Table 41) to the columns labeled Total Number of Individuals Completing Questionnaire for both items 21 and 22 of Summary Sheet 3. (On the example, all 5's were transferred from Example Table 41 to Summary Sheet 3, Total Number of Students Completing Questionnaire column for each grade level.)

Step 12 Return all materials to your tabulation supervisor.

Step 13 Each tabulation supervisor whould spot-check the work done by those he/she supervises and them to correct any errors found.

Step 14 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer sums from Graduate, Faculty/Staff, and Parent Code Sheets or (if that has already been done) follow the procedures outlined in Procedural Section M.

PROCEDURAL SECTION J

Transferring the Sums on Graduate Code Sheets

to Summary Sheets 2, 3, and 4

NOTE: This section outlines the procedural steps for transferring the sums on Graduate Code Sheets 1 and 2 to Summary Sheets 2, 3, and 4.

Step 1 Obtain pencils and blank sheets of paper. Also, obtain an adding machine or a calculator, if possible. Make sure you have Table 58; Summary Sheets 2, 3, and 4; filled-out Graduate Code Sheets 1 and 2; Example Summary Sheets 2, 3, and 4; and Example Graduate Code Sheets 1 and 2.

Step 2 Transfer the counts for item 1 on Graduate Code Sheets 1 to Summary Sheet 2.

A. Add together the numbers in column 1, total row for 0's on all the Graduate Code Sheets 1. (There is only one number per code sheet.) Write your answer (sum) in column 1, row No on Summary Sheet 2. If you have only one Graduate Code sheet 1, there is nothing to add. Simply transfer the number that appears in column 1, total row for 0's on the code sheet to column 1, row No on Summary Sheet 2. (On Example Summary Sheet 2, the number written in column 1 for row No is 1 because that number [1] appears in the total row for 0's under column 1 of the Example Graduate Code Sheet 1. If we had had more than one Example Graduate Code Sheet 1, we would have added together the numbers that appeared in total row for 0's under column 1 on each code sheet and recorded that sum on Example Summary Sheet 2.)

B. Add together the numbers in column 1, total row for 1's on all the code sheets. Again, there is only one number per code sheet. Combine this sum with your answer to Substep A above. The number you get will be the total number of yes plus no responses to item 1 recorded on all code sheets. Write your answer (sum) in column 1, row Yes plus No on Summary Sheet 2. If you have only one code sheet, simply add the number in column 1, total row for 0's on the code sheet and write that sum in column 1, row Yes plus No of Summary Sheet 2. (On Example Summary Sheet 2, the number recorded in column 1, Yes plus No row is 4 because 4 is the sum of the number in the total row for 1's and the number in the total row for 0's on Example Graduate Code Sheet 1.)

C. Add together the numbers in column 1, total row for Blanks on all Graduate Code Sheets 1. Again, there is only one number per code sheet. Write the answer (sum) in column 1, row Blank on Summary Sheet 2. If you have only one code sheet for graduates, transfer the number in column 1, total row for Blanks on the code sheet to column 1, row Blank on Summary Sheet 2. (On Example Summary Sheet 2, the number recorded in column 1, row Blank is 0 because 0 is the number in column 1, total row for Blanks on the Example Graduate Code Sheet 1. If we had had more than one Example Graduate Code Sheet 1, the number recorded in column 1, row Blanks of Summary Sheet 2 would be the sum of the numbers appearing in column 1, total row for Blanks on all the Example Graduate Code Sheets 1.)

Step 3 Repeat Step 2 for items 2-20 on Graduate Code Sheets 1.

Step 4 Check the accuracy of each sum and correct any errors made.

> NOTE: You have now completed transferring sums to Summary Sheet 2.

Step 5 Transfer the counts for item 21 to Summary Sheet 3.

A. Add together the numbers in column 21a, total row for 1's on all Graduate Code Sheets 1. Write that answer (sum) on Summary Sheet 3, item 21, column a, Graduate Total row. (On Example Summary Sheet 3, 1 is recorded in the Gradaute Total row under column a of item 21 because 1 is the number appearing in column 1, total row for 1's, of Example Graduate Code Sheet 1. If we had had more than one Example Graduate Code Sheet for graduates, we would have added the numbers across code sheets and entered the sum on Example Summary Sheet 3.)

B. Repeat Substep A for columns b through f of item 21.

C. Add the numbers in the total row for Blanks for item 21 on Summary Sheet 3. If there is only one code sheet, simply transfer the number in the total row for Blanks on the code sheet to graduate item 23, Blanks column, Graduate Total row on Summary Sheet 3. (On Example Summary Sheet 3, 0 is recorded in the Blank column, Graduate Total row because 0 is the number appearing in the total row for Blanks under column 21 of Example Graduate Code Sheet 1.)

Step 6 Transfer the counts for item 23 to Summary Sheet 3.

A. Add together the numbers in column 23, total row for 0's on all the Graduate Code Sheets 1. (There is only one number per code sheet.) Write your answer (sum) on Summary Sheet 3, Graduate item 23, Responded No row, Graduate Total row. If you have only one Graduate Code Sheet 1, there is nothing to add. Simply transfer the number that appears in column 23, total row for 0's on the Code Sheet to Summary Sheet 3, Graduate item 23, Responded No row. (On Example Summary Sheet 3, the number written in Graduate item 23, Responded No column, Graduate Total row is 1 because that number [1] appears in the total row for 0's under column 23 of Example Graduate Code Sheet 1. If we had had more than one Example Graduate Code Sheet 1, we would have added together the numbers that appeared in the total row for 0's under column 23 on each code sheet and recorded that sum on Example Summary Sheet 3.)

B. Add together the numbers in the total row for Blanks in column 23 on all code sheets. (There is only one number per code sheet.) Write that sum on Summary Sheet 3, Graduate item 23, Blanks column, Graduate Total row. If there is only one code sheet, simply transfer the number in the total row for Blanks on the code sheet to Graduate item 23, Blanks column, Graduate Total row on Summary Sheet 3. (On Example Summary Sheet 3, 0 is recorded in the Graduate item 23, Blanks column, Graduate Total row because 0 is the number appearing on Example Graduate Code Sheet 1, column 23, total row for Blanks.)

Step 7 Check the sums transferred for items 21 and 23 and make necessary changes.

Step 8 Look at Table 58. Transfer the number of graduates who completed the questionnaires (already recorded on Table 58) to the Number of Individuals Completing Questionnaires column under graduate items 21 and 23 on Summary Sheet 3.

NOTE: You have just completed transferring Graduate sums to Summary Sheet 3. You are now finished with Graduate Code Sheet 1.

Step 9 Transfer the counts on Graduate Code Sheet 2 to Summary Sheet 4.

A. Add the numbers in the Sum of Ranks row for each column I on all Graduate Code Sheets 2. (There are a possible five numbers to add on each code sheet.) Write that sum on Summary Sheet 4, column Sum of Ranks under area I, Graduate row. (On Example Summary Sheet 4, 10 is recorded in the Sum of Ranks column under area I, Graduate Row because 10 is the number appearing in column I, Sum of Ranks row on Example Graduate Code Sheet 2. If we had had more than one Sum of Ranks number for column I recorded on the Example Graduate Code Sheet 2, or if we had more than one Example Graduate Code Sheet 2, we would have added the numbers in the Sum of Ranks row for every filled-in column I across all code sheets and recorded the sum on Example Summary Sheet 4, Sum of Ranks column under area I, Graduate row.)

B. Add the numbers in the Number of Respondents row for each column I on all code sheets. (There are a possible five numbers to add on each Graduate Code Sheet 2.) Write that sum on Summary Sheet 4, column Number of Respondents under area I, Graduate row. (On Example Summary Sheet 4, 4 is recorded in the Number of Respondents column under area I, Graduate row because 4 is the number appearing in column I, Number of Respondents row of Example Graduate Code Sheet 2. If we had had more than one number recorded in column I, Number of Respondents row, or if we had more than one Example Graduate Code Sheet 2, we would have added the numbers across all code sheets and recorded the sum on the Example Summary Sheet 4.)

C. Repeat Substeps A and B for columns II through V on Graduate Code Sheets 2.

Step 10 Check the sums transferred from Graduate Code Sheet 2 to Summary Sheet 4 and make necessary changes.

NOTE: You have now transferred all sums from Graduate Code Sheets 1 and 2 to Summary Sheets 2, 3, and 4.

Step 11 Return all materials to your tabulation supervisor.

Step 12 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 13 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer sums from the Family/Staff and Parent Code Sheets or (if that has already been done) follow the procedures outlined in Procedural Section M.

PROCEDURAL SECTION K

Transferring the Sums from Faculty/Staff Code Sheets to Summary Sheets 3 and 4

NOTE: This section outlines the procedural steps for transferring the sums on Faculty/Staff Code Sheets to Summary Sheets 3 and 4.

Step 1 Obtain pencils and blank sheets of paper. Also, obtain an adding machine or a calculator, if possible. Make sure you have Table 57; Summary Sheets 3 and 4; filled-out Faculty/Staff Code Sheets; Example Table 57; Example Summary Sheets 3 and 4; and the Example Faculty/Staff Code Sheet.

Step 2 Transfer the counts for item 1 on all the Faculty/Staff Code Sheets to Summary Sheet 4.

A. Add together the numbers in the Sum of Ranks row for each column I on all code sheets. (There are a possible two numbers to add on each Faculty/Staff code sheet.) Write that sum on Summary Sheet 4, column Sum of Ranks under Area I, Faculty row. (On Example Summary Sheet 4, 8 is recorded in the Sum of Ranks column under area I, Faculty/Staff row because 8 is the number appearing in the column I, Sum of Ranks row on the Example Faculty/Staff Code Sheet. If we had had more than one Sum of Ranks number for column I recorded on the Example Faculty/Stafff Code Sheet, or if we had more than one Example Faculty/Staff Code Sheet, we would have added the numbers in the Sum of Ranks row for every filled-in column I across all code sheets and recorded the sum on Example Summary Sheet 4, Sum of Ranks column under area I, Faculty/Staff row.)

B. Add the numbers in the Number of Respondents row for each column I on all code sheets. (There are a possible two numbers to add on each Faculty/Staff Code Sheet.) Write that sum on Summary Sheet 4, Number of Respondents column under area I, Faculty/Staff row. (On Example Summary Sheet 4, 4 is recorded in the Number of Respondents column under area I, Faculty/Staff row because 4 is the number appearing in column I, Number of respondents row of the Example Faculty/Staff Code Sheet. If we had had more than one number recorded in the column I, Number of Respondents row, or if we had more than one Example Faculty/Staff Code Sheet, we would have added the numbers across all code sheets and recorded the sum on Example Summary Sheet 4.)

C. Repeat substeps A and B for columns II through V on the Faculty/Staff Code Sheets.

Step 3 Check the sums transferred from the Faculty/Staff Code Sheets to Summary Sheet 4 and correct any errors made.

NOTE: You have now completed transferring sums from the Faculty/Staff Code Sheets to Summary Sheet 4.

Step 4 For item 2, transfer the counts on the Faculty/Staff Code Sheets to Summary Sheet 3.

A. Add together the numbers in the total row for 1's for each General Need column on all Faculty/Staff Code Sheets. (There are a possible two numbers to add on each Faculty/Staff Code Sheet.) Write that sum on Summary Sheet 3, Faculty/Staff item 2, Responded Yes column, Faculty/Staff Total row. (On Example Summary Sheet 3, 4 is recorded in the Faculty/Staff Total row, under the Responded Yes column because 4 is the number appearing in the total row for 1's under the General Need column on the Example Faculty/Staff Code Sheet. If we had had more than one number recorded in the total row for 1's under the General Need column on one code sheet, or if we had more than one code sheet, we would have added these numbers and transferred the sum to Example Summary Sheet 3, Faculty/Staff item 2, Responded Yes column, Faculty/Staff Total row.

B. Repeat Substep A for adding the numbers in the total row for Blanks of the General Need column on all the Faculty/Staff Code Sheets. Write the sum on Summary Sheet 3, Faculty/Staff item 2, Blanks column, Faculty/Staff Total row. (See also the Example Faculty/Staff Code Sheet and Example Summary Sheet 3.)

C. Look at Table 57. Transfer the number of faculty/staff who completed the questionnarie (already recorded on Table 57) to Summary Sheet 3, Faculty/Staff item 2, Total Number of Individuals Completing Questionnaire column, Faculty/Staff Total row.

Step 5 Check the sums transferred for item 2 and correct any errors made.

NOTE: You have now completed transferring sums on Faculty/Staff Code Sheets to Summary Sheets 3 and 4.

Step 6 Return all materials to your tabulation supervisor.

Step 7 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 8 At the direction of the CPSS coordinator and the tabulation supervisors, help transfer sums from Parent Code Sheets or (if that has already been done) follow the procedures outlined in Procedural Section M.

PROCEDURAL SECTION L

Transferring the Sums from Parent Code Sheets to Summary Sheets 3 and 4

NOTE: This section outlines the procedural steps for transferring the sums on Parent Code Sheets to Summary Sheets 3 and 4. These procedures are exactly the same as the procedures for transferring the sums from Faculty/Staff Code Sheets to Summary Sheets 3 and 4.

Step 1 Obtain pencils and blank sheets of paper. Also, obtain an adding machine or a calculator, if possible. Make sure you have Table 57; Summary Sheets 3 and 4; filled-out Parent Code Sheets; Example Table 57; Example Summary Sheets 3 and 4; and the Example Parent Code Sheet.

Step 2 Transfer the counts for item 1 on the Parent Code Sheets to Summary Sheet 4.

A. Add together the numbers in the Sum of Ranks row for each column I on all code sheets. (There are a possible two numbers to add on each Parent Code Sheet.) Write that sum on Summary Sheet 4, column Sum of Ranks under area I, Parent row. (On Example Summary Sheet 4, 10 is recorded in the Sum of Ranks column under area I, Parent row because 10 is the number appearing in column I, Sum of Ranks row on the Example Parent Code Sheet. If we had had more than one Sum of Ranks number for column I recorded on the Example Parent Code Sheet, or if we had more than one Example Family Code Sheet, we would have added the numbers in the Sum of Ranks row for every filled-in column I across all code sheets and recorded the sum on Example Summary Sheet 4, Sum of Ranks column under area I, Parent row.)

B. Add the numbers in the Number of Respondents row for each column I on all code sheets. (There are a possible two numbers to add on each Parent Code Sheet.) Write that sum on Summary Sheet 4, Number of Respondents column under area I, Parent row. (On Example Summary Sheet 4, 4 is recorded in the Number of Respondents column under area I, Parent row because 4 is the number appearing in column I, Number of Respondents row of the Example Parent Code Sheet. If we had had more than one number recorded in the column I, Number of Respondents row, or if we had more than one Example Parent Code Sheet, we would have added the numbers across all code sheets and recorded the sum on Example Summary Sheet 4.)

C. Repeat Substeps A and B for columns II through V on the Parent Code Sheets.

Step 3 Check the sums transferred from the Parent Code Sheets to Summary Sheet 4 and correct any errors made.

NOTE: You have now completed transferring sums from the Parent Code Sheets to Summary Sheet 4.

Step 4 For item 2, transfer the counts on the Parent Code Sheets to Summary Sheet 3.

A. Add together the numbers in the total row for 1's for each General Need column on all Parent Code Sheets. (There are a possible two numbers to add on each Parent Code Sheet.) Write that sum on Summary Sheet 3, Parent item 2, Responded Yes column, Parent Total row. (On Example Summary Sheet 3, 4 is recorded in the Parent Total row, under the Responded Yes column because 4 is the number appearing in the total row for 1's under the General Need column on the Example Parent Code Sheet. If we had had more than one number recorded in the total row for 1's under the General Need column, or if we had more than one code sheet, we would have added these numbers and transferred the sum to Example Summary Sheet 3, Parent item 2, Responded Yes column, Parent Total row.

B. Repeat Substep A for adding the numbers in the total row for Blanks of the General Need column on all the Parent Code Sheets. Write the sum on Summary Sheet 3, Parent item 2, Blanks column, Parent Total row. (See also the Example Parent Code Sheet and Example Summary Sheet 3.)

C. Look at Table 57. Transfer the number of parents who completed the questionnaire (already recorded on Table 57) to Summary Sheet 3, Parent iem 2, Total Number of Individuals Completing Questionnaire column, Parent Total row.

Step 5 Check the sums transferred for item 2 and correct any errors made.

NOTE: You have now completed transferring sums on Parent Code Sheets to Summary Sheets 3 and 4.

Step 6 Return all materials to your tabulation supervisor.

Step 7 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 8 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks outlined in the remaining procedural sections.

PROCEDURAL SECTION M

Totaling Summary Sheets

NOTE: This section outlines the procedural steps for totaling the sums on all four Summary Sheets to get the overall totals of responses from students, graduates, faculty/staff, and parents to each survey item.

Step 1 Obtain an adding machine or (better yet) a calculator. If you do not have these machines, obtain blank sheets of paper and pencils for your computations.

Step 2 Receive filled-out Summary Sheets 1, 2, 3, and 4 and the examples of these sheets.

NOTE: As you read through the instructions that follow, please have Example Summary Sheets 1, 2, 3, and 4 in front of you. It is important that you go through the example after each instruction.

Step 3 Complete column 1 on Summary Sheet 1. (You will be adding down, not across, for Substeps A-D.)

A. Add the numbers in the No row for each grade and put their sum in the No row of All Grades at the bottom of column 1. (There are four possible numbers to add on Summary Sheet 1.) (On Example Summary Sheet 1, the numbers in the No row of each grade under column 1 were added [2+4+3+3] to get 12. So 12 was written in the All Grades No row of column 1.)

B. Add the numbers in the Yes Plus No row for each grade and put their sum in the Yes Plus No row of All Grades at the bottom of column 1. (There are a possible four numbers to add on Summary Sheet 1.) (On Example Summary Sheet 1, the numbers in the Yes Plus No row for each grade under column 1 were added [5+5+5+5] to get 20. So 20 was written in the All Grades Yes Plus No row of column 1.)

C. Add the numbers in the Blanks row for each grade and put the sum in the Blanks row of All Grades at the bottom of column 1. (There are four possible numbers to add on Summary Sheet 1.) (On Example Summary Sheet 1, the numbers in the Blanks row for each grade under column 1 were added [0+0+0+0] to get 0. So 0 was written in the All Grades Blanks row of column 1.)

D. Add the numbers in the Blanks row and the Yes Plus No row of All Grades in column 1 and write the sum in the Yes Plus No Plus Blanks row of All Grades in column 1. (There are only two numbers to be added on Summary Sheet 1.) (On Example Summary Sheet 1, the numbers in the Blanks row and the Yes Plus No row of All Grades, column 1 were added [0+20] to get 20. So 20 was written in the Yes Plus No Plus Blanks row of All Grades in column 1.)

Step 4 Repeat Step 3 for columns 2-20 on Summary Sheet 1.

Step 5 For Area I totals at the bottom of Summary Sheet 1, complete the All Grades section for columns 1-6 on Summary Sheet 1. (You will be adding across, not down, for Substeps A and B.)

A. Add together the numbers in the No row, All Grades of columns 1-6. Write the sum in the upper box labeled Area I Total for that row on Summary Sheet 1. (On Example Summary Sheet 1, the number filled in is 66 because the numbers in the All Grades No row were 12+13+10+9+11+11=66.)

B. Add together the numbers in the Yes Plus No row, All Grades of columns 1-6. Put the sum in the lower box labeled Area I Total for that row. (On Example Summary Sheet 1, the number filled in is 108 because the numbers in the All Grades Yes Plus No row were 20+17+15+17+19+20=108.)

Step 6 Repeat Step 5 for columns 7-10, 11-14, 15-17, and 18-20 to compute Area II Total, Area III Total, Area IV Total, and Area V Total.

NOTE: When you have completed Steps 3-6, Summary Sheet 1 has been totaled.

Step 7 For Summary Sheet 2, add the sums for each item (column). (You will be adding down, not across.)

A. Add together the numbers in the Blank row and the Yes Plus No row in column 1 and write the sum in the Yes Plus No Plus Blank row of column 1. (On Example Summary Sheet 2, the numbers in the Yes Plus No and the Blank row of column 1 [4+0] were added. That number, 4, was written in the Yes Plus No Plus Blank row of column 1.)

B. Repeat Substep A for columns 2-20 on Summary Sheet 2.

Step 8 On Summary Sheet 3, Student item 22: Future Plans, add together the numbers in the rows for grades nine, ten, eleven, and twelve of column a (Work full-time). (You will be adding down.) Put the sum in the All Grades Total row of column a (Work full-time). (On Example Summary Sheet 3, the numbers 1+2+1+1 were added. The sum [5] is written in the All Grades Total row of column a [Work full-time].)

Step 9 Repeat Step 8 for columns b through f, the Blanks column, and the Total Number of Students Completing Questionnaire column of Student item 22: Future Plans on Summary Sheet 3.

Step 10 For the grade nine row, subtract the number in the Blanks column from the number in the Total Number of Individuals Completing Questionnaire column. Write the result in the "Total Minus Blanks" column, grade nine row of Summary Sheet 3. (On Example Summary Sheet 3, the number [1] in the Blanks column of the grade nine row is subtracted from the number [5] in the Total Number of Individuals Completing Questionnaire column of the grade nine row to get the number [4] to be put in the Total Minus Blanks column of that grade.

Step 11 Repeat Step 10 for the other grade rows and the All Grades row on Summary Sheet 3.

Step 12 Repeat Steps 8-10 for each grade row and the All Grades row of Student item 21: General Need on Summary Sheet 3.

Step 13 Repeat Step 10 for the Faculty/Staff Total row and the Parent Total row on Summary Sheet 3.

Step 14 Repeat Step 10 for the Graduate Total row, Graduate item 22 and Graduate item 23 at the bottom of Summary Sheet 3.

NOTE: When you have completed Steps 8-14, you have completed totaling Summary Sheet 3. You don't have to total Summary Sheet 4.

Step 15 Check the accuracy of your computations and correct any errors made.

Step 16 Return all materials to your tabulation supervisor.

Step 17 Each tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors found.

Step 18 At the direction of the CPSS coordinator and the tabulation supervisors, help with other tabulation tasks outlined in the remaining procedural sections.

PROCEDURAL SECTION N

Computing Percentages and Average Ranks and Transferring Them to Nine Tables

NOTE: This section outlines the procedural steps for computing percentages and average ranks of data collected from students, graduates, parents, and faculty/staff and transferring them to Tables 40-46, 48, and 49.

Step 1 Receive Tables 40-46, 48, and 49; Summary Sheets 1, 2, 3, and 4; Example Tables 40, 41, 46, 48, and 49; and Example Summary Sheets 1, 2, 3, and 4.

Step 2 On Summary Sheet 1, column 1, grade nine, divide the number in row No by the number in row Yes Plus No. Convert that result to a percentage, and write that percentage in the row for item 1, grade nine column of Table 41. (In the example, 2 divided by 5 is .40, which is 40 percent. That percentage is written in the row for item 1, grade nine of Table 41.)

A. In dividing, carry out the division to three decimal places and then round off to two places. (Round off upward .005 and anything greater.)

B. For example, 55 divided by 88 gives .625. Since .005 and anything greater is rounded upward, the answer is .63. To make .63 a percentage, simply move the decimal point two places to the right and add a percent sign (%). Therefore, .63 equals 63 percent.

NOTE: Refer to Example Summary Sheet 1 and Example Table 41 for Steps 3 and 4.

Step 3 Repeat Step 2 for column 1, grades ten-twelve and the section marked All Grades on Summary Sheet 1.

Step 4 Repeat Steps 2 and 3 for columns 2-6 of Summary Sheet 1.

Step 5 On Summary Sheet 1, column 1, divide the number in row Blank of the All Grades section by the number in row Yes Plus No Plus Blank of the All Grades section. Convert that result to a percentage and write that percentage in the item 1 row, Percentage of Non-respondents column of Table 41. (In the example, 0 divided by 20 equals 0 percent. That percentage is written in the item 1 row, right-most column of Table 41.)

Step 6 Repeat Step 5 for columns 2-6, All Grades section of Summary Sheet 1. Refer to Example Summary Sheet 1 and Example Table 41.

NOTE: You have now completed Table 41.

Step 7 Handle the rest of the columns on Summary Sheet 1 in the same manner you did column 1 in Steps 2, 3, 4, and 5 but do not put the percentages on Table 41. Write them, instead, on other tables as follows:

A. Write percentages from columns 7-10 on Table 42.

B. Write percentages from columns 11-14 on Table 43.

C. Write percentages from columns 15-17 on Table 44.

D. Write percentages from columns 18-20 on Table 45.

NOTE: You have now completed Tables 42-45.

Step 8 On Summary Sheet 1, divide the number in the box labeled Area I Totals of row No of the All Grades section by the number in the box marked Area I Totals of row Yes Plus No of the All Grades section. Convert the result to a percentage and write that percentage in the first row of the Students column on Table 40. (In the example, 66 divided by 108 equals .611, which is 61 percent. That percentage is written in the first row, Students column of Example Table 40.)

Step 9 Repeat Step 8 for Area II totals, but put the resulting percentage in the second row of the Students column on Table 40.

Step 10 Repeat Step 8 for Area III totals, but put the resulting percentage in the third row of the Students column on Table 40.

Step 11 Repeat Step 8 for Area IV totals, but put the resulting percentages in the fourth row of the Students column on Table 40.

Step 12 Repeat Step 8 for Area V totals, but put the resulting percentage in the fifth row of the Students column on Table 40. Put aside Table 40 for now and start working on Table 49.

NOTE: You are now finished with Summary Sheet 1.

Step 13 On Summary Sheet 2, column 1, divide the number in row No by the number in row Yes Plus No. Convert that number to a percentage, and write it in the row for item 1, Percentage of Graduates Not Receiving Adequate Assistance of Table 49. (On Example Summary Sheet 2, 1 divided by 4 is .25, which is 25 percent. That percentage is written in the item 1 row, Percentage of Graduates Not Receiving Adequate Assistance of Table 49.) In dividing, carry out the division to three decimal places and then round off to two places. (Round off upward .005 and anything greater.)

Step 14 On Summary Sheet 2, column 1, divide the number in the row Blank by the number in the row Yes Plus No Plus Blank. Convert that number to a percentage, and write it in the row for item 1, Percentage of Non-Respondents column of Table 49. (On Example Summary Sheet 2, 0 divided by 4 is 0, which is 0 percent. That percentage is written in the item 1 row, Percentage of Non-Respondents column of Table 49.)

Step 15 Repeat Steps 13 and 14 for columns 2-20 on Summary Sheet 2.

NOTE: You are now finished working with Summary Sheet 2 and Table 58. You are now ready to complete Table 46.

Step 16 On Summary Sheet 3, divide the number in the grade nine row of the 22a (Work full-time) column by the number in the Total Minus Blanks column of that same row. Convert the result to a percentage and write that percentage in the Work full-time row, grade nine column on Table 46. In the example, 1 is divided by 4, which is .25, or 25 percent. That percentage is entered in Example Table 46.

Step 17 Repeat Step 15 for columns 22b-22f, making sure that you write each resulting percentage in the row on Table 46 designated below.

A. Write the percentage for 22b in the Work Part-time row.

B. Write the percentage for 22c in the Attend One-to-Three-Year Occupational Preparation Program row.

C. Write the percentage for 22d in the Attend Baccalaureate Program row.

D. Write the percentage for 22e in the Students Who Did Not Know or Graduates row.

E. Write the percentage for 22f in the Other row.

Step 18 Repeat Steps 15 and 16 for grades ten-twelve and the All Grade Total row on Summary Sheet 3.

Step 19 On Summary Sheet 3, Student questionnaire item 22, divide the number in the Blanks column, All Grades Total row by the number in the Total column, All Grades Total row. Convert the result to a percentage and write the percentage in the Percent of Students Who Did Not Respond space on Table 46. (In the example, 2 divided by 20 = .10, or 10 percent. That percentage is written in the space called Percent of Individuals Who Did Not Respond on Example Table 46.)

Step 20 Repeat Step 18 to compute the percentage of graduates under Concurrent Activities on Summary Sheet 3 who did not respond. Write that percentage in the Percent of Individuals Who Did Not Respond spaces on Table 46.

Step 21 On Summary Sheet 3, divide the number in Graduate Total row for column 21e (Not Working and Not Going to School) by the number in the Total Minus Blanks column of that same row. Convert the result to a percentage and write that percentage in the Students Who Did Not Know or Graduates . . . row, Graduates column (last column) of Table 46. In the example, 0 is divided by 4, which is 0 or 0 percent. That percentage is entered on Example Table 46.

Step 22 Repeat Step 19 for columns 21a, 21b, 21c, 21d, (not 21e), and 21f, making sure that you write each resulting percentage in the row on Table 46 designated below.

A. Write the percentage for 21a in the Work Full-Time row.

B. Write the percentage for 21b in the Work Part-Time row.

C. Write the percentage for 21c in the Attend One-to-Three-Year Occupational Preparation Program row.

D. Write the percentage for 21d in the Attend Baccalaureate Program row.

E. Write the percentage for 22f in the Other row.

NOTE: You have now completed Table 46.

Step 23 To complete Table 48, compute percentages for responses collected on item 21 of the Student Questionnaire, item 23 of the Graduate Questionnaire, and item 2 of the Parent and Faculty/Staff Questionnaire.

A. For Student Questionnaire item 21 (General Need) on Summary Sheet 3, divide the number in the grade nine row under the column Yes by the number in the Total Minus Blanks column of that same row. Convert the result to a percentage and write that percentage in the first row, Grade nine column of Table 48. (In the example, 4 divided by 5 is .8, which is 80 percent. That percentage is written in the first row under the Grade nine column of Example Table 48.) In dividing, carry out the division to three decimal places and then round off to two places. (Round off upward .005 and anything greater.)

B. Repeat Substep A for Grades ten-twelve, and the All Grade Total row.

C. Repeat Substep A for the General Need section, Faculty/Staff Total row on Summary Sheet 3.

D. Repeat Substep A for the General Need section, Parent Total row on Summary Sheet 3.

E. For graduate item 22 (General Need) on Summary Sheet 3, divide the number in the Graduate Total row, Responded No column by the number in the Total Minus Blanks column of that same row at the bottom of Summary Sheet 3. Convert the result to a percentage and write that percentage in the first row, Graduate column of Table 48. (On the Example Summary Sheet 3, 1 divided by 4 is .25, which is 25 percent. That percentage is written in the first row Graduate column of Example Table 48.

F. For Student Questionnaire item 21 General Need on Summary Sheet 3, divide the number in the Grade nine row under column Blanks by the number in the Total Number of Students Completing Questionnaires column of that same row. Convert the result to a percentage and write that percentage in the second row (Percentage of Non-Respondents) under the Grade nine column of Table 48.

G. Repeat Substep F for row Grades ten-twelve, All Grade Total, Graduate Total, Parent Total, and Faculty/Staff Total to compute the percentages of non-respondents for these groups.

NOTE: You have now completed Table 48 and you are now finished with Summary Sheet 3.

Step 24 To complete Table 40 by computing average ranks assigned to each area based on Graduate, Parent, and Faculty/Staff data recorded on Summary Sheet 4.

A. To complete Graduates (Average Rank) column of Table 40, divide the number in Area I, Sum of Ranks column for Graduate row of Summary Sheet 4 by the number in the Area I, Number of Respondents column of that same row. Then write the result in the Graduate (Average Rank) column of the Area I row on Table 40. (In the example, 10 divided by 4 is 2.5. Therefore, 2.5 is recorded in the Graduates (Average Rank) column of the Area I row of Table 40.)

B. Repeat Substep A to compute average ranks for Area II through Area V in the Graduates row of Summary Sheet 4 and transfer those numbers to their corresponding rows and columns on Table 40.

C. Repeat Substeps A and B to compute average ranks for Area I through Area V of the Faculty/Staff row and the Parents row of Summary Sheet 4. Transfer those numbers to their corresponding rows and columns on Table 40.

NOTE: You have now finished with Summary Sheet 4.

NOTE: You have now completed Tables 40-46 and Tables 48 and 49.

Step 25 Return all materials to your tabulation supervisor.

Step 26 Each Data Tabulation supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors.

Step 27 At the direction of the CPSS coordinator and/or the tabulation supervisors, help with those tabulation tasks that remain to be done.

PROCEDURAL SECTION O

Recording All Fill-in Statements and Comments, Including Completing Table 47

Step 1 Receive Student Questionnaires, Graduate Questionnaires, Parent Questionnaires, Faculty/Staff Questionnaires, and Table 47 from your tabulation supervisor or CPSS coordinator.

Step 2 Separate Student Questionnaires by grade level.

> NOTE: What you will be looking at on the questionnaires will be (1) the filled-in answers to item 22f, (2) the filled-in answers to item 23, and (3) comments made in item 24.

Step 3 For the filled-in answer to item 22f, prepare a sheet with the heading:

Other Plans Specified by Students
(Response to Student Questionnaire Item 21f, Other)

Grade 9 10 11 12

Step 4 Type or print in clear, capital letters in the grade nine column the answers to item 22f the grade nine students wrote on their questionnaires. If a student did not answer 22f, just skip his/her questionnaire. Make extra sheets with the same heading if you need them.

> NOTE: If the responses can be grouped in a reasonable way, please do so because you would then have a more easily usable list of future plans and the number of students in each grade that checked each plan.

Step 5 Repeat Step 4 for each grade level. Give all of the sheets you have filled out to your tabulation supervisor.

Step 6 For item 23, first check to see that the CPSS coordinator has filled in the space labeled Number of Students Receiving Questionnaire near the bottom of Table 47. If that space is not filled in, ask the CPSS coordinator to fill it in now.

Step 7 Since you will be transferring to Table 47 the occupations students listed in item 23 of the questionnaire, ask your tabulation supervisor what is the best way to group those jobs. (For example, practical nurse, registered nurse, nurse's aid, and licensed nurse may all be grouped under "nurse.") If your state has a career cluster model, your tabualtion supervisor may ask you to use the clustering in that model as your categories.

Step 8 Type or print in clear, capital letters on Table 47 the jobs students in grade nine listed for item 23 and the number of students who checked each job. You may need more than one copy of the table.

Step 9 Total the number of students whose responses are on each copy of the table. Write those totals in the Total Number of Students spaces for grade nine on each copy of the table.

Step 10 Repeat Steps 7, 8, and 9 for each grade level in your school.

Step 11 When you have completed the table for each grade, add all numbers in the spaces labeled Total Number of Students across all grade levels. Subtract that total from the number in the space labeled Number of Students Receiving Questionnaire. Then divide the result by the number in the space labeled Number of Students Receiving Questionnaire. Convert the result of your division to a percentage and write that percentage at the bottom of Table 47 in the space marked Percentage of Students Who Did Not Respond.

NOTE: You have now completed recording all filled-in statements for Student Questionnaires and are finished with Table 47.

Step 12 To record all filled-in statements for Graduate Questionnaires, prepare a sheet with the heading:

Other Activities Specified by Graduates
(Response to Graduate Questionnaire Item 21f, Other)

Step 13 You will be looking at item 21f on each Graduate Questionnaire. On the sheet you just prepared, type or print in clear, capital letters the graduates' responses to that item. If a graduate did not respond, do not write anything. Prepare as many sheets with the above heading as you need.

Step 14 To record comments (responses to item 24) from Student Questionnaires, separate each grade level stack into two piles: one for questionnaires with comments and one for questionnaires without comments. Label the stacks "Comments" and "No Comments."

Step 15 For recording grade nine comments on Student Questionnaires, prepare a sheet with the heading:

Comments Provided by Students
Regarding Student Questionnaire
Grade Nine

Step 16 Type or print in clear letters the comments in Student Questionnaire item 24 provided by the grade nine students. Make extra sheets with the same heading if you need them.

NOTE: If the comments can be grouped in a reasonable way, please do so. You would then have a more easily usable list of comments.

Step 17 Repeat Steps 15 and 16 to record comments to item 24 for grades ten, eleven, and twelve.

> NOTE: You have now completed recording all comments in Student Questionnaire item 24.

Step 18 Separate Graduate Questionnaires into two stacks: one for questionnaires with comments written in item 22 and another for questionnaires without comments for item 22.

Step 19 Repeat Steps 15 and 16 to type or print the comments provided by graduates.

> NOTE: You have now completed recording all comments in Graduate Questionnaire item 22.

Step 20 Separate Parent Questionnaires into two stacks: one for questionnaires with comments in item 3 and one for questionnaires without comments in item 3.

Step 21 Repeat Steps 15 and 15 to type orprint the comments provided by parents.

Step 22 Separate and record comments for Faculty/Staff Questionnaires the same way you did Parent Questionnaires in Steps 20 and 21.

> NOTE: You have now completed recording all comments on Parent Questionnaires and Faculty/Staff Questionnaires.

Step 23 Give all materials to your tabulation supervisor.

Step 24 Each supervisor should spot-check the work done by those he/she supervises and ask them to correct any errors.