

SURVEY OF DIAGNOSTIC PROCEDURES IN
UNIVERSITY AND COLLEGE READING
CLINICS

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
August, 1969

NOV 5 1969

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ACKNOWLEDGMENTS

The study of diagnostic procedures in college and university reading clinics is an outgrowth of the writer's desire to increase the effectiveness of her work as well as to provide insights which can be used in professional communications and which can be used in the planning and guidance of diagnostic procedures of university and college reading clinics.

The writer would like to express appreciation to all the individuals who contributed to the planning and fruition of this study. Especially does she wish to express gratitude to Dr. Bernard R. Belden, Chairman of the Advisory Committee, for his wise counsel, encouragement, and guidance throughout the stages of the project; to Dr. Kenneth Sandvold, Dr. Rondal Gamble, and Dr. Darrel Ray, members of the Advisory Committee, for their sustaining interest and assistance.

Sincere gratitude is expressed to the clinic directors throughout the United States who answered the questionnaire, and who documented the instrument with their personal statements.

A special note of appreciation is voiced to my parents, Mr. and Mrs. Leon Jones, whose encouragement, sacrifice, and whose God sustained me in periods of discouragement.

The writer expresses special appreciation to her husband, Carter whose unconditional devotion, sacrifices, and understanding with a wife cast in a "role" as that of scholar, encouraged the writer to pursue the doctorate.

Finally, I wish to acknowledge the innocent patience and love of my infant daughter, Tommye Caroline who was born during this period of study.

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CHAPTER I

THE PROBLEM

Introduction

The focus upon reading handicaps and diagnosis has become one of the major objectives on the educational scene in recent years. Many documents, textbooks, and reports of research in reading have been written for professional personnel as well as books and articles written for lay consumption.

As one reads the bulk of this writing, he is cognizant of the confusions over terminology. This is especially apparent when the writing centers on the clinical descriptions and diagnosis of children who experience difficulties with the reading process. Communication is difficult when researchers, consultants, clinicians and teachers fail to define their terminology, or when they interchangeably use descriptive labels which are not synonymous. Because confusion exists between the purposes of reading centers, reading clinics, and reading services in general as well as the various diagnostic procedures, a study of diagnostic procedures employed in the university and college reading clinics may provide insights which can be used in professional communications, as well as insights which can be used in the planning and guiding of the diagnostic procedures of university and college reading clinics.

Statement of the Problem

The purpose of the study is to survey the diagnostic procedures in university and college reading clinics in the United States which are engaged in the techniques of reading diagnosis and remediation for elementary, secondary, and college students.

Specifically, an attempt is made to answer the following questions:

1. What types of cases are admitted?
2. What are the methods of case referral?
3. What is the experience and training of the staff?
4. What fees are charged?
5. What diagnostic procedures are employed in identifying areas in which remediation is needed?

Definition of Terms

For the purposes of this study, it is necessary to define certain terms as they are to be used:

Reading Clinic--refers to a highly specialized organization which provides the services of consultants in diagnosis and corrective techniques. The reading clinic is usually established in a building or a centrally located room or group of rooms where equipment, materials, and "know how" are concentrated in one place.

Remedial Instruction--is referred to as the services which are necessary to aid students so severely handicapped in reading that they must be taught by means other than those ordinarily used in the developmental classroom.

Diagnosis--refers to the process of systematic exploration of the characteristics and causes of a difficulty in functioning, carried on

by an individual who has both the theoretical background and the practical experience to know what questions to ask; to select procedures, including tests, which can supply the needed facts; to interpret the meanings of the findings correctly; and to comprehend the interrelationships of these facts and meanings so as to come out with a clear, correct, and useful understanding.

Reading-Disability Cases--refer to those individuals whose reading achievement falls significantly below his capacity for learning.

Capacity for Reading--includes the pupil's physical, emotional, and social development as well as his mental maturity.

Need for the Study

Although individual clinical diagnostic procedures are reported in many reading references, a survey of the literature reveals that individual clinics differ in their specific objectives and organizational patterns, practices, procedures, as well as materials used. There is a need for more precise communication about diagnosis and remedial reading programs as well as a need for liaison between reading clinics. Because there is a lack of descriptive studies of the diagnostic procedures employed in university and reading clinics throughout the United States, such a study should reveal information of importance to directors of reading clinics, clinicians, colleges preparing and certifying reading specialists, as well as teachers, principals and superintendents.

Basic Assumptions

The proposed study is based on the assumption that there is a

professional need for communication between clinics as well as a need for additional insights into the planning and guiding of the diagnostic procedures of university and college reading clinics.

Scope of the Study

The study includes those clinics of universities and colleges which offer the Master's and/or second professional degree and/or the Doctor of Philosophy and equivalent degrees. A copy of the Education Directory¹ issued by the United States Department of Health, Education, and Welfare, Office of Education, was obtained. All schools listed in the Education Directory, which were classified as institutions offering the Master's and/or second professional degree, and/or the Doctor of Philosophy and equivalent degrees, were chosen as the sample for the study.

Limitations of the Study

It is recognized that there are several limitations of the study. First, the study is limited by the use of a check list section and a data section as the instrument for collecting the data. Although objectivity is desired in the selection of appropriate and significant phases of the diagnostic procedure, it is recognized that ultimately the items included in the instrument were dependent upon subjective judgment.

Also, the validity of the responses depended upon the ability of the respondents to interpret the instrument within the same frame of reference, the willingness of the respondents to cooperate, and the motivating interests of the respondents.

Another limitation of the study is that only those colleges and universities who offer the Master's and/or second professional degree or who offer the Doctor of Philosophy and/or equivalent degree and who have reading clinics which have programs whose service is directed toward diagnostic work with elementary, secondary, and/or college students, will be surveyed.

A further limitation of the study is that analysis of results and conclusions is based upon the returned questionnaires, to the exclusion of those clinics not returning the questionnaires.

Organization of the Study

In Chapter II, a review of literature which has relevance to the study is presented; the methodology of the study is discussed in Chapter III. The findings of the study are discussed in Chapter IV; and the study is summarized, and conclusions and recommendations are presented in Chapter V.

FOOTNOTES

¹Education Directory, Office of Education, U. S. Department of Health, Education, and Welfare (Washington, D. C.: United States Government Printing Office), 1967.

CHAPTER II

REVIEW OF LITERATURE

Introduction

According to Albert J. Harris, a reading clinic is an organized group of people whose primary function or purpose is helping individuals become better readers. Harris states:

Because reading clinics vary greatly in their specific objectives, their organization, and in their modes of functioning, it is impossible to give a generalized description of how reading clinics work. It is, rather, necessary to describe a number of different kinds of reading clinics, and to indicate the points of differences as well as the elements there may be in common.¹

Harris has suggested that one of the areas in which research is "desperately" needed is in the area of the organization of the remedial program. He states that remedial techniques are frequently based upon practical judgment rather than an analysis of appropriate diagnostic and remedial techniques.²

Paul Berg has supported Harris' judgment by stating that there is difficulty in suggesting improvements for an area which offers experiences of as diverse a nature as do reading clinics.³

Development of Reading Clinics

According to Nila B. Smith,⁴ the development of reading clinics was initiated by Grace Fernald in the 1920's, at the University of

California, Los Angeles. Dr. Fernald was given a room in the University Training School in which to diagnose and treat the retarded reader. Smith states that this effort developed into the "Clinic School," or the beginning of reading clinics.

With increasing interest in the clinical movement, Frank W. Parn⁵ reported on his study conducted in 1929 at the University of Iowa. His study was to determine by questionnaires the extent of remedial work in reading being carried on during the current school year. The study was considered as a part of a comprehensive study of reading deficiencies of college students. Results indicated that a great deal of interest was being manifested in the problem of remedial training in reading on the college level. However, there was no standard practice reported in the various programs and procedures.

During the thirties Emmett Betts, Earl Taylor, and Stella Center began to establish informal reading clinics, or programs which developed into reading clinics.⁶

Marion Monroe's⁷ 1932 publication reported success in teaching severely retarded readers and also gave indications of ways of determining the causative factors involved in reading disabilities. As a result of this publication, there was stimulated interest in the clinical movement.⁸

In 1939 the U. S. Office of Education issued a bibliography of articles which described clinical practices.⁹

In 1940, Paul A. Witty¹⁰ studied the nature and scope of diagnostic and remedial teaching in colleges and universities. Questionnaires were sent to 131 universities, colleges, and normal schools. It was revealed that opportunities were limited to freshmen and sophomores.

More than half of the corrective work was given by students working toward advanced degrees, and in only one-fifth of the cases was the work offered or supervised by an instructor holding a Ph.D. degree or a rank above that of assistant professor. Few institutions offered credit for the work in reading. Diagnostic and remedial instruction was offered, usually by the department of psychology or of education. Most of the schools used a variety of methods in selecting candidates and limited their efforts to work with college students. About one-third gave some help to children in elementary or secondary schools. Standardized tests were employed frequently in the selection of cases, while faculty recommendations ranked second among the methods for identifying students for help in reading. Many different tests were used but the most frequently used were the Iowa, Nelson-Denny, Minnesota and American Council examinations. More than half of the centers used the Betts Telebinocular, and almost half of the schools had purchased the Ophthalmograph. Concluding statements indicated the need for more comprehensive case studies and attention to the superior pupil whose reading also requires guidance.

A survey of clinical services for poor readers was reported by David Kopel in 1942 at Chicago Teachers College.¹¹ In view of the growing interest in remedial reading, a questionnaire survey of recognized psychological and psychiatric clinics was made to obtain specific information about the clinical services available for the diagnosis and treatments of reading disabilities. The inquiry was designed to obtain descriptions of diagnostic and therapeutic practices in clinics dealing with poor readers. In order to make the survey comprehensive, questionnaires were sent to clinics associated with various types of

institutions: universities, teachers colleges, public schools, juvenile courts, reformatories, penitentiaries, child guidance and mental hygiene centers. From the data that was returned, a number of generalizations about clinical services were made. For example, some ten thousand cases were studied in 1938-1939 by the fifty-eight clinics included in the survey. The clinics reported that they treated more reading disability cases from the primary grades than from any other school level. A small percentage of their cases came from the upper elementary grades and a negligible proportion from the high school. The professional qualifications of clinical personnel was reported to include the workers from the professions of social work, medicine, optometry, ophthalmology, as well as workers with extensive academic and psychological-education experience. The reading clinics, found only in universities and colleges, treated no more than one-tenth of the reading cases seen by all clinics. However, it was suggested that the techniques and procedures initiated and tested by the university reading clinics, found their way to the clinics in the public schools and communities.

Robert L. McCaul,¹² at the University of Chicago, reported a study in 1942, designed to present evidence about the expense entailed by college remedial-reading programs. McCaul sent a questionnaire to the remedial reading teachers of 27 colleges. It was apparent from the returns that the salaries were the major item of expense and that the more students served by the program, the lower was the cost per student. Eight of the eighteen colleges charged a fee for remedial-reading instruction. At four of the eighteen institutions 100 per cent of the freshmen were served by the remedial reading program. The median cost per student was \$6.27.

During the year 1947-48 Gertrude Boyd and O. C. Schwiering¹³ at the University of Wyoming conducted a questionnaire survey of clinics affiliated with institutions of higher learning, public schools, and independent organizations. It was determined as a result of the investigation that although the trend toward remedial work was increasing, a chief drawback was the lack of trained personnel. The choice of tests seemed to depend on the age range and the type of cases admitted. Most of the clinics reported giving an individual mental ability test supplemented by a performance and/or non-verbal test. While standardized achievement tests were reported as still being used, there was also a report of an increase in the use of informal measures being used to appraise particular problems. There also appeared to be a trend toward more frequent physical examinations.

Bond and Botel,¹⁴ in 1951, visited ten eastern reading clinics. They were interested in examining the organization and administration of reading clinics such as staff, facilities, diagnostic procedures and instructional programs. They discovered a limited number of competent clinicians. The facilities varied from one small room to an entire floor of a big building. Procedures in diagnosis varied from 45 minutes to three days. While most frequently used tests were those of vision, oral and silent reading, and intelligence, personality and social adjustment tests were also used. The observed instruction was basically textbook-workbook in nature with little effort to enrich the program with experience and teacher-made materials. On the basis of the observations made and the information gathered, Bond suggested the need for better liaison among reading centers to provide an exchange of research information and to establish evaluative techniques for

instructional programs. He also suggested a need for greater uniformity of diagnostic methods based upon valid research finding.

Boyd and Schwiering,¹⁵ in 1951, conducted a study with a questionnaire survey of 76 clinics. Many of the clinics were affiliated with institutions of higher learning; a few were independent organizations; and some are organized in departments of public instruction. They concluded that the amount and kind of remedial help is on the increase, and that the case study work, while gaining in importance as a method of investigation, is compiled by very differently trained persons. They also attributed numerous incomplete records of case studies to be the result of lack of time and personnel. They discovered some clinics do not give remedial instruction after diagnosis. However, these clinics do plan remedial work to be carried out by schools or other agencies. It was determined that there was no increase in the numbers of clinics doing follow-up work, although many different kinds of follow-up practices prevailed among the clinics which do provide follow-up service.

Barbe,¹⁶ in 1951, conducted a study of reading clinics by sending questionnaires to 1800 colleges, superintendents of schools with a population of 25,000 or over, and state superintendents. He discovered that the greatest percentage of clinics are university or college-controlled with the next largest group being part of the public school system. He found that the majority of diagnostic programs included tests of intelligence, reading, vision, and hearing and personality. Also, an informal reading inventory is part of the basic test battery. The services were equally divided among elementary, high school, and college levels. Fees ranged from 50 cents an hour to over five dollars an hour. The budgets of the clinics ranged from \$100 to \$100,000 with

a median of around \$50,000 a year. Eighty-five per cent of the clinics reported limited facilities and were unable to take all referrals.

Most of the personnel of the clinics had masters' degrees while many of the directors had doctors' degrees. The median number of cases diagnosed annually was 75. The range was from 10 to 1,600. The time involved in diagnosis ranged from one to nine hours. The median number of hours spent in diagnosis was four. Barbe concluded his report with an indication of the differences in the extent and organization of the diagnostic programs.

Traxler¹⁷ found in 1953 indications that there are very few reading programs reported to reach all pupils, and that there is confusion over both objectives and procedures. Traxler summarizes and interprets the status and trends of remedial teaching procedures which he surveyed with a committee of the National Association of Remedial Teachers.¹⁸ The committee drafted a four-page questionnaire on remedial practices and sent it to 750 persons who were engaged in remedial work in public schools, independent schools, colleges, and clinics. Traxler points out that since the study was primarily a study within the NART membership, the schools, colleges, and clinics may not be a representative sample of those throughout the United States. Also, the study included only twenty-six colleges. Answers to the questionnaires indicated that nearly all of these institutions employ tests of mental ability as well as reading tests; that more than one-half of the institutions employ one or more teachers who give full time to remedial instruction; that specialists such as psychologists and psychiatrists are available to the majority of institutions but that a comparatively small percentage have specialists on a regular basis. The institutions commonly checked

factors such as handedness, visual acuity, auditory acuity, speech defects, visual abnormalities, limited vocabulary, spelling disability, and personality difficulty. Replies to the questionnaire also indicated a minority of the institutions employ the use of mechanical devices for use in diagnosis. About one-half of the schools and a fourth of the colleges say that they follow up individuals after remedial instruction.

Trends in Diagnostic Procedures

George Spache¹⁹ has suggested that in most clinical situations, there should be an evaluation of at least four aspects of reading and the reading process--oral reading, silent reading, applied or study-type skills and word analysis abilities.

According to Roy Kress,²⁰ the areas of evaluation should include not only the measurement of the reading performance itself, but also an evaluation of the child's achievement in other academic areas, both for the purposes of comparison and to provide indication of over-all instructional possibilities. Particular attention should be given to other language areas--listening, speaking, and writing. The usual case history information covering birth, developmental and medical factors, family background, environmental conditions, and the records of previous special examinations and services should obviously be obtained. However, Kress suggests that the case history should also include a consideration of the similarities and differences of the parents, the child himself, the school, as well as his interactions in peer relationships. Kress reasons that not only should general capacity serve as a check point for evaluation of the adequacy of the child's achievement level but also certain specific capacities should be measured such as

the child's performance in associative learning tasks, memory span for different types of materials, and reaction to various modes of presentation. Visual and auditory functioning, general health, perceptual functioning, and emotional status are further suggested as essential factors involved in diagnostic procedures.

Helen K. Smith²¹ has also recognized that although there are many factors which may be related to failure in reading, there are some factors which are most commonly considered in diagnosis. They are vision, hearing and speech, brain damage, emotional disturbances, dominance, and environmental factors. Smith indicated that the Keystone Visual Survey Test with the Telebinocular, the Ortho Rater, the Massachusetts Vision Test, and the Eames Eye Test are examples of commercial visual screening tests which are frequently used by clinicians. An audiometer is suggested as the most accurate means of identifying loss in auditory acuity because it provides an assessment at different frequencies, that gross estimates of auditory discrimination can be obtained from reading readiness tests as well as the more accurate Wepman's Auditory Discrimination Test. Smith reasons that because no one pattern is descriptive of all who are emotionally disturbed, the clinician needs to be alert to different kinds of behavior, such as withdrawal. She advocates the use of observations, interviews, questionnaires, information from case histories, and personality tests of the paper-and-pencil type such as the California Test of Personality, Roger's Test of Personal Adjustment, and sentence completion tests. Smith states that trained clinicians may also use the Rorschach, Thematic Apperception Test, or Children's Apperception Test. Case history information is considered extremely important in the identification of brain impairment--for example, such

information as birth history, prematurity, extreme distractability, high body temperatures, poor equilibrium, and the like. According to Smith, The Train Making Test, available for older clients, has had encouraging results in the identification of minimal brain impairment.

Certainly data from many sources should be used as a basis for a reading analysis: physical examination, tests of vision and hearing, standardized test scores, personal history data, and careful observations of pupil performance during an extended reading lesson. A reading problem should be assessed with respect to two factors: (1) the quality of understanding which the child reveals and (2) the degree of competency with which he handles word recognition.²²

According to H. Alan Robinson,²³ identification is the screening and selection of pupils who are in need of, and can probably profit from, treatment of their reading disabilities. Identification usually involves the analysis of results on standardized reading tests, informal reading tests, teacher observations, and intelligence tests.

Robinson²³ holds the idea that identification "announces" the existence of a problem or disability, and that diagnosis follows identification and involves a "trend toward greater depth in analyzing test results." Robinson also maintains the importance of assessing strong points so that treatment may capitalize on specific strengths while attempting to correct specific weaknesses.

According to Kress,²⁴ too frequently clinical diagnosis of a child's reading problem begins and ends with testing to evaluate his performance in reading. No real attempt is made to determine the causes of the disability beyond the level.

Albert J. Harris states that diagnosis is "a process of making

distinctions."²⁵

Lillian Fletcher²⁶ also suggests that specific difficulty can be determined only by careful analysis. She says that several pupils may, for example, earn the same low reading score, but each for a different reason.

Fletcher advocates the use of an informal oral-reading test as the first step in diagnosis. Such a test is used to determine the level of word recognition. Also, during an oral-reading exercise, the clinician has the opportunity to appraise the student's reading habits and to determine what the pupil does when he encounters unfamiliar words. As is indicated by Fletcher, while the use of standardized tests simplifies the problem of gathering this information, it is also possible to obtain a fairly accurate measure of the student's level without them. Fletcher suggests that after the clinician has determined the approximate level at which the student can read effectively, he may select a suitable silent-reading test. From the silent reading test, it is important to determine not only the score obtained but also the child's type of performance.

Many research studies and clinical insights from other disciplines offer significant research ramifications for the reading specialist.

Ketchum²⁷ suggests that there has been a unification of forces and an interdisciplinary team seeking mutual goals because the individual neurological, psychological, endocrine, and psychodynamic constructs have presented no single acceptable rationale regarding reading diagnosis. For example, a number of investigators have been concerned specifically with visual and auditory perception in relation to poor reading and/or neurologic problems.

Kephart²⁸ found that slow learners could recognize the total configuration but encountered difficulties with word analysis because they were unable to analyze something that did not, for them, have parts to begin with.

Similarly, Frostig,²⁹ supporting the contention that there is a relationship between visual perception and reading, has developed materials for improving the five aspects of visual perception measured by her test.

Harris³⁰ also has suggested that there is a relationship between the problems of eye coordination, visual perception, and brain injury.

Wepman³¹ contends that auditory discrimination and blending are positively related to reading achievement. According to Wepman, visual and auditory learners should be grouped separately for reading instruction.

In addition to the interdisciplinary interest in reading diagnosis, a review of the literature reveals that investigators are concerned with the profile of subtests in relation to retarded readers.

Investigators such as Altus,³² Graham,³³ and Hirst,³⁴ have concerned themselves with the profiles of the subtests of the Wechsler Intelligence Scale for Children. Their findings appear to show more agreement in the profile of weak areas than in strong areas.

Summary

The past four decades have seen not only the origin of the reading clinic but also a vast expansion of clinics with many varied aims, goals, and procedures.

The first milestone in the development of reading clinics was started in the 1920's by Grace Fernald in her efforts to develop a clinic school. In the 1940's, Paul Witty,¹⁰ David Kopel,¹¹ Robert L. McCaul,¹² Gertrude Boyd,¹³ and O. C. Schwiering¹³ explored various approaches to diagnosis and remediation, and in the 1950's, Bond and Botel¹⁴ surveyed reading clinics and subsequently suggested a need for better liason among reading centers to provide an exchange of research information. Also, similar studies were made by Traxler¹⁷ and Barbe,¹⁶ with Barbe concluding his report with an indication of the differences in the extent and organization of the diagnostic procedures.

Diagnostic trends point toward more refined diagnosis of individual cases with an interest in the profile of subtests as well as the results of research studies emanating from other disciplines which offer significant research ramifications for the reading specialist.

Kephart²⁸ and Frostig²⁹ have been concerned with the visual perception and its relationship to reading. Wepman³¹ has contended that there is a relationship between auditory discrimination and reading. Harris³⁰ has suggested that there is a relationship between the problems of eye coordination, visual perception, and brain injury.

FOOTNOTES

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CHAPTER III

METHODOLOGY OF THE STUDY

The Questionnaire Technique

The questionnaire is an instrument that is widely used by educational workers to obtain facts about current conditions and practices, and to make inquiries concerning attitudes and opinions.¹ For the purpose of the present study the questionnaire was chosen as the most practical device with which to obtain the desired data from a large geographically scattered sampling.

Questionnaires sometimes take the form of a check list, which is a set of categories for the respondent to check.² The check list is particularly useful when one cannot see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally.³

Because of the nature and scope of the current study, the use of an instrument for securing many kinds of information from a large sample population seemed to be indicated. The check list, a form of questionnaire, was deemed an appropriate instrument for obtaining the data required for meeting the purpose of the study. The check list used in the current study is designed to include various phases of current diagnostic procedures in university and college reading clinics.

Development of the Check List

The number of statements which illustrate practices in the diagnostic procedures of reading clinics were drawn from the literature in the field of reading. These statements were fairly inclusive in covering common practices in the diagnostic procedures of reading clinics. No attempt was made to evaluate practices. The statements of practices were arranged in a check list form of questionnaire which required the respondent to select an appropriate response and to indicate his answer.

The following statements of practices are typical of the kinds of statements included in the check list.

<u>STATEMENTS</u>	<u>RESPONSES</u>			
	Always	Usually	Seldom	Never
1. Does your clinic offer diagnostic services for students who are having reading difficulties?	_____	_____	_____	_____
2. The basic diagnostic endeavor is undertaken by a person or persons who:				
Is working in some capacity in the department of education or psychology.	_____	_____	_____	_____
Is a student working toward an advanced degree	_____	_____	_____	_____
Has completed specific courses in the field of reading.	_____	_____	_____	_____
Has participated in research in reading	_____	_____	_____	_____
Holds a Ph.D. or Ed.D.	_____	_____	_____	_____
Holds a rank above that of assistant professor	_____	_____	_____	_____

A tentative questionnaire was developed and revised in accordance with the suggestions of several reading clinicians. In addition to the

check list statements of diagnostic practices, provisions were made for further comment on selected items, and a data section was added to the check list, asking for specific information relative to the clinical procedures.

The questionnaire was printed in booklet form and sent to directors of reading clinics of seven hundred and forty-one colleges and universities.

The questionnaire appears in Appendix B.

Selection of the Sample for the Study

A 1967 edition of The Education Directory, Part 3, Higher Education, issued annually by the United States Office of Education, was used to obtain a list of institutions of higher education. All institutions classified as offering the Master's and/or second professional degree, and/or those institutions classified as offering the Doctor of Philosophy and equivalent degrees were selected as the sample. This amounted to a total of 741 institutions. The scope of the sample included every state in the United States.

Collecting the Data

A preface letter describing the study and requesting participation of the recipient accompanied each questionnaire.

Questionnaires were sent to 741 clinic directors. A card was sent to those clinic directors who had not replied by the end of two weeks, reminding them of the study and again requesting their cooperation in the study. Four weeks after the original mailing of the questionnaire, 292 returns were received. This represented a 39.40% return on the

instruments. One hundred ninety-three returned questionnaires were rejected on the basis of the respondents submitting a negative answer to the existence of a reading clinic, and 15 returned questionnaires were rejected because of expiration of the due date.

A total of 99 questionnaires, out of the 292 returned, were accepted for analysis.

To account for those institutions which failed to return the questionnaire, a return, double postcard was sent to those institutions which had failed to respond. A check list of six statements, designed to ascertain the reasons for failure of response, was printed on the return card (see Appendix C).

Return postcards were sent to the directors of 434 institutions. The respondents were requested to check one or more of the statements which were indicative of their reasons for failing to respond.

Four weeks after the original mailing of the return postcards, 154 returns were received. An analysis of the responses indicated that 76.6% of the postcard respondents failed to return the questionnaire because their institutions do not have a reading clinic, and 16.2% of the postcard respondents indicated the questionnaire was not applicable to the work engaged in by the clinic.

Among those clinics who might have made important contributions, 10.4% of the postcard respondents reported that the questionnaire arrived at an inconvenient time of the year, while 8.5% indicated that the questionnaire was too time consuming, and 3.8% indicated the questionnaire was too complicated.

Finally, 9.0% indicated that their institutions did not receive a questionnaire.

Procedures in Analyzing Data

Data from the questionnaires was punched in IBM cards for machine processing.

The print-out for the check list was designed to give a two-way frequency table according to accreditation, the legal control of the institution, highest level of offering, type of program, and enrollment, and classified to always, usually, seldom, never, and no response.

Comments relative to the questions which had space reserved for "other" remarks were classified, collected into frequency distributions, and included for the presentation and explanation of data.

The answer to the open-ended question number one of the data sheet and the answers to the final four items of the data sheet were classified and collected into frequency distributions. Items 2 through 14 of the data sheet were punched into IBM cards for machine processing. The print-out for the data sheet was designed to give the mean of the total responses to each item.

Summary

A tentative check list of items relative to reading diagnosis was developed from pertinent literature. These items concerned areas about which the respondents were presumed to have knowledge and skill relevant to reading diagnosis. The check list was to be used as the data gathering instrument of the study.

The tentative questionnaire was revised in accordance with recommendations and criticisms made by the investigator's advisors. The revised questionnaire was then printed in booklet form for distribution

to the selected respondents. A card was sent to those clinic directors who had not replied by the end of two weeks, reminding them of the study and again requesting their cooperation in the study.

Questionnaire returns were received from 292 respondents. One hundred ninety-three returns failed to meet the requirements of the study, leaving a total of 99 returns accepted for analysis.

Return double postcards were sent to the clinic directors of institutions which had failed to respond to ascertain the reasons for failure of response.

The responses to the questionnaires accepted for analysis and the findings from these returns are presented in Chapter IV.

FOOTNOTES

¹Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York, 1962), 252.

²Carter V. Good and Douglass E. Scates, Methods of Research (New York, 1954), 612.

³Good and Scates, p. 606.

CHAPTER IV

FINDINGS OF THE STUDY

Description of the Respondents

Of the 99 clinics whose questionnaires were accepted for analysis, 8 clinics were of institutions accredited by the New England Association of Colleges and Secondary Schools (referred to in the tables as N.E.A.), 19 clinics were of institutions accredited by the Middle State Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education (referred to in the tables as M.S.C.), 33 clinics were of institutions accredited by North Central Association of Colleges and Secondary Schools, Commission on Colleges and Universities (referred to in the tables as N.C.A.), 5 clinics were of institutions accredited by Northwest Association of Secondary and Higher Schools, Commission on Higher Schools (referred to in the tables as N.W.A.), 24 clinics were of institutions accredited by Southern Association of Colleges and Schools (referred to in the tables as S.A.C.), 6 clinics were of institutions accredited by Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities and Accrediting Commission for Junior Colleges (referred to in the tables as W.A.C.), 3 clinics were of institutions which were not accredited or approved by any nationwide or regional accrediting association (referred to in the tables as not accredited), and 1 clinic was of an

institution which had an accreditation status which was not known (referred to in the tables as Not known).

There was 1 clinic of an institution which was publicly controlled by the city or municipal government (referred to in the tables as City), 1 clinic of an institution which was publicly controlled by the national or federal government (referred to in the tables as National), 15 clinics of institutions which were privately controlled, independent of church or state (referred to in the tables as Private), 15 clinics of institutions which were privately controlled by religious groups (referred to in the tables as Religious), 62 clinics of institutions which were publicly controlled by state governments (referred to in the tables as State), 1 clinic of an institution which was publicly controlled by territorial government (referred to in the tables as Territorial), and 4 clinics of institutions whose control was not known (referred to in the tables as Not known).

Fifty-six clinics were of institutions whose highest level of offering is the Master's and/or second professional degree (referred to in the tables as Master's or Professional), 41 clinics were of institutions whose highest level of offering is the Doctor of Philosophy and equivalent degrees (referred to in the tables as Doctor's), and 2 clinics were of institutions who have been authorized to offer Master's degrees (referred to in the tables as Others).

One clinic was of an institution which offers a program which is liberal arts, general, and terminal occupational (referred to in the tables as Lib. arts-Gen., Term. Oc.). Four clinics were of institutions which were teacher preparatory (referred to in the tables as Teacher Preparation). Twenty-six clinics were of institutions which offer

programs which are liberal arts-general, and teacher preparatory (referred to in the tables as Lib. Arts-Gen., Teach. Prep.). Ten clinics were of institutions which offer programs which are liberal arts-general, terminal occupational, and teacher preparatory (referred to in the tables as Lib. Arts-Gen., Term. Oc., Teach. Prep.). One clinic was of an institution which offers a program which is professional only (referred to in the tables as Professional Only). One clinic was of an institution which offers a program which is professional and teacher preparatory (referred to in the tables as Professional, Teacher Preparation). Ten clinics were of institutions which offer programs which are liberal arts-general, with one or two professional schools (referred to in the tables as Lib. Arts-Gen., 1 or 2 Professional). Forty-eight clinics were of institutions which offer programs which are liberal arts-general, with three or more professional schools (referred to in the tables as Lib. Arts-Gen., 3 or more Professional).

There were 3 clinics of institutions which have enrollments of 500 to 1,000, 16 clinics of institutions which have enrollments of 1,000 to 2,500, 17 clinics of institutions which have enrollments of 2,500 to 5,000, 20 clinics of institutions which have enrollments of 5,000 to 7,500, 11 clinics of institutions which have enrollments of 7,500 to 10,000, 10 clinics of institutions which have clinics of 10,000 to 15,000, 9 clinics of institutions which have enrollments of 15,000 to 20,000, 2 clinics which have enrollments of 20,000 to 25,000, 7 clinics of institutions which have enrollments of 25,000 to 35,000, and 4 clinics of institutions which have enrollments of 35,000 to 50,000.

Indications of these facts (description of the respondents) are noticeable in an analysis of Table LXXXIV.

Analysis of Data

Tables I through LXV will reflect the responses to statements in the check list section of the questionnaire. Tables LXVI through LXXXIII will reflect the responses to statements in the data section of the questionnaire.

For the purpose of analysis, those responses designated as "always" and "usually" were considered positive responses. Those responses designated as "seldom" and "never" were considered negative responses.

It will be noted that although all data are listed in the tables, certain data of the study were not included in the descriptive analysis of the tables, due to the small number for certain items.

For example, there was one respondent whose institution's accreditation was not known. Therefore, although all data relevant to that respondent were listed in the tables, the descriptive analysis of the tables omits that respondent so as to avoid misleading percentage values.

Respondents whose institution's control was city or national or territorial or not known, constituted a small number. Although all data relevant to those respondents were listed in the tables, the descriptive analysis of the tables omits those respondents so as to avoid misleading percentage values.

Respondents whose institution's highest level of offering was classified as "others," constituted a small number. Although all data relevant to those respondents were listed in the tables, the descriptive analysis of the tables omits those respondents so as to avoid misleading percentage values.

Respondents whose institution's type of programs were classified as (1) liberal arts, general, terminal and occupational, or (2) professional only, or (3) professional and teacher preparatory, constituted a small number. Although all data relevant to those respondents were listed in the tables, the descriptive analysis of the tables omits those respondents so as to avoid misleading percentage values.

Respondents whose institution's enrollment was five hundred to one thousand, or twenty thousand to twenty-five thousand, or thirty-five thousand to fifty thousand, constituted small numbers of frequencies. Although all data relevant to those respondents were listed in the tables, the descriptive analysis of the tables omits those respondents so as to avoid misleading percentage values.

Table I

Data in Table I are related to the question: "Does your clinic offer diagnostic services for students who are having reading difficulties?"

A study of the data shown in Table I reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table I, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 88.9% responded positively, 3% responded negatively, while 8.1% gave no answer.

Although it may be assumed that all respondents would answer positively to the question, it may also be noted that the data reveal that 88.9% responded positively, 3% responded negatively, while 8.1% gave no answer. The 3% negative responses constitute the "seldom" responses which were analyzed as negative responses. Also, 8.1% gave no response to the question but did respond to the questionnaire.

Further study of the data shown in Table I indicates that institutions accredited by Northwest Association of Schools and Colleges constitute the largest percent (100%) of positive responses, while institutions accredited by New England Association of Colleges and Secondary Schools constitute the largest percent (12.5%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (93.30%) of positive responses, while Private, independent of church or state controlled institutions and institutions of religious groups reported the largest percent (6.7%) of negative responses.

Table I also shows that institutions whose highest level of offering is the Master's and/or second professional degree constitute the largest percent (91%) of positive responses, while institutions whose highest level of offering is the Doctor of Philosophy and equivalent degrees constitute the largest percent (4.9%) of negative responses.

Further analysis of Table I indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (4.2%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (90.9%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (11.1%) of negative responses.

In general, Table I shows that clinics whose institutions are accredited by Northwest Association of Schools and Colleges, whose control is religious groups, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory, and terminal occupational, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions are accredited by New England Association of Colleges, whose control is private, independent of church and state and institutions controlled by religious groups whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general teacher, preparatory, and terminal occupational, and whose enrollment is 15,000 to 20,000 report the largest percent of negative responses.

Table II

Data in Table II are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who is working in some capacity in the department of education or psychology."

A study of the data shown in Table II reveals that the number of clinics who answer affirmatively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the

frequency distribution in Table II, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 66.7% responded positively, 18.2% responded negatively, while 15.2% gave no answer.

Further study of the data shown in Table II indicates that institutions accredited by Southern Association of Colleges and Schools constitute the largest percent (75%) of positive responses, while institutions accredited by Northwest Association of Higher Schools, also constitute the largest percent (40%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (69.3%) of positive responses, while religious group and private controlled institutions report the largest percent (26.70%) of negative responses.

Table II also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (69.6%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (29.3%) of negative responses.

Further analysis of Table II indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (90%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (77.80%) of positive responses, while the clinics of institutions whose enrollment

is 25,000 to 35,000 report the largest percent (42.9%) of negative responses.

In general, Table II shows that clinics whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory, and terminal occupational, and whose enrollment is 15,000 to 20,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Higher Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table III

Data in Table III are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who is a student working toward an advanced degree."

A study of the data shown in Table III reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table III, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 51.5% responded positively, 21.2% responded negatively, while 27.30% gave no answer.

Further study of the data shown in Table III indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (63.1%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (60%) of the negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (61.3%) of positive responses, while religious group controlled institutions report the largest percent (40%) of negative responses.

Table III also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (78.1%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (25.0%) of negative responses.

Further analysis of Table III indicates that institutions whose type of program is Liberal Arts-General-3 or more Professional degrees report the largest percent (68.8%) of positive responses, while institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (40%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 1,000 to 2,500 report the largest percent (43.8%) of negative

responses.

In general, Table III shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is Liberal Arts-General with 3 or more professional degrees, and whose enrollment is 25,000 to 35,000 report the greatest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory and terminal-occupational, and whose enrollment is 1,000 to 2,500, report the largest percent of negative responses.

Table IV

Data in Table IV are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who has completed specific courses in the field of reading."

A study of the data shown in Table IV reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table IV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 80.9% responded positively, 6.1% responded

negatively, while 13.1% gave no answer.

Further study of the data shown in Table IV indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (20%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (86.7%) of positive responses, while private, independent of church or state controlled institutions report the largest percent (13.3%) of negative responses.

Table IV also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (90.1%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (7.3%) of negative responses.

Further analysis of Table IV indicates that institutions whose type of program is teacher preparation report the largest percent (100%) of positive responses, while institutions whose type of program is (1) liberal arts and general with 1 or 2 professional schools and (2) institutions whose type of program is liberal arts, general, terminal occupational, and teacher preparatory, report the largest percent (10% respectively) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500 report the largest percent (75%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (14.3%) of negative responses.

In general, Table IV shows that clinics whose institutions are not approved by any nationwide or regional accrediting association, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is teacher preparation, and whose enrollment is 1,000 to 2,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is (1) liberal arts and general with 1 or 2 professional schools and (2) institutions whose type of program is liberal arts, general, terminal occupational, and teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table V

Data in Table V are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who has participated in research in reading."

A study of the data shown in Table V reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table V, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 52.5% responded positively, 26.2% responded

negatively, while 21.2% gave no answer.

Further study of the data shown in Table V indicates that institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Secondary and Highest Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (60%) of positive responses, while state controlled institutions report the largest percent (30.6%) of negative responses.

Table V also shows that institutions whose highest level of offering is Master's or professional degrees constitute the largest percent (60%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (36.6%) of negative responses.

Further analysis of Table V indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (70%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment the clinics of institutions whose enrollment is 1,000 to 2,500 report the largest percent (62.6%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (67.2%) of negative responses.

In general, Table V shows that clinics whose institutions are not

accredited or approved by any nationwide or regional accrediting association, whose control is religious group, whose highest level of offering is Master's or professional degrees, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 1,000 to 2,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table VI

Data in Table VI are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who holds a Ph.D. or Ed.D."

A study of the data shown in Table VI reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table VI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 42.5% responded positively, 38.4% responded negatively, while 19.2% gave no answer.

Further study of the data shown in Table VI indicates that institutions accredited by Western Association of Schools and Colleges

constitute the largest percent (66.7%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (60%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (48.7%) of positive responses, while state controlled institutions also report the largest percent (41.9%) of negative responses.

Table VI shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (50%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (58.5%) of negative responses.

Further analysis of Table VI indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (70%) of positive responses, while institutions whose type of program is liberal arts and one or two professional schools report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000 report the largest percent (64.7%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (85.7%) of negative responses.

In general, Table VI shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general,

teacher preparatory, and terminal occupational, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and one or two professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table VII

Data in Table VII are related to the statement: "The basic diagnostic endeavor is undertaken by a person or persons who holds a rank above that of assistant professor."

A study of the data shown in Table VII reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table VII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 34.4% responded positively, 43.4% responded negatively, while 22.2% gave no answer.

Further study of the data shown in Table VII indicates that institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (60%) of positive responses, while institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (57.9%) of negative

responses.

With respect to control, clinics of state controlled institutions report the largest percent (43.6%) of positive responses, while religious group controlled institutions report the largest percent (60%) of negative responses.

Table VII also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (41%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (63.4%) of negative responses.

Further analysis of Table VII indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (70%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (45.5%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (85.70%) of negative responses.

In general, Table VII shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions

are accredited by Middle States Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degree, whose type of program is primarily teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table VIII

Data in Table VIII are related to the open-ended statement: "The basic diagnostic endeavor is undertaken by a person or persons who: other (remarks)."

A study of the data in Table VIII reveals that there are two coded categories of responses.

The data reveal that one respondent indicated that the basic diagnostic endeavor is undertaken by persons who are testing specialists in the testing bureau, while 98 of the respondents gave no answer.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table VIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table IX

Data in Table IX are related to the statement: "Each examiner handles assigned cases on an individual basis."

A study of the data shown in Table IX reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table IX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 71.7% responded positively, 17.2% responded negatively, while 11.1% gave no answer.

Further study of the data shown in Table IX indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (100%) of positive responses, while state controlled institutions report the largest percent (22.6%) of negative responses.

Table IX also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (76.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy constitute the largest percent (24.4%) of negative responses.

Further analysis of Table IX indicates that institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general, teacher preparatory and terminal-occupational, report the largest percent (50%) of negative response.

With respect to enrollment, the clinics of institutions whose

enrollment is 1,000 to 2,500 report the largest percent (84.30%) of positive responses, while the clinics of institutions whose enrollment is 20,000-25,000 report the largest percent (50%) of negative responses.

In general, Table IX shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is primarily teacher preparatory, and whose enrollment is 1,000 to 2,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 20,000 to 25,000 report the largest percent of negative responses.

Table X

Data in Table X are related to the statement: "Each examiner handled assigned cases with the entire clinical staff on a team basis."

A study of the data shown in Table X reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table X, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 42.4% responded positively, 35.3% responded negatively, while 22.2% gave no answer.

Further study of the data shown in Table X indicates that institutions accredited by Southern Association of Colleges and Schools constitute the largest percent (62.50%) of positive responses, while institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (63.2%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (45.1%) of positive responses, while religious group controlled institutions and privately controlled institutions report the largest percent (40%) of negative responses.

Table X also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (46.4%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (67.9%) of negative responses.

Further analysis of Table X indicates that institutions whose type of program is liberal arts, general, terminal-occupational, and teacher preparatory report the largest percent (70%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500 and institutions whose enrollment is 10,000 to 15,000 report the largest percent (50%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (57.10%) of negative responses.

In general, Table X shows that clinics whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, terminal-occupational, and teacher preparatory, and whose enrollment is 1,000 to 2,500 and 10,000 to 15,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XI

Data in Table XI are related to the statement: "There is a principal officer or director who is responsible for the formulation of diagnostic policies and procedures."

A study of the data shown in Table XI reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 97.9% responded positively, 0% responded negatively, while 2% gave no answer.

Further study of the data shown in Table XI indicates that

institutions accredited by the Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Northwest Association of Secondary and Higher Schools, Middle State Association of Colleges and Secondary Schools, and institutions not accredited, constitute the largest percent (100%) of positive responses, while there were no negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (100%) of positive responses, while there were no negative responses.

Table XI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (100%) of positive responses, with no negative responses.

Further analysis of Table XI indicates that institutions whose type of program is (1) liberal arts and general with three or more professional schools, (2) liberal arts with one or two professional schools, and (3) teacher preparatory, report the largest percent (100%) of positive responses, while there were no negative responses.

With respect to enrollment, all clinics reported positively (100%), except those clinics of institutions whose enrollment is between 1,000 and 2,500 and clinics of institutions whose enrollment is between 2,500 and 5,000.

In general, Table XI shows that clinics whose institutions are accredited by the Southern Association of Colleges and Schools, the Western Association of Schools and Colleges, the Northwest Association of Secondary and Higher Schools, Middle State Association of Colleges and Secondary Schools, and institutions not accredited whose control is

state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is (1) liberal arts and general with three or more professional schools, (2) liberal arts with one or two professional schools, and (3) primarily teacher preparatory, reported positively.

With respect to enrollment, all clinics reported positively except clinics of institutions whose enrollment is between 1,000 and 2,500 and clinics of institutions whose enrollment is between 2,500 and 5,000.

There were no negative responses.

Table XII

Data in Table XII are related to the statement: "The director administers the complete diagnosis."

A study of the data shown in Table XII reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 24.2% responded positively, 49.5% responded negatively, while 26.3% gave no answer.

Further study of the data shown in Table XII indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (67%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (66.7%) of negative responses.

With respect to control, clinics of private, independent of church or state controlled institutions report the largest percent (33.4%) of positive responses, while religious group controlled institutions report the largest percent (53.3%) of negative responses.

Table XII also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (34%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (73.1%) of negative responses.

Further analysis of Table XII indicates that institutions whose type of program is liberal arts, general, and teacher preparatory report the largest percent (38.5%) of positive responses, while institutions whose type of program is liberal arts and general with three or more professional schools report the largest percent (64.60%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500 report the largest percent (50%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (80%) of negative responses.

In general, Table XII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is private, independent of church or state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts-general, teacher preparatory, and whose enrollment is 1,000 to 2,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association of Secondary and Higher Schools,

whose control is religious group, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts and general with three or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XIII

Data in Table XIII are related to the statement: "The director administers some of the diagnosis with assistance of staff."

A study of the data shown in Table XIII reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 36.4% responded positively, 37.4% responded negatively, while 26.3% gave no answer.

Further study of the data shown in Table XIII indicates that institutions accredited by Southern Association of Colleges and Schools constitute the largest percent (41.6%) of positive responses, while institutions accredited by Middle States Association of Colleges and Schools constitute the highest percent (47.3%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (40.3%) of positive responses, while private, independent of church or state, controlled institutions report the largest percent (46.7%) of negative responses.

Table XIII also shows that institutions whose highest level of

offering is Master's and/or second professional degree constitute the largest percent (46.4%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (60.9%) of negative responses.

Further analysis of Table XIII indicates that institutions whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational report the largest percent (50%) of positive responses, while institutions whose type of program is (1) liberal arts with one or two professional schools, (2) as well as institutions whose type of program is primarily teacher preparatory, report the largest percent (50%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (52.9%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (85.7%) of negative responses.

In general, Table XIII shows that clinics whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 2,500 to 5,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle States Association of Colleges and Schools whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with one or two professional schools, and

whose enrollment is 25,000 to 35,000 report the largest percent of negative responses.

Table XIV

Data in Table XIV are related to the statement: "The director serves as advisor and consultant."

A study of the data shown in Table XIV reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XIV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 80.8% responded positively, 2% responded negatively, while 17.2% gave no answer.

Further study of the data shown in Table XIV indicates that institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (90.9%) of positive responses, while institutions accredited by New England Association of Colleges and Secondary Schools constitute the largest percent (12.5%) of negative responses.

With respect to control, clinics of privately controlled institutions report the largest percent (80%) of positive responses, while private, independent of church or state, controlled institutions report the largest percent (6.7%) of negative responses.

Table XIV also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the

largest percent (90.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (4.9%) of negative responses.

Further analysis of Table XIV indicates that institutions whose type of program is liberal arts with one or two professional schools report the largest percent (91.7%) of positive responses, while institutions whose type of program is liberal arts with three or more professional schools report the largest percent (4.2%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 and 20,000 to 25,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 25,000-35,000 report the largest percent (28.6%) of negative responses.

In general, Table XIV shows that clinics whose institutions are accredited by North Central Association of Secondary and Higher Schools, which are privately controlled, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, with one or two professional schools, and whose enrollment is 10,000 to 15,000 and 20,000 to 25,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by New England Association of Colleges and Secondary Schools, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts with three or more professional schools, and whose enrollment is 25,000-35,000, report the largest percent of negative responses.

Table XV

Data in Table XV are related to the statement: "The director delegates total diagnostic responsibilities to staff."

A study of the data shown in Table XV reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 28.3% responded positively, 37.4% responded negatively, while 34.3% gave no answer.

Further study of the data shown in Table XV indicates that institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (39.4%) of positive responses, while institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (57.9%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (30.7%) of positive responses, while religious group controlled institutions report the largest percent (46.7%) of negative responses.

Table XV also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (36.6%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (48.8%) of negative responses.

Further analysis of Table XV indicates that institutions whose type of program is liberal arts with three or more professional schools report the largest percent (35.5%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500 report largest percent (65%) of positive responses, while clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (45.8%) of negative responses.

In general, Table XV shows that clinics whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with three or more professional schools, and whose enrollment is 5,000 to 7,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 7,500 to 10,000, report the largest percent of negative responses.

Table XVI

Data in Table XVI are related to the statement: "The responsibilities of the various clinicians are interchangeable."

A study of the data shown in Table XVI reveals that the number of clinics who answer positively is proportionally greater than those who

answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XVI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 63.7% responded positively, 23.3% responded negatively, while 6.1% gave no answer.

Further study of the data shown in Table XVI indicates that institutions accredited by North Central Association of Colleges and Secondary Schools constitute the largest percent (78.80%) of positive responses, while institutions accreditives by Western Association of Schools and Colleges constitute the largest percent (66.7%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (71%) of positive responses, while religious group controlled institutions report the largest percent (26.7%) of negative responses.

Table XVI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (78%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (25%) of negative responses.

Further analysis of Table XVI indicates that institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (40%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (80%) of positive responses, while the clinics of institutions whose enrollment is 20,000 to 25,000 report the largest percent (50%) of negative responses.

In general, Table XVI shows that clinics whose institutions are accredited by North Central Association of Colleges and Secondary Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory, terminal-occupational, and whose enrollment is 20,000 to 25,000 report the largest percent of negative responses.

Table XVII

Data in Table XVII are related to the question: "In accepting referrals or clients, is the students' reading achievement compared with expected competence for their mental age?"

A study of the data shown in Table XVII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XVII, in the columns totals for the

accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 77.8% responded positively, 17.2% responded negatively, while 5.1% gave no answer.

Further study of the data shown in Table XVII indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (94.8%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (27.3%) of negative responses.

With respect to control, clinics of private, independent of church or state, controlled institutions report the largest percent (86.7%) of positive responses, while state controlled institutions report the largest percent (20.9%) of negative responses.

Table XVII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (82.9%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (17.1%) of negative responses.

Further analysis of Table XVII indicates that institutions whose type of program is liberal arts and general and teacher preparatory report the largest percent (80.8%) of positive responses, while institutions whose type of program is liberal arts and general with three or more professional schools report the larger percent (23%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500 report the largest percent (95%) of positive

responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (29.4%) of negative responses.

In general, Table XVII shows that clinics whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general and teacher preparatory, and whose enrollment is 5,000 to 7,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and/or equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XVIII

Data in Table XVIII are related to the question: "In accepting referrals or clients, is the students' reading achievement compared with expected competence for their grade placement?"

A study of the data shown in Table XVIII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XVIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 65.6% responded positively, 16.2% responded negatively, while 18.2% gave no answer.

Further study of the data shown in Table XVIII indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (100%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (27.3%) of negative responses.

With respect to control, clinics of private, independent of church or state, and religious group controlled institutions report the largest percent (80% and 80% respectively) of positive responses, while state controlled institutions report the largest percent (21%) of negative responses.

Table XVIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (68.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (24.4%) of negative responses.

Further analysis of Table XVIII indicates that institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (70%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (27.1%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (81.8%) of positive responses, while the clinics of institutions whose enrollment

is 10,000 to 15,000 report the largest percent (30%) of negative responses.

In general, Table XVIII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is private, independent of church or state, and religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teach preparatory, and terminal-occupational, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is by state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XIX

Data in Table XIX are related to the question: "In accepting referrals or clients, is the students' reading achievement compared with expected competence for their chronological age?"

A study of the data shown in Table XIX reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 56.6% responded positively, 24.3% responded negatively, while 9.1% gave no answer.

Further study of the data shown in Table XIX indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (83.3%) of positive responses, while institutions accredited by Northwest Association of Colleges and Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of private, independent of church or state, controlled institutions report the largest percent (80%) of positive responses, while religious group controlled institutions report the largest percent (33.3%) of negative responses.

Table XIX also shows that institutions whose highest level of offering is Doctors of Philosophy and equivalent degrees constitute the largest percent (58.5%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degree constitute the largest percent (34.1%) of negative responses.

Further analysis of Table XIX indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (70%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (37.5%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500 report the largest percent (75%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (57.2) of negative responses.

In general, Table XIX shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 1,000 to 2,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Colleges and Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XX

Data in Table XX are related to the open-ended statement: "In accepting referrals or clients, is the students' reading achievement compared with expected competence for their: other (remarks)."

A study of the data in Table XX reveals that there are six coded categories of responses.

The data reveal that five respondents indicated that the students' reading achievement is compared with expected competence for their previous environmental experiences. Two respondents indicated that the students' reading achievement is compared with expected competence for their language abilities. Two respondents indicated that the students' reading achievement is compared with expected competence of other students. Four respondents indicated that the students' reading achievement is compared with expected competence of a combination of

previous environmental experience and language and mental abilities. Two respondents indicated that the students' reading achievement is compared with expected competence of the ability to do computational arithmetic problems, and eighty-four respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table XX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table XXI

Data in Table XXI are related to the question: "Does the clinic attempt to compute the amount of reading retardation by relating the students' mental ability to his reading performance?"

A study of the data shown in Table XXI reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 80.8% responded positively, 11.2% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XXI indicates that institutions accredited by Middle State Association of Colleges and Secondary Schools constitute the largest percent (94.7%) of positive responses, while institutions accredited by Western Association of

Schools and Colleges constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of private, independent of church or state controlled institutions report the largest percent (93.4%) of positive responses, while religious group controleed institutions report the largest percent (20%) of negative responses.

Table XXI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (95.1%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree, constitute the largest percent (16%) of negative responses.

Further analysis of Table XXI indicates that institutions whose type of program is liberal arts and general with 3 or more professional schools report that largest percent (87.6%) of positive responses, while institutions whose type of program is liberal arts, general and teacher preparatory report the largest percent (20%) of negative responses.

With respect to enrollment the clinics of institutions whose enrollment is 5,000 to 7,500, report the largest percent (90%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (28.6%) of negative responses.

In general, Table XXI shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, with 3 or

more professional schools, and whose enrollment is 5,000 to 7,500 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general and teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XXII

Data in Table XXII are related to the question: "Does the clinic attempt to compute the amount of reading retardation by relating the student's grade placement to his reading performance?"

A study of the data shown in Table XXII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 61.6% responded positively, 20.2% responded negatively, while 18.2% gave no answer.

Further study of the data shown in Table XXII indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent

(20.3%) negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (66.6%) of positive responses, while religious group controlled institutions report the largest percent (26.7%) of negative responses.

Table XXII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (65.9%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (26.9%) of negative responses.

Further analysis of Table XXII indicates that institutions whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational report the largest percent (80%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (29.2%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (87.9%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (30%) of negative responses.

In general, Table XXII shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 15,000 to 20,000, report the

largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XXIII

Data in Table XXIII are related to the question: "Does the clinic attempt to compute the amount of reading retardation by relating the students' chronological age to his reading performance?"

A study of the data shown in Table XXIII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 40.4% responded positively, 33.3% responded negatively, while 26.3% gave no answer.

Further study of the data shown in Table XXIII indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (83.4%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of private, independent of church or state controlled institutions report the largest percent (60%) of positive responses, while religious group controlled institutions report the largest percent (40%) of negative responses.

Table XXIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (51.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (39.0%) of negative responses.

Further analysis of Table XXIII indicates that institutions whose type of program is liberal arts and general with 3 or more professional schools, and institutions whose type of program is liberal arts, general, and teacher preparatory, report the largest percent (45.9%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (41.7%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (77.8%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (57.2%) of negative responses.

In general, Table XXIII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools and institutions whose type of program is liberal arts, general, and

teacher preparatory, and whose enrollment is 15,000 to 20,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XXIV

Data in Table XXIV are related to the open-ended statement: "Does the clinic attempt to compute the amount of reading retardation by: Considering other factors such as (other comments)."

A study of the data in Table XXIV reveals that there are six coded categories of responses.

The data reveal that six respondents indicated that the clinic attempts to compute the amount of reading retardation by considering such factors as previous environmental experiences. Two respondents indicated that the clinic attempts to compute the amount of reading retardation by considering such factors as emotional and personality problems. One respondent indicated that the clinic attempts to compute the amount of reading retardation by considering such factors as auditory and listening function. Three respondents indicated that the clinic attempts to compute the amount of reading retardation by considering such factors as language development. Fourteen respondents indicated that the clinic attempts to compute the amount of reading retardation by considering such factors as a combination of previous

environmental experiences, emotional and personality problems, auditory and listening functioning, and language development, and seventy-three respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table XXIV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table XXV

Data in Table XXV are related to the question: "Does the clinic provide service to a population of school children within a clearly delimited geographic area?"

A study of the data shown in Table XXV reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 59.6% responded positively, 33.3% responded negatively, while 7.1% gave no answer.

Further study of the data shown in Table XXV indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (83.3%) of positive responses, while institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (47.4%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (71%) of positive responses, while religious group controlled institutions report the largest percent (46.7%) of negative responses.

Table XXV also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (64.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (43.9%) of negative responses.

Further analysis of Table XXV indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is liberal arts and general and teacher preparatory report the largest percent (37.5%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (37.5%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (90%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (71.4%) of negative responses.

In general, Table XXV shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is general and teacher preparatory, and whose enrollment is 10,000 to

15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XXVI

Data in Table XXVI are related to the question: "Do the schools receive a report of the diagnosis?"

A study of the data shown in Table XXVI reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXVI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 78.7% responded positively, 13.1% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XXVI indicates that institutions accredited by North Central Association of Schools and Colleges constitute the largest percent (84.8%) of positive responses, while institutions accredited by Northwestern Association of Secondary and Higher Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (82.3%) of positive responses, while private, independent of church or state controlled institutions report the largest percent (26.7%) of negative responses.

Table XXVI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (90.2%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (14.3%) of negative responses.

Further analysis of Table XXVI indicates that institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (16.7%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (22.2%) of negative responses.

In general, Table XXVI shows that clinics whose institutions are accredited by North Central Association of Schools and Colleges, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 25,000 to 35,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are

accredited by Northwest Association of Secondary and Higher Schools, whose control is private, independent of church or state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 15,000 to 20,000, report the largest percent of negative responses.

Table XXVII

Data in Table XXVII are related to the question: "Do the parents receive a report of the diagnosis?"

A study of the data shown in Table XXVII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXVII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 81.8% responded positively, 11.2% responded negatively, while 7.1% gave no answer.

Further study of the data shown in Table XXVII indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (40%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (93.4%) of positive responses,

while state controlled institutions report the largest percent (14.6%) of negative responses.

Table XXVII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (87.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (12.2%) of negative responses.

Further analysis of Table XXVII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts, general and with 3 or more professional schools report the largest percent (12.5%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (28.6%) of negative responses.

In general, Table XXVII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 15,000 to 20,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent

degrees, whose type of program is liberal arts, general, and with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XXVIII

Data in Table XXVIII are related to the question: "Does the clinic make recommendations to the school for remedial reading instruction?"

A study of the data shown in Table XXVIII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXVIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 76.8% responded positively, 17.1% responded negatively, while 6.1% gave no answer.

Further study of the data shown in Table XXVIII indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (50%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (80.7%) of positive responses, while private, independent of church and state, and religious group controlled institutions report the largest percent (26.7%, respectively) of

negative responses.

Table XXVIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (82.9%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (17.9%) of negative responses.

Further analysis of Table XXVIII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools, and institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational, report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools, report the largest percent (23%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500 report the largest percent (85%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (40%) of negative responses.

In general, Table XXVIII shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational, and whose enrollment is 5,000 to 7,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is private, independent of church

and state, and religious groups, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XXIX

Data in Table XXIX are related to the question: "Does the clinic make recommendations to the schools' instructional staff?"

A study of the data shown in Table XXIX reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 73.7% responded positively, 20.2% responded negatively, while 6.1% gave no answer.

Further study of the data shown in Table XXIX indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (80.6%) of positive responses, while religious group controlled institutions report the largest percent (40%) of

negative responses.

Table XXIX also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (82.9%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (23.2%) of negative responses.

Further analysis of Table XXIX indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools, institutions whose type of program is liberal arts, general, terminal-occupational and teaching preparatory, report the largest percent (80%) of positive responses, while institutions whose type of program is liberal arts with 3 or more professional schools report the largest percent (27.1%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (85.7%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (33.30%) of negative responses.

In general, Table XXIX shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is liberal arts, general, terminal-occupational and teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of

Schools and Colleges, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 15,000 to 20,000, report the largest percent of negative responses.

Table XXX

Data in Table XXX are related to the question: "Does the clinic charge for diagnostic services?"

A study of the data shown in Table XXX reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 64.7% responded positively, 29.3% responded negatively, while 6.1% gave no answer.

Further study of the data shown in Table XXX indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (83.3%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (42.4%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (86.6%) of positive responses, while state controlled institutions report the largest percent (37.1%) of negative responses.

Table XXX also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (70.7%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees, constitute the largest percent (29.3%) of negative responses.

Further analysis of Table XXX indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (70%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational report the largest percent (40%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (80%) of positive responses, while the clinics of institutions whose enrollment is 2,500 to 5,000 report the largest percent (47.1%) of negative responses.

In general, Table XXX shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 10,000 to 15,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teacher preparatory and terminal-occupational, and whose enrollment is 2,500 to

5,000 report the largest percent of negative responses.

Table XXXI

Data in Table XXXI are related to the question: "Does the clinic follow a graduated scale of fees, dependent upon the subjects' ability to pay?"

A study of the data shown in Table XXXI reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 36.4% responded positively, 47.5% responded negatively, while 16.2% gave no answer.

Further study of the data shown in Table XXXI indicates that institutions accredited by Southern Association of Colleges and Schools constitute the largest percent (45.9%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (66.7%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (66.7%) of positive responses, while state controlled institutions report the largest percent (53.9%) of negative responses.

Table XXXI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (41.5%) of positive responses, while institutions whose

highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (48.7%) of negative responses.

Further analysis of Table XXXI indicates that institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts, general, and teacher preparatory and terminal-occupational report the largest percent (70%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (57.1%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (66.7%) of negative responses.

In general, Table XXXI shows that clinics whose institutions are accredited by Southern Association of Colleges and Schools, whose control is religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 25,000 to 35,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 15,000 to 20,000 report the largest percent of negative responses.

Table XXXII

Data in Table XXXII are related to the question: "Does the clinic apply scholarship money toward clinic fees?"

A study of the data shown in Table XXXII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 61.6% responded positively, 20.2% responded negatively, while 18.2% gave no answer.

Further study of the data shown in Table XXXII indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (100%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools constitute the largest percent (33.4%) of negative responses.

With respect to control, clinics of private, independent of church or state controlled institutions report the largest percent (83.3%) of positive responses, while religious group controlled institutions report the largest percent (26.6%) of negative responses.

Table XXXII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (65.9%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees

constitute the largest percent (26.96%) of negative responses.

Further analysis of Table XXXII indicates that institutions whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational report the largest percent (80%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools, report the largest percent (29.2%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (68.8%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (30%) of negative responses.

In general, Table XXXII shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 15,000 to 20,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XXXVIII

Data in Table XXXVIII are related to the question: "Does the clinic have a fixed fee?"

A study of the data shown in Table XXXVIII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXVIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 53.6% responded positively, 36.4% responded negatively, while 10.1% gave no answer.

Further study of the data shown in Table XXXVIII indicates that institutions accredited by Western Association of Schools and Colleges constitute the largest percent (83.4%) of positive responses, while institutions accredited by Southern Association of Colleges and Schools constitute the largest percent (35.8%) of negative responses.

With respect to control, clinics of religious, independent of state, controlled institutions report the largest percent (73.4%) of positive responses, while state controlled institutions report the largest percent (43.5%) of negative responses.

Table XXXVIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (56.1%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (36.6%) of negative responses.

Further analysis of Table XXXIII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (60%) of positive responses, while institutions whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (40%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (80%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (57.7%) of negative responses.

In general, Table XXXIII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious, independent of church and state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is liberal arts, general, teacher preparatory, and terminal-occupational, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XXXIV

Data in Table XXXIV are related to the question: "Does the clinic operate entirely on fees?"

A study of the data shown in Table XXXIV reveals that the number of clinics who answer negatively is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXIV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 23.2% responded positively, 39.4% responded negatively, while 37.4% gave no answer.

Further study of the data shown in Table XXXIV indicates that institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (40%) of positive responses, also institutions accredited by Northwest Association of Secondary and Higher Schools constitute the largest percent (60%) of negative responses.

With respect to control, clinics of private, independent of church or state and religious group controlled institutions report the largest percent (40%, respectively) of positive responses, while state controlled institutions report the largest percent (41.9%) of negative responses.

Table XXXIV also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (23.2%) of positive responses, while institutions

whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (46.4%) of negative responses.

Further analysis of Table XXXIV indicates that institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (25.1%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (45.5%) of positive responses, while the clinics of institutions whose enrollment is 2,500 - 5,000 report the largest percent (58.9%) of negative responses.

In general, Table XXXIV shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private, independent of church or state and religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 2,500 to 5,000, report the largest percent of negative responses.

Table XXXV

Data in Table XXXV are related to the question: "Does the clinic operate entirely on university financing?"

A study of the data shown on Table XXXV reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 35.4% responded positively, 27.3% responded negatively, while 37.4% gave no answer.

Further study of the data shown in Table XXXV indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (66.7%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (50%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (41.9%) of positive responses, while religious group controlled institutions report the largest percent (41.9%) of negative responses.

Table XXXV also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (39.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees

constitute the largest percent (34.2%) of negative responses.

Further analysis of Table XXXV indicates that institutions whose type of program is primarily teacher preparatory and institutions whose type of program is liberal arts, general, and teacher preparatory report the largest percent (50%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (44.30%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (50%) of negative responses.

In general, Table XXXV shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is primarily teacher preparatory and institutions whose type of program is liberal arts, general, and teacher preparatory, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table XXXVI

Data in Table XXXVI are related to the question: "Does the clinic operate on both university financing and clinic fees?"

A study of the data shown in Table XXXVI reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXVI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 40.4% responded positively, 24.2% responded negatively, while 35.4% gave no answer.

Further study of the data shown in Table XXXVI indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (47.4%) of positive responses, while institutions not accredited or approved by any nationwide or regional accrediting association constitute the larger percent (33.3%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (53.3%) of positive responses, while private, independent of church or state, controlled institutions report the largest percent (26.7%) of negative responses.

Table XXXVI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (46.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (29.3%) of negative responses.

Further analysis of Table XXXVI indicates that institutions whose type of program is liberal arts-general and teacher preparatory report the largest percent (42.3%) of positive responses, while institutions whose type of program is liberal arts and general with 1 or 2 professional schools and liberal arts, general, terminal, occupational, and teacher preparatory report the largest percent (30.0%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (60%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (40%) of negative responses.

In general, Table XXXVI shows that clinics whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts, general, and teacher preparatory, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degree, whose type of program is liberal arts and general with 1 or 2 professional schools and liberal arts, general, terminal, occupational, and teacher preparatory, and whose enrollment is 10,000 to 15,000 report the largest percent of negative responses.

Table XXXVII

Data in Table XXXVII are related to the question: "In the process of diagnosis does the clinic compile a diary record or log of diagnostic sessions and interviews?"

A study of the data shown in Table XXXVII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXVII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 86.9% responded positively, 7.1% responded negatively, while 6.1% gave no answer.

Further study of the data shown in Table XXXVII indicates that institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percent (99.9%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (88.7%) of positive responses, while religious group controlled institutions report the largest percent (20%) of negative responses.

Table XXVII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (87.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent

degrees constitute the largest percent (9.7%) of negative responses.

Further analysis of Table XXXVII indicates that institutions whose type of program is primarily teacher preparatory and institutions whose type of program is liberal arts, general, and teacher preparatory, and liberal arts, general, terminal, occupational, and teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (10%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000 report the largest percent (28.6%) of negative responses.

In general, Table XXXVII shows that clinics whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degree, whose type of program is liberal arts, general terminal, occupational, teacher preparatory and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Data in Table XXXVIII are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as test results?"

A study of the data shown in Table XXXVIII reveals that all of the clinics answered positively and that no clinics answered negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXVIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 92.9% responded positively, 0% responded negatively, while 7.1% gave no answer.

Further study of the data shown in Table XXXVIII indicates that institutions accredited by Western Association of Schools and Colleges and those institutions not accredited or approved by any nationwide or regional accrediting association constitute the largest percents (100%, respectively) of positive responses.

With respect to control, clinics of state controlled institutions report the largest percent (93.5%) of positive responses, while there were no negative responses.

Table XXXVIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (95.1%) of positive responses, while there were no negative responses.

Further analysis of Table XXXVII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools and institutions whose type of program is primarily teacher preparatory, report the largest percent (100%) of positive responses, while there

were no institutions who responded negatively.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 and 10,000 to 15,000 report the largest percent (100%) of positive responses, while there were no negative responses.

In general, Table XXXVIII shows that clinics whose institutions are accredited by Western Association of Schools and Colleges and those institutions not accredited, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools and teacher preparatory, and whose enrollment is 7,500 to 10,000, 10,000 to 15,000 report the largest percent of positive responses. There were no negative responses.

Table XXXIX

Data in Table XXXIX are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as a social history?"

A study of the data shown in Table XXXIX reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXXIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 84.9% responded positively, 7.1% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XXXIX indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools constitute the largest percent (89.5%) of positive responses, while institutions accredited by Western Association of Schools and Colleges constitute the largest percent (50%) of negative responses.

With respect to control, clinics of private, independent of church or state, controlled institutions report the largest percent (86.7%) of positive responses, while religious group controlled institutions report the largest percent (13.3%) of negative responses.

Table XXXIX also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (90.2%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (8.9%) of negative responses.

Further analysis of Table XXXIX indicates that institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (10.1%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (90.9%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000 report the largest percent (10%) of negative responses.

In general, Table XXXIX shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary

Schools, whose control is private, independent of church or state, whose highest level of offering is Master's and/or second professional degree, whose type of program is teacher preparatory, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association, whose control is religious group, whose highest level of offering is Doctor of Philosophy, whose type of program is teacher preparatory, and whose enrollment is 10,000 to 15,000 report the largest percent of negative responses.

Table XL

Data in Table XL are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as a medical history?"

A study of the data shown in Table XL, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XL, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classification.

The data reveal that 75% responded positively, 16.1% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XL indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools, constitute the largest percent (89.4%) of positive responses, while institutions accredited by Western Association of

Schools and Colleges, constitute the largest percent (50%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (75.8%) of positive responses, while religious group controlled institutions report the largest percent (20%) of negative responses.

Table XL also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (85.4%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (21.5%) of negative responses.

Further analysis of Table XL indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000, report the largest percent (89.9%) of positive responses, while the clinics of institutions whose enrollment is 7,500 to 10,000 report the largest percent (27.3%) of negative responses.

In general, Table XL, shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is State, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is

15,000 to 20,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious groups, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general teacher preparatory and terminal-occupational, and whose enrollment is 7,500 to 10,000 report the largest percent of negative responses.

Table XLI

Data in Table XLI are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as family and home environment data?"

A study of the data shown in Table XLI, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 85.9% responded positively, 6% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XLI indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools, constitute the largest percent (89.5%) of positive responses, while institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of state and private; independent of church or state controlled institutions report the largest percent (88.7%) of positive responses, while religious group controlled institutions report the largest percent (13.37%) of negative responses.

Table XLI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (90.3%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (5.4%) of negative responses.

Further analysis of Table XLI indicates that institutions whose type of program is primarily teacher preparatory and institutions whose type of program is liberal arts, general, and teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (10%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000, report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 5,000 to 7,500 report the largest percent (10%) of negative responses.

In general, Table XLI shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is state, private, independent of state or church, whose highest level of offering is Doctor of Philosophy or equivalent degree, whose type of program is teacher preparatory, liberal arts, general, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions

whose institutions are not accredited or approved by any accredited association, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 5,000 to 7,500 report the largest percent of negative reponses.

Table XLII

Data in Table XLII are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as school and academic progress?"

A study of the data shown in Table XLII, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 90.9% responded positively, 1% responded negatively, while 8.1% gave no answer.

Further study of the data shown in Table XLII indicates that institutions accredited by Western Association of Schools and Colleges and institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (100% respectively) of positive responses, while institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (20%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (91.9%) of positive responses, while state controlled institutions report the largest percent (1.6%) of negative responses.

Table XLII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (95.1%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (1.8%) of negative responses.

Further analysis of Table XLII indicates that institutions whose type of program is primarily teacher preparatory and institutions whose type of program is liberal arts, general and 3 or more professional schools report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (10%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000 and 10,000 to 15,000, report the largest percent (100%) of positive responses, while there were no negative responses.

In general, Table XLII shows that clinics whose institutions are accredited by Western Association of Schools and those not accredited, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is teacher preparatory, liberal arts, general and 3 or more professional schools, and whose enrollment is 7,500 to 10,000 and 10,000 to 15,000 report the largest percent of positive responses, while the clinics of

institutions whose institutions are accredited by Northwest Association, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent of negative responses.

Table XLIII

Data in Table XLIII are related to the question: "If the clinic does compile a diary or log, does the clinic gather information such as correspondence?"

A study of the data shown in Table XLIII reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 62.7% responded positively, 15.2% responded negatively, while 22.2% gave no answer.

Further study of the data shown in Table XLIII indicates that institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (100%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (50%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (64.5%) of positive responses, while private,

independent of church or state, and religious group controlled institutions report the largest percent (20% respectively) of negative responses.

Table XLIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (68.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (14.6%) of negative responses.

Further analysis of Table XLIII indicates that institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (20.3%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000, report the largest percent (75.0%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (28.6%) of negative responses.

In general, Table XLIII shows that clinics whose institutions are not accredited or approved by any accrediting association, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degree, whose type of program is teacher preparatory, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is religious-private, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general

with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XLIV

Data in Table XLIV are related to the open-ended statement: "If the clinic does compile a diary or log, does the clinic gather information such as: (other remarks)."

A study of the data in Table XLIV reveals that there are six coded categories of responses.

The data reveal that two respondents indicated that the clinic gathers such information such as lesson plans forms and evaluation forms. Two respondents indicated that the clinic gathers such information as a record of daily accomplishment. Two respondents indicated that the clinic gathers such information as reports from other agencies. One respondent indicated that the clinic gathers such information as records of interests and activities. Two respondents indicated that the clinic gathers such information as reports of neurological, psychological, and special examination and ninety respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table XLIV, in the columns totals for accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table XLV

Data in Table XLV are related to the question: "Does the clinic have specified forms provided for case records?"

A study of the data shown in Table XLV, reveals that the number of clinics who answer positively is proportionally greater than those who answer negatively.

Indications of this sort are noticeable in an analysis of the frequency distribution in Table XLV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 89.9% responded positively, 8.1% responded negatively, while 2% gave no answer.

Further study of the data shown in Table XLV indicates that institutions accredited by Western Association of Schools and Colleges and Northwestern Association of Colleges constitute the highest percent (100%) of positive responses, while institutions accredited by New England Association of Colleges and Secondary Schools, constitute the highest percent (25%) of negative responses.

With respect to control, clinics of private, independent of church or state controlled institutions report the largest percent (93.3%) of positive responses, while religious groups controlled institutions report the largest percent (20%) of negative responses.

Table XLV also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (92.7%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (8.9%) of negative responses.

Further analysis of Table XLV indicates that institutions whose type of program is liberal arts and general with 1 or 2 professional schools; liberal arts, general, teacher preparatory and terminal-

occupational primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (10.5%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000 report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (28.6%) of negative responses.

In general, Table XLV, shows that clinics whose institutions are accredited by Western Association of Schools and Colleges, whose control is private; independent of church and state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 1 or 2 professional schools; liberal arts, general, teacher preparatory and terminal-occupational, and primary teacher preparatory, and whose enrollment is 15,000 to 20,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by New England Association of Colleges and Secondary Schools, whose control is religious groups, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XLVI

Data in Table XLVI are related to the question: "Does the clinic

have specified forms provided for logs?"

A study of the data shown in Table XLVI, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLVI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 63.6% responded positively, 20.2% responded negatively, while 16.2% gave no answer.

Further study of the data shown in Table XLVI indicates that institutions accrecited by Souther Associations of Colleges and Schools, constitute the largest percent (70.8%) of positively responses, while institutions accredited by New England Association of Colleges and Secondary Schools, constitute the largest percent (37.5%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (64.4%) of positive responses, while religious group controlled institutions report the largest percent (33.4%) of negative responses.

Table XLVI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (68.3%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (26.8%) of negative responses.

Further analysis of Table XLVI indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report

the largest percent (80%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (25%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000 report the largest percent (70.6%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (42.9%) of negative responses.

In general, Table XLVI, shows that clinics whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 2,500 to 5,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by New England Association of Colleges and Schools, whose control is religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table XLVII

Data in Table XLVII are related to the question: "Is there an attempt to analyse test data for consistent patterns of scores and/or profiles?"

A study of the data shown in Table XLVII, reveals that the number

of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLVII, in the columns totals for the accreditations, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 87.9% responded positively, 9.1% responded negatively, while 3% gave no answer.

Further study of the data shown in Table XLVII indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, Western Association of Schools and Colleges, and institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (100% respectively) of positive responses, while institutions accredited by Middle States Association of Colleges and Secondary Schools, constitute the largest percent (21.1%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (90.4%) of positive responses, while private; independent of church or state and religious group controlled institutions report the largest percent (13.3% respectively) of negative responses.

Table XLVII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (87.9%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (12.2%) of negative responses.

Further analysis of Table XLVII indicates that institutions whose

type of program is liberal arts and general with 1 or 2 professional schools and liberal arts and general teacher preparatory and terminal-occupational report the largest percent (100%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500, report the largest percent (95%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000, report the largest percent (33.3%) of negative responses.

In general, Table XLVII, shows that clinics whose institutions are accredited by (1) Northwest Association of Secondary and Higher Schools, (2) Western Association of Schools and Colleges, and (3) institutions not accredited or approved by any nationwide or regional accrediting association, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is (1) liberal arts and general with 1 or 2 professional schools and (2) liberal arts and general, teacher preparatory, and terminal-occupational, and whose enrollment is 5,000 to 7,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is private; independent of church or state and religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 15,000 to 20,000, report the largest percent of negative responses.

Table XLVIII

Data in Table XLVIII are related to the statement: "Does the clinic attempt to determine what might generally be classified as a particular learning modality strength, style, or preference by which the student appears to learn most readily?"

A study of the data shown in Table XLVIII, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XLVIII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 85% responded positively, 11.1% responded negatively, while 3% gave no answer.

Further study of the data shown in Table XLVIII indicates that institutions accredited by New England Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, and Western Association of Colleges and institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (100%) of positive responses, while institutions accredited by Southern Association of Schools and Colleges, constitute the largest percent (29.2%) of negative responses.

With respect to control, clinics of private; independent of church or state controlled institutions report the largest percent (86.7%) of positive responses, while private; independent of church or state controlled institutions report the largest percent (13.3%) of

negative responses.

Table XLVIII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (87.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (12.2%) of negative responses.

Further analysis of Table XLVIII indicates that institutions whose type of program is liberal arts and general with 1 or 2 professional schools and institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (20.9%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000 and 25,000 to 35,000, report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 7,500 to 10,000, report the largest percent (27.3%) of negative responses.

In general, Table XLVIII, shows that clinics whose institutions are accredited by New England Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, Western Association of Colleges, and institutions not accredited or approved by any nationwide or regional accrediting association, whose control is private; independent of church and state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000 and 25,000 to 35,000

report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Southern Association of Schools and Colleges, whose control is private; independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 7,500 to 10,000, report the largest percent of negative responses.

Table XLIX

Data in Table XLIX are related to the statement: "If the clinic does make an attempt at identification of learning preference, the attempt is made by standardized tests."

A study of the data shown in Table XLIX, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indication of this fact are noticeable in an analysis of the frequency distribution in Table XLIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data revealed that 78.8% responded positively, 14.1% responded negatively, while 7.1% gave no answer.

Further study of the data shown in Table XLIX indicates that institutions accredited by North Central Association of Secondary and Higher Schools, constitute the largest percent (84.8%) of positive responses, while institutions not accredited or approved by any nationwide or regional accrediting association, constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of state; independent of church or state controlled institutions report the largest percent (83.3%) of positive responses, while religious groups controlled institutions report the largest percent (13.3%) respectively of negative responses.

Table XLIX also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (80.4%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (19.5%) of negative responses.

Further analysis of Table XLIX indicates that institutions whose type of program is liberal arts and general with 1 or 2 professional schools and institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (16.7%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 15,000 to 20,000, report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (42.9%) of negative responses.

In general, Table XLIX, shows that clinics whose institutions are accredited by North Central Association of Secondary and Higher Schools, whose control is state; whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and general with 1 or 2 professional schools and institutions whose type of program is liberal arts, general, teacher preparatory,

and terminal-occupational, and whose enrollment is 15,000 to 20,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are not accredited or approved by any nationwide or regional accrediting association, whose control is private, independent of church or state and religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table L

Data in Table L are related to the statement: "If the clinic does make an attempt at identification of learning preference, the attempt is made by informal tests."

A study of the data shown in Table L, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table L, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 81.8% responded positively, 8.1% responded negatively, while 10% gave no answer.

Further study of the data shown in Table L indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools, constitute the largest percent (94.7%) of positive responses, while institutions accredited by Southern Association of

Colleges and Schools, constitute the largest percent (20.8%) of negative responses.

With respect to control, clinics of private; independent of church or state and religious group controlled institutions report the largest percent (86.7%) of positive responses, while state controlled institutions report the largest percent (21%) of negative responses.

Table L also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (85.7%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (14.6%) of negative responses.

Further analysis of Table L indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (100%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (10.4%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (88.3%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (14.3%) of negative responses.

In general, Table L, shows that clinics whose institutions are accredited by Middle States Association of Colleges and Secondary Schools, whose control is private; independent of church or state and religious groups, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with

1 or 2 professional schools, and whose enrollment is 2,500 to 5,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Southern Association of Colleges and Schools, whose control is state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table LI

Data in Table LI are related to the statement: "If the clinic does make an attempt at identification of learning preference, the attempt is made by clinical observation."

A study of the data shown in Table LI, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 84.9% responded positively, 2% responded negatively, while 13.1% gave no answer.

Further study of the data shown in Table LI indicates that institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (100%) of positive responses, while institutions accredited by Northwest Association of Schools and Colleges, constitute the largest percent (20%) of negative responses.

Table LI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (95.2%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree, constitute the largest percent (3.6%) of negative responses.

Further analysis of Table LI indicates that institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (90%) of positive responses, while institutions whose type of program is liberal arts and general, teacher preparatory, and terminal-occupational report the largest percent (20%) of negative responses.

With respect to enrollment the clinics of institutions whose enrollment is 10,000 to 15,000 and 15,000 to 20,000, report the largest percent (100%) of positive responses, while the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (5.90%) of negative responses.

In general, Table LI, shows that clinics whose institutions are accredited by Western Association of Colleges, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, and 15,000 to 20,000 report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Northwest Association of Colleges, whose control is state whose highest level of offering is Master's or second professional, whose type of program is liberal arts, general, teacher preparatory, terminal-occupational, and whose enrollment is 2,500 to 5,000 report

the largest percent of negative responses.

Table LII

Data in Table LII are related to the statement: "If the clinic does make an attempt at identification of learning preference, the attempt is made by trial and error."

A study of the data shown in Table LII, reveals that the number of clinics who answer negatively, is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 24.2% responded positively, 36.4% responded negatively, while 39.4% gave no answer.

Further study of the data shown in Table LII indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (40%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools, constitute the largest percent (51.5%) of negative responses.

With respect to control, clinics of private; independent of church and state institutions report the largest percent (26.7%) of positive responses, while religious groups controlled institutions report the largest percent (46.6%) of negative responses.

Table LII also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the

largest percent (29.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (13.9%) of negative responses.

Further analysis of Table LII indicates that institutions whose type of program is liberal arts and general with 1 or 2 more professional schools whose type of program is professional only, not including teacher preparatory, report the largest percent (30%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (43.7%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500, report the largest percent (35%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000, report the largest percent (60%) of negative responses.

In general, Table LII, shows that clinics whose institutions are accredited by Northwest Association of Schools, whose control is private; independent of church or state, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general with 1 or 2 professional teacher preparatory, and whose enrollment is 5,000 to 7,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association, whose control is religious groups, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts and general with 3 or more schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table LIII

Data in Table LIII are related to the open-ended statement: "If the clinic does make an attempt at identification of learning preference, the attempt is made by: (other remarks)."

A study of the data in Table LIII reveals that there are nine coded categories of responses.

The data reveal that the four respondents indicated that the clinic makes an attempt at identification of learning preference by teacher or clinician interview. Two respondents indicated that the clinic makes an attempt at identification of learning preference by parent interview. One respondent indicated that the clinic makes an attempt at identification of learning preference by psychological evaluation. One respondent indicated that the clinic makes an attempt at identification of learning preference by school records. One respondent indicated that the clinic makes an attempt at identification of learning preference by use of mechanical devices. Two respondents indicated that the clinic makes an attempt at identification of learning preference by diagnostic teaching. One respondent indicated that the clinic makes an attempt at identification of learning preference by a short period of experimental instruction, and eighty-six respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table LIII, in the columns total for accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table LIV

Data in Table LIV are related to the question: "Is reexamination of active cases a part of diagnosis?"

A study of the data shown in Table LIV, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LIV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 76.7% responded positively, 21.2% responded negatively, while 2% gave no answer.

Further study of the data shown in Table LIV indicates that institutions accredited by Middle States Association of Colleges and Secondary Schools, constitute the largest percent (84.3%) of positive responses, while institutions accredited by New England Association of Colleges and Secondary Schools, constitute the largest percent (37.5%) of negative responses.

With respect to control, clinics of religious groups controlled institutions report the largest percent (86.6%) of positive responses, while state controlled institutions report the largest percent (24.2%) of negative responses.

Table LIV also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (76.8%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (24.4%) of negative responses.

Further analysis of Table LIV indicates that institutions whose type of program is liberal arts, general and teacher preparatory report the largest percent (88.2%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative response.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (82%) of positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000, report the largest percent (44.4%) of negative responses.

In general, Table LIV, shows that clinics whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is religious groups, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general teacher preparatory, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by New England Association of Colleges and Schools, whose control is state, whose highest level of offering is Master's and/or secondary professional degree, whose type of program is teacher preparatory, and whose enrollment is 15,000 to 20,000, report the largest percent of negative responses.

Table LV

Data in Table LV are related to the question: "If reexamination of active cases is a part of diagnosis, are there specified periods for re-checking?"

A study of the data shown in Table LV, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 53.5% responded positively, 26.2% responded negatively, while 20.2% gave no answer.

Further study of the data shown in Table LV indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (80%) of positive responses, while institutions accredited by North Central Association of Secondary and Higher Schools, constitute the largest percent (39.4%) of negative responses.

With respect to control, clinics of religious group controlled institutions report the largest percent (73.4%) of positive responses, while state controlled institutions report the largest percent (33.8%) of negative responses.

Table LV also shows that institutions whose highest level of offering is Master's and/or second professional degree constitutes the largest percent (58.9%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (39.1%) of negative responses.

Further analysis of Table LV indicates that institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational and liberal arts and general with 3 or more

professional schools report the largest percent (69.2%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (100%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (70.6%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (57.2%) of negative responses.

In general, Table LV, shows that clinics whose institutions are accredited by Northwest Association of Secondary Schools, whose control is religious groups, whose highest level of offering is Master's and/or secondary professional degrees, whose type of program is liberal arts, general teacher preparatory, terminal-occupational, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association, whose control is state, whose highest level of offering is Doctor of Philosophy, whose type of program is teacher preparatory, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table LVI

Data in Table LVI are related to the statement: "If there are specified periods for re-checking, they are daily."

A study of the data shown in Table LVI, reveals that the number of clinics who answer negatively, is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the

frequency distribution in Table LVI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 5% responded positively, 13.1% responded negatively, while 81.8% gave no answer.

Further study of the data shown in Table LVI indicates that institutions accredited by North Central Association of Secondary and Higher Schools, constitute the largest percent (12.1%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (6.4%) of positive responses, while religious group controlled institutions report the largest percent (26.7%) of negative responses.

Table LVI also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (7.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (17.1%) of negative responses.

Further analysis of Table LVI indicates that institutions whose type of program is liberal arts and general with 1 or 2 professional schools report the largest percent (20%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (30%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500, report the largest percent (18.80%) of

positive responses, while the clinics of institutions whose enrollment is 15,000 to 20,000, report the largest percent (22.1%) of negative responses.

In general, Table LVI, shows that clinics whose institutions are accredited by North Central Association, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general with 3 or more professional schools, and whose enrollment is 1,000 to 2,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools, whose control is religious groups, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general teacher preparatory, terminal-occupational, and whose enrollment is 15,000 to 20,000, report the largest percent of negative responses.

Table LVIII

Data in Table LVIII are related to the statement: "If there are specified periods for re-checking, they are weekly."

A study of the data shown in Table LVII, reveal that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LVII, in the columns total for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 18.2% responded positively, 10.1% responded negatively, while 71.7% gave no answer.

Further study of the data shown in Table LVII indicates that institutions accredited by New England Association of Colleges and Secondary Schools, constitute the largest percent (37.5%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (33.3%) of positive responses, while religious group controlled institutions report the largest percent (20%) of negative responses.

Table LVII also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (23.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (14.7%) of negative responses.

Further analysis of Table LVII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (40%) of positive responses, while institutions whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (12.5%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 10,000 to 15,000, report the largest percent (30%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000, report the largest percent (20%) of negative responses.

In general, Table LVII, shows that clinics whose institutions are accredited by New England Association of Colleges, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with

1 or 2 professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Colleges, whose control is religious group, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table LVIII

Data in Table LVIII are related to the open-ended statement: "If there are specified periods for re-checking, they are: (other remarks)."

A study of the data in Table LVIII reveals that there are nine coded categories of responses.

The data reveal that eight respondents indicated that the specified periods for re-checking vary as needed or are continuous. One respondent indicated that the specified period for re-checking is upon student request. One respondent indicated that the specified period for re-checking is at the time of change in clinician. Six respondents indicated that the specified period for re-checking is two or three times a year. Five respondents indicated that the specified period for re-checking is after three to six months of instruction. Nineteen respondents indicated that the specified period for re-checking are on a semester basis and at the conclusion of instruction. Five respondents indicated that the specified periods for re-checking are every six weeks. Four respondents indicated that the specified periods for re-checking are monthly, and fifty respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table LVIII, in the columns totals for accreditation, control, highest level of offering, type of program, and enrollment classifications.

Table LIX

Data in Table LIX are related to the question: "Does the clinic employ follow-up of dismissed cases as a part of diagnosis?"

A study of the data shown in Table LIX, reveals that the number of clinics who answer negatively, is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 20.2% responded positively, 74.8% responded negatively, while 5.1% gave no answer.

Further study of the data shown in Table LIX indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (40%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (83.3%) of negative responses.

With respect to control, clinics of private; independent of church or state control controlled institutions report the largest percent (26.7%) of positive responses, while religious controlled institutions report the largest percent (80%) of negative responses.

Table LIX also shows that institutions whose highest level of

offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (21.9%) of positive responses, while institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (75.0%) of negative responses.

Further analysis of Table LIX indicates that institutions whose type of program is liberal arts, general, teacher preparatory, schools report the largest percent (29.9%) of positive responses, while institutions whose type of program is liberal arts, general, and teacher preparatory and terminal-occupational report the largest percent (90%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 2,500 to 5,000, report the largest percent (41.2%) of positive responses, while the clinics of institutions whose enrollment is 5,000 to 7,500 and 7,500 to 10,000 and 10,000 to 15,000 report the largest percent (100%) of negative responses.

In general, Table LIX, shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private, independent of church or state, whose highest level of offering is Doctor of Philosophy, whose type of program is liberal arts, general, teacher preparatory, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools, whose control is religious, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 5,000 to 7,500, 7,500 to 10,000 and 10,000 to 15,000 report the largest percent of negative responses.

Table LX

Data in Table LX are related to the question: "If there is follow up of dismissed cases, is follow up done by telephone?"

A study of the data shown in Table LX, reveals that the number of clinics who answer negatively, is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LX, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 17.2% responded positively, 25.3% responded negatively, while 57.6% gave no answer.

Further study of the data shown in Table LX indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (40%) of positive responses, while institutions accredited by North Central Association, constitute the largest percent (33.4%) of negative responses.

With respect to control, clinics of private; independent of church or state controlled institutions report the largest percent (26.7%) of positive responses, while private; independent of church or state controlled institutions report the largest percent (26.7%) of negative responses.

Table LX also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (16.1%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (36.6%) of negative responses.

Further analysis of Table LX indicates that institutions whose type of program is liberal arts and one or two professional schools report the largest percent (20%) of positive responses, while institutions whose type of program is liberal arts with 3 or more professional schools report the largest percent (29.2%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 7,500 to 10,000, report the largest percent (36.4%) of positive response, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (42.9%) of negative responses.

In general, Table LX, shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private; independent of church or state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts and 1 or 2 professional schools, and whose enrollment is 7,500 to 10,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by North Central Association, whose control is private; independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts with 3 or more professional schools, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table LXI

Data in Table LXI are related to the question: "If there is follow up of dismissed cases, is follow up done by letters?"

A study of the data shown in Table LXI, reveals that the number of

clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LXI, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classifications.

The data reveal that 23.2% responded positively, 17.1% responded negatively, while 59.6% gave no answer.

Further study of the data shown in Table LXI indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constituted the largest percent (60.0%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (24.3%) of negative responses.

With respect to control, clinics of private; independent of church or state, and religious group controlled institutions report the largest percent (20%) of positive responses, while private; independent of church or state controlled institutions report the largest percent (20%) of negative responses.

Table LXI also shows that institutions whose highest level of offering is Doctor of Philosophy and equivalent degree constitute the largest percent (26.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (26.8%) of negative responses.

Further analysis of Table LXI indicated that institutions whose type of program is liberal arts and 1 or 2 professional schools report the largest percent (40%) of positive responses, while institutions

whose type of program is liberal arts and general with 3 or more professional schools report the largest percent (22.9%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 5,000 to 7,500, report the largest percent (30%) of positive responses, while the clinics of institutions whose enrollment is 10,000 to 15,000, report the largest percent (40%) of negative responses.

In general, Table LXI, shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private; independent of church or state, and religious groups, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and/or two professional schools, and whose enrollment is 5,000 to 7,500, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is private; independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is liberal arts and general with 3 or more professional schools, and whose enrollment is 10,000 to 15,000, report the largest percent of negative responses.

Table LXII

Data in Table LXII are related to the question: "If there is follow up of dismissed cases, is follow up done by conferences with school representation?"

A study of the data shown in Table LXII, reveals that the number

of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LXII, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classification.

The data reveal that 27.2% responded positively, 21.2% responded negatively, while 51.5% gave no answer.

Further study of the data shown in Table LXII indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (36.9%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (29%) of positive responses, while private; independent of church or state controlled institutions report the largest percent (26.7%) of negative responses.

Table LXII also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (32.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (34.2%) of negative responses.

Further analysis of Table LXII indicates that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (50%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose

enrollment is 2,500 to 5,000, report the largest percent (47.1%) of positive responses, while the clinics of institutions whose enrollment is 7,500 to 10,000, report the largest percent (45.5%) of negative responses.

In general, Table LXII, shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is private; independent of church or state, whose highest level of offering is Doctor of Philosophy and equivalent degrees, whose type of program is primarily teacher preparatory, and whose enrollment is 7,000 to 10,000, report the largest percent of negative responses.

Table LXIII

Data in Table LXIII are related to the question: "If there is follow up of dismissed cases, if follow up done by conferences with students?"

A study of the data shown in Table LXIII, reveals that the number of clinics who answer positively, is proportionally greater than those who answer negatively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table XXIX, in the columns totals for the accreditation, control, highest level of offering, type of program, and

enrollment classifications.

The data reveal that 25.3% responded positively, 20.2% responded negatively, while 54.5% gave no answer.

Further study of the data shown in Table LXIII indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (40%) of positive responses, while institutions accredited by Western Association of Schools and Colleges, constitute the largest percent (33.3%) of negative responses.

With respect to control, clinics of private; independent of church or state controlled institutions report the largest percent (33.3%) of positive responses, while state controlled institutions report the largest percent (22.5%) of negative responses.

Table LXIII also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (26.8%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (29.3%) of negative responses.

Further analysis of Table LXIII indicate that institutions whose type of program is liberal arts with 1 or 2 professional schools report the largest percent (50%) of positive responses, while institutions whose type of program is liberal arts, general, teacher preparatory and terminal-occupational report the largest percent (30%) of negative responses.

With respect to enrollment, the clinic of institutions whose enrollment is 2,500 to 5,000, report the largest percent (41.1%) of positive responses, while the clinics of institutions whose enrollment

is 25,000 to 35,000, report the largest percent (42.9%) of negative responses.

In general, Table LXIII, shows that clinics whose institutions are accredited by Northwest Association of Secondary and Higher Schools, whose control is private; independent of church or state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts with 1 or 2 professional schools, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Western Association of Schools and Colleges, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general, teacher preparatory and terminal-occupational, and whose enrollment is 25,000 to 35,000, report the largest percent of negative responses.

Table LXIV

Data in Table LXIV are related to the question: "If there is follow up of dismissed cases, is follow up done by testing?"

A study of the data shown in Table LXIV, reveals that the number of clinics who answer negatively, is proportionally greater than those who answer positively.

Indications of this fact are noticeable in an analysis of the frequency distribution in Table LXIV, in the columns totals for the accreditation, control, highest level of offering, type of program, and enrollment classification.

The data reveal that 19.2% responded positively, 23.3% responded

negatively, while 57.6% gave no answer.

Further study of the data shown in Table LXIV indicates that institutions accredited by Northwest Association of Secondary and Higher Schools, constitute the largest percent (60%) of positive responses, while institutions accredited by Middle State Association of Colleges and Secondary Schools, constitute the largest percent (42.1%) of negative responses.

With respect to control, clinics of state controlled institutions report the largest percent (17.7%) of positive responses, while religious group controlled institutions report the largest percent (26.6%) of negative responses.

Table LXIV also shows that institutions whose highest level of offering is Master's and/or second professional degree constitute the largest percent (23.2%) of positive responses, while institutions whose highest level of offering is Doctor of Philosophy and equivalent degrees constitute the largest percent (36.6%) of negative responses.

Further analysis of Table LXIV indicates that institutions whose type of program is liberal arts, general and teacher preparatory report the largest percent (30.8%) of positive responses, while institutions whose type of program is primarily teacher preparatory report the largest percent (50%) of negative responses.

With respect to enrollment, the clinics of institutions whose enrollment is 1,000 to 2,500, report the largest percent (31.3%) of positive responses, while the clinics of institutions whose enrollment is 25,000 to 35,000, report the largest percent (42.9%) of negative responses.

In general, Table LXIV, shows that clinics whose institutions are

accredited by Northwest Association of Secondary and Higher Schools, whose control is state, whose highest level of offering is Master's and/or second professional degree, whose type of program is liberal arts, general and teacher preparatory, and whose enrollment is 2,500 to 5,000, report the largest percent of positive responses, while the clinics of institutions whose institutions are accredited by Middle State Association of Colleges and Secondary Schools, whose control is religious group, whose highest level of offering is Master's and/or second professional degree, whose type of program is primarily teacher preparatory, whose enrollment is 25,000 to 35,000 report the largest percent of negative responses.

Table LXV

Data in Table LXV are related to the open-ended statement: "If there is follow up of dismissed cases, is follow up done by: other (remarks)."

A study of the data in Table LXV, reveals taht there are four coded categories of responses.

The data reveal that one respondent indicated that follow up is by self-evaluation. Two respondents indicated that follow up is conducted by parent communication. Three respondents indicated that follow up is conducted by tutors, and ninety-three respondents gave no answer.

Indications of these facts are noticeable in an analysis of the frequency distribution in Table LXV, in the columns totals for accreditation, control, highest level of offerings, type of program, and enrollment classifications.

Table LXVI

Data in Table LXVI are related to the open-ended question: "What are the duties, other than diagnosis, performed by the reading clinicians?"

A study of the data shown in Table LXVI, reveals that there were seventeen categories of responses.

The data reveal that eighty-two respondents answered the question and seventeen respondents gave no answers. There was a total of one hundred and seventy-seven responses, indicating that some respondents gave multiple answers to the question.

Further study of the data shown in Table LXVI indicates that the most frequently reported response was "consultation with schools, clients, parents, teachers, and other agencies." This response occurred twenty-five times and constituted 14.12% of the responses.

The second most frequently reported response was "maintenance of records." This response occurred twenty times and constituted 11.30% of the responses.

Further analysis of Table LXVI reveals the frequency of occurrence of the remaining fifteen categories of responses.

Table LXVII

Data in Table LXVII are related to the question: "What is the number of students actively served by the diagnostic program annually?"

A study of the data shown in Table LXVII reveals that ninety-three respondents responded to the question and that the mean response was 186.66.

Further study of the data shown in Table LXVII, reveals that the

accreditation classification responses ranged from 62.20 to 500.00, with a mean of 186.66. With respect to the control classification, responses ranged from 172.50 to 500.00, with a mean of 186.66. The highest level of offering classification responses ranged from 180.77 to 190.91, with a mean of 186.66, and the type of program classification responses ranged from 67.50 to 250.00, with a mean of 186.66. Further analysis of Table LXVII indicates the enrollment classification responses ranged from 65.00 to 294.44, with a mean of 186.66.

Table LXVIII

Data in Table LXVIII are related to the question: "What is the number of reading cases diagnosed annually at the following levels of educational placement: Elementary level; Secondary level; College level; and Adults".

A study of the data shown in Table LXVIII reveals that seventy-nine respondents responded to the question of the "elementary level of educational placement" and that the mean response was 105.70. Further study of the data shown in Table LXVIII, reveals that the accreditation classification responses ranged from 30.00 to 124.90, with a mean of 105.70. With respect to the control classification, responses ranged from 81.48 to 500.00, with a mean of 105.70. The highest level of offering classification responses ranged from 91.60 to 500.00 with a mean of 105.70, and the type of program classification ranged from 42.50 to 225.00 with a mean of 105.70. Further analysis of Table LXVIII indicates the enrollment classification responses ranged from 40.00 to 150.71, with a mean of 105.70.

Table LXVIII also reveals that seventy-eight respondents responded

the question of the "secondary level of educational placement," and that the mean responses was 37.06. The accreditation classification responses ranged from 11.33 to 65.00, with a mean of 37.03. With respect to the control classification responses, responses ranged from 17.16 to 500.00, with a mean of 37.06. The highest level of offering classification responses ranged from 22.50 to 500.00, with a mean of 37.07, and the type of program classification responses ranged from 8.88 to 86.43, with a mean of 37.03. Further analysis of Table LXVIII indicates the enrollment classification responses ranged from 10.43 to 69.95, with a mean of 37.03.

A study of the data in Table LXVIII reveals that the sixty-three respondents responded to the question of the "college level of educational placement," and that the mean response was 117.71. The accreditation classification response ranged from 11.33 to 331.50 with a mean of 117.71. With respect to the control classification, responses ranged from 23.33 to 500.00, with a mean of 117.71. The highest level of offering classification responses ranged from 74.79 to 144.13, with a mean of 117.71, and the type of program classification ranged from 13.00 to 166.00 with a mean of 117.71. Further analysis of Table LXVIII indicates the enrollment classification responses ranged from 2.33 to 375.67, with a mean of 117.71.

Forty-five respondents responded to the question of the "adult level of educational placement" with a mean response of 28.58. The accreditation classification responses ranged from 1.50 to 160.00 with a mean response of 28.57. With respect to the control classification, responses ranged from 6.67 to 300.00 with a mean of 28.57. The highest of offering classification responses ranged from 10.21 to 300.00, with

a mean response of 28.58, and the type of program classification responses ranged from 11.33 to 300.00, with a mean of 28.58. Further analysis of Table LXVIII indicates the enrollment classification responses ranged from 2.50 to 150.00, with a mean of 28.58.

Table LXIX

Data in Table LXIX are related to the question: "What is the number of reading cases diagnosed annually at the following levels of achievement: Below grade level; At grade level; Above grade level."

A study of the data shown in Table LXIX reveals that seventy-four respondents responded to the question of "below grade level of achievement", and that the mean response was 118.64. Further study of the data shown in Table LXIX, reveals that the accreditation classification responses ranged from 15.00 to 230.00, the control classification responses ranged from 15.00 to 203.27, the highest level of offering classification responses ranged from 117.13 to 119.72, the type of program classification responses ranged from 55.00 to 230.00, and the enrollment classification responses ranged from 43.50 to 209.25. Table LXIX also reveals that sixty-one respondents responded to the question of "at grade level of achievement", and that the mean response was 27.48. The accreditation classification responses ranged from 7.50 to 40.7, the control classification responses ranged from 16.25 to 33.13, the highest level of offering classification responses ranged from 18.76 to 35.37, the type of program classification responses ranged from 12.50 to 38.00, and the enrollment classification responses ranged from 8.60 to 51.86.

Forty-three respondents responded to the question of "above grade

level of achievement", with a mean response of 16.16. With respect to the accreditation classification, the range was from 4.50 to 20.00, the control classification range was from 6.25 to 23.75. The highest level of offering classification range was from 8.45 to 22.87, the type of program classification range was from 5.00 to 18.59, and the enrollment classification range was from 2.40 to 45.00.

There were three respondents who made additional comments in the space provided for "other" comments. These three responses were classified into two categories. An analysis of the respondents' comments revealed that two respondents indicated that in addition to those students who are diagnosed annually below grade level, at grade level, and above grade level, students are also diagnosed who only need additional help with study skills. One respondent indicated that students who are reading below their level of reading expectations are also diagnosed.

Table LXX

Data in Table LXX are related to the question: "What is the number of reading cases diagnosed annually at the following levels of intellectual levels? Above 130; 120-130; 110-120; 90-110; 80-90; 70-80; Below 70."

A study of the data shown in Table LXX reveals that forty respondents responded to the question of "above 130", and that the mean response was 10.25. Further study of the data shown in Table LXX, reveals that the accreditation classification responses ranged from 1.00 to 28.00, the control classification responses ranged from 3.00 to 11.33, the highest level of offering classification responses ranged

from 5.20 to 15.30, the type of program classification responses ranged from 1.00 to 22.60, and the enrollment classification responses ranged from 0.67 to 27.50.

Table LXX also reveals that fifty-three respondents responded to the question of "120-130", and that the mean response was 17.40. The accreditation classification responses ranged from 11.85 to 32.50, the control classification responses ranged from 5.00 to 21.37, the highest level of offering classification responses ranged from 12.42 to 22.19, the type of program classification responses ranged from 5.00 to 44.00, and the enrollment classification responses ranged from 5.60 to 33.67.

Sixty respondents responded to the statement "110-90", with a mean of 88.91. The accreditation classification responses ranged from 4.50 to 116.25, the control classification responses ranged from 3.00 to 220.71, the highest level of offering classification responses ranged from 26.26 to 44.94, the type of program classification responses ranged from 33.33 to 112.67, and the enrollment classification ranged from 26.00 to 224.00.

Fifty-two respondents responded to the statement "90-80", with a mean of 18.73. The accreditation classification responses ranged from 4.00 to 92.00, the control classification responses ranged from 6.70 to 162.00, the highest level of offering classification responses ranged from 17.44 to 19.93, the type of program classification ranged from 7.00 to 60.00, and the enrollment classification responses ranged from 5.50 to 27.11.

Further analysis of Table LXX reveals that forty-three respondents responded to the statement "80-70", with a mean of 9.35. The

accreditation classification responses ranged from 2.50 to 33.00, the control classification responses ranged from 4.86 to 48.00, the highest level of offering classification responses ranged from 9.15 to 9.52, the type of program classification responses ranged from 3.00 to 33.00, and the enrollment classification responses ranged from 3.23 to 15.00.

Twenty-nine respondents responded to the statement "below 70", with a mean of 5.52. The accreditation classification responses ranged from 1.00 to 39.00, the control classification responses ranged from 1.00 to 8.21, the highest level of offering classification responses ranged from 1.93 to 9.36, the type of program classification responses ranged from 0.00 to 12.14, and the enrollment classification responses ranged from 1.33 to 11.25.

Table LXXI

Data in Table LXXI are related to the question: "What is the number of clients per year who are provided the diagnostic services of the following specialists? An optometrist, an ophthalmologist, a neurologist, a pediatrician, a psychiatrist, a dentist, a physician, a social worker, an audiologist."

A study of the data shown in Table LXXI reveals that 34 respondents responded to the question of "an optometrist", and that the mean response was 24.68. Further study of the data shown in Table LXXI, reveals that the accreditation classification responses ranged from 2.00 to 250.00, the control classification responses ranged from 8.00 to 150.00, the highest level of offering classification responses ranged from 8.00 to 32.88, the type of program classification responses ranged from 8.00 to 250.00, and the enrollment classification responses

ranged from 0.0 to 46.86.

Thirty-five respondents responded to the statement "ophthalmologist", with a mean of 21.40. The accreditation classification responses ranged from 2.00 to 31.90, the control classification responses ranged from 8.00 to 125.00, the highest level of offering classification responses ranged from 8.00 to 31.72, the type of program classification responses ranged from 0.00 to 250.00, and the enrollment classifications ranged from 0.50 to 62.57.

Twenty-nine respondents responded to the statement "neurologist", with a mean of 14.21. The accreditation classification responses ranged from 1.33 to 250.00, the control classification responses ranged from 3.25 to 130.00, the highest level of offering classification responses ranged from 4.62 to 22.00, the type of program classification responses ranged from 2.40 to 250.00, and the enrollment classification responses ranged from 0.50 to 64.60.

Further analysis of Table LXXI reveals that 28 respondents responded to the statement "pediatrician", with a mean of 17.11. The accreditation classification responses ranged from 0.50 to 250.00, the control classification responses ranged from 4.25 to 130.00, the highest level of offering classification responses ranged from 3.91 to 25.65, the type of program classification responses ranged from 1.00 to 250.00, and the enrollment classification responses ranged from 2.50 to 63.33.

Thirty-four respondents responded to the statement "psychologist", with a mean of 15.15. The accreditation classification responses ranged from 1.00 to 250.00, the control classification responses ranged from 4.29 to 135.00, the highest level of offering classification responses

ranged from 8.00 to 21.50, the type of program classification ranged from 4.89 to 250.00, and the enrollment classification responses ranged from 0.0 to 55.50.

Table LXXI also reveals that twenty-one respondents responded to the question of "dentist", and that the mean response was 28.76. The accreditation classification response ranged from 0.71 to 250.00, the control classification responses ranged from 0.0 to 250.00, the highest level of offering classification responses ranged from 8.38 to 41.31, the type of program classification responses ranged from 1.33 to 250.00, and the enrollment classification responses ranged from 0.0 to 105.00.

Twenty-nine respondents responded to the statement "physician", with a mean of 52.11. The accreditation classification responses ranged from 5.00 to 500.00, the control classification responses ranged from 5.00 to 500.00, the highest level of offering classification ranged from 41.88 to 65.38, the type of program responses ranged from 21.00 to 250.00, and the enrollment classifications ranged from 0.0 to 133.25.

With the respect to the "social worker" statement, twenty-four respondents responded, with a mean response of 20.96. The accreditation classification responses ranged from 1.00 to 250.00, the control classification responses ranged from 4.25 to 127.50, the highest level of offering classification responses ranged from 5.44 to 30.27, the type of program classification responses ranged from 1.25 to 250.00, and the enrollment classification responses ranged from 0.0 to 68.50.

Table LXXI also reveals that thirty-three respondents responded to the statement "audiologist", and that the mean response was 30.48. The accreditation classification responses ranged from 4.00 to 250.00,

the control classification responses ranged from 20.33 to 145.00, the highest level of offering classification responses ranged from 22.94 to 37.59, the type of program classification responses ranged from 5.67 to 250.00, and the enrollment classification responses ranged from 0.0 to 84.00.

There were seven respondents who made additional comments in the space provided for "other" comments. These seven respondents were classified into four categories. An analysis of the respondents' comments revealed that one respondent indicated that the services of an endocrinologist are provided, two respondents indicated that the services of a psychologist are provided, one respondent indicated that the services of a speech therapist are provided and three respondents indicated that no specialist services are provided but that the clients are referred to the specialist.

Table LXXII

Data in Table LXII are related to the question: "What is the number of referrals per year received from each of the following referral sources? Schools, parents, social agencies, voluntary."

A study of the data shown in Table LXXII reveals that 61 respondents responded to the statement, "schools", and that the mean response was 74.34. Further study of the data shown in Table LXXII reveals that the accreditation classification responses ranged from 25.00 to 101.95, the control classification responses ranged from 3.00 to 83.30, the highest level of offering classifications responses ranged from 58.64 to 85.25, they type of program classification responses ranged from 25.00 to 159.13, and the enrollment classifications

responses ranged from 20.00 to 193.33.

Sixty-one respondents responded to the statement, "parents", with a mean of 62.90. The accreditation classification responses ranged from 12.66 to 175.00, the control classification responses ranged from 34.23 to 154.28, the highest level of offering classification responses ranged from 43.59 to 84.21, the type of program classification responses ranged from 11.20 to 175.00, and the enrollment classifications ranged from 30.00 to 120.10.

Forty-six respondents responded to the statement, "social agencies", with a mean of 15.07. The accreditation classification responses ranged from 3.50 to 25.00, the control classification responses ranged from 9.44 to 30.08, the highest level of offering classification responses ranged from 12.35 to 17.15, the type of program classification ranged from 7.50 to 25.00, and the enrollment classification responses ranged from 3.00 to 25.33.

Further analysis of Table LXXII reveals that thirty-seven respondents responded to the statement, "voluntary", with a mean of 58.49. The accreditation classification responses ranged from 22.37 to 100.00, the control classification responses ranged from 26.33 to 100.00, the highest level of offering classification responses ranged from 55.53 to 61.00, the type of program classification responses ranged from 5.00 to 78.52, and the enrollment classification responses ranged from 5.00 to 194.00.

There were sixteen respondents who made additional comments in the space provided for "other" comments. These sixteen responses were classified into twelve categories. An analysis of the respondents' comments revealed that one respondent cited newspapers as a referral

source, one respondent cited other universities as a referral source, two respondents indicated that college counselors and faculty were referral source, one respondent cited college admission offices as a referral source, three respondents cited psychologists as referral sources. Furthermore, one respondent cited hospitals as a referral source, while the six remaining respondents indicated that optometrists, opthalomologists, psychologists, other students and employees were referral sources.

Table LXXIII

Data in Table LXXIII are related to the question: "What is the number of clients diagnosed annually with the use or the partial use of standardized tests? If the clinic uses standardized tests, what is the number of cases diagnosed annually with the use of informal diagnosis in the following areas: Intelligence, personality, readiness, general achievement, interest, reading."

A study of the data shown in Table LXXII reveals that 57 respondents responded to the statement, "number of cases diagnosed annually with the use or the partial use of standardized tests", and that the mean response was 132.96. Further study of the data shown in Table LXXIII, reveals that the accreditation clasification responses ranged from 87.00 to 250.00, the control classification responses ranged from 104.33 to 170.00, the highest level of offering classification responses from 117.00 to 147.33, the type of program classification responses ranged from 51.88 to 279.50, and the enrollment classification responses ranged from 45.00 to 231.00.

Sixty-one respondents responded to the statement, "intelligence",

with a mean of 130.31. The accreditation classification responses ranged from 27.50 to 250.00, the control classification responses ranged from 94.05 to 500.00, the highest level of offering classification responses ranged from 122.00 to 132.48, the type of program classification responses ranged from 52.50 to 250.00, and the enrollment classifications ranged from 47.50 to 224.89.

Forty-eight respondents responded to the statement, "personality", with a mean of 75.46. The accreditation classification responses ranged from 43.00 to 175.00, the control classification responses ranged from 44.55 to 166.75, the highest level of offering classification responses ranged from 53.48 to 106.00, the type of program classification responses ranged from 20.00 to 175.00, and the enrollment classification responses ranged from 9.50 to 120.86.

Further analysis of Table LXXIII reveals that 47 respondents responded to the statement "readiness", with a mean response of 39.85. The accreditation classification responses ranged from 5.00 to 250.00, the control classification responses ranged from 31.29 to 250.00, the highest level of offering classification responses ranged from 34.23 to 44.80, the type of program classification responses ranged from 5.00 to 175.00, and the enrollment classification responses ranged from 2.50 to 90.50.

Fifty-seven respondents responded to the statement "general achievement", with a mean of 96.84. The accreditation classification responses ranged from 16.25 to 250.00, the control classification responses ranged from 48.34 to 306.17, the highest level of offering classification ranged from 90.74 to 104.00, the type of program classification responses ranged from 47.00 to 250.00, and the

enrollment classification responses ranged from 7.50 to 162.00.

Table LXXIII also reveals that forty-nine respondents responded to the statement "interests", with a mean of 81.44. The accreditation classification responses ranged from 0.0 to 150.00, the control classification responses ranged from 40.00 to 203.75, the highest level of offering classification responses from 69.38 to 89.96, the type of program classification responses ranged from 0.0 to 124.79, and the enrollment classification responses ranged from 0.0 to 163.14.

Seventy respondents responded to the statement, "reading", with a mean of 159.74. The accreditation classification responses ranged from 65.80 to 250.00, the control classification responses ranged from 120.30 to 300.00, the higher level of offering classifications responses ranged from 145.57 to 300.00, the type of program classification responses ranged from 59.29 to 300.00, and the enrollment classifications ranged from 50.00 to 232.20.

There were eighteen respondents who made additional comments in the space provided for "other" comments. These eighteen responses were classified into eight categories. An analysis of the respondents' comments revealed that four respondents indicated the use of standardized test of auditory discrimination, one respondent indicated the use of a standardized test of handedness, one respondent indicated the use of a standardized test of laterality, three respondents indicated the use of standardized tests of visual discrimination, three respondents indicated the use of standardized tests of vision, two respondents indicated the use of standardized tests of perception, two respondents indicated the use of standardized tests of hearing, and one respondent indicated the use of a standardized test of attention span.

Table LXXIV

Data in Table LXIV are related to the question: "What is the number of clients diagnosed annually with use or partial use of informal measurements? If the clinic uses informal measurements, what is the number of cases diagnosed annually with the use of informal diagnosis in the following areas: Intelligence, personality, readiness, general achievement, interest, reading."

A study of the data in Table LXXIV reveals that 51 respondents responded to the section of the statement, "number of cases diagnosed annually with the use or the partial use of informal measurements", and that the mean response was 120.61. Further study of the data shown in Table LXXIV, reveals that the accreditation classification responses ranged from 47.50 to 197.67, the control classification responses ranged from 90.00 to 300.00, the highest level of offering classification ranged from 112.20 to 300.00, the type of program classification responses ranged from 47.50 to 300.00, and the enrollment classifications responses ranged from 44.20 to 243.33.

Twenty-six respondents responded to the statement, "intelligence", with a mean of 80.23. The accreditation classification responses ranged from 0.0 to 153.67, the control classification responses ranged from 16.67 to 300.00, the highest level of offering classification responses ranged from 22.22 to 300.00, the type of program classification responses ranged from 5.50 to 300.00, and the enrollment classification ranged from 0.0 to 500.00.

Thirty-five respondents responded to the statement, "personality", with a mean of 69.63. The accreditation classification responses ranged from 20.00 to 152.33, the control classification responses

ranged from 46.60 to 300.00, the highest level of offering classification responses ranged from 46.35 to 300.00, the type of program classification responses ranged from 34.00 to 300.00, and the enrollment classification responses ranged from 0.0 to 106.00. Further analysis of Table LXXIV reveals that 27 respondents responded to the statement "readiness", with a mean response of 41.78. The accreditation classification responses ranged from 11.50 to 151.00, the control classification responses ranged from 38.00 to 300.00, the highest level of offering classification responses ranged from 13.58 to 300.00, the type of program classification responses ranged from 2.50 to 300.00, and the enrollment classification responses ranged from 10.00 to 109.00.

Thirty-four respondents responded to the statement "general achievement", with a mean of 89.68. The accreditation classification responses ranged from 47.00 to 100.37, the control classification responses ranged from 62.50 to 300.00, the highest level of offering classification responses ranged from 36.28 to 300.00, the type of program classification responses ranged from 15.50 to 300.00, and the enrollment classification responses ranged from 0.0 to 350.00.

Table LXXIV also reveals that forty-eight respondents responded to the statement "interests", with a mean of 101.52. The accreditation classification responses ranged from 8.00 to 170.00, the control classification responses ranged from 75.00 to 300.00, the highest level of offering classification responses ranged from 79.48 to 300.00, the type of program classification responses ranged from 49.67 to 300.00, and the enrollment classification responses ranged from 25.00 to 297.75.

Fifty respondents responded to the statement "reading", with a

mean of 134.44. The accreditation classification responses ranged from 45.00 to 204.25, the control classification responses ranged from 118.36 to 300.00, the highest level of offering classification responses ranged from 118.00 to 300.00, the type of program classification responses ranged from 46.67 to 300.00, and the enrollment classification responses ranged from 50.00 to 238.20.

There were six respondents who made additional comments in the space provided for "other" comments. An analysis of the respondents' comments revealed that one respondent indicated the use of an informal test of potential teaching approaches, one respondent indicated the use of an informal learning test or test of learning modalities, one respondent indicated the use of an informal test of spelling, one respondent indicated the use of an informal test of the knowledge of the alphabet, one respondent indicated the use of an informal measurement of dominance, and one respondent indicated the use of an informal measurement of motor ability.

Table LXXV

Data in Table LXXV are related to the question: "If the clinic provides service to schools, approximately how many school districts does the clinic serve?"

A study of the data in Table LXXV reveals that 51 respondents responded to the statement, with a mean response of 12.12. Further study of the data shown in Table LXXV, reveals that the accreditation classification responses ranged from 5.00 to 33.50, the control classification responses ranged from 5.00 to 60.00, the highest level of offering classification responses ranged from 5.00 to 13.94, the

type of program classification responses ranged from 8.97 to 15.42, and the enrollment classification responses ranged from 2.00 to 17.90.

Table LXXVI

Data in Table LXXVI are related to the question: "What is the total number of hours usually devoted to a diagnosis?"

A study of the data in Table LXXVI reveals that 85 respondents responded to the statement, with a mean response of 13.58. Further study of the data shown in Table LXXVI, reveals that the accreditation classification responses ranged from 4.00 to 24.89, the control classification responses ranged from 1.00 to 17.03, the highest level of offering classification responses ranged from 7.67 to 18.78, the type of program classification responses ranged from 5.62 to 70.00, and the enrollment classification responses ranged from 4.00 to 55.68.

Table LXXVII

Data in Table LXXVII are related to the statement: "The initial diagnosis usually extends over a period of: Days, weeks, months."

A study of the data in Table LXXVII reveals that fifty-eight respondents responded to the statement, "days", with a mean response of 2.05. Further study of the data shown in Table LXXVII reveals that the accreditation classification responses ranged from 0.50 to 4.00, the control classification responses ranged from 1.00 to 3.50, the highest level of offering classification responses ranged from 1.60 to 2.54, the type of program classification responses ranged from 1.74 to 4.00, and the enrollment classification responses ranged from 1.00 to 6.00.

Sixteen respondents responded to the statement, "weeks", with a mean response of 3.44. The accreditation classification responses ranged from 1.67 to 10.00, the control classification responses ranged from 2.00 to 8.00, the highest level of offering classification responses ranged from 3.17 to 5.00, the type of program classification responses ranged from 1.50 to 8.00, and the enrollemtn classification ranged from 1.00 to 10.00.

Further analysis of Table LXXVII reveals that six respondents responded to the statement "month", with a mean of 2.67. The accreditation classification responses ranged from 0.0 to 3.33, the control classification responses ranged from 2.00 to 3.33, the highest level of offering classification responses ranged from 2.00 to 3.33, the type of program classification responses ranged from 0.0 to 4.00, and the enrollment classification responses ranged from 0.0 to 3.50.

Table LXXVIII

Data in Table LXXVIII are related to the statement: "If the clinic charges for diagnostic services, the fees are assigned according to: Amount of money per hour, amount of money per day, amount of money per week."

A study of the data in Table LXXVIII reveals that eight respondents responded to the statement, "hour", with a mean of 118.00. Further study of the data shown in Table LXXVIII reveals that the accreditation classification responses ranged from 11.80 to 295.00, the control classification responses ranged from 5.50 to 294.33, the highest level of offering classification responses ranged from 25.00 to 131.29, the type of program classification responses ranged from 8.50 to 875.00,

and the enrollment classification responses ranged from 5.00 to 294.33.

Six respondents responded to the statement, "days", with a mean response of 30.00. The accreditation classification responses ranged from 5.00 to 31.67, the control classification responses ranged from 13.30 to 65.00, the highest level of offering classifications responses ranged from 6.67 to 53.33, the type of program classification responses ranged from 10.00 to 30.00, and the enrollment classification responses ranged from 0.0 to 75.00.

Further analysis of Table LXXVIII reveals that there were no responses to the statement, "week".

There were forty-three respondents who made additional comments in the space provided for "other" comments. These forty-three responses were classified into seven categories. An analysis of the respondents' comments revealed that twenty-eight respondents indicated that that there is no set fee for diagnosis. Five respondents indicated that there was no fee, three respondents indicated that the clinics charge on the basis of the extent of testing, four respondents indicated that the clinics charge for diagnosis on the ability to pay, one respondent indicated the fees are based upon group rates, semi-private rates, and private rates, while one respondent indicated that the clinic charged by the semester and one clinic indicated that the clinic charged by the session.

Table LXXIX

Data in Table LXXIX are related to the question: "What is the total fee for an individual diagnosis?"

A study of the data in Table LXXIX reveals that seventy-three respondents responded to the statement, with a mean of 36.59. Further study of data shown in Table LXXIX reveals that the accreditation classification responses ranged from 17.50 to 260.00, the control classification responses ranged from 0.0 to 42.00, the highest level of offering classification responses ranged from 21.00 to 44.13, the type of program classification responses ranged from 18.15 to 122.22, and the enrollment classification responses ranged from 12.50 to 113.33.

Table LXXX

Data in Table LXXX are related to the statement: "Assuming that a child of any age level who is performing at the pre-reading level with an apparent reading difficulty, has been referred to your clinic, please list the order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants."

There were 68 clinics who responded to the statement. A study of the data shown in Table LXXX reveals that the names of tests and instruments indicated by the respondents are listed in a frequency distribution of descending order frequency of occurrences.

The data reveal the most frequently cited instrument for the "pre-reading level" was the Wechsler Intelligence Scale for Children, with twenty-four clinics reporting the use of the instrument. Further study of the data shown in Table LXXX indicates that the second most frequently cited instrument for the "pre-reading level" was the Stanford-Binett Intelligence Scale, with nineteen clinics reporting

the use of the instrument.

Table LXXXI

Data in Table LXXXI are related to the statement: "Assuming that a child of any age level who is performing at the "initial instruction (grades 1.0 - 2.5) level" with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants."

There were 71 clinics who responded to the statement. A study of the data shown in Table LXXXI reveals that the names of tests and instruments indicated by the respondents are listed in a frequency distribution of descending order of frequency of occurrence.

The data reveal the most frequently cited instrument for the "initial instructional level" was the Wechsler Intelligence Scale for Children, with thirty-three clinics reporting the use of the instrument. Further study of the data shown in Table LXXXI indicates that the second most frequently cited instrument for the "initial instruction (grades 1.0 - 2.5) level" was the Durrell Analysis of Reading Difficulty, with twenty-two clinics reporting the use of the instrument.

Table LXXXII

Data in Table LXXXII are related to the statement: "Assuming that a child of any age level who is performing at the level of rapid growth (grades 2.6 - 3.9) with an apparent reading difficulty has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your

clinicians and/or consultants."

There were 67 clinics who responded to the statement. A study of the data shown in Table LXXXII reveals that the names of tests and instruments indicated by the respondents are listed in a frequency distribution of descending order of frequency of occurrence.

The data reveal the most frequently cited instrument for the "level of rapid growth (grades 2.6 - 3.9)" was the Wechsler Intelligence Scale for Children, with twenty-six clinics reporting the use of the instrument. Further study of the data shown in Table LXXXII indicates that the second most frequency cited instrument for the "level of rapid growth" was the Durrell Analysis of Reading Difficulty, with eighteen clinic reporting the use of the instrument.

Table LXXXIII

Data in Table LXXXIII are related to the statement: "Assuming that a child of any age level who is performing at the level of independent application (grades 4.0 and above) with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants."

There were 67 clinics who responded to the statement. A study of the data shown in Table LXXXIII reveals that the names of tests and instruments indicated by the respondents are listed in a frequency distribution of descending order of frequency of occurrence.

The data reveal the most frequently cited instrument for the "level of independent application (grades 4.0 and above)" was the Wechsler Intelligence Scale for Children, with twenty-one clinics

reporting the use of the instrument. Further study of the data shown in Table LXXXVIII indicates that the second most frequently cited instrument for the "level of independent application" was the Gray Oral Reading Tests, with eighteen clinics reporting the use of the instrument.

Summary

Responses to statements of diagnostic procedures in college and university reading clinics are presented in table form and an analysis of the responses of each table is given.

The computer-analyzed responses of the check list are reported with respect to accreditation, control, highest level of offering, type of program, and enrollment classifications.

The computer-analyzed responses of the data sheet were reported with the mean of the total responses to each item.

Comments relative to the questions which had space reserved for "other" remarks, and answers to the open-ended questions of the data sheet, were classified, collected into frequency distribution, and presented in the analysis of the data.

The summary of the study, the conclusions drawn, and recommendations for further study are given in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The focus upon reading handicaps, diagnosis and remedial reading has become one of the major objectives of educational agencies. However, at the same time, the availability of such resources has not been sufficiently tempered with scientific clarity. There have been many divergent theories as to the basic causes of reading disabilities as well as many theories of analysis and diagnosis of reading disabilities.

Problem of the Study

The current study is concerned with the diagnostic procedures of college and university reading clinics.

The major purpose of the study was to survey the diagnostic procedures in university and college reading clinics in the United States which are engaged in the techniques of reading diagnosis for elementary, secondary, and college students.

Procedures of the Study

The questionnaire method was selected as the most suitable method for gathering data for the study which was national in scope. A check list and data sheet were prepared and submitted to several clinicians for evaluation and for suggestions for improvement.

The study was limited to reading clinics of universities and colleges which offer the Master's and/or second professional degree and/or the Doctor of Philosophy and equivalent degrees. Questionnaires were sent to 741 clinic directors. The scope of the sample included every state in the United States.

Returns were received from 292 respondents. In preparing the data for processing, it was determined that one hundred and ninety-three returned questionnaires failed to meet the requirements of the study, leaving a total of 99 questionnaires which were analyzed for the study.

Responses were machine processed in terms of the five variables of accreditation, control, highest level of offerings, type of program, and enrollment.

The check list data were reported into frequency distributions, and the data-sheet responses were reported by the means of the total responses to each item.

Conclusions

The major conclusions are related to the five questions posed in Chapter I.

It will be noted that some of the conclusions are reported in percentages of positive and negative responses, some conclusions are reported in general statements resulting from analysis of the mean response to each item, and some of the conclusions are reported in numbers which represent the mean response to each item.

The first question is: "What type of cases are admitted?"

1. The mean number of students actively served by the diagnostic program annually is 186.66.

2. There are more reading cases diagnosed from the elementary and college levels than from the secondary and adult levels of educational placement.
3. Information relating to achievement levels indicates that the clinics diagnose more reading cases which are below grade level than reading cases at or above grade level.
4. There are more reading cases diagnosed from the intellectual level of 90-110 than from any other intellectual level.

The second question is: "What are the methods of case referrals?"

There are more referrals from schools than from other referral sources.

The third question is: What is the experience and training of the staff?"

1. The basic diagnostic endeavor is undertaken by persons who are working in some capacity in the department of education or psychology.
2. The basic diagnostic endeavor is undertaken by persons who are students working toward advanced degrees.
3. The basic diagnostic endeavor is undertaken by persons who have completed specific courses in the field of reading.
4. The basic diagnostic endeavor is undertaken by persons who hold a Ph.D. or Ed.D.
5. The diagnostic services of a physician are provided for a greater number of clients (52.41%) than are the services of other specialists.

The fourth question is: "What fees are charged?"

1. The number of clinics (64.70%) which report a charge for diagnostic services is greater than those clinics which do not report a charge for diagnostic services.
2. The number of clinics (47.50%) which report that they do not follow a graduated scale of fees dependent upon the subjects' ability to pay is greater than the number of clinics (36.40%) which report that they do follow a graduated scale of fees dependent upon the subjects' ability to pay.
3. The number of clinics (61.60%) which report that they apply scholarship money toward clinic fees is greater than those clinics which report that they do not apply scholarship money toward clinic fees.

4. The number of clinics (53.60%) which reported having a fixed fee for diagnosis is greater than those clinics which report that they do not have a fixed fee for diagnosis.
5. The number of clinics (39.40%) which report that they do not operate entirely on fees is greater than those clinics which report that they do operate entirely on fees (23.20%).
6. The average cost for an individual diagnosis is \$36.59.

The fifth question is: What diagnostic procedures are employed in identifying areas in which remediation is needed?"

1. The student's reading achievement is compared with his expected competence for his mental age, his grade placement, and his chronological age, in accepting referrals or clients.
2. The clinics report that they attempt to compute the amount of reading retardation by relating the student's mental ability to his reading performance, by relating the student's grade placement to his reading performance, and by relating the student's chronological age to his reading performance.
3. The number of clinics (78.70%) which provide the schools with a report of the diagnosis is greater than those clinics which do not provide the school with a report of the diagnosis.
4. The number of clinics (81.80%) which provide the parents with a report of the diagnosis is greater than those clinics which do not provide the parents with a report of the diagnosis.
5. The number of clinics (76.80%) which make recommendations to the school for remedial reading instruction is greater than those clinics which do not make recommendations to the school for remedial instruction.
6. The number of clinics (73.70%) which make recommendations to the schools' instructional staff is greater than those clinics which do not make recommendations to the schools' instructional staff.
7. The number of clinics (86.90%) which compile a diary or log is greater than those clinics which do not compile a diary or log.
8. All (100%) of the clinics which compile a diary or log gather information such as test results.
9. The number of clinics (84.90%) which gather information for social histories for the diary or log is greater than

those clinics which do not gather information for social histories.

10. The number of clinics (75.70%) which gather information for medical histories for the diary or log is greater than those clinics which do not gather information for medical histories.
11. The number of clinics (85.90%) which gather information for family and home environment data for the diary or log is greater than those clinics which do not gather information for family and home environment data.
12. The number of clinics (90.90%) which gather information for schools and academic progress for the diary or log is greater than those clinics which do not gather information for school and academic progress.
13. The number of clinics (62.70%) which gather information from correspondence is greater than those clinics which do not gather information for correspondence.
14. The number of clinics (88.90%) which have specified forms for case records is greater than those clinics which do not have specified forms for case records.
15. The number of clinics (63.60%) which have specified forms for logs is greater than those clinics which do not have specified forms for logs.
16. The number of clinics (87.90%) which attempt to analyze test data for consistent patterns of scores and/or for profiles is greater than the number of clinics which do not attempt to analyze test data for consistent patterns of scores and/or for profiles.
17. The number of clinics (85.80%) which attempt to determine what might generally be classified as a particular learning modality, strength, style or preference by which the student appears to learn most readily is greater than the number of clinics which do not attempt to determine a particular learning modality, style or preference by which the student appears to learn most readily.
18. The number of clinics which make an attempt at identification of learning preference by the use of standardized tests (78.80%), informal tests (81.40%), and clinical observation (84.90%) is greater than the number of clinics which do not make an attempt at identification of learning preference by the use of standardized tests, informal tests, and clinical observation.
19. The number of clinics (36.40%) which do not make an attempt at identification of learning preference by trial and error

is greater than the number of clinics which do make an attempt at identification of learning preferences by trial and error (24.20%).

20. The number of clinics (53.30%) which report reexamination of active cases as a part of diagnosis, with specified periods for re-checking, is greater than the number of clinics which do not report reexamination of active cases as a part of diagnosis with specified periods for re-checking.
21. The number of clinics (18.20%) which report specified periods for re-checking as weekly is greater than the number of clinics which report other periods for re-checking.
22. The number of clinics (74.80%) which do not report follow up of dismissed cases as a part of diagnosis is greater than the number of clinics (20.20%) which report follow up of dismissed cases.
23. For those clinics which do report follow up of dismissed cases as a part of diagnosis, the number of clinics which report follow up by letters (23.20%), conferences with school representative (27.20%), and conferences with students (25.30%) is proportionately greater than the number of clinics which report follow up by telephone and testing.
24. The average number of clients diagnosed annually with the use or the partial use of standardized tests is 132.96.
25. Reading tests are the most frequently administered standardized tests, followed by intelligence tests as the second most frequently administered standardized tests, followed by general achievement tests, followed by interest tests, followed by personality tests, followed by readiness tests.
26. The average number of clients diagnosed annually with the use or partial use of informal measurements is 120.61.
27. Reading tests are the most frequently administered informal tests, followed by interest measurements as the second most frequently administered measurements, followed by general achievement tests, followed by intelligence tests, followed by personality tests, followed by readiness tests.
28. The average number of total hours usually devoted to a diagnosis is 13.58.
29. The number of clinics which report that the initial diagnosis usually extends over a period of days is greater than the number of clinics which extend the initial diagnosis over a period of weeks or months. The average

number of reported days for an initial diagnosis is 2.05.

30. The five most frequently cited instruments which were listed as being used at the "Pre-reading Level" were the Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, the Marianne Frosting Developmental Test of Visual Perception, the Wepman Auditory Discrimination Test, and the Bender-Gestalt Test.
31. The five most frequently cited instruments which were listed as being used at the "Initial Instruction Level" were the Wechsler Intelligence Scale for Children, the Durrell Analysis of Reading Difficulty, the Wepman Auditory Discrimination Test, the Gray Oral Reading Test, and the Gates-MacGinitie Primary Reading Test.
32. The five most frequently cited instruments which were listed as being used at the "Rapid Growth Level" were the Wechsler Intelligence Scale for Children, the Durrell Analysis of Reading Difficulty, the Gray Standardized Oral Reading Test, the Stanford-Binet Intelligence Scale, and the Gates-MacGinitie Reading Test.
33. The five most frequently cited instruments which were listed as being used at the "Independent Application Level" were the Wechsler Intelligence Scale for Children, the Gray Oral Reading Tests, the Durrell Analysis of Reading Difficulties, the Stanford-Binet Intelligence Scale, and the Wide Range Achievement Test.

Recommendations

The conclusions and implications suggest that more refined and extensive investigations are required in this area.

1. Further study should be undertaken to see if the findings of this study with respect to the procedures of the college and university reading clinics surveyed in this study are unique or universal.
2. Factors considered in selecting diagnostic instruments should be investigated to determine how and why individual clinicians select particular instruments.
3. There should be further investigation of the relationship

between instruments which measure intelligence, specific capacities in sensory-development, visual-motor skills, language development, developmental readiness, motivation, and amenabilities to certain kinds of instruction.

4. Similar studies should be conducted to determine if individual clinics utilize diagnostic techniques which are related to a personal bias such as a perception emphasis, a psychological emphasis, or a cultural emphasis.
5. Further study should be conducted to determine if there is agreement between clinics in diagnosis, prognosis, and remedial direction when identical tests are administered to a single individual.
6. Similar studies should be made to determine whether or not there is agreement between clinics in diagnosis, prognosis, and remedial direction when different tests are administered to a single individual.
7. Similar studies should be conducted in reading clinics other than higher educational reading clinics for the purpose of comparison and contrast of diagnostic procedures.

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APPENDIX A

TABLES

TABLE I
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does your clinic offer diagnostic services for students who are having reading difficulties?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	3	37.50	1	12.50	0	0.0	0	0.0	8	100.00
M.S.C.	10	52.60	6	31.60	1	5.30	0	0.0	2	1.05	19	100.00
N.C.A.	31	63.60	9	27.30	0	0.0	0	0.0	3	9.10	33	100.00
N.W.A.	4	80.00	1	20.00	0	0.0	0	0.0	0	0.0	5	100.00
S.A.C.	14	58.30	7	29.20	1	4.20	0	0.0	2	8.30	24	100.00
W.A.C.	5	83.30	0	0.0	0	0.0	0	0.0	1	16.70	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	61	61.60	27	27.30	3	3.00	0	0.0	8	8.1	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	8	53.30	3	20.00	1	6.70	0	0.0	3	20.00	15	100.00
Religious	9	60.00	5	33.30	1	6.70	0	0.0	0	0.0	15	100.00
State	38	61.30	19	30.60	1	1.60	0	0.0	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	61	61.60	27	27.30	3	3.00	0	0.0	8	8.10	99	100.00

TABLE I (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	32	57.10	19	33.90	1	1.80	0	0.0	4	7.10	50	100.00
Doctor's	28	68.30	8	19.50	2	4.90	0	0.0	3	7.30	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	61	61.60	27	27.30	3	3.00	0	0.0	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	1	46.20	11	42.30	1	3.80	0	0.0	2	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	0	0.0	0	0.0	0	0.0	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	30	62.50	13	13.10	2	4.20	0	0.0	3	6.30	48	100.00
Total	61	61.60	27	27.30	3	3.00	0	0.0	8	8.10	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	8	50.00	6	37.50	1	6.30	0	0.0	1	6.30	16	100.00
2,500 - 5,000	6	35.30	8	47.10	1	5.90	0	0.0	2	11.80	17	100.00
5,000 - 7,500	14	70.00	5	25.00	0	0.0	0	0.0	1	5.00	20	100.00
7,500 - 10,000	7	63.60	3	27.30	0	0.0	0	0.0	1	9.10	11	100.00
10,000 - 15,000	7	70.00	2	20.00	0	0.0	0	0.0	1	10.10	10	100.00
15,000 - 20,000	6	66.70	1	11.10	1	11.10	0	0.0	1	11.00	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.40	1	14.30	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	61	61.60	27	27.30	3	3.00	0	0.0	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE II
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who is working in some capacity in the department of education or psychology.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	2	25.00	1	12.50	0	0.0	3	37.50	8	100.00
M.S.C.	8	42.10	5	26.30	2	10.50	1	5.30	3	15.80	19	100.00
N.C.A.	16	48.50	6	18.20	7	21.20	1	3.00	3	9.10	33	100.00
N.W.A.	2	40.00	1	20.00	1	20.00	1	20.00	0	0.0	5	100.00
S.A.C.	16	66.70	2	8.30	2	8.30	1	4.20	3	12.50	24	100.00
W.A.C.	2	33.30	1	16.70	0	0.0	0	0.0	3	50.00	6	100.00
Not accredited	3	100.00	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Total	49	49.50	17	17.20	13	13.10	5	5.10	15	15.20	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	4	26.70	4	26.70	3	20.00	1	6.70	3	20.00	15	100.00
Religious	8	53.30	2	13.30	3	20.00	0	0.0	2	13.30	15	100.00
State	33	53.20	10	16.10	7	11.30	3	4.80	9	14.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	1	25.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	49	49.50	17	17.20	12	13.10	5	5.10	15	15.20	99	100.00

TABLE II (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	33	58.90	6	10.70	4	7.10	2	3.60	11	19.60	56	100.00
Doctor's	15	36.60	11	26.80	9	22.00	3	7.30	3	7.30	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	49	49.50	17	17.20	13	13.10	5	5.10	15	15.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	16	61.50	4	15.40	1	3.80	0	0.0	5	19.20	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	80.00	1	10.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	0	0.0	2	20.00	2	20.00	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	21	43.80	11	11.10	9	18.80	1	2.10	6	12.50	48	100.00
Total	49	49.50	17	17.20	13	13.10	5	5.10	15	15.20	99	100.00
Enrollment												
500-1,000	1	33.30	0	0.0	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	11	68.80	1	6.30	1	6.30	0	0.0	3	18.80	16	100.00
2,500 - 5,000	7	41.20	4	23.50	2	11.80	1	5.90	3	17.60	17	100.00
5,000 - 7,500	11	55.00	3	15.00	2	10.00	1	5.00	3	15.50	20	100.00
7,500 - 10,000	6	54.50	2	18.20	1	9.10	1	9.10	1	9.10	11	100.00
10,000 - 15,000	6	60.00	1	10.00	2	20.00	1	10.00	0	0.0	10	100.00
15,000 - 20,000	5	55.60	2	22.20	1	11.10	0	0.0	1	11.10	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	3	42.90	2	28.60	1	14.30	1	14.30	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	49	49.50	17	17.20	13	13.10	5	5.10	15	15.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE III
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who is a student working toward an advanced degree.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	3	37.50	0	0.0	0	0.0	3	37.50	8	100.00
M.S.C.	7	36.80	5	26.30	3	15.80	0	0.0	4	21.10	19	100.00
N.C.A.	3	12.10	11	33.33	6	18.20	3	9.10	9	27.30	33	100.00
N.W.A.	0	0.0	1	20.00	1	20.00	2	40.00	1	20.00	5	100.00
S.A.C.	6	25.00	9	37.50	3	12.50	0	0.0	6	25.00	24	100.00
W.A.C.	2	33.33	1	16.70	0	0.0	1	16.7	2	33.33	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	1	33.33	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Total	21	21.20	30	30.30	13	13.10	8	8.10	27	27.30	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	2	13.30	5	33.30	3	20.00	0	0.0	5	33.30	15	100.00
Religious	1	6.70	3	20.00	3	20.00	3	20.00	5	33.30	15	100.00
State	17	27.40	21	33.90	7	11.30	3	4.80	14	22.60	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	1	25.00	0	0.0	2	50.00	0	0.0	4	100.00
Total	21	21.20	30	30.30	13	13.10	8	8.10	27	27.30	99	100.00

TABLE III (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	9	16.10	10	17.90	8	14.30	6	10.70	23	41.10	56	100.00
Doctor's	12	29.30	20	48.80	5	12.20	2	4.90	2	4.90	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	21	21.20	30	30.30	13	13.10	8	8.10	27	27.30	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	4	15.40	2	7.70	5	19.20	2	7.70	13	50.00	27	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	3	30.00	2	20.00	2	20.00	2	20.00	27	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	4	40.00	0	0.0	1	10.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	13	27.10	20	41.70	6	12.50	1	2.10	8	16.70	48	100.00
Total	21	21.20	30	30.30	13	13.10	8	8.10	27	27.30	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	1	33.30	1	33.30	3	100.00
1,000 - 2,500	0	0.0	2	12.50	4	25.00	3	18.80	7	43.80	16	100.00
2,500 - 5,000	4	23.50	4	23.50	3	17.60	1	5.90	5	29.40	17	100.00
5,000 - 7,500	6	30.00	7	35.00	1	5.00	0	0.0	6	30.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	2	18.20	1	9.10	5	45.50	11	100.00
10,000 - 15,000	2	20.00	4	40.00	2	20.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	3	33.30	3	33.33	1	11.10	0	0.0	2	22.20	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	5	71.40	0	0.0	0	0.0	0	0.0	7	100.00
35,000 - 50,000	2	50.00	1	25.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	21	21.20	30	30.30	13	13.10	8	8.10	27	27.30	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE IV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who has completed specific course in the field of reading.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	5	62.50	1	12.50	0	0.0	0	0.0	2	25.00	8	100.00
M.S.C.	13	68.40	3	15.80	0	0.0	0	0.0	3	15.80	19	100.00
N.C.A.	21	63.60	6	18.20	2	6.1	0	0.0	4	12.10	33	100.00
N.W.A.	3	60.00	0	0.0	1	20.00	0	0.0	1	100.00	5	100.00
S.A.C.	17	70.80	3	12.50	2	8.30	1	4.20	1	4.20	24	100.00
W.A.C.	2	33.33	2	33.33	0	0.0	0	0.0	2	33.33	6	100.00
Not accredited	3	100.00	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	65	65.70	15	15.20	5	5.10	1	1.00	13	13.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	1	0.0	1	100.00
Private	11	73.30	1	6.70	2	13.30	0	0.0	1	6.70	15	100.00
Religious	9	60.00	4	26.70	5	0.0	0	0.0	2	13.30	15	100.00
State	40	64.50	9	14.50	3	4.80	1	1.60	9	14.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	65	65.70	15	15.20	5	5.10	1	1.00	13	13.10	99	100.00

TABLE IV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	34	60.70	8	14.30	3	5.40	0	0.0	11	19.60	56	100.00
Doctor's	30	73.20	7	17.10	2	4.90	1	2.40	1	2.40	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	65	65.70	15	15.20	5	5.10	1	1.00	13	13.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	15	57.70	5	19.20	1	3.80	0	0.0	5	19.20	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	2	20.00	1	10.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	0	0.0	1	10.00	0	0.0	2	20.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	33	68.80	7	14.60	2	4.20	1	2.10	5	10.40	48	100.00
Total	65	65.70	15	15.20	5	5.10	1	1.00	13	13.10	99	100.00
Enrollment												
500-1,000	3	100.00	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	8	50.00	4	25.00	1	6.30	0	0.0	3	18.80	16	100.00
2,500 - 5,000	10	58.80	2	11.80	1	5.40	0	0.0	4	23.50	17	100.00
5,000 - 7,500	14	70.00	3	15.00	1	5.00	0	0.0	2	10.00	20	100.00
7,500 - 10,000	8	72.70	1	9.10	1	9.10	0	0.0	1	9.10	11	100.00
10,000 - 15,000	7	70.00	2	20.00	0	0.0	0	0.0	1	10.00	10	100.00
15,000 - 20,000	5	55.60	2	22.00	1	11.10	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	5	71.40	1	14.30	0	0.0	1	14.30	0	0.0	7	100.00
35,000 - 50,000	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	65	65.70	15	15.20	5	5.10	1	1.00	13	13.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE V
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who has participated in research in reading.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	2	25.00	1	12.50	0	0.0	3	37.50	8	100.00
M.S.C.	2	10.50	7	36.80	6	31.60	0	0.0	4	21.11	19	100.00
N.C.A.	3	15.20	10	30.30	11	33.30	1	3.00	6	18.20	33	100.00
N.W.A.	2	40.00	0	0.0	1	20.00	1	20.00	1	20.00	5	100.00
S.A.C.	6	25.00	9	37.50	3	12.50	1	4.20	5	20.80	24	100.00
W.A.C.	2	33.33	1	16.70	1	16.70	0	0.0	2	33.30	6	100.00
Not accredited	2	66.70	0	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	22	22.20	30	30.30	23	23.20	3	3.00	21	21.20	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	1	100.00	0	00.0	0	0.0	0	0.0	1	100.00
Private	4	26.70	4	26.70	2	13.30	1	6.70	4	26.70	15	100.00
Religious	3	20.00	6	40.00	3	20.00	0	0.0	3	20.00	15	100.00
State	12	19.40	19	30.60	17	27.40	3	3.20	12	19.40	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	0	0.0	1	25.00	0	0.0	1	25.00	4	100.00
Total	22	22.20	30	30.30	23	23.20	3	3.00	21	21.20	99	100.00

TABLE V (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	15	26.80	13	33.20	10	17.90	1	1.80	17	30.40	56	100.00
Doctor's	7	17.10	16	39.00	13	31.70	2	4.90	3	7.30	41	100.00
Others	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Total	22	22.20	30	30.30	23	23.20	3	3.00	21	21.20	00	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	7	26.90	4	15.40	5	19.20	0	0.0	10	38.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	4	40.00	2	20.00	1	10.00	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	1	10.00	2	20.00	1	10.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	9	16.70	19	39.60	12	25.00	1	2.10	8	16.70	48	100.00
Total	22	22.20	30	30.30	23	23.20	3	3.00	21	21.20	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.50	1	33.30	0	0.0	0	0.0	3	100.00
1,000 - 2,500	5	31.30	5	31.30	0	0.0	0	0.0	6	37.50	16	100.00
2,500 - 5,000	6	35.30	3	17.60	5	29.40	0	0.0	3	17.60	17	100.00
5,000 - 7,500	3	15.00	8	40.00	6	30.00	0	0.0	3	15.00	20	100.00
7,500 - 10,000	5	45.50	1	9.10	1	9.10	1	9.10	3	27.30	11	100.00
10,000 - 15,000	1	10.00	4	40.00	4	40.00	0	0.0	1	10.00	10	100.00
15,000 - 20,000	0	0.0	4	44.40	2	22.20	0	0.0	3	33.30	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	1	14.30	2	28.60	3	42.90	1	14.30	0	0.0	7	100.00
35,000 - 50,000	0	0.0	2	50.00	1	25.00	1	25.00	0	0.0	4	100.00
Total	22	22.20	30	30.30	23	23.20	3	3.00	21	21.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE VI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4E, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who holds a Ph.D. or Ed.D.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	0	0.0	2	25.00	1	12.50	3	37.50	8	100.00
M.S.C.	2	15.80	4	21.10	7	36.80	2	10.50	3	15.80	19	100.00
N.C.A.	10	30.30	5	15.20	11	33.30	4	12.10	3	9.10	33	100.00
N.W.A.	0	0.0	1	20.00	1	20.00	2	40.00	1	20.00	5	100.00
S.A.C.	5	20.80	6	25.00	4	16.70	3	12.50	6	25.00	24	100.00
W.A.C.	3	50.00	1	16.70	1	16.70	0	0.0	1	16.70	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	25	25.30	17	17.20	26	26.30	12	12.10	19	19.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	3	20.00	2	13.30	4	26.70	1	6.70	5	33.30	15	100.00
Religious	4	26.70	2	13.30	4	26.70	2	13.30	3	20.00	15	100.00
State	14	27.60	13	21.10	17	27.40	9	14.50	9	14.50	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	3	75.00	0	0.0	1	25.00	0	0.0	0	0.0	4	100.00
Total	25	25.30	17	17.20	26	26.30	12	12.10	19	19.20	99	100.00

TABLE VI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	16	28.60	12	21.40	7	12.50	7	12.50	14	25.00	51	100.00
Doctor's	8	19.50	5	12.20	19	46.30	5	12.20	4	9.80	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	25	25.30	17	17.20	26	26.30	12	12.10	19	19.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	2	100.00	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	8	30.80	6	23.10	2	7.70	2	7.70	8	30.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	4	40.00	2	20.00	1	10.00	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	0	0.0	2	20.00	3	30.00	2	20.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	10	20.80	7	14.60	17	35.40	6	12.50	8	16.70	48	100.00
Total	25	25.30	17	17.20	26	26.30	12	12.10	19	19.20	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	4	25.00	3	18.80	1	6.30	1	6.30	7	43.80	16	100.00
2,500 - 5,000	7	41.20	4	23.50	2	11.80	4	23.50	0	0.0	17	100.00
5,000 - 7,500	6	30.00	4	20.00	7	35.00	1	50.00	2	10.00	20	100.00
7,500 - 10,000	4	36.40	1	9.10	2	18.20	2	18.20	2	18.20	11	100.00
10,000 - 15,000	3	30.00	1	10.00	4	40.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	0	0.0	2	22.20	3	33.30	0	0.0	4	44.40	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	1	14.30	0	0.0	4	57.10	2	28.60	0	0.0	7	100.00
35,000 - 50,000	0	0.0	1	25.00	2	50.00	1	25.00	0	0.0	4	100.00
Total	25	25.30	17	17.20	26	26.30	12	12.10	19	19.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE VII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4F, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who holds a rank above that of assistant professor.

	A*	%	U	%	S	%	N	%	NR	%	Total	
Accreditation												
N.E.A.	2	25.00	0	0.0	2	25.00	1	12.50	3	37.50	8	100.00
M.S.C.	1	5.30	4	21.10	8	42.10	3	15.80	3	15.80	19	100.00
N.C.A.	5	15.20	6	18.20	10	30.30	8	24.20	4	12.10	33	100.00
N.W.A.	2	40.00	6	30.00	10	30.30	8	24.20	1	20.00	5	100.00
S.A.C.	4	16.70	5	20.80	3	12.50	6	25.00	6	25.00	24	100.00
W.A.C.	2	33.30	1	16.70	1	16.70	0	0.0	2	33.30	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	17	17.20	17	17.20	24	24.20	19	19.20	22	22.20	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	2	13.30	2	13.30	5	33.30	2	13.30	4	26.70	15	100.00
Religious	2	13.30	0	0.0	8	53.30	1	6.70	4	26.70	15	100.00
State	12	19.40	15	24.20	11	17.70	15	24.20	9	14.50	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	0	0.0	0	0.0	1	25.00	2	50.00	4	100.00
Total	17	17.20	17	17.20	24	24.20	19	19.20	22	22.20	99	100.00

TABLE VII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	12	21.40	11	19.60	11	19.60	6	10.70	16	28.60	56	100.00
Doctor's	5	12.20	6	14.60	13	31.70	13	31.70	4	9.80	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	17	17.20	17	17.20	24	24.20	19	19.20	22	22.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	2	100.00	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	5	19.30	6	23.10	4	15.40	2	7.70	9	34.60	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	5	50.00	2	20.00	1	10.00	0	0.0	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	0	0.0	2	20.00	2	20.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	7	14.60	6	12.50	13	27.10	14	29.40	8	16.70	48	100.00
Total	17	17.20	17	17.20	24	24.20	19	19.20	22	22.20	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	2	66.70	0	0.0	1	33.30	3	100.00
1,000 - 2,500	4	25.00	2	12.50	3	18.80	0	0.0	7	42.80	16	100.00
2,500 - 5,000	4	23.50	3	17.60	3	17.60	4	23.50	3	17.60	17	100.00
5,000 - 7,500	3	15.06	5	25.00	5	25.00	4	20.00	3	15.00	20	100.00
7,500 - 10,000	2	18.20	3	27.30	1	9.10	3	27.30	2	18.20	11	100.00
10,000 - 15,000	2	20.00	1	10.00	5	50.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	0	0.0	2	22.22	2	22.22	2	22.22	3	33.30	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	1	14.30	0	0.0	2	28.60	4	57.10	0	0.0	7	100.00
35,000 - 50,000	1	25.00	1	25.00	1	25.00	1	25.00	0	0.0	4	100.00
Total	17	17.20	17	17.20	24	24.20	19	19.20	22	22.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE VIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4G, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The basic diagnostic endeavor is undertaken by a person or persons who: other (remarks)

	1*	%	9	%	Total	%
Accreditation						
N.E.A.	0	0.0	8	100.00	8	100.00
M.S.C.	0	0.0	19	100.00	19	100.00
N.C.A.	0	0.0	33	100.00	33	100.00
N.W.A.	0	0.0	5	100.00	5	100.00
S.A.C.	0	0.0	24	100.00	24	100.00
W.A.C.	0	0.0	6	100.00	6	100.00
Not accredited	1	3.33	2	66.70	3	100.00
Not known	0	0.0	1	100.00	1	100.00
Total	1	1.00	98	99.00	99	100.00
Control						
City	0	0.0	1	100.00	1	100.00
National	0	0.0	1	100.00	1	100.00
Private	0	0.0	15	100.00	15	100.00
Religious	0	0.0	15	100.00	15	100.00
State	0	0.0	62	100.00	62	100.00
Territorial	1	100.00	0	0.0	1	100.00
Not known	0	0.0	4	100.00	4	100.00
Total	1	1.00	98	99.00	99	100.00

TABLE VIII (Continued)

	1*	%	9	%	Total	%
Highest Level of Offering						
Master's or Professional	1	1.80	55	98.20	56	100.00
Doctor's	0	0.0	41	100.00	41	100.00
Others	0	0.0	2	100.00	2	100.00
Total	1	1.00	98	99.00	99	100.00
Type of Program						
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.00	25	96.20	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	10	100.00	10	100.00
Professional Only	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	10	100.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	0	0.0	48	100.00	48	100.00
Total	1	1.00	98	99.00	99	100.00
Enrollment						
500-1,000	0	0.0	3	100.00	3	100.00
1,000 - 2,500	1	6.30	15	93.80	16	100.00
2,500 - 5,000	0	0.0	17	100.00	17	100.00
5,000 - 7,500	0	0.0	20	100.00	20	100.00
7,500 - 10,000	0	0.0	11	100.00	11	100.00
10,000 - 15,000	0	0.0	10	100.00	10	100.00
15,000 - 20,000	0	0.0	9	100.00	9	100.00
20,000 - 25,000	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	4	100.00	4	100.00
Total	1	1.00	98	99.00	99	100.00

*1 = Person in Texting Bureau.

9 = No response (or not applicable).

TABLE IX
FREQUENCY DISTRIBUTION OF REPOSSES TO STATEMENT 5A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Each examiner handles assigned cases on an individual basis.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	4	50.00	0	0.0	1	12.50	0	0.0	8	100.00
M.S.C.	6	31.60	12	63.20	0	0.0	0	0.0	1	5.30	19	100.00
N.C.A.	11	33.30	13	39.40	3	9.10	1	3.00	5	15.20	33	100.00
N.W.A.	2	40.00	1	20.00	1	20.00	1	20.00	0	0.0	5	100.00
S.A.C.	4	16.70	7	29.20	6	25.00	2	8.30	5	20.80	24	100.00
W.A.C.	5	83.30	0	0.0	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Total	32	32.30	39	39.40	12	12.10	5	5.10	11	11.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	4	26.70	8	53.30	1	6.70	1	6.70	1	6.70	15	100.00
Religious	7	46.70	8	53.30	0	0.0	0	0.0	0	0.0	15	100.00
State	19	30.60	20	32.30	10	16.10	4	6.50	9	14.50	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	32	32.30	39	39.40	12	12.10	5	5.10	11	11.10	99	100.00

TABLE IX (CONTINUED)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	22	39.30	21	37.50	6	10.70	1	1.80	6	10.70	56	100.00
Doctor's	10	24.40	17	41.50	6	14.60	4	9.80	4	9.80	41	100.00
Others	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Total	32	32.30	39	39.40	12	12.10	5	5.10	11	11.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	11	42.30	10	38.50	3	11.50	0	0.0	2	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	2	20.00	3	30.00	2	20.00	0	0.0	10	100.00
Professional Only	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	4	40.00	2	20.00	1	10.00	0	0.0	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	12	25.00	23	47.90	4	8.30	3	6.30	6	12.25	48	100.00
Total	32	32.30	39	39.40	12	12.10	5	5.10	11	11.10	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	5	37.30	8	50.00	1	6.30	1	6.30	1	6.30	16	100.00
2,500 - 5,000	5	29.40	6	35.30	2	11.80	1	5.90	3	17.60	17	100.00
5,000 - 7,500	6	30.00	7	35.00	4	20.00	1	5.00	2	10.00	20	100.00
7,500 - 10,000	2	18.20	6	54.50	1	9.10	0	0.0	2	18.20	11	100.00
10,000 - 15,000	7	70.00	0	0.0	2	20.00	0	0.0	1	10.00	10	100.00
15,000 - 20,000	1	11.10	5	55.60	1	11.10	1	11.10	1	11.10	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	4	57.10	0	0.0	1	14.30	1	14.30	7	100.00
35,000 - 50,000	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	32	32.30	39	39.40	5	12.10	5	5.10	11	11.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE X
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Each examiner handles assigned cases with the entire clinical staff on team basis.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	2	25.00	2	25.00	1	12.50	2	25.00	8	100.00
M.S.C.	2	10.50	3	15.80	11	57.90	1	5.30	2	10.50	19	100.00
N.C.A.	6	18.20	7	21.20	13	39.40	0	0.0	7	21.20	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	0	0.0	2	40.00	5	100.00
S.A.C.	6	25.00	9	37.50	4	16.70	0	0.0	5	20.80	24	100.00
W.A.C.	0	0.0	1	16.70	2	33.30	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	1	33.30	1	33.30	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	18	18.20	24	24.20	33	33.30	2	2.00	22	22.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Private	3	20.00	2	13.30	5	33.30	1	6.70	4	26.70	15	100.00
Religious	2	13.30	4	26.70	6	40.00	0	0.0	3	20.00	15	100.00
State	11	17.70	17	27.40	19	30.60	1	1.60	14	27.60	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	0	0.0	2	50.00	0	0.0	1	25.00	4	100.00
Total	18	18.20	24	24.20	33	33.30	2	2.00	22	22.20	99	100.00

TABLE X (CONTINUED)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	7	12.56	15	26.80	14	25.00	1	18.00	19	33.90	56	100.00
Doctor's	10	24.40	9	22.00	18	43.90	1	24.00	3	7.30	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>100.00</u>
Total	18	18.20	24	24.20	33	33.30	2	2.00	22	22.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	8	30.80	7	26.40	1	3.80	9	34.60	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	4	40.00	2	20.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	2	20.00	1	10.00	0	0.0	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>10</u>	<u>20.80</u>	<u>10</u>	<u>20.80</u>	<u>20</u>	<u>41.70</u>	<u>0</u>	<u>0.0</u>	<u>8</u>	<u>16.70</u>	<u>48</u>	<u>100.00</u>
Total	18	18.20	24	24.20	33	33.30	2	2.00	22	22.20	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	2	12.50	6	37.50	3	18.80	0	0.0	5	31.30	16	100.00
2,500 - 5,000	5	29.40	3	17.60	5	29.40	0	0.0	4	23.50	17	100.00
5,000 - 7,500	3	15.00	5	25.00	7	35.00	2	10.00	3	15.00	20	100.00
7,500 - 10,000	1	9.10	4	36.40	3	27.30	0	0.0	3	27.30	11	100.00
10,000 - 15,000	2	20.00	3	30.00	3	30.00	0	0.0	2	20.00	10	100.00
15,000 - 20,000	3	33.30	1	11.10	4	44.40	0	0.0	1	11.10	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	2	28.60	0	0.0	4	57.10	0	0.0	1	14.30	7	100.00
35,000 - 50,000	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>3</u>	<u>75.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	18	18.20	24	24.20	33	33.30	2	2.00	22	22.20	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: There is a principal officer or director who is responsible for the formulation of diagnostic policies and procedures.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	6	75.00	1	12.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	14	73.70	5	26.30	0	0.0	0	0.0	0	0.0	19	100.00
N.C.A.	29	83.90	3	9.10	0	0.0	0	0.0	1	3.00	33	100.00
N.W.A.	4	80.00	1	20.00	0	0.0	0	0.0	0	0.0	5	100.00
S.A.C.	21	87.50	3	12.50	0	0.0	0	0.0	0	0.0	24	100.00
W.A.C.	6	100.00	0	0.0	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	83	83.80	14	14.10	0	0.0	0	0.0	2	2.00	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	10	66.70	1	26.70	0	0.0	0	0.0	1	6.70	15	100.00
Religious	12	80.00	2	13.30	0	0.0	0	0.0	1	6.70	15	100.00
State	55	88.70	7	11.30	0	0.0	0	0.0	0	0.0	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	83	83.80	14	14.10	0	0.0	0	0.0	2	2.00	99	100.00

TABLE XI (CONTINUED)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	49	87.50	5	8.90	0	0.0	0	0.0	2	3.60	56	100.00
Doctor's	33	80.50	8	19.50	0	0.0	0	0.0	0	0.0	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>100.00</u>
Total	83	83.80	14	14.10	0	0.0	0	0.0	2	2.00	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	22	84.60	3	11.50	0	0.0	0	0.0	1	3.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	10	100.00	0	0.0	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>41</u>	<u>85.40</u>	<u>7</u>	<u>14.60</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>48</u>	<u>100.00</u>
Total	83	83.80	14	14.10	0	0.0	0	0.0	2	2.00	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	13	81.30	2	12.50	0	0.0	0	0.0	1	6.30	16	100.00
2,500 - 5,000	15	88.20	2	11.80	0	0.0	0	0.0	0	0.0	17	100.00
5,000 - 7,500	17	85.00	3	15.00	0	0.0	0	0.0	0	0.0	20	100.00
7,500 - 10,000	8	72.70	3	27.30	0	0.0	0	0.0	0	0.0	11	100.00
10,000 - 15,000	10	100.00	0	0.0	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	7	77.80	2	22.20	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	6	85.70	1	14.30	0	0.0	0	0.0	0	0.0	7	100.00
35,000 - 50,000	<u>4</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	83	83.80	14	14.10	0	0.0	0	0.0	2	2.00	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The director administers the complete diagnosis.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	4	50.00	1	12.50	1	12.50	1	12.50	8	100.00
M.S.C.	1	5.30	4	21.10	7	36.80	2	10.50	5	26.50	19	100.00
N.C.A.	1	3.00	2	6.10	15	45.50	7	21.20	8	24.20	33	100.00
N.W.A.	1	20.00	0	0.0	1	20.00	0	0.0	3	60.00	5	100.00
S.A.C.	2	8.30	2	8.30	9	37.50	5	20.80	6	25.00	24	100.00
W.A.C.	4	66.70	0	0.0	1	16.70	0	0.0	0	16.70	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	11	11.10	12	13.10	34	34.30	15	15.20	26	26.30	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	1	6.70	4	26.70	5	33.30	2	13.30	3	20.00	15	100.00
Religious	3	20.00	2	13.30	6	40.00	2	13.30	2	13.30	15	100.00
State	6	9.70	6	9.70	23	37.10	10	16.10	17	27.40	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	0	0.0	0	0.0	1	25.00	2	50.00	4	100.00
Total	11	11.10	13	13.10	34	34.30	15	15.20	26	26.30	99	100.00

TABLE XII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	10	17.90	9	16.10	15	26.80	4	7.10	18	33.10	56	100.00
Doctor's	1	2.40	4	9.80	19	46.30	11	26.80	6	14.60	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	11	11.10	13	13.10	34	34.30	15	15.20	26	26.30	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	4	15.40	6	23.10	4	15.40	3	11.50	9	34.60	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	1	10.00	3	30.00	1	10.00	3	30.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	0	0.0	5	50.00	1	10.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	2	4.20	6	12.50	21	43.80	9	18.80	10	20.80	48	100.00
Total	11	11.10	13	13.10	34	34.30	15	15.20	26	26.30	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	4	25.00	4	25.00	3	18.80	3	18.80	2	12.50	16	100.00
2,500 - 5,000	1	5.90	4	23.50	4	23.50	2	11.80	6	35.30	17	100.00
5,000 - 7,500	4	20.00	0	0.0	8	40.00	4	20.00	4	20.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	2	18.20	0	0.0	6	54.50	11	100.00
10,000 - 15,000	0	0.0	1	10.00	6	60.00	2	20.00	1	10.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	5	55.60	1	11.10	3	33.30	9	100.00
20,000 - 25,000	0	0.0	0	0.0	1	50.00	0	0.0	1	50.00	2	100.00
25,000 - 35,000	0	0.0	1	14.30	3	42.90	2	28.60	1	14.30	7	100.00
35,000 - 50,000	0	0.0	0	0.0	2	50.00	1	25.00	1	25.00	4	100.00
Total	11	11.10	13	13.10	34	34.30	15	15.20	26	26.30	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The director administers some of the diagnosis with assistance of staff.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	1	12.50	3	37.50	0	0.0	4	50.00	8	100.00
M.S.C.	2	10.50	7	36.80	3	15.80	2	10.50	5	26.30	19	100.00
N.C.A.	2	6.10	9	27.30	13	39.40	2	6.10	7	21.20	33	100.00
N.W.A.	1	20.00	1	20.00	1	20.00	1	20.00	1	20.00	5	100.00
S.A.C.	5	20.80	5	20.80	8	33.30	2	8.30	4	16.70	24	100.00
W.A.C.	0	0.0	1	16.70	2	33.30	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	0	0.0	0	66.70	3	100.00
Not known	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Total	10	10.10	26	26.30	30	30.30	7	7.10	26	26.30	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	1	6.70	2	13.30	6	40.00	1	6.70	5	33.30	15	100.00
Religious	2	13.30	3	20.00	4	26.70	1	6.70	5	33.30	15	100.00
State	6	9.70	19	30.60	20	32.30	4	6.50	13	21.00	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	1	25.00	0	0.0	1	25.00	1	25.00	4	100.00
Total	10	10.10	26	26.30	30	30.30	7	7.10	26	26.30	99	100.00

TABLE XIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	8	14.30	18	32.10	11	19.60	1	1.80	18	32.10	56	100.00
Doctor's	2	4.90	8	19.50	19	46.30	6	14.60	6	14.60	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	10	10.10	26	26.30	30	30.30	7	7.10	26	26.30	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	3	11.50	8	30.80	3	11.50	1	3.80	11	42.30	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	4	40.00	4	40.00	0	0.0	1	10.00	10	100.00
Professional Only	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	1	10.00	4	40.00	1	10.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	5	10.40	11	26.30	19	39.60	4	8.30	9	18.80	48	100.00
Total	10	10.10	26	26.30	30	30.30	7	7.10	26	26.30	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	1	6.30	4	25.00	4	25.00	0	0.0	7	43.80	16	100.00
2,500 - 5,000	3	17.60	6	35.30	4	23.50	0	0.0	4	23.50	17	100.00
5,000 - 7,500	3	15.00	5	25.00	5	25.00	2	10.00	5	25.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	3	27.30	1	9.10	4	36.40	11	100.00
10,000 - 15,000	1	10.00	3	30.00	3	30.00	2	20.00	1	10.00	10	100.00
15,000 - 20,000	1	11.10	2	22.20	4	44.40	0	0.0	2	22.00	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	0	0.0	0	0.0	5	71.50	1	14.30	1	14.30	7	100.00
35,000 - 50,000	0	0.0	2	50.00	2	50.00	0	0.0	0	0.0	4	100.00
Total	10	10.10	26	26.30	30	30.30	7	7.10	26	26.30	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XIV
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The director serves as advisor and consultant.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	1	12.50	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	14	73.70	3	15.80	0	0.0	0	0.0	2	10.50	19	100.00
N.C.A.	17	51.50	13	39.40	0	0.0	0	0.0	3	9.10	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	0	0.0	2	40.00	5	100.00
S.A.C.	13	54.20	6	25.00	1	4.20	0	0.0	4	16.70	24	100.00
W.A.C.	3	50.00	0	0.0	0	0.0	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	2	66.70	0	0.0	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	54	54.50	26	26.30	2	2.00	0	0.0	17	17.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	7	46.70	5	33.30	1	6.70	0	0.0	2	13.30	15	100.00
Religious	8	53.30	3	20.00	0	0.0	0	0.0	4	26.70	15	100.00
State	36	58.10	16	25.80	1	1.60	0	0.0	9	14.50	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	0	0.0	0	0.0	0	0.0	2	50.00	4	100.00
Total	54	54.50	26	26.30	2	2.00	0	0.0	17	17.20	99	100.00

TABLE XIV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	26	46.40	15	26.80	0	0.0	0	0.0	15	26.80	56	100.00
Doctor's	27	65.90	10	24.40	2	4.90	0	0.0	2	4.90	14	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	54	54.50	26	26.30	2	2.00	0	0.0	17	17.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	11	42.30	6	23.10	0	0.0	0	0.0	9	34.60	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	1	10.00	0	0.0	0	0.0	3	30.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	5	50.00	3	30.00	0	0.0	0	0.0	2	20.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	31	64.60	13	27.10	2	4.20	0	0.0	2	4.20	48	100.00
Total	54	54.50	26	26.30	2	2.00	0	0.0	17	17.20	99	100.00
Enrollment												
500-1,000	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	5	31.30	5	31.30	0	0.0	0	0.0	6	37.50	16	100.00
2,500 - 5,000	10	58.80	4	23.50	0	0.0	0	0.0	3	17.60	17	100.00
5,000 - 7,500	12	60.00	5	25.00	0	0.0	0	0.0	3	15.00	20	100.00
7,500 - 10,000	3	27.30	6	54.50	0	0.0	0	0.0	2	18.20	11	100.00
10,000 - 15,000	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	6	66.70	3	33.00	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	3	42.90	2	28.60	2	28.60	0	0.0	0	0.0	7	100.00
35,000 - 50,000	3	75.00	0	0.0	0	0.0	0	0.0	1	25.00	4	100.00
Total	54	54.50	26	26.30	2	2.00	0	0.0	17	17.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The director delegates total diagnostic responsibilities to staff.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	2	25.00	2	25.00	0	0.0	4	50.00	8	100.00
M.S.C.	1	5.30	4	21.10	6	31.60	5	26.30	3	15.80	19	100.00
N.C.A.	4	12.10	9	27.30	2	6.10	9	27.30	9	27.30	33	100.00
N.W.A.	1	20.00	0	0.0	0	0.0	1	20.00	3	60.00	5	100.00
S.A.C.	0	0.0	5	20.80	7	29.20	3	12.50	9	37.50	24	100.00
W.A.C.	1	16.70	1	16.70	1	16.70	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	1	33.30	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	7	7.10	21	21.20	18	18.20	19	19.20	34	34.30	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	4	26.70	4	26.72	2	13.30	5	33.30	15	100.00
Religious	1	6.70	3	20.00	3	20.00	4	26.70	4	26.70	15	100.00
State	5	8.10	14	22.60	11	17.70	12	19.40	20	32.30	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Not known	1	25.00	0	0.0	0	0.0	0	0.0	3	75.00	4	100.00
Total	7	7.10	21	21.20	18	18.20	19	19.20	34	34.30	99	100.00

TABLE XV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	4	7.10	9	16.10	5	8.90	12	21.40	26	46.40	56	100.00
Doctor's	3	7.30	12	29.30	13	31.70	7	17.10	6	14.60	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	7	7.10	21	21.20	18	18.20	19	19.20	34	34.30	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	3	11.50	3	11.50	1	3.80	6	23.10	13	50.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	2	20.00	1	10.00	3	30.00	4	40.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	2	20.00	1	10.00	2	20.00	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	3	6.30	14	29.20	14	29.20	7	14.60	10	20.80	48	100.00
Total	7	7.10	21	21.20	18	18.20	19	19.20	34	34.30	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	1	6.30	2	12.50	1	6.30	4	25.00	8	50.00	16	100.00
2,500 - 5,000	0	0.0	3	17.60	2	11.80	4	23.50	8	47.10	17	100.00
5,000 - 7,500	1	50.00	3	15.00	5	25.00	4	20.00	7	35.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	3	27.30	2	18.50	3	27.30	11	100.00
10,000 - 15,000	1	10.00	4	40.00	2	20.00	2	20.00	1	10.00	10	100.00
15,000 - 20,000	0	0.0	2	22.20	3	33.30	1	11.10	3	33.30	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	3	42.90	1	14.30	1	14.30	1	14.30	7	100.00
35,000 - 50,000	1	25.00	1	25.00	0	0.0	1	25.00	1	25.00	4	100.00
Total	7	7.10	21	21.20	18	18.20	19	19.20	34	34.30	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The responsibilities of the various clinicians are interchangeable.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	2	25.00	1	12.50	1	12.50	3	37.50	8	100.00
M.S.C.	7	36.80	7	36.80	3	15.80	2	10.50	0	0.0	19	100.00
N.C.A.	6	18.20	20	60.60	5	15.20	0	0.0	2	6.10	33	100.00
N.W.A.	1	20.00	1	20.00	0	0.0	2	40.00	1	20.00	5	100.00
S.A.C.	2	8.30	16	66.70	2	8.30	1	4.20	3	12.50	24	100.00
W.A.C.	0	0.0	0	0.0	4	66.70	0	0.0	2	33.30	6	100.00
Not accredited	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
Not known	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Total	17	17.20	46	46.50	17	17.20	6	6.10	13	13.10	99	100.00
Control												
City	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	4	26.70	6	40.00	2	13.30	1	6.70	2	13.30	15	100.00
Religious	3	20.00	4	26.70	4	26.70	0	0.0	4	26.70	15	100.00
State	9	14.50	35	56.50	8	12.90	5	8.10	5	8.10	62	100.00
Territorial	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Not known	1	25.00	1	25.00	1	25.00	0	0.0	1	25.00	4	100.00
Total	17	17.20	46	46.50	17	17.20	6	6.10	13	13.10	99	100.00

TABLE XVI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	6	10.70	25	44.60	10	17.90	4	7.10	11	19.60	56	100.00
Doctor's	11	26.80	21	51.20	6	14.60	2	4.90	1	2.40	41	100.00
Others	0	0.0	0	0.0	1	50.00	0	0.0	1	50.00	2	100.00
Total	17	17.20	46	46.50	17	17.20	6	6.10	13	13.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	3	11.50	13	50.00	4	15.40	1	3.80	5	19.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	3	30.00	2	20.00	2	20.00	1	10.00	10	100.00
Professional Only	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	5	50.00	2	20.00	1	10.00	2	20.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	12	25.00	23	47.90	8	16.70	2	4.20	3	6.30	48	100.00
Total	17	17.20	46	46.50	17	17.20	6	6.10	13	13.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	2	12.50	6	37.50	3	18.80	0	0.0	5	31.30	16	100.00
2,500 - 5,000	3	17.60	6	35.30	6	35.30	1	5.90	1	5.90	17	100.00
5,000 - 7,500	2	10.00	12	60.00	1	5.00	1	5.00	4	20.00	20	100.00
7,500 - 10,000	1	9.10	8	72.70	1	9.10	1	9.10	0	0.0	11	100.00
10,000 - 15,000	1	10.00	7	70.00	2	20.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	5	55.60	2	22.20	1	11.10	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	2	28.60	1	14.30	2	28.60	0	0.0	7	100.00
35,000 - 50,000	0	0.0	2	50.00	1	25.00	1	25.00	0	0.0	4	100.00
Total	17	17.20	46	46.50	17	17.20	6	6.10	13	13.10	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: In accepting referrals of clients, is the students' reading achievement compared with expected competence for their mental age?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	5	62.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	12	63.20	6	31.60	0	0.0	1	5.30	0	0.0	19	100.00
N.C.A.	17	51.50	7	21.20	6	18.20	3	9.10	0	0.0	33	100.00
N.W.A.	2	40.00	0	0.0	1	20.00	0	0.0	2	40.00	5	100.00
S.A.C.	12	50.00	6	25.00	4	16.70	1	4.20	1	4.20	24	100.00
W.A.C.	2	33.30	3	50.00	0	0.0	1	16.70	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	<u>1</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.00</u>
Total	49	49.50	28	28.30	11	11.10	6	6.10	5	5.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	9	60.00	4	26.70	0	0.0	0	0.0	2	13.30	15	100.00
Religious	7	46.70	5	33.30	1	6.70	2	13.30	0	0.0	15	100.00
State	30	48.40	17	27.40	10	16.10	3	4.80	2	3.20	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	<u>2</u>	<u>50.00</u>	<u>2</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	49	49.50	28	28.30	11	11.10	6	6.10	5	5.10	99	100.00

TABLE XVII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	25	44.60	18	32.10	6	10.70	3	5.40	4	7.10	56	100.00
Doctor's	24	58.50	10	24.40	5	12.20	2	4.90	0	0.0	41	100.00
Others	0	0.0	0	0.0	0	0.0	1	50.00	1	50.00	2	100.00
Total	49	49.50	28	28.30	11	11.10	6	6.10	5	5.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	12	46.20	9	34.60	1	3.80	1	3.80	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	5	50.00	1	10.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	5	50.00	3	30.00	1	10.00	1	10.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	27	56.30	10	20.80	8	16.70	3	6.30	0	0.0	48	100.00
Total	49	49.50	28	28.30	11	11.10	6	6.10	5	5.10	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	8	50.00	4	25.00	1	6.30	0	0.0	3	18.80	16	100.00
2,500 - 5,000	7	41.20	5	29.40	3	17.60	2	11.80	0	0.0	17	100.00
5,000 - 7,500	11	55.00	8	40.00	0	0.0	0	0.0	1	5.00	20	100.00
7,500 - 10,000	6	54.50	3	27.30	2	18.20	0	0.0	0	0.0	11	100.00
10,000 - 15,000	5	50.00	4	40.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	6	66.70	1	11.10	1	11.10	1	11.10	0	0.0	9	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	1	50.0	0	0.0	2	100.00
25,000 - 35,000	3	42.90	2	28.60	1	14.30	1	14.30	0	0.0	7	100.00
35,000 - 50,000	1	25.00	0	0.0	2	50.00	0	0.0	1	25.00	4	100.00
Total	49	49.50	28	28.30	11	11.10	6	6.10	5	5.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: In accepting referrals or clients, is the students' reading achievement compared with -
expected competence for their grade placement?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	5	62.50	1	12.50	0	0.0	2	2.50	8	100.00
M.S.C.	8	42.10	5	26.30	1	5.30	1	5.30	4	21.10	19	100.00
N.C.A.	14	42.40	8	24.20	5	15.20	4	12.10	2	6.10	33	100.00
N.W.A.	1	20.00	0	0.0	1	20.00	0	0.0	3	60.00	5	100.00
S.A.C.	7	29.20	9	37.50	2	8.30	1	4.00	5	20.80	24	100.00
W.A.C.	2	33.30	4	66.70	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	34	34.30	31	31.30	10	10.10	6	6.10	18	18.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	7	46.70	5	33.30	0	0.0	0	0.0	3	20.00	15	100.00
Religious	7	46.70	5	33.30	2	13.30	1	6.70	0	0.0	15	100.00
State	17	27.40	19	30.60	8	12.90	5	8.10	13	21.00	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	2	50.00	0	0.0	0	0.0	1	25.00	4	100.00
Total	34	34.30	31	31.30	10	10.10	6	6.10	18	18.20	99	100.00

TABLE XVIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	19	33.90	17	30.40	2	3.60	4	7.10	14	25.00	56	100.00
Doctor's	14	34.10	14	34.10	8	19.50	2	4.90	3	7.30	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>2</u>	<u>100.00</u>
Total	34	34.30	31	31.30	10	10.10	6	6.10	18	18.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	8	30.80	8	30.80	1	3.80	1	3.8	8	30.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	4	40.00	3	30.00	0	0.0	0	0.0	3	30.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	4	40.00	4	40.00	0	0.0	1	10.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>15</u>	<u>31.30</u>	<u>15</u>	<u>31.30</u>	<u>9</u>	<u>18.80</u>	<u>4</u>	<u>8.30</u>	<u>5</u>	<u>10.40</u>	<u>48</u>	<u>100.00</u>
Total	34	34.30	31	31.30	10	10.10	6	6.10	18	18.20	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	7	43.80	4	25.00	0	0.0	0	0.0	5	31.30	16	100.00
2,500 - 5,000	4	23.50	5	29.40	0	0.0	3	17.60	5	29.40	17	100.00
5,000 - 7,500	5	25.00	8	40.00	3	15.00	0	0.0	4	20.00	20	100.00
7,500 - 10,000	6	54.50	3	27.30	1	9.10	1	9.10	0	0.0	11	100.00
10,000 - 15,000	3	30.00	4	40.00	3	30.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	4	44.40	2	22.20	0	0.0	0	0.0	3	33.30	9	100.00
20,000 - 25,000	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	3	42.90	1	14.30	1	14.30	0	0.0	7	100.00
35,000 - 50,000	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>1</u>	<u>25.00</u>	<u>1</u>	<u>25.00</u>	<u>4</u>	<u>100.00</u>
Total	34	34.30	31	31.30	10	10.10	6	6.10	18	18.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: In accepting referrals or clients, is the students' reading achievement compared with expected competence for their chronological age?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	4	50.00	2	25.00	0	0.0	2	25.00	8	100.00
M.S.C.	9	47.40	4	21.10	2	10.50	1	5.30	3	15.80	19	100.00
N.C.A.	11	33.30	6	18.20	7	21.20	6	18.20	3	9.10	33	100.00
N.W.A.	0	0.0	0	0.0	1	20.00	1	20.00	3	60.00	5	100.00
S.A.C.	4	16.70	10	41.70	3	12.50	0	0.0	7	29.20	24	100.00
W.A.C.	2	33.30	3	50.00	0	0.0	1	16.70	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	28	28.30	28	28.30	15	15.20	9	9.10	19	19.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	7	46.70	5	33.30	0	0.0	0	0.0	3	20.00	15	100.00
Religious	5	33.30	5	33.30	3	20.00	2	13.30	0	0.0	15	100.00
State	13	21.00	16	25.80	12	19.40	7	11.30	14	22.60	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	2	50.00	0	0.0	0	0.0	1	25.00	4	100.00
Total	28	28.30	28	28.30	15	15.20	9	9.10	19	19.20	99	100.00

TABLE XIX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	14	25.00	17	30.40	4	7.10	6	10.70	15	26.80	56	100.00
Doctor's	13	31.70	11	26.80	11	26.80	3	7.30	3	7.30	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	28	28.30	28	28.30	15	15.20	9	9.10	19	19.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	8	30.80	8	30.80	0	0.0	2	7.70	8	30.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	4	40.00	1	10.00	0	0.0	3	30.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	4	40.00	1	10.00	1	10.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	13	27.10	11	22.90	13	27.10	5	10.40	6	12.50	48	100.00
Total	28	28.30	28	28.30	15	15.20	9	9.10	19	19.20	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	6	37.50	6	37.50	0	0.0	0	0.0	4	25.00	16	100.00
2,500 - 5,000	3	17.60	5	29.40	1	5.90	3	17.60	5	29.40	17	100.00
5,000 - 7,500	5	25.00	6	30.00	3	15.00	1	5.00	5	25.00	20	100.00
7,500 - 10,000	4	36.40	4	36.40	2	18.20	0	0.0	1	9.10	11	100.00
10,000 - 15,000	3	30.00	3	30.00	4	40.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	4	44.40	1	11.10	1	11.10	0	0.0	3	33.30	9	100.00
20,000 - 25,000	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
25,000 - 35,000	1	14.30	2	28.60	2	28.60	2	28.60	0	0.0	7	100.00
35,000 - 50,000	1	25.00	0	0.0	1	25.00	1	25.00	1	25.00	4	100.00
Total	28	28.30	28	28.30	15	15.20	9	9.10	19	19.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XX
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: In accepting referrals or clients, is the student's reading achievement compared with expected competence for their: other (remarks).

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Accreditation														
N.E.A.	0	0.0	0	0.0	1	12.50	0	0.0	0	0.0	7	87.50	8	100.00
M.S.C.	1	5.30	2	10.50	0	0.0	1	5.30	1	5.30	14	73.50	19	100.00
N.C.A.	1	3.00	0	0.0	1	3.00	2	6.10	0	0.0	29	82.90	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	100.00	5	100.00
S.A.C.	1	4.20	0	0.0	0	0.0	1	4.20	1	4.20	21	87.50	24	100.00
W.A.C.	2	33.30	0	0.0	0	0.0	0	0.0	0	0.0	4	66.70	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	5	5.10	2	2.00	2	2.00	4	4.00	2	2.00	84	84.80	99	100.00
Control														
City	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	1	6.70	0	0.0	1	6.70	2	13.30	1	6.70	10	66.70	15	100.00
Religious	0	0.0	1	6.70	0	0.0	0	0.0	0	0.0	14	93.30	15	100.00
State	3	4.80	1	1.00	1	1.60	2	3.20	1	1.60	54	82.10	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	0	0.0	0	0.0	0	0.0	0	0.0	3	75.00	4	100.00
Total	5	5.10	2	2.00	2	2.00	4	4.00	2	2.00	84	84.80	99	100.00

TABLE XX (Continued)

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Highest Level of Offering														
Master's or Professional	4	7.10	1	1.80	2	3.60	3	5.40	1	1.80	45	80.40	56	100.00
Doctor's	1	2.40	1	2.40	0	0.0	1	2.40	1	2.40	37	90.20	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	5	5.10	2	2.00	2	2.00	4	4.00	2	2.00	84	84.80	99	100.00
Type of Program														
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	1	3.80	1	3.80	1	3.80	1	3.80	20	76.90	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	0	0.0	0	0.0	0	0.0	0	0.0	9	90.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	0	0.0	0	0.0	1	10.00	0	0.0	8	80.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	1	2.10	1	2.10	2	4.20	1	2.10	42	87.50	48	100.00
Total	5	5.10	2	2.00	2	2.00	4	4.00	2	2.00	84	84.80	99	100.00
Enrollment														
500-1,000	0	0.0	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	1	6.30	0	0.0	1	6.30	0	0.0	1	6.30	13	81.30	16	100.00
2,500 - 5,000	1	5.90	1	5.90	0	0.0	1	5.90	0	0.0	14	82.40	17	100.00
5,000 - 7,500	2	10.00	0	0.0	0	0.0	0	0.0	0	0.0	18	90.00	20	100.00
7,500 - 10,000	1	9.10	0	0.0	1	9.10	1	9.10	0	0.0	8	72.70	11	100.00
10,000 - 15,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	100.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	0	0.0	1	11.10	1	11.10	7	77.80	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	1	25.00	0	0.0	0	0.0	0	0.0	3	75.00	4	100.00
Total	5	5.10	2	2.00	2	2.00	4	4.00	2	2.00	84	84.80	99	100.00

* 1 = previous environmental experiences; 2 = language abilities; 3 = expected competence of other students;
 4 = combination of previous environmental experience, language, and mental abilities; 5 = ability to do
 computational arithmetic problems; 9 = no response.

TABLE XXI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic attempt to compute the amount of reading retardation by relating the student's mental ability to his reading performance?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	4	50.00	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	8	42.10	10	52.60	0	0.0	1	5.30	0	0.0	19	100.00
N.C.A.	16	48.50	10	30.30	1	3.00	3	9.10	3	9.10	33	100.00
N.W.A.	3	60.00	1	20.00	1	20.00	0	0.0	0	0.0	5	100.00
S.A.C.	9	37.50	11	45.80	0	0.0	2	8.30	2	8.30	24	100.00
W.A.C.	2	33.30	2	33.30	2	33.30	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	42	42.40	38	38.40	5	5.10	6	6.10	8	8.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	7	46.70	7	46.70	0	0.0	0	0.0	1	6.70	15	100.00
Religious	5	33.30	7	46.70	1	6.70	2	13.30	0	0.0	15	100.00
State	27	43.50	22	35.50	4	6.50	4	6.50	5	8.10	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	42	42.40	38	38.40	5	5.10	6	6.10	8	8.10	99	100.00

TABLE XXI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	22	39.30	19	33.90	5	8.90	4	7.10	6	10.70	56	100.00
Doctor's	20	48.80	19	46.30	0	0.0	2	4.90	0	0.0	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	42	42.40	38	38.40	5	5.10	6	6.10	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	10	38.50	10	38.50	1	3.80	1	3.80	4	15.40	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	50.00	3	30.00	1	10.00	1	10.00	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	4	40.00	3	30.00	1	10.00	0	0.0	2	20.00	19	100.00
Lib. Arts-Gen., 3 or more Professional	21	43.80	21	43.80	2	4.20	3	6.30	1	2.10	48	100.00
Total	42	42.40	38	38.40	5	5.10	6	6.10	8	8.10	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	8	50.00	5	31.30	1	6.30	0	0.0	2	12.50	16	100.00
2,500 - 5,000	6	35.30	5	29.40	0	0.0	3	17.60	3	17.60	17	100.00
5,000 - 7,500	8	40.00	10	50.00	0	0.0	0	0.0	2	10.00	20	100.00
7,500 - 10,000	2	18.20	7	63.20	2	18.20	0	0.0	0	0.0	11	100.00
10,000 - 15,000	5	50.00	3	30.00	1	10.00	0	0.0	1	10.00	10	100.00
15,000 - 20,000	7	77.80	2	22.20	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	3	42.90	0	0.0	2	28.60	0	0.0	7	100.00
35,000 - 50,000	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	42	42.40	38	38.40	5	5.10	6	6.10	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic attempt to compute the amount of reading retardation by relating the student's grade placement to his reading performance?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	5	62.50	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	5	26.30	7	36.80	1	5.30	1	5.30	5	26.30	19	100.00
N.C.A.	8	24.20	12	36.40	6	18.20	5	15.20	2	6.10	33	100.00
N.W.A.	1	20.00	1	20.00	0	0.0	1	20.00	2	40.00	5	100.00
S.A.C.	5	20.08	8	33.30	3	12.50	1	4.20	7	29.20	24	100.00
W.A.C.	1	16.70	4	66.70	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	3	26.00	8	53.30	2	0.0	0	0.0	2	13.30	15	100.00
Religious	5	33.30	5	33.30	2	13.30	2	13.30	1	6.70	15	100.00
State	12	19.40	23	37.10	7	11.30	6	9.70	14	22.60	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	1	25.00	1	25.00	0	0.0	1	25.00	4	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00

TABLE XXII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	13	23.30	19	33.90	3	5.40	6	10.70	15	26.86	56	100.00
Doctor's	9	22.00	18	43.90	9	22.00	2	4.90	3	7.30	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	3	11.50	10	38.50	2	7.70	1	3.80	10	38.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	5	50.00	1	10.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	2	20.00	0	0.0	2	20.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	11	22.90	19	39.60	9	18.80	5	10.40	4	8.30	48	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	4	25.00	7	43.80	2	12.50	0	0.0	3	18.80	16	100.00
2,500 - 5,000	3	17.60	4	25.50	1	5.90	4	23.50	5	29.40	17	100.00
5,000 - 7,500	5	25.00	6	30.00	3	15.00	0	0.0	6	30.00	20	100.00
7,500 - 10,000	2	18.20	5	45.50	2	18.20	1	9.10	1	9.10	11	100.00
10,000 - 15,000	0	0.0	6	60.00	2	20.00	1	100.00	1	10.00	10	100.00
15,000 - 20,000	6	66.70	2	22.20	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	3	42.90	1	14.30	1	14.30	1	14.30	7	100.00
35,000 - 50,000	0	0.0	3	75.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic attempt to compute the amount of reading retardation by relating the student's chronological age to his reading performance?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	2	25.00	3	37.50	0	0.0	3	37.50	8	100.00
M.S.C.	4	21.10	6	31.60	3	15.80	1	5.30	5	26.30	19	100.00
N.C.A.	5	15.20	8	24.20	6	18.20	8	24.20	6	18.20	33	100.00
N.W.A.	0	0.0	0	0.0	1	20.00	1	20.00	3	60.00	5	100.00
S.A.C.	3	12.50	6	25.00	4	16.70	3	12.50	8	33.30	24	100.00
W.A.C.	1	16.70	4	66.70	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	1	33.30	1	33.30	3	100.00
Not known	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Total	14	14.10	26	26.30	19	19.20	14	14.10	26	26.30	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	3	20.00	6	40.00	3	20.00	0	0.0	3	20.00	15	100.00
Religious	3	20.00	4	26.70	3	20.00	3	20.00	2	13.30	15	100.00
State	7	13.30	15	24.20	11	17.70	10	16.10	10	30.60	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	100.00	0	0.0	1	100.00
Not known	0	0.0	1	25.00	2	50.00	1	0.0	1	25.00	4	100.00
Total	14	14.10	26	26.30	19	19.20	14	14.10	26	26.30	99	100.00

TABLE XXIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	7	12.50	11	19.60	6	10.70	11	19.60	21	37.50	56	100.00
Doctor's	6	14.60	15	36.60	13	31.70	3	7.30	4	9.80	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>2</u>	<u>100.00</u>
Total	14	14.10	26	26.30	19	19.20	14	14.10	26	26.30	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	7	26.90	2	7.70	3	11.50	13	50.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	2	20.00	2	20.00	1	10.00	3	30.00	10	100.00
Professional Only	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	2	20.00	1	10.00	2	20.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>8</u>	<u>16.70</u>	<u>14</u>	<u>24.20</u>	<u>13</u>	<u>27.10</u>	<u>7</u>	<u>14.60</u>	<u>6</u>	<u>12.50</u>	<u>48</u>	<u>100.00</u>
Total	14	14.10	26	26.30	19	19.20	14	14.10	26	26.30	99	100.00
Enrollment												
500-1,000	1	33.30	0	0.0	1	33.30	1	33.30	0	0.0	3	100.00
1,000 - 2,500	2	12.50	6	37.50	2	12.50	1	6.30	5	31.30	16	100.00
2,500 - 5,000	1	5.40	2	11.80	3	17.60	6	35.30	5	29.40	17	100.00
5,000 - 7,500	4	20.00	3	15.00	4	20.00	1	5.00	8	40.00	20	100.00
7,500 - 10,000	1	9.10	4	36.40	3	27.30	1	9.10	2	18.20	11	100.00
10,000 - 15,000	0	0.0	5	50.00	2	20.00	1	10.00	2	20.00	10	100.00
15,000 - 20,000	5	55.60	2	22.20	0	0.0	0	0.0	2	22.20	9	100.00
20,000 - 25,000	0	0.0	0	0.0	2	100.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	0	0.0	2	28.60	2	28.60	2	28.60	1	14.30	7	100.00
35,000 - 50,000	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>1</u>	<u>25.00</u>	<u>4</u>	<u>100.00</u>
Total	14	14.10	26	26.30	19	19.20	14	14.10	26	26.30	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic attempt to compute the amount of reading retardation by: Considering other factors such as (other comments).

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Accreditation														
N.E.A.	0	0.0	0	0.0	0	0.0	1	12.50	0	0.0	7	87.50	8	100.00
M.S.C.	0	0.0	0	0.0	0	0.0	1	5.30	4	21.10	14	73.70	19	100.00
N.C.A.	2	6.10	1	3.00	0	0.0	1	3.00	4	12.10	25	75.80	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	0	0.0	1	20.00	4	80.00	5	100.00
S.A.C.	2	8.30	1	4.20	1	4.20	0	0.0	4	16.70	16	66.70	24	100.00
W.A.C.	1	16.70	0	0.0	0	0.0	0	0.0	0	0.0	5	83.30	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	0	0.0	1	33.30	1	33.30	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	6	6.10	2	2.00	1	1.00	3	3.00	14	14.10	23	73.70	99	100.00
Control														
City	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	0	0.0	0	0.0	0	0.0	1	6.70	14	93.30	15	100.00
Religious	1	6.70	1	6.70	0	0.0	3	13.30	2	13.30	9	60.00	15	100.00
State	3	4.80	1	1.60	1	1.60	1	1.60	11	17.70	45	72.60	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	0	0.0	0	0.0	0	0.0	0	0.0	3	75.00	4	100.00
Total	6	6.10	2	2.00	1	1.00	3	3.00	14	14.10	73	73.70	99	100.00

TABLE XXIV (Continued)

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Highest Level of Offering														
Master's or Professional	4	7.10	1	1.80	0	0.0	3	5.40	9	16.10	39	69.60	56	100.00
Doctor's	2	4.90	1	2.40	1	2.40	0	0.0	5	12.20	32	78.00	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	6	6.10	2	2.00	1	1.00	3	3.00	14	14.10	73	73.70	99	100.00
Type of Program														
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	1	3.80	0	0.0	3	11.50	6	23.00	14	53.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	9	90.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	9	90.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	4	8.30	1	3.10	1	3.10	0	0.0	6	12.50	36	75.00	48	100.00
Total	6	6.10	2	2.00	1	1.00	3	3.00	14	14.10	73	73.70	99	100.00
Enrollment														
500-1,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
1,000 - 2,500	2	12.50	0	0.0	0	0.0	1	6.30	3	18.80	10	62.50	16	100.00
2,500 - 5,000	0	0.0	1	5.90	0	0.0	1	5.90	1	5.90	14	82.40	17	100.00
5,000 - 7,500	1	5.00	0	0.0	1	5.00	1	5.00	4	20.00	13	65.00	20	100.00
7,500 - 10,000	1	9.10	1	9.10	0	0.0	0	0.0	3	27.30	6	54.50	11	100.00
10,000 - 15,000	1	10.00	0	0.0	0	0.0	0	0.0	1	10.00	8	80.00	10	100.00
15,000 - 20,000	1	11.10	0	0.0	0	0.0	0	0.0	1	11.10	7	77.80	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	0	0.0	1	25.00	3	75.00	4	100.00
Total	6	6.10	2	2.00	1	1.00	3	3.00	14	14.10	73	73.70	99	100.00

*1 = previous environmental experiences; 2 = emotional and personality problems; 3 = auditory and listening functioning; 4 = language development; 5 = combination of above; 9 = no response.

TABLE XXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic provide service to a population of school children within a clearly delimited geographic area?												
	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	5	62.50	0	0.0	2	25.00	1	12.50	8	100.00
M.S.C.	1	5.30	7	36.80	3	15.80	6	31.60	2	10.50	19	100.00
N.C.A.	5	15.20	15	45.50	2	6.10	9	27.30	2	6.10	33	100.00
N.W.A.	1	20.00	2	40.00	0	0.0	2	40.00	0	0.0	5	100.00
S.A.C.	2	8.30	14	58.30	4	16.70	2	8.30	2	8.30	24	100.00
W.A.C.	0	0.0	5	83.30	0	0.0	1	16.70	0	0.0	6	100.00
Not accredited	2	66.70	0	0.0	0	0.0	1	33.30	0	0.0	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Total	11	11.10	48	48.50	9	9.10	24	24.20	7	7.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Private	0	0.0	5	33.30	2	13.30	6	40.00	2	13.30	15	100.00
Religious	0	0.0	7	46.70	3	20.00	4	26.70	1	6.70	15	100.00
State	9	14.50	35	56.50	4	6.50	10	16.10	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	0	0.0	1	25.00	0	0.0	3	75.00	0	0.0	4	100.00
Total	11	11.10	48	48.50	9	9.10	24	24.20	7	7.10	99	100.00

TABLE XXV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	5	8.40	31	55.40	4	7.10	10	17.90	6	10.70	56	100.00
Doctor's	5	12.20	17	41.50	5	12.20	13	31.70	1	2.40	41	100.00
Others	1	50.20	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
Total	11	11.10	48	48.50	9	9.10	24	24.20	7	7.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	1	50.00	1	50.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	14	53.80	3	11.50	6	23.10	2	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	6	60.00	0	0.0	1	10.00	1	10.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	6	60.00	1	10.00	1	10.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	6	12.50	22	45.80	5	10.40	13	27.10	2	4.20	48	100.00
Total	11	11.10	48	48.50	9	9.10	24	24.20	7	7.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	2	12.50	7	43.80	2	12.50	3	18.80	2	12.50	16	100.00
2,500 - 5,000	2	11.80	10	58.80	1	5.40	3	17.60	1	5.90	17	100.00
5,000 - 7,500	0	0.0	11	55.00	1	5.00	6	30.00	2	10.00	20	100.00
7,500 - 10,000	2	18.20	4	36.40	1	9.10	4	36.40	0	0.0	11	100.00
10,000 - 15,000	1	10.00	8	80.00	0	0.0	1	10.00	0	0.0	10	100.00
15,000 - 20,000	1	11.10	3	33.30	1	11.10	3	33.30	1	11.10	9	100.00
20,000 - 25,000	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	1	14.30	1	14.30	4	57.10	0	0.0	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	11	11.10	48	48.50	9	9.10	24	24.20	7	7.10	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XXVI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Do the schools receive a report of the diagnosis?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	2	25.00	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	4	21.10	12	63.20	2	10.50	0	0.0	1	5.30	19	100.00
N.C.A.	18	54.50	10	30.30	2	6.10	1	3.00	2	6.10	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	2	40.00	0	0.0	5	100.00
S.A.C.	10	41.70	8	33.30	3	12.50	0	0.0	3	12.50	24	100.00
W.A.C.	4	66.70	1	16.70	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	0	0.0	0	0.0	1	33.30	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	44	44.40	34	34.30	9	9.10	4	4.00	8	8.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Private	2	13.30	8	53.30	3	20.00	1	6.70	1	6.70	15	100.00
Religious	2	13.30	9	60.00	1	6.70	0	0.0	3	20.00	15	100.00
State	35	56.50	16	25.80	5	8.10	2	3.20	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	44	44.40	34	34.30	9	9.10	4	4.00	8	8.10	99	100.00

TABLE XXVI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	22	39.30	18	32.10	5	8.90	3	5.40	8	14.30	56	100.00
Doctor's	21	51.20	16	39.00	4	9.80	0	0.0	0	0.0	41	100.00
Others	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
Total	44	44.40	34	34.30	9	9.10	4	4.00	9	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	9	34.60	12	46.20	1	3.80	1	3.80	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	2	20.00	0	0.0	1	10.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	21	43.80	16	33.30	7	14.60	1	2.10	3	6.30	48	100.00
Total	44	44.40	34	34.30	9	9.10	4	4.00	8	8.10	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	6	37.50	5	31.30	1	6.30	1	6.30	3	18.80	16	100.00
2,500 - 5,000	9	52.90	6	35.30	1	5.90	0	0.0	1	5.40	17	100.00
5,000 - 7,500	10	20.00	6	30.00	2	10.00	1	5.00	1	5.00	20	100.00
7,500 - 10,000	1	9.10	7	63.60	0	0.0	2	18.20	1	9.10	11	100.00
10,000 - 15,000	4	40.00	4	40.00	2	20.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	4	44.40	3	33.30	2	22.20	0	0.0	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.40	2	28.60	0	0.0	0	0.0	0	0.0	7	100.00
35,000 - 50,000	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	44	44.40	34	34.30	9	9.10	4	4.00	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXVII
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Do the parents receive a report of the diagnosis?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	5	62.50	1	12.50	0	0.0	0	0.0	2	25.00	8	100.00
M.S.C.	14	73.70	3	15.80	2	10.50	0	0.0	0	0.0	19	100.00
N.C.A.	26	78.80	1	3.00	2	6.10	2	6.10	2	6.10	33	100.00
N.W.A.	3	60.00	0	0.0	0	0.0	2	40.00	0	0.0	5	100.00
S.A.C.	14	58.30	6	25.00	1	4.20	1	4.20	2	8.30	24	100.00
W.A.C.	5	83.30	1	16.70	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	1	33.30	1	33.30	3	100.00
Not known	<u>1</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.00</u>
Total	68	68.70	13	13.10	5	5.10	6	6.10	7	7.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Private	13	86.70	0	0.0	0	0.0	1	6.70	1	6.70	15	100.00
Religious	10	66.70	4	26.70	0	0.0	0	0.0	1	6.70	15	100.00
State	40	64.50	8	12.90	5	8.10	4	6.50	5	8.10	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	<u>4</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	68	68.70	13	13.10	5	5.10	6	6.10	7	7.10	99	100.00

TABLE XXVII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	34	60.70	10	17.90	1	1.80	4	7.10	7	12.50	56	100.00
Doctor's	33	80.50	3	7.30	4	9.80	1	2.40	0	0.0	41	100.00
Others	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
Total	68	68.70	13	13.10	5	5.10	6	6.10	7	7.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	16	61.50	6	23.10	1	3.80	1	3.80	1	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	7	70.00	1	10.00	0	0.0	1	10.00	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	8	80.00	1	10.00	0	0.0	1	10.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	35	72.90	4	8.30	4	8.30	2	4.20	3	6.30	48	100.00
Total	68	68.70	13	13.10	5	5.10	6	6.10	7	7.10	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	9	56.30	3	18.80	0	0.0	1	6.30	3	18.80	16	100.00
2,500 - 5,000	11	64.70	4	23.50	1	5.90	0	0.0	1	5.90	17	100.00
5,000 - 7,500	15	75.00	3	15.00	0	0.0	1	5.00	1	5.00	20	100.00
7,500 - 10,000	5	45.00	1	9.10	0	0.0	4	36.40	1	9.10	11	100.00
10,000 - 15,000	8	80.00	1	10.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	0	0.0	1	11.10	0	0.0	0	0.0	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.40	0	0.0	2	28.60	0	0.0	0	0.0	7	100.00
35,000 - 50,000	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	68	68.70	13	13.10	5	5.10	6	6.10	7	7.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic make recommendations to the school for remedial reading instruction?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	4	50.00	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	6	31.60	9	47.40	4	21.10	0	0.0	0	0.0	19	100.00
N.C.A.	22	66.70	4	12.10	4	12.10	2	6.10	1	3.00	33	100.00
N.W.A.	3	60.00	0	0.0	0	0.0	1	20.00	1	20.00	5	100.00
S.A.C.	11	45.80	9	37.50	2	8.30	0	0.0	2	8.30	24	100.00
W.A.C.	3	50.00	0	0.0	3	50.00	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	49	49.50	27	27.30	14	14.10	3	3.00	6	6.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	3	20.00	6	40.00	4	26.70	0	0.0	2	13.30	15	100.00
Religious	4	26.70	6	40.00	3	20.00	1	6.70	1	6.70	15	100.00
State	37	59.70	13	21.00	7	11.30	2	3.20	3	4.80	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	49	49.50	27	27.30	14	14.10	3	3.00	6	6.10	99	100.00

TABLE XXVIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	24	42.90	16	28.60	8	14.30	2	3.60	6	10.70	56	100.00
Doctor's	24	58.50	10	24.40	6	14.60	1	2.40	0	0.0	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	49	49.50	27	27.30	14	14.10	3	3.00	6	6.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	11	42.30	8	30.80	4	15.40	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	2	20.00	0	0.0	1	10.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	24	50.00	11	22.90	9	18.80	2	4.20	2	4.20	48	100.00
Total	49	49.50	27	27.30	14	14.10	3	3.00	6	6.10	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	6	37.50	6	37.50	1	6.30	0	0.0	3	18.80	16	100.00
2,500 - 5,000	7	41.20	7	41.20	2	11.80	0	0.0	1	5.90	17	100.00
5,000 - 7,500	12	60.00	5	25.00	2	10.00	0	0.0	1	5.00	20	100.00
7,500 - 10,000	4	36.40	3	27.30	2	18.20	2	18.20	0	0.0	11	100.00
10,000 - 15,000	5	50.00	1	10.00	3	30.00	1	10.00	0	0.0	10	100.00
15,000 - 20,000	4	44.40	2	22.20	3	33.30	0	0.0	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	4	57.10	2	28.00	1	14.30	0	0.0	0	0.0	7	100.00
35,000 - 50,000	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	49	49.50	27	27.30	14	14.10	3	3.00	6	6.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXIX

FREQUENCY DISTRIBUTION OF REPOSSES TO STATEMENT 15, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic make recommendations to the school's instructional staff?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	3	37.50	2	25.00	0	0.0	3	25.00	8	100.00
M.S.C.	4	21.10	10	52.60	5	26.30	0	0.0	0	0.0	19	100.00
N.C.A.	19	57.60	7	21.20	3	9.10	2	6.10	2	6.10	33	100.00
N.W.A.	2	40.00	2	40.00	1	20.00	0	0.0	0	0.0	5	100.00
S.A.C.	8	33.30	9	37.50	5	20.08	0	0.0	2	8.30	25	100.00
W.A.C.	3	50.00	1	16.70	2	33.30	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	39	39.40	34	34.30	18	18.20	2	2.10	6	6.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	3	20.00	5	33.30	5	33.30	1	0.0	2	13.30	15	100.00
Religious	1	6.70	7	46.70	5	33.30	1	6.70	1	6.70	15	100.00
State	31	50.00	19	30.60	8	12.90	0	1.60	3	4.80	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	39	39.40	34	34.30	18	18.20	2	2.00	6	6.10	99	100.00

TABLE XXIX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	17	30.40	20	35.70	12	21.40	1	1.80	6	10.70	56	100.00
Doctor's	21	51.20	13	31.70	6	14.60	1	2.40	0	0.0	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	39	39.40	34	34.30	18	18.20	2	2.00	6	6.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	6	23.10	14	53.80	3	11.50	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	4	40.00	4	40.00	2	20.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	2	20.00	2	20.00	0	0.0	1	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	22	45.80	11	22.90	11	22.90	2	4.20	2	4.20	48	100.00
Total	39	39.40	34	34.30	18	18.20	2	2.00	6	6.10	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	2	66.70	0	0.0	1	33.30	3	100.00
1,000 - 2,500	4	25.00	8	50.00	2	12.50	0	0.0	2	12.50	16	100.00
2,500 - 5,000	6	35.30	7	41.20	2	11.80	1	5.90	1	5.90	17	100.00
5,000 - 7,500	6	30.00	9	45.00	4	20.00	0	0.0	1	5.00	20	100.00
7,500 - 10,000	5	45.50	4	36.40	2	18.20	0	0.0	0	0.0	11	100.00
10,000 - 15,000	4	40.00	3	30.00	1	10.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	5	55.60	1	11.10	3	33.30	0	0.0	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	4	57.10	2	28.60	1	14.30	0	0.0	0	0.0	7	100.00
35,000 - 50,000	3	75.00	0	0.0	1	25.00	0	0.0	0	0.0	4	100.00
Total	39	39.40	34	34.30	18	18.20	2	2.00	6	6.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 16, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic charge for diagnostic services?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	3	37.50	0	0.0	3	37.50	2	25.00	8	100.00
M.S.C.	5	26.30	8	42.10	1	5.30	5	26.30	0	0.0	19	100.00
N.C.A.	4	12.10	15	45.50	0	0.0	14	42.40	0	0.0	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	1	20.00	1	20.00	5	100.00
S.A.C.	4	16.70	15	62.50	0	0.0	3	12.50	2	8.30	24	100.00
W.A.C.	3	50.00	2	33.30	0	0.0	1	16.70	0	0.0	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	1	33.30	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	19	19.20	45	45.50	1	1.00	28	28.30	6	6.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	6	40.00	6	40.00	0	0.0	1	6.70	2	13.30	15	100.00
Religious	5	33.30	8	53.30	0	0.0	2	13.30	0	0.0	15	100.00
State	7	11.30	29	46.80	0	0.0	23	37.10	3	4.80	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	1	25.00	1	25.00	1	25.00	0	0.0	4	100.00
Total	19	19.20	45	45.50	1	1.00	28	28.30	6	6.10	99	100.00

TABLE XXX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	11	19.60	13	41.10	1	1.80	15	26.80	6	10.70	56	100.00
Doctor's	8	19.50	21	51.20	0	0.0	12	29.30	0	0.0	41	100.00
Others	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
Total	19	19.20	45	45.50	1	1.00	28	28.30	6	6.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	4	15.40	11	42.30	1	3.80	6	23.10	4	15.40	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	4	40.00	0	0.0	4	40.00	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	4	40.00	0	0.0	3	30.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	9	18.80	23	47.90	0	0.0	14	29.20	2	4.20	48	100.00
Total	19	19.20	45	45.50	1	1.00	28	28.30	6	6.10	99	100.00
Enrollment												
500-1,000	0	0.0	2	66.70	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	3	18.80	8	50.00	0	0.0	1	6.30	4	25.00	16	100.00
2,500 - 5,000	3	17.70	5	29.40	1	5.90	7	41.20	1	5.90	17	100.00
5,000 - 7,500	1	5.00	12	60.00	0	0.0	6	30.00	1	5.00	20	100.00
7,500 - 10,000	5	45.50	3	27.30	0	0.0	3	27.30	0	0.0	11	100.00
10,000 - 15,000	2	20.00	6	60.00	0	0.0	2	20.00	0	0.0	10	100.00
15,000 - 20,000	3	33.30	3	33.30	0	0.0	3	33.30	0	0.0	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	1	14.30	4	57.10	0	0.0	2	28.60	0	0.0	7	100.00
35,000 - 50,000	1	25.00	1	25.00	0	0.0	2	50.00	0	0.0	4	100.00
Total	19	19.20	45	45.50	1	1.00	28	28.30	6	6.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 17, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic follow a graduated scale of fees, dependent upon the subject's ability to pay?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	2	25.00	0	0.0	2	25.00	3	37.50	8	100.00
M.S.C.	2	10.50	6	31.60	1	5.30	9	47.40	1	5.30	19	100.00
N.C.A.	4	12.10	6	18.20	3	9.10	14	42.40	6	18.20	33	100.00
N.W.A.	1	20.00	0	0.0	1	20.00	2	40.00	1	20.00	5	100.00
S.A.C.	7	29.20	4	16.70	3	12.50	6	25.00	4	16.70	24	100.00
W.A.C.	0	0.0	2	33.30	1	16.70	3	50.00	0	0.0	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	2	66.70	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	16	16.20	20	20.20	9	9.10	38	38.40	16	16.20	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Private	4	26.70	2	13.30	3	20.00	3	20.00	3	20.00	15	100.00
Religious	4	26.70	6	40.00	0	0.0	3	20.00	2	13.30	15	100.00
State	7	11.30	11	17.70	6	9.70	28	45.20	10	16.10	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	1	25.00	0	0.0	2	50.00	0	0.0	4	100.00
Total	16	16.20	20	20.20	9	9.10	38	38.40	16	16.20	99	100.00

TABLE XXXI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	7	12.50	12	21.40	3	5.40	22	39.30	12	21.40	56	100.00
Doctor's	9	22.00	8	19.50	6	14.60	14	34.10	4	9.80	41	100.00
Others	0	0.0	0	0.0	0	0.0	2	100.00	0	0.0	2	100.00
Total	16	16.20	20	20.20	9	9.10	38	38.40	16	16.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	5	19.20	3	11.50	9	34.60	7	26.90	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	2	20.00	1	10.00	6	60.00	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	1	10.00	1	10.00	4	40.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	8	16.70	11	22.90	4	8.30	18	37.50	7	14.60	48	100.00
Total	16	16.20	20	20.20	9	9.10	38	28.40	16	16.20	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	4	25.00	4	25.00	2	12.50	2	12.50	4	25.00	16	100.00
2,500 - 5,000	2	11.80	2	11.80	1	5.90	10	58.80	2	11.80	17	100.00
5,000 - 7,500	1	5.00	7	35.00	1	5.00	8	40.00	3	15.00	20	100.00
7,500 - 10,000	1	9.10	3	27.30	2	18.20	4	36.40	1	9.10	11	100.00
10,000 - 15,000	1	10.00	2	20.00	2	20.00	3	30.00	2	20.00	10	100.00
15,000 - 20,000	0	0.0	1	11.10	1	11.10	5	55.60	2	22.20	9	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	4	57.10	0	0.0	0	0.0	3	42.90	0	0.0	7	100.00
35,000 - 50,000	0	0.0	1	25.00	0	0.0	2	50.00	1	25.00	4	100.00
Total	16	16.20	20	20.20	9	9.10	38	38.40	16	16.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 18, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic apply scholarship money toward clinic fees?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	5	62.50	1	12.50	0	0.0	2	25.00	8	100.00
M.S.C.	5	26.30	7	36.80	1	5.30	1	5.30	5	26.30	19	100.00
N.C.A.	8	24.20	12	36.40	6	18.20	5	15.20	2	6.10	33	100.00
N.W.A.	1	20.00	1	20.00	0	0.0	1	20.00	2	40.00	5	100.00
S.A.C.	5	20.08	8	33.30	3	12.50	1	4.20	7	29.20	24	100.00
W.A.C.	1	16.70	4	66.20	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	3	20.00	8	53.30	2	13.30	0	0.0	2	13.30	15	100.00
Religious	5	33.30	5	33.30	2	13.30	2	13.30	1	6.70	15	100.00
State	12	19.40	23	37.10	7	11.30	6	9.70	14	22.60	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	1	25.00	1	25.00	0	0.0	1	25.00	4	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00

TABLE XXXII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	13	23.20	19	33.90	3	5.40	6	10.70	15	26.80	56	100.00
Doctor's	9	22.00	18	43.90	9	22.00	2	4.90	3	7.30	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	3	11.50	10	38.50	2	7.70	1	3.80	10	38.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	5	50.00	1	10.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	2	20.00	0	0.0	2	20.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	11	22.90	19	39.60	9	18.80	5	10.40	4	8.30	48	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	4	25.00	7	43.80	2	12.50	0	0.0	3	18.80	16	100.00
2,500 - 5,000	3	17.60	4	23.50	1	5.90	4	23.50	5	29.40	17	100.00
5,000 - 7,500	5	25.00	6	30.00	3	15.00	0	0.0	6	30.00	20	100.00
7,500 - 10,000	2	18.20	5	45.50	2	18.20	1	9.10	1	9.10	11	100.00
10,000 - 15,000	0	0.0	6	60.00	2	20.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	6	66.70	2	22.20	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	3	42.90	1	14.30	1	14.30	1	14.30	7	100.00
35,000 - 50,000	0	0.0	3	75.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	23	23.20	38	38.40	12	12.10	8	8.10	18	18.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 19, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic have fixed fees?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	2	25.00	0	0.0	1	12.50	4	50.00	8	100.00
M.S.C.	7	36.80	4	21.10	5	10.50	5	26.30	1	5.30	19	100.00
N.C.A.	7	21.20	11	33.30	1	3.00	12	36.40	2	6.10	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	1	20.00	1	20.00	5	100.00
S.A.C.	5	20.80	6	25.00	3	12.50	8	33.30	2	8.30	24	100.00
W.A.C.	4	66.70	1	16.70	0	0.0	1	16.70	0	0.0	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	2	66.70	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	27	27.30	26	26.30	6	6.10	20	20.20	10	10.10	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	5	33.30	4	26.70	3	20.00	1	6.70	2	13.30	15	100.00
Religious	4	26.70	7	46.60	1	6.70	1	6.70	2	13.30	15	100.00
State	17	27.40	12	19.40	2	3.20	25	40.30	6	9.70	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Not known	1	25.00	2	50.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	27	27.30	26	26.30	6	6.10	20	20.20	10	10.10	99	100.00

TABLE XXXIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	14	25.00	15	26.80	2	3.60	18	32.10	7	12.50	56	100.00
Doctor's	13	31.70	10	24.40	4	9.80	11	26.80	3	7.30	41	100.00
Others	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
Total	27	27.30	26	26.30	6	6.10	30	30.30	10	10.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	6	23.60	8	30.80	1	3.80	8	33.80	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	2	20.00	1	10.00	3	30.00	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	3	30.00	0	0.0	4	40.00	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	13	27.10	12	25.00	4	8.30	14	29.20	5	5.10	48	100.00
Total	27	27.30	26	26.30	6	6.10	30	30.30	10	10.10	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	1	33.30	1	33.30	3	100.00
1,000 - 2,500	2	12.50	6	37.50	2	12.50	3	18.80	3	18.80	16	100.00
2,500 - 5,000	5	29.40	4	23.50	0	0.0	7	41.20	1	5.90	17	100.00
5,000 - 7,500	5	25.00	6	30.00	1	5.00	5	25.00	3	15.00	20	100.00
7,500 - 10,000	3	27.30	3	27.30	1	9.10	3	27.30	1	9.10	11	100.00
10,000 - 15,000	5	50.00	3	30.00	0	0.0	2	20.00	0	0.0	10	100.00
15,000 - 20,000	3	33.30	3	33.30	0	0.0	3	33.30	0	0.0	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	2	100.00	0	0.0	2	100.00
25,000 - 35,000	2	28.60	1	14.30	1	14.30	3	42.90	0	0.0	7	100.00
35,000 - 50,000	2	50.00	0	0.0	0	0.0	1	25.00	1	25.00	4	100.00
Total	27	27.30	26	26.30	6	6.10	30	30.30	10	10.00	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic operate entirely on fees?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	0	0.0	1	12.50	2	25.00	5	62.50	8	100.00
M.S.C.	3	15.80	2	10.50	0	0.0	9	47.40	5	26.30	19	100.00
N.C.A.	3	9.10	3	9.10	12	3.00	12	36.40	14	42.40	33	100.00
N.W.A.	1	20.00	1	20.00	0	0.0	2	40.00	1	20.00	5	100.00
S.A.C.	5	20.80	2	8.30	1	4.20	7	29.20	9	37.50	24	100.00
W.A.C.	2	33.30	0	0.0	1	16.70	1	16.70	2	33.30	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	1	33.30	1	33.30	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Total	14	14.10	9	9.10	4	4.00	35	35.40	37	37.40	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	4	26.70	2	13.30	0	0.0	3	20.00	6	40.00	15	100.00
Religious	1	6.70	5	33.30	0	0.0	6	40.00	3	20.00	15	100.00
State	9	14.50	1	1.60	3	4.80	23	37.10	26	41.90	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Not known	0	0.0	0	0.0	1	25.00	2	50.00	1	25.00	4	100.00
Total	14	14.10	9	9.10	4	4.00	35	35.40	37	37.40	99	100.00

TABLE XXXIV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	7	12.50	6	10.70	2	3.60	18	32.10	23	41.10	56	100.00
Doctor's	7	17.10	2	4.90	2	4.90	17	41.50	13	31.70	41	100.00
Others	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Total	14	14.10	9	9.10	4	4.00	35	35.40	37	37.40	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	2	100.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	4	15.40	1	3.80	7	26.90	12	46.20	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	0	0.0	0	0.0	3	30.00	5	50.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	1	10.00	1	10.00	3	30.00	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	9	18.80	3	6.30	2	4.20	18	37.50	16	33.30	48	100.00
Total	14	14.10	9	9.10	4	4.00	35	35.40	37	37.40	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	2	12.50	4	25.00	1	6.30	3	18.80	6	37.50	16	100.00
2,500 - 5,000	1	5.90	1	5.90	2	11.80	8	47.10	5	29.40	17	100.00
5,000 - 7,500	0	0.0	1	5.00	1	5.00	9	45.00	9	45.00	20	100.00
7,500 - 10,000	3	27.30	2	18.20	0	0.0	2	18.20	4	36.40	11	100.00
10,000 - 15,000	2	20.00	1	10.00	0	0.0	4	40.00	3	30.00	10	100.00
15,000 - 20,000	1	11.10	0	0.0	0	0.0	5	55.60	3	33.30	9	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	1	14.30	0	0.0	0	0.0	2	28.60	4	57.10	7	100.00
35,000 - 50,000	1	25.00	0	0.0	0	0.0	1	25.00	2	50.00	4	100.00
Total	14	14.10	9	9.10	4	4.00	35	35.40	37	37.40	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic operate entirely on university financing?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	2	25.00	0	0.0	0	0.0	3	37.50	8	100.00
M.S.C.	5	26.30	2	10.50	0	0.0	7	36.80	5	26.30	19	100.00
N.C.A.	10	30.30	1	3.00	3	9.10	4	12.10	15	45.50	33	100.00
N.W.A.	2	40.00	1	20.00	0	0.0	1	20.00	1	20.00	5	100.00
S.A.C.	6	25.00	0	0.0	2	8.30	6	25.00	10	41.70	24	100.00
W.A.C.	1	16.70	0	0.0	0	0.0	3	50.00	2	33.30	6	100.00
Not accredited	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Total	29	29.30	6	6.10	5	5.10	22	22.20	37	37.40	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	2	13.30	2	13.30	1	6.70	3	20.00	7	46.70	15	100.00
Religious	1	6.70	2	13.30	1	6.70	6	40.00	5	33.30	15	100.00
State	24	38.70	2	3.20	3	4.80	11	17.70	22	35.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	0	0.0	0	0.0	2	50.00	1	25.00	4	100.00
Total	29	29.30	6	6.10	5	5.10	22	22.20	37	37.40	99	100.00

TABLE XXXV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	19	33.90	3	5.40	1	1.80	12	21.40	21	37.50	56	100.00
Doctor's	10	24.40	3	7.30	4	9.80	10	24.40	14	34.10	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	29	29.30	6	6.10	5	5.10	22	22.20	37	37.40	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	8	30.80	2	7.70	0	0.0	3	11.50	13	50.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	4	40.00	1	10.00	0	0.0	2	20.00	3	30.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	0	0.0	0	0.0	3	30.00	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	12	25.00	3	6.30	5	10.40	12	25.00	16	33.30	48	100.00
Total	29	29.30	6	6.10	5	5.10	22	22.20	37	37.40	99	100.00
Enrollment												
500-1,000	1	33.30	0	0.0	0	0.0	1	33.30	1	33.30	3	100.00
1,000 - 2,500	3	18.80	2	12.50	0	0.0	4	25.00	7	43.80	16	100.00
2,500 - 5,000	6	35.30	1	5.90	0	0.0	4	35.50	6	35.30	17	100.00
5,000 - 7,500	8	40.00	0	0.0	1	5.00	3	15.00	8	40.00	20	100.00
7,500 - 10,000	1	9.10	3	27.30	2	18.20	1	9.10	4	36.40	11	100.00
10,000 - 15,000	2	20.00	0	0.0	2	20.00	3	30.00	3	30.00	10	100.00
15,000 - 20,000	4	44.40	0	0.0	0	0.0	3	33.30	2	22.20	9	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	1	14.30	0	0.0	0	0.0	1	14.30	5	71.40	7	100.00
35,000 - 50,000	2	50.00	0	0.0	0	0.0	1	25.00	1	25.00	4	100.00
Total	29	29.30	6	6.10	5	5.10	22	22.20	37	37.40	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic operate on both university financing and clinic fees?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	1	12.50	0	0.0	1	12.50	5	62.50	8	100.00
M.S.C.	5	26.30	4	21.10	0	0.0	6	31.50	4	21.10	19	100.00
N.C.A.	13	39.40	2	6.10	1	3.00	8	24.20	9	27.30	33	100.00
N.W.A.	1	20.00	0	0.0	0	0.0	1	20.00	3	60.00	5	100.00
S.A.C.	7	29.20	3	12.50	2	8.30	3	12.50	9	37.50	24	100.00
W.A.C.	2	33.30	0	0.0	0	0.0	1	16.70	3	50.00	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	1	33.30	2	66.70	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	30	30.30	10	10.10	3	3.00	21	21.50	35	35.40	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	4	26.70	3	20.00	1	6.70	3	20.00	4	26.70	15	100.00
Religious	6	40.00	2	13.30	0	0.0	2	13.30	5	33.30	15	100.00
State	18	29.00	5	8.10	2	3.20	14	22.60	23	37.10	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Not known	2	50.00	0	0.0	0	0.0	1	25.00	1	25.00	4	100.00
Total	30	30.30	10	10.10	3	3.00	21	21.30	35	35.40	99	100.00

TABLE XXXVI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	17	20.40	4	7.10	1	1.80	11	19.60	23	41.10	56	100
Doctor's	13	31.70	6	14.60	2	4.90	10	24.44	10	24.40	41	100
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100
Total	30	30.30	10	10.40	3	3.00	21	21.20	35	35.40	99	100
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100
Teacher Preparation	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100
Liberal Arts-General, Teacher Prep.	9	34.60	2	7.70	0	0.0	2	7.70	13	50.00	26	100
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	0	0.0	0	0.0	3	30.00	4	40.00	10	100
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	2	20.00	0	0.0	3	30.00	3	30.00	10	100
Lib. Arts-Gen., 3 or more Professional	15	31.30	5	10.40	3	6.30	11	22.90	14	29.20	48	100
Total	30	30.30	10	10.10	3	3.00	21	21.20	35	35.40	99	100
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	1	33.30	1	33.30	3	100
1,000 - 2,500	4	25.00	2	12.50	0	0.0	1	6.30	9	56.30	16	100
2,500 - 5,000	3	17.60	2	11.80	0	0.0	6	35.30	6	35.30	17	100
5,000 - 7,500	7	35.00	3	15.06	0	0.0	3	15.00	7	35.00	20	100
7,500 - 10,000	3	27.30	2	18.20	0	0.0	1	9.10	5	45.50	11	100
10,000 - 15,000	6	60.00	0	0.0	1	10.00	3	30.00	0	0.0	10	100
15,000 - 20,000	3	33.30	1	11.10	0	0.0	3	33.30	2	22.20	9	100
20,000 - 25,000	0	0.0	0	0.0	1	10.00	0	0.0	1	50.00	2	100
25,000 - 35,000	4	57.10	0	0.0	0	0.0	1	14.30	2	28.60	7	100
35,000 - 50,000	0	0.0	0	0.0	0	0.0	2	50.00	2	50.00	4	100
Total	30	30.30	10	10.10	3	3.00	21	21.20	35	35.40	99	100

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XXXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 21, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: In the process of diagnosis does the clinic compile a diary record or log of diagnostic sessions and interviews?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	5	62.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	11	57.90	7	36.80	1	5.30	0	0.0	0	0.0	19	100.00
N.C.A.	20	60.60	9	27.30	1	3.00	1	3.00	2	6.10	33	100.00
N.W.A.	4	80.00	0	0.0	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	12	50.00	8	33.30	2	8.30	0	0.0	2	8.30	24	100.00
W.A.C.	4	66.70	0	0.0	2	33.30	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	55	55.60	31	31.30	6	6.10	1	1.00	6	6.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	7	46.70	5	33.30	1	6.70	0	0.0	2	13.30	15	100.00
Religious	7	46.70	5	33.30	3	20.00	0	0.0	0	0.0	15	100.00
State	36	58.10	19	30.60	2	3.20	1	1.60	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	55	55.60	31	31.30	6	6.00	1	1.00	6	6.10	99	100.00

TABLE XXXVII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	31	55.40	17	30.40	3	5.40	0	0.0	5	8.90	56	100.00
Doctor's	23	56.10	13	31.70	3	7.30	1	2.40	1	2.40	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>100.00</u>
Total	55	55.60	31	31.30	6	6.10	1	1.00	6	6.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	12	46.20	9	34.60	2	3.70	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>25</u>	<u>52.10</u>	<u>16</u>	<u>33.30</u>	<u>3</u>	<u>6.30</u>	<u>1</u>	<u>2.10</u>	<u>3</u>	<u>6.30</u>	<u>48</u>	<u>100.00</u>
Total	55	55.60	31	31.30	6	6.10	1	1.00	6	6.10	99	100.00
Enrollment												
500-1,000	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	8	50.00	5	31.30	1	6.30	0	0.0	2	12.50	16	100.00
2,500 - 5,000	9	52.90	4	23.50	2	11.80	0	0.0	2	11.80	17	100.00
5,000 - 7,500	10	50.00	8	40.00	1	5.00	0	0.0	1	5.00	20	100.00
7,500 - 10,000	6	54.50	5	45.50	0	0.0	0	0.0	0	0.0	11	100.00
10,000 - 15,000	6	60.00	3	40.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	7	77.80	1	11.10	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	3	42.90	1	14.30	1	14.30	0	0.0	7	100.00
35,000 - 50,000	<u>3</u>	<u>75.00</u>	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	55	55.60	31	31.30	6	6.10	1	1.00	6	6.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such as test results?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	3	37.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	13	68.40	5	26.30	0	0.0	0	0.0	1	5.30	19	100.00
N.C.A.	25	75.80	6	18.20	0	0.0	0	0.0	2	6.10	33	100.00
N.W.A.	4	80.00	0	0.0	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	20	83.30	2	8.30	0	0.0	0	0.0	2	8.30	24	100.00
W.A.C.	5	83.30	1	16.70	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	73	73.70	19	19.20	0	0.0	0	0.0	7	7.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	11	73.30	2	13.30	0	0.0	0	0.0	2	13.30	15	100.00
Religious	10	66.70	4	26.70	0	0.0	0	0.0	1	6.70	15	100.00
State	47	75.80	11	17.70	0	0.0	0	0.0	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	73	73.70	19	19.20	0	0.0	0	0.0	7	7.10	99	100.00

TABLE XXXVIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	40	71.40	11	19.60	0	0.0	0	0.0	5	8.90	56	100.00
Doctor's	32	78.00	7	17.10	0	0.0	0	0.0	2	4.90	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	73	73.70	19	19.20	0	0.0	0	0.0	7	7.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	17	65.40	6	23.10	0	0.0	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	8	80.00	2	20.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	36	75.00	8	16.70	0	0.0	0	0.0	4	8.30	48	100.00
Total	73	73.70	19	19.20	0	0.0	0	0.0	7	7.10	99	100.00
Enrollment												
500-1,000	3	100.00	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	9	56.30	5	31.30	0	0.0	0	0.0	2	12.50	16	100.00
2,500 - 5,000	12	70.60	3	17.60	0	0.0	0	0.0	2	11.80	17	100.00
5,000 - 7,500	15	75.00	4	20.00	0	0.0	0	0.0	1	5.00	20	100.00
7,500 - 10,000	7	63.60	4	36.40	0	0.0	0	0.0	0	0.0	11	100.00
10,000 - 15,000	9	90.00	1	100.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	0	0.0	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.40	1	14.30	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	73	73.70	19	19.20	0	0.0	0	0.0	7	7.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XXXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such as a
social history?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	3	37.50	1	12.50	0	0.0	1	12.50	8	100.00
M.S.C.	12	63.20	5	26.30	1	5.30	0	0.0	1	5.30	19	100.00
N.C.A.	21	63.60	8	24.20	0	0.0	1	3.00	3	9.10	33	100.00
N.W.A.	2	40.00	2	40.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	15	62.50	6	25.00	1	4.20	0	0.0	2	8.30	24	100.00
W.A.C.	2	33.30	1	16.70	3	50.00	0	0.0	0	0.0	6	100.00
Not accredited	0	0.0	3	100.00	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	56	56.60	28	28.30	6	6.10	1	1.00	8	8.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	9	60.00	4	26.70	0	0.0	0	0.0	2	13.30	15	100.00
Religious	5	33.30	6	40.00	2	13.30	0	0.0	2	13.30	15	100.00
State	38	61.30	15	24.20	4	6.50	1	1.60	4	6.50	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	56	56.60	28	28.30	6	6.10	1	1.00	8	8.10	99	100.00

TABLE XXXIX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	26	46.40	19	33.90	4	7.10	1	1.80	6	10.70	56	100.00
Doctor's	29	70.70	8	19.50	2	4.90	0	0.0	2	4.90	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>100.00</u>
Total	56	56.60	28	28.30	6	6.10	1	1.00	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	13	50.00	10	38.50	0	0.0	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>29</u>	<u>60.40</u>	<u>10</u>	<u>20.80</u>	<u>4</u>	<u>8.30</u>	<u>1</u>	<u>2.10</u>	<u>4</u>	<u>8.30</u>	<u>48</u>	<u>100.00</u>
Total	56	56.60	28	28.30	6	6.10	1	1.00	8	8.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	6	37.50	8	50.00	0	0.0	0	0.0	3	12.50	16	100.00
2,500 - 5,000	9	52.90	5	29.40	1	5.90	0	0.0	2	11.80	17	100.00
5,000 - 7,500	13	65.00	5	25.00	1	5.00	0	0.0	1	5.00	20	100.00
7,500 - 10,000	7	63.00	3	27.30	0	0.0	1	9.10	0	0.0	11	100.00
10,000 - 15,000	7	70.00	2	20.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	0	0.0	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	4	57.10	2	28.00	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	<u>1</u>	<u>25.00</u>	<u>2</u>	<u>50.00</u>	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	56	56.60	28	28.30	6	6.10	1	1.00	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XL

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such as
a medical history?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	5	62.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	7	36.80	10	52.60	1	5.30	0	0.0	1	5.30	19	100.00
N.C.A.	16	48.50	10	30.30	2	6.10	2	6.10	3	9.10	33	100.00
N.W.A.	2	40.00	1	20.00	1	20.00	0	0.0	1	2.00	5	100.00
S.A.C.	10	41.70	6	25.00	6	25.00	0	0.0	2	8.30	24	100.00
W.A.C.	2	33.30	1	16.70	3	50.00	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	1	33.30	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	41	41.40	34	34.30	14	14.10	2	2.00	8	8.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	7	46.70	4	26.70	2	13.30	0	0.0	2	13.30	15	100.00
Religious	2	13.30	8	53.30	2	13.30	1	6.70	2	13.30	15	100.00
State	27	43.50	20	32.30	10	16.10	1	1.60	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	41	41.40	34	34.30	14	14.10	2	2.00	8	8.10	99	100.00

TABLE XL. (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	15	26.80	23	41.10	10	17.90	2	3.60	6	10.70	56	100.00
Doctor's	25	61.00	10	24.40	4	9.80	0	0.0	2	4.90	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	41	41.40	34	34.30	14	14.10	2	2.00	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	10	38.50	12	46.20	1	3.80	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	2	20.00	5	50.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	5	50.00	4	40.00	1	10.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	21	43.80	14	29.20	7	14.60	2	4.20	4	8.30	48	100.00
Total	41	41.40	34	34.30	14	14.10	2	2.00	8	8.10	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	2	66.70	0	0.0	1	33.30	3	100.00
1,000 - 2,500	5	31.30	7	43.80	2	12.50	0	0.0	2	12.50	16	100.00
2,500 - 5,000	6	35.30	6	35.30	2	11.80	1	5.90	2	11.80	17	100.00
5,000 - 7,500	11	55.00	6	30.00	2	10.00	0	0.0	1	5.00	20	100.00
7,500 - 10,000	4	36.40	4	36.40	2	18.20	1	9.10	0	0.0	11	100.00
10,000 - 15,000	5	50.00	3	30.00	2	20.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	5	56.60	3	33.30	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	3	42.90	3	42.90	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	1	25.00	1	25.00	2	50.00	0	0.0	0	0.0	4	100.00
Total	41	41.40	34	34.30	14	14.10	2	2.00	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XLI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such as family and home environment data?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	3	37.50	1	12.50	0	0.0	1	12.50	8	100.00
M.S.C.	11	57.90	6	31.60	1	5.30	0	0.0	1	5.30	19	100.00
N.C.A.	22	66.70	7	21.20	1	5.30	1	3.0	3	9.10	33	100.00
N.W.A.	3	60.00	1	20.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	16	66.70	5	20.80	1	4.20	0	0.0	2	8.30	24	100.00
W.A.C.	3	50.00	2	33.30	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	1	33.30	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	60	60.60	25	25.30	4	4.00	2	2.00	8	8.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Private	9	60.00	4	26.50	0	0.0	0	0.0	2	13.30	15	100.00
Religious	7	46.70	4	26.70	2	13.30	0	0.0	2	13.30	15	100.00
State	39	62.90	16	25.80	2	3.20	1	1.60	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	60	60.60	25	25.30	4	4.00	2	2.00	8	8.10	99	100.00

TABLE XLI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	29	51.80	18	32.10	2	3.60	1	1.80	6	10.70	56	100.00
Doctor's	30	73.20	7	17.10	2	4.90	0	0.0	2	4.40	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>100.00</u>
Total	60	60.60	25	25.30	4	4.00	2	2.00	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	14	53.80	9	34.60	0	0.0	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	80.00	2	20.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	2	20.00	1	10.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>29</u>	<u>60.40</u>	<u>11</u>	<u>22.90</u>	<u>3</u>	<u>6.30</u>	<u>1</u>	<u>2.10</u>	<u>4</u>	<u>8.30</u>	<u>48</u>	<u>100.00</u>
Total	60	60.60	25	25.30	4	4.00	2	2.00	8	8.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	9	56.30	5	31.30	0	0.0	0	0.0	2	12.50	16	100.00
2,500 - 5,000	8	47.10	6	35.30	1	5.90	0	0.0	2	11.80	17	100.00
5,000 - 7,500	13	65.00	4	20.00	1	5.00	1	5.00	1	5.00	20	100.00
7,500 - 10,000	7	63.60	3	27.30	0	0.0	1	9.10	0	0.0	11	100.00
10,000 - 15,000	8	80.00	2	20.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	0	0.0	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	4	57.10	2	28.60	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	<u>2</u>	<u>50.00</u>	<u>1</u>	<u>25.00</u>	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	60	60.60	25	25.30	4	4.0	2	2.00	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XLII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22E, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such as
school and academic progress?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	3	37.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	13	68.40	5	26.30	0	0.0	0	0.0	1	5.30	19	100.00
N.C.A.	24	72.70	6	18.20	0	0.0	0	0.0	3	9.10	33	100.00
N.W.A.	3	60.00	0	0.0	1	20.00	0	0.0	1	20.00	5	100.00
S.A.C.	17	72.80	5	20.80	0	0.0	0	0.0	2	8.30	24	100.00
W.A.C.	3	50.00	3	50.00	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	67	67.70	23	23.20	1	1.00	0	0.0	8	8.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	9	60.00	4	26.70	0	0.0	0	0.0	2	13.30	15	100.00
Religious	7	46.70	6	40.70	0	0.0	0	0.0	2	13.30	15	100.00
State	46	74.20	11	17.70	1	1.60	0	0.0	4	6.50	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	67	67.70	23	23.30	1	1.00	0	0.0	8	8.10	99	100.00

TABLE XLII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	34	60.70	14	26.80	1	1.80	0	0.0	6	10.70	56	100.00
Doctor's	32	78.00	7	17.10	0	0.0	0	0.0	2	4.90	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	67	67.70	23	23.20	1	1.0	0	0.0	8	8.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	16	61.50	7	26.40	0	0.0	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	80.00	1	16.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	32	66.70	12	25.20	0	0.0	0	0.0	4	8.30	38	100.00
Total	67	67.70	23	23.20	1	1.00	0	0.0	8	8.10	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	9	56.30	5	31.30	0	0.0	0	0.0	2	12.50	16	100.00
2,500 - 5,000	10	58.80	5	29.40	0	0.0	0	0.0	2	11.80	17	100.00
5,000 - 7,500	15	75.00	4	20.00	0	0.0	0	0.0	1	5.00	20	100.00
7,500 - 10,000	7	63.60	4	36.40	0	0.0	0	0.0	0	0.0	11	100.00
10,000 - 15,000	9	90.00	1	10.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	0	0.0	0	0.0	0	0.0	1	11.10	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.46	1	14.30	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	67	67.70	23	23.20	1	1.00	0	0.0	8	8.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XLIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22F, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary or log, does the clinic gather information such
as correspondence?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	3	37.50	0	0.0	0	0.0	4	50.00	8	100.00
M.S.C.	3	15.80	7	36.80	4	21.10	1	5.30	4	21.10	19	100.00
N.C.A.	16	48.50	8	24.20	1	3.00	1	3.00	7	21.20	33	100.00
N.W.A.	2	40.00	0	0.0	0	0.0	1	20.00	2	40.00	5	100.00
S.A.C.	10	41.70	5	20.80	3	12.50	1	4.20	5	20.80	24	100.00
W.A.C.	2	33.30	1	16.70	2	33.30	1	16.70	0	0.0	6	100.00
Not accredited	2	66.70	1	33.30	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	37	37.40	25	25.30	10	10.10	5	5.10	22	22.20	99	100.00
Control												
City	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	5	33.30	3	20.00	3	20.00	0	0.0	4	26.70	15	100.00
Religious	2	13.30	5	33.30	2	13.30	1	6.70	5	33.30	15	100.00
State	37	42.50	13	21.00	5	8.10	4	6.50	13	21.00	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	37	37.40	25	25.30	10	10.10	5	5.10	22	22.20	99	100.00

TABLE XLIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	15	26.80	17	30.40	5	8.90	4	7.10	15	26.80	56	100.00
Doctor's	22	53.70	6	14.60	5	12.20	1	2.40	7	17.10	41	100.00
Others	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	37	37.40	25	25.30	10	10.10	5	5.10	22	22.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	5	19.20	11	42.30	2	7.70	0	0.0	8	30.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	60.00	1	10.00	1	10.00	1	10.00	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	5	50.00	3	30.00	1	10.00	0	0.0	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	19	39.60	8	16.70	6	12.50	4	8.30	11	22.90	48	100.00
Total	37	37.40	25	25.30	10	10.10	5	5.10	22	22.20	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	2	66.70	0	0.0	1	33.30	3	100.00
1,000 - 2,500	5	31.30	4	25.50	2	12.50	0	0.0	5	31.30	16	100.00
2,500 - 5,000	7	41.20	6	33.30	0	0.0	0	0.0	4	23.50	17	100.00
5,000 - 7,500	8	40.00	7	35.00	1	5.00	1	5.00	3	15.00	20	100.00
7,500 - 10,000	5	45.50	3	27.30	0	0.0	2	18.50	1	9.10	11	100.00
10,000 - 15,000	4	40.00	2	20.00	2	20.00	0	0.0	2	20.00	10	100.00
15,000 - 20,000	4	44.40	1	11.10	1	11.10	0	0.0	2	33.30	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	1	14.30	2	28.60	0	0.0	2	28.60	7	100.00
35,000 - 50,000	1	35.00	0	0.0	0	0.0	2	50.00	1	25.00	4	100.00
Total	37	37.40	25	25.30	10	10.10	5	5.10	22	22.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE XLIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does compile a diary of log, does the clinic gather information such as:
other (remarks).

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Accreditation														
N.E.A.	0	0.0	0	0.0	0	0.0	1	12.50	0	0.0	7	87.50	8	100.00
M.S.C.	0	0.0	1	5.30	0	0.0	0	0.0	1	5.30	17	89.50	19	100.00
N.C.A.	1	3.00	1	.300	1	3.00	0	0.0	1	3.00	29	87.90	33	100.00
N.W.A.	1	20.00	0	0.0	0	0.0	0	0.0	0	0.0	4	80.00	5	100.00
S.A.C.	0	0.0	0	0.0	1	4.20	0	0.0	0	0.0	23	95.80	24	100.00
W.A.C.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	100.00	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	2	2.00	2	2.00	2	2.00	1	1.00	2	2.00	90	90.90	99	100.00
Control														
City	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	0	0.0	0	0.0	0	0.0	1	6.70	14	93.30	15	100.00
Religious	0	0.0	1	6.70	0	0.0	1	6.70	0	0.0	13	86.70	15	100.00
State	2	3.20	1	1.60	2	3.20	0	0.0	1	1.60	56	90.30	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00	4	100.00
Total	2	2.00	2	2.00	2	2.00	1	1.00	2	2.00	90	90.90	99	100.00

TABLE XLIV (Continued)

	1*	%	2	%	3	%	4	%	5	%	9	%	Total	%
Highest Level of Offering														
Master's or Professional	2	3.60	2	3.60	1	1.80	1	1.80	0	0.0	50	89.30	56	100.00
Doctor's	0	0.0	0	0.0	1	2.40	0	0.0	2	4.90	38	92.70	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	2	2.00	2	2.00	2	2.00	1	1.00	2	2.00	90	90.90	99	100.00
Type of Program														
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	1	3.80	0	0.0	1	3.80	0	0.0	23	88.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	0	0.0	0	0.0	0	0.0	0	0.0	9	90.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	100.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	0	0.0	0	0.0	2	4.20	0	0.0	2	4.20	44	91.70	48	100.00
Total	2	2.00	2	2.00	2	2.00	1	1.00	2	2.00	90	90.70	99	100.00
Enrollment														
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	0	0.0	0	0.0	1	6.30	0	0.0	15	93.80	16	100.00
2,500 - 5,000	1	5.90	1	5.90	0	0.0	0	0.0	0	0.0	15	88.20	17	100.00
5,000 - 7,500	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	20	100.00	20	100.00
7,500 - 10,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	11	100.00	11	100.00
10,000 - 15,000	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	9	90.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	1	11.10	0	0.0	1	11.00	7	77.80	9	100.00
20,000 - 25,000	0	0.0	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	1	25.00	0	0.0	0	0.0	0	0.0	0	0.0	3	75.00	4	100.00
Total	2	2.00	2	2.00	2	2.00	1	1.00	2	2.00	90	90.90	99	100.00

* 1 = lesson plan forms and evaluation forms; 2 = record of daily accomplishment; 3 = reports from other agencies;
 4 = record of interests and activities; 5 = reports of neurological, psychological and special examination;
 9 = no response.

TABLE XLV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 23A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic have specified forms provided for case records?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	3	37.50	1	12.50	1	12.50	0	0.0	8	100.00
M.S.C.	16	84.20	2	10.50	0	0.0	1	5.30	0	0.0	19	100.00
N.C.A.	22	66.70	6	18.20	2	6.10	3	9.10	0	0.0	33	100.00
N.W.A.	3	60.00	2	40.00	0	0.0	0	0.0	0	0.0	5	100.00
S.A.C.	19	79.20	3	12.50	0	0.0	0	0.0	2	8.30	24	100.00
W.A.C.	6	100.00	0	0.0	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	71	71.70	18	18.20	3	3.00	5	5.10	2	2.00	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	11	73.30	3	20.00	1	6.70	0	0.0	0	0.0	15	100.00
Religious	9	60.00	3	20.00	1	6.70	2	13.30	0	0.0	15	100.00
State	45	72.60	11	17.70	1	1.60	3	4.80	2	3.20	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	4	100.00	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00
Total	71	71.70	18	18.20	3	3.00	5	5.10	2	2.00	99	100.00

TABLE XLV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	36	64.30	13	23.20	1	1.80	4	7.10	2	3.60	56	100.00
Doctor's	33	80.50	5	12.20	2	4.90	1	2.40	0	0.0	41	100.00
Others	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
Total	71	71.70	18	18.20	3	3.00	5	5.10	2	2.00	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	18	69.20	6	23.10	0	0.0	2	7.70	0	0.0	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	50.00	5	50.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	3	30.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	38	79.20	3	18.20	3	6.30	2	4.20	2	4.20	48	100.00
Total	71	71.70	18	18.20	3	3.00	5	5.10	2	2.00	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	8	50.00	6	37.50	0	0.0	2	12.50	0	0.0	16	100.00
2,500 - 5,000	13	76.50	2	11.80	1	5.90	0	0.0	1	5.90	17	100.00
5,000 - 7,500	15	75.00	4	20.00	0	0.0	0	0.0	1	5.00	20	100.00
7,500 - 10,000	7	63.60	3	27.30	0	0.0	1	9.10	0	0.0	11	100.00
10,000 - 15,000	8	80.00	1	10.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	8	88.90	1	11.10	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	5	71.40	0	0.0	1	14.30	1	14.30	0	0.0	7	100.00
35,000 - 50,000	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	71	71.70	18	18.20	3	3.00	5	5.10	2	2.00	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XLVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 23B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic have specified forms provided for logs?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	2	25.00	3	37.50	0	0.0	2	25.00	8	100.00
M.S.C.	8	42.10	4	21.10	1	5.30	3	15.80	3	15.80	19	100.00
N.C.A.	9	27.30	13	39.40	5	15.20	3	9.10	3	9.10	33	100.00
N.W.A.	3	60.00	0	0.0	0	0.0	0	0.0	2	40.00	5	100.00
S.A.C.	8	33.30	9	37.50	2	8.30	2	8.30	3	12.50	24	100.00
W.A.C.	3	50.00	1	16.70	1	16.70	0	0.0	1	16.70	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	33	33.30	30	30.30	12	12.10	8	8.10	16	16.20	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	13.30	1	100.00
Private	4	26.70	5	33.30	3	20.00	1	6.70	2	20.00	15	100.00
Religious	3	20.00	4	26.70	4	26.70	1	6.70	3	20.00	15	100.00
State	22	35.50	21	33.90	5	8.10	5	8.10	9	14.50	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	3	75.00	0	0.0	0	0.0	1	0.0	0	0.0	4	100.00
Total	33	33.30	30	30.30	12	12.10	8	8.10	16	16.20	99	100.00

TABLE XLVI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	17	30.40	17	30.40	6	10.70	3	5.40	13	23.20	56	100.00
Doctor's	15	36.60	13	31.70	6	14.60	5	12.20	2	7.90	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>2</u>	<u>100.00</u>
Total	33	33.30	30	30.00	12	12.10	8	8.10	16	16.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	9	34.60	6	23.10	3	11.50	2	7.70	6	23.10	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	3	30.00	4	40.00	1	10.00	0	0.0	2	20.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	4	40.00	4	40.00	0	0.0	1	10.00	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>15</u>	<u>31.30</u>	<u>15</u>	<u>31.30</u>	<u>8</u>	<u>16.70</u>	<u>4</u>	<u>8.30</u>	<u>6</u>	<u>12.50</u>	<u>48</u>	<u>100.00</u>
Total	33	33.30	30	30.30	12	12.10	8	8.10	16	16.20	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	1	33.30	0	0.0	3	100.00
1,000 - 2,500	4	25.00	6	37.50	1	6.30	0	0.0	5	31.30	16	100.00
2,500 - 5,000	6	35.30	6	35.30	2	11.80	0	0.0	3	17.60	17	100.00
5,000 - 7,500	8	40.00	5	25.00	3	15.00	1	5.00	3	15.00	20	100.00
7,500 - 10,000	2	18.20	7	63.60	1	9.10	1	9.10	0	0.0	11	100.00
10,000 - 15,000	2	20.00	3	30.00	3	30.00	1	10.00	1	10.00	10	100.00
15,000 - 20,000	3	33.30	2	22.20	0	0.0	2	22.20	2	22.20	9	100.00
20,000 - 25,000	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.60	1	14.30	1	14.30	2	28.60	1	14.30	7	100.00
35,000 - 50,000	<u>3</u>	<u>75.00</u>	<u>0</u>	<u>5.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>4</u>	<u>100.00</u>
Total	33	33.30	30	30.30	12	12.10	8	8.10	16	16.20	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XLVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 24, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Is there an attempt to analyze test data for consistent patterns of scores and/or
for profiles?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	5	62.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	8	42.10	7	36.80	4	21.10	0	0.0	0	0.0	19	100.00
N.C.A.	22	66.70	7	21.20	3	9.10	0	0.0	1	3.00	33	100.00
N.W.A.	4	80.00	1	20.00	0	0.0	0	0.0	0	0.0	5	100.00
S.A.C.	15	62.50	6	25.00	1	4.20	1	4.20	1	4.20	24	100.00
W.A.C.	4	66.70	2	33.30	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	2	66.70	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	57	57.60	30	30.30	8	8.10	1	1.00	3	3.00	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	5	33.30	7	46.70	2	13.30	0	0.0	1	6.70	15	100.00
Religious	5	33.30	7	46.70	2	13.30	0	0.0	1	6.70	15	100.00
State	44	71.00	12	19.40	4	6.50	1	1.60	1	1.60	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	57	57.60	30	30.30	8	8.10	1	1.00	3	3.00	99	100.00

TABLE XLVII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	29	51.80	20	35.70	4	7.10	0	0.0	3	5.40	56	100.00
Doctor's	27	65.90	9	22.00	4	9.80	1	2.40	0	0.0	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	57	57.60	30	30.30	8	8.10	1	1.00	3	3.00	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	13	50.00	11	42.30	1	3.80	0	0.0	1	3.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	7	70.00	3	30.00	0	0.0	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	4	40.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	30	62.50	10	20.80	6	12.50	1	2.10	1	2.10	48	100.00
Total	57	57.60	30	30.30	8	8.10	1	1.00	3	3.00	99	100.00
Enrollment												
500-1,000	0	0.0	2	66.70	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	6	37.50	8	50.00	1	6.30	0	0.0	1	6.30	16	100.00
2,500 - 5,000	9	52.90	6	35.30	1	5.90	0	0.0	1	5.90	17	100.00
5,000 - 7,500	13	65.00	6	30.00	1	5.00	0	0.0	0	0.0	20	100.00
7,500 - 10,000	6	54.40	4	36.40	1	9.10	0	0.0	0	0.0	11	100.00
10,000 - 15,000	8	80.00	1	10.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	6	66.70	0	0.0	2	22.20	1	11.10	0	0.0	9	100.00
20,000 - 25,000	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	4	57.10	2	28.60	1	14.30	0	0.0	0	0.0	7	100.00
35,000 - 50,000	3	75.00	1	25.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	57	57.60	30	30.30	8	8.10	1	1.00	3	3.00	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XLVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 25, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic attempt to determine what might generally be classified as a particular learning modality, strength, style, or preference by which the students appears to learn most readily?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	4	50.00	0	0.0	0	0.0	0	0.0	8	100.00
M.S.C.	10	52.60	8	42.10	1	5.30	0	0.0	0	0.0	19	100.00
N.C.A.	18	54.50	10	30.30	3	9.10	0	0.0	2	6.10	33	100.00
N.W.A.	1	20.00	4	80.00	0	0.0	0	0.0	0	0.0	5	100.00
S.A.C.	8	33.30	8	33.30	6	25.00	1	4.20	1	4.20	24	100.00
W.A.C.	1	16.70	5	83.30	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	0	0.0	3	100.00	0	0.0	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	43	43.40	42	42.40	10	10.10	1	1.00	3	3.00	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	6	40.00	7	46.70	2	13.30	0	0.0	0	0.0	15	100.00
Religious	10	66.70	2	13.30	1	6.70	0	0.0	2	13.30	15	100.00
State	24	38.70	29	46.80	7	11.30	1	1.60	1	1.60	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	43	43.40	42	42.40	10	10.10	1	1.00	3	3.00	99	100.00

TABLE XLVIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	25	44.60	22	39.30	6	10.70	0	0.0	3	5.40	56	100.00
Doctor's	17	41.50	19	46.30	4	9.80	1	2.40	0	0.0	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	43	43.40	42	42.40	10	10.10	1	1.00	3	3.00	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	14	53.80	11	42.30	0	0.0	0	0.0	1	3.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	8	80.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	3	30.00	0	0.0	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	20	41.70	17	35.40	9	18.80	1	2.10	1	2.10	48	100.00
Total	43	43.40	42	42.40	10	10.10	1	1.00	3	3.00	99	100.00
Enrollment												
500-1,000	1	33.30	0	0.0	1	33.30	0	0.0	1	33.30	3	100.00
1,000 - 2,500	6	37.50	9	56.30	0	0.0	0	0.0	1	6.30	16	100.00
2,500 - 5,000	9	52.90	4	23.50	3	17.60	0	0.0	1	5.90	17	100.00
5,000 - 7,500	8	40.00	10	50.00	2	10.00	0	0.0	0	0.0	20	100.00
7,500 - 10,000	4	36.40	4	36.40	3	27.30	0	0.0	0	0.0	11	100.00
10,000 - 15,000	6	60.00	4	40.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	6	66.70	2	22.20	0	0.0	1	11.10	0	0.0	9	100.00
20,000 - 25,000	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
25,000 - 35,000	2	28.00	5	71.40	0	0.0	0	0.0	0	0.0	7	100.00
35,000 - 50,000	1	25.00	3	75.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	43	43.40	42	42.40	10	10.00	1	1.00	3	3.00	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE XLIX
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does make an attempt at identification of learning preference, the attempt is made by standardized tests.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	1	12.50	1	12.50	1	12.50	1	12.50	8	100.00
M.S.C.	7	36.80	7	36.80	2	10.50	2	10.50	1	5.30	19	100.00
N.C.A.	17	51.50	11	33.30	3	9.10	0	0.0	2	6.10	33	100.00
N.W.A.	3	60.00	1	20.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	9	37.50	10	41.70	3	12.50	0	0.0	2	8.30	24	100.00
W.A.C.	3	50.00	2	33.30	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	1	33.30	0	0.0	0	0.0	3	100.00
Not known	<u>1</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.00</u>
Total	45	45.50	33	33.30	11	11.10	3	3.00	7	7.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	8	53.30	3	20.00	2	13.30	0	0.0	2	13.30	15	100.00
Religious	5	33.30	7	46.70	2	13.30	0	0.0	1	6.70	15	100.00
State	29	46.80	21	33.90	6	9.70	2	3.20	4	6.50	62	100.00
Territorial	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Not known	<u>1</u>	<u>25.00</u>	<u>2</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	45	45.50	33	33.30	11	11.10	3	3.00	7	7.10	99	100.00

TABLE XLIX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	23	41.10	22	39.30	6	10.70	0	0.0	5	8.90	56	100.00
Doctor's	20	48.80	11	26.80	5	12.20	3	7.30	2	4.90	41	100.00
Others	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
Total	45	45.50	33	33.30	11	11.10	3	3.00	7	7.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Liberal Arts-General, Teacher Prep.	9	34.60	11	42.30	3	11.50	1	3.80	2	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	7	70.00	2	20.00	1	10.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	7	70.00	2	20.00	1	10.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	20	41.70	17	35.46	6	12.50	2	4.20	3	6.30	48	100.00
Total	45	45.50	33	33.30	11	11.10	3	3.00	7	7.10	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	6	37.50	5	31.30	3	18.80	0	0.0	2	12.50	16	100.00
2,500 - 5,000	8	47.10	7	41.20	0	0.0	1	5.90	1	5.90	17	100.00
5,000 - 7,500	9	45.00	7	35.00	2	10.00	1	5.00	1	5.00	20	100.00
7,500 - 10,000	4	36.40	5	45.50	2	18.20	0	0.0	0	0.0	11	100.00
10,000 - 15,000	6	60.00	3	30.00	1	10.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	2	77.80	2	22.20	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	2	28.60	1	14.30	2	28.00	1	14.30	1	14.30	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	45	45.50	33	33.30	11	11.10	3	3.00	7	7.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE L
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does make an attempt at identification of learning preference, the attempt is made by informal tests.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	3	37.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	8	42.10	10	52.60	1	5.30	0	0.0	0	0.0	19	100.00
N.C.A.	18	54.50	10	30.30	1	3.00	0	0.0	4	12.10	33	100.00
N.W.A.	3	60.00	1	20.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	5	20.80	11	45.80	4	20.80	0	0.0	3	12.50	24	100.00
W.A.C.	2	33.30	3	50.00	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	42	42.40	39	39.40	8	8.10	0	0.0	10	10.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	6	40.00	7	46.70	1	6.70	0	0.0	1	6.70	15	100.00
Religious	6	40.00	7	46.70	1	6.70	0	0.0	1	6.70	15	100.00
State	27	43.50	22	35.50	6	9.70	0	0.0	7	11.30	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	3	75.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	42	42.40	39	39.40	8	8.10	0	0.0	10	10.10	99	100.00

TABLE LI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does make an attempt at identification of learning preference, the attempt is made by clinical observation.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	4	50.00	3	37.50	0	0.0	0	0.0	1	12.50	8	100.00
M.S.C.	8	42.10	10	52.60	0	0.0	0	0.0	1	5.30	19	100.00
N.C.A.	19	57.60	10	30.30	0	0.0	0	0.0	4	12.10	33	100.00
N.W.A.	3	60.00	0	0.0	1	20.00	0	0.0	1	20.00	5	100.00
S.A.C.	9	37.50	9	37.50	1	4.20	0	0.0	5	20.80	24	100.00
W.A.C.	3	50.00	3	50.00	0	0.0	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	48	48.50	36	36.40	2	2.00	0	0.0	13	13.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	8	53.30	6	40.00	0	0.0	0	0.0	1	6.70	15	100.00
Religious	5	33.30	7	46.70	0	0.0	0	0.0	3	20.00	15	100.00
State	32	51.60	20	32.30	2	3.20	0	0.0	8	12.90	62	100.00
Territorial	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	3	75.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	48	48.50	36	36.40	2	2.00	0	0.0	13	13.10	49	100.00

TABLE LI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	25	44.60	19	33.90	2	3.60	0	0.0	10	17.90	56	100.00
Doctor's	22	53.70	17	41.50	0	0.0	0	0.0	2	4.90	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	48	48.50	36	36.40	2	2.00	0	0.0	13	13.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	12	46.20	11	42.30	0	0.0	0	0.0	3	11.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	50.00	2	20.00	2	20.00	0	0.0	1	10.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	3	30.00	0	0.0	0	0.0	1	10.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	24	50.00	18	37.50	0	0.0	0	0.0	6	12.50	48	100.00
Total	48	48.50	36	36.40	2	2.00	0	0.0	13	13.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	7	43.80	8	50.00	0	0.0	0	0.0	1	6.30	16	100.00
2,500 - 5,000	7	41.20	7	41.20	1	5.90	0	0.0	2	11.80	17	100.00
5,000 - 7,500	9	43.00	6	30.00	0	0.0	0	0.0	5	25.00	20	100.00
7,500 - 10,000	7	63.60	3	27.30	0	0.0	0	0.0	1	9.10	11	100.00
10,000 - 15,000	6	60.00	4	40.00	0	0.0	0	0.0	0	0.0	10	100.00
15,000 - 20,000	7	77.80	2	22.20	0	0.0	0	0.0	0	0.0	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	3	42.90	3	42.90	0	0.0	0	0.0	1	14.30	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	48	48.50	36	36.40	2	2.00	0	0.0	13	13.10	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LII
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does make an attempt at identification of learning preference, the attempt is made by trial and error.

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	1	12.50	0	0.0	0	0.0	5	62.50	8	100.00
M.S.C.	3	15.80	4	21.10	4	21.10	3	15.80	5	26.30	19	100.00
N.C.A.	3	9.10	4	12.10	13	39.40	4	12.10	9	27.30	33	100.00
N.W.A.	1	20.00	1	20.00	1	20.00	0	0.0	2	40.00	5	100.00
S.A.C.	1	4.20	2	8.30	7	29.20	2	8.30	12	50.00	24	100.00
W.A.C.	0	0.0	2	33.30	2	33.30	0	0.0	2	33.30	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	10	10.10	14	14.10	27	27.30	9	9.10	39	39.40	99	100.00
Control												
City	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	1	6.70	3	20.00	4	26.70	0	0.0	7	46.70	15	100.00
Religious	1	6.70	2	13.30	2	13.30	5	33.30	5	33.30	15	100.00
State	8	12.90	7	11.30	20	32.30	4	6.50	23	37.10	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	1	25.00	1	25.00	0	0.0	2	50.00	4	100.00
Total	10	10.10	14	14.10	27	27.30	9	9.10	39	39.40	99	100.00

TABLE LII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	4	7.10	7	12.50	13	23.20	5	8.90	27	48.20	56	100.00
Doctor's	6	14.60	6	14.60	14	34.10	4	9.80	11	26.80	41	100.00
Others	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Total	10	10.10	14	14.10	27	27.30	9	9.10	39	39.40	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	3	11.50	4	15.40	3	11.50	14	53.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	2	20.00	4	40.00	0	0.0	3	30.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	2	20.00	3	30.00	1	10.00	3	30.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	6	12.50	6	12.50	16	33.30	5	10.40	15	31.30	48	100.00
Total	10	10.40	14	14.10	27	27.30	9	9.10	39	39.40	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	2	12.50	2	12.50	3	18.80	9	56.30	16	100.00
2,500 - 5,000	1	5.90	3	17.60	4	23.50	2	11.80	7	41.20	17	100.00
5,000 - 7,500	5	25.00	2	10.00	4	20.00	0	0.0	9	45.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	5	45.50	1	9.10	2	18.20	11	100.00
10,000 - 15,000	0	0.0	1	10.00	4	40.00	2	20.00	3	30.00	10	100.00
15,000 - 20,000	2	22.20	0	0.0	4	44.40	0	0.0	3	33.90	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	0	0.0	1	50.00	2	100.00
25,000 - 35,000	1	14.30	1	14.30	2	28.60	0	0.0	3	42.90	7	100.00
35,000 - 50,000	0	0.0	2	50.00	1	25.00	1	25.00	0	0.0	4	100.00
Total	10	10.10	14	14.10	27	27.30	9	9.10	39	39.40	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26E, CHECK LIST
SECTION ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic does make an attempt at identification of learning preference, the attempt is made by:
others (remarks)

	1*	%	2	%	3	%	4	%	5	%	6	%	7	%	8	%	9	%	Total	%
Accreditation																				
N.E.A.	0	0.0	0	0.0	1	12.50	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	87.50	8	100.00
M.S.C.	0	0.0	1	.530	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	18	94.70	19	100.00
N.C.A.	3	9.10	0	0.0	0	0.0	0	0.0	1	3.00	0	0.0	0	0.0	1	3.00	28	84.80	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.00	0	0.0	4	80.00	5	100.00
S.A.C.	1	4.20	1	4.20	0	0.0	1	4.20	0	0.0	0	0.0	1	4.20	0	0.0	20	83.30	24	100.00
W.A.C.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	100.00	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	4	4.00	2	2.00	1	1.00	1	1.00	1	1.00	1	1.00	2	2.00	1	1.00	86	86.90	99	100.00
Control																				
City	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	0	0.0	1	6.70	0	0.0	0	0.0	0	0.0	0	0.0	1	6.70	13	86.70	15	100.00
Religious	1	6.70	1	6.70	0	0.0	1	6.70	0	0.0	0	0.0	0	0.0	0	0.0	12	80.00	15	100.00
State	3	4.80	1	1.60	0	0.0	0	0.0	1	1.60	1	1.60	2	3.20	0	0.0	54	87.10	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.00	4	100.00
Total	4	4.00	2	2.00	1	1.00	1	1.00	0	1.00	1	1.00	2	2.00	1	1.00	86	86.90	99	100.00

TABLE LIII (Continued)

	1*	%	2	%	3	%	4	%	5	%	6	%	7	%	8	%	9	%	Total	%
Highest Level of Offering																				
Master's or Professional	4	7.10	0	0.0	1	1.80	0	0.0	1	18.00	1	18.00	2	3.60	0	0.0	47	83.90	56	100.00
Doctor's	0	0.0	2	4.90	0	0.0	1	2.40	0	0.0	0	0.0	0	0.0	1	2.40	37	90.20	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	4	4.00	2	2.00	1	1.00	1	1.00	1	1.00	1	1.00	2	2.00	1	1.00	86	86.90	99	100.00
Type of Program																				
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	0	0.0	1	3.80	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	24	92.30	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	1	10.00	0	0.0	8	80.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	80.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	2	4.20	0	0.0	1	2.10	1	2.10	0	0.0	1	2.10	1	2.10	41	85.40	48	100.00
Total	4	4.00	2	2.00	1	1.00	1	1.00	1	1.00	1	1.00	2	2.00	1	1.00	86	86.90	99	100.00
Enrollment																				
500-1,000	1	33.30	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	0	0.0	1	6.30	0	0.0	0	0.0	1	6.30	0	0.0	0	0.0	14	87.50	16	100.00
2,500 - 5,000	2	11.80	0	0.0	0	0.0	1	5.90	9	4.0	0	0.0	0	0.0	0	0.0	14	82.40	17	100.00
5,000 - 7,500	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.00	0	0.0	19	95.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.00	7	63.60	11	100.00
10,000 - 15,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	10	100.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	0	0.0	0	0.0	1	11.80	0	0.0	0	0.0	0	0.0	8	88.90	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.00	0	0.0	3	75.00	4	100.00
Total	4	4.00	2	2.00	1	1.00	1	1.00	1	1.00	1	1.00	2	2.00	1	1.00	86	86.90	99	100.00

*1 = teacher or clinician interview; 2 = parent interview; 3 = child interview; 4 = psychological evaluation; 5 = school records; 6 = use of mechanical devices; 7 = diagnostic teaching; 8 = short period of experimental instruction; 9 = no response.

TABLE LIV
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Is reexamination of active cases a part of diagnosis?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	3	37.50	2	20.00	3	37.50	0	0.0	0	0.0	8	100.00
M.S.C.	12	63.20	4	21.10	3	15.80	0	0.0	0	0.0	19	100.00
N.C.A.	13	39.40	14	42.40	6	18.20	0	0.0	0	0.0	33	100.00
N.W.A.	2	40.00	1	20.00	1	20.00	0	0.0	0	20.00	5	100.00
S.A.C.	10	41.70	7	29.20	5	20.80	1	4.20	1	4.20	24	100.00
W.A.C.	2	33.30	3	50.00	1	16.70	0	0.0	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	1	33.30	0	0.0	0	0.0	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	44	44.40	32	32.30	20	20.20	1	1.00	2	2.00	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	7	46.70	4	26.70	3	20.00	0	0.0	1	6.70	15	100.00
Religious	8	53.30	5	33.30	2	13.30	0	0.0	0	0.0	15	100.00
State	23	37.10	23	37.10	14	22.60	1	1.60	1	1.60	62	100.00
Territorial	0	0.0	0	0.0	1	22.60	0	0.0	0	0.0	1	100.00
Not known	4	100.00	0	0.0	0	100.00	0	0.0	0	0.0	4	100.00
Total	44	44.40	32	32.30	20	20.20	1	1.00	2	2.00	99	100.00

TABLE LIV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	26	46.40	17	30.40	11	19.60	0	0.0	2	3.60	56	100.00
Doctor's	16	39.00	15	36.60	9	22.00	1	2.40	0	0.0	41	100.00
Others	2	100.00	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00
Total	44	44.40	32	32.30	20	20.20	1	1.00	2	2.00	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	11	42.30	12	46.20	2	7.70	0	0.0	1	3.80	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	50.00	3	30.00	2	20.00	0	0.0	0	0.0	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	6	60.00	2	20.00	2	20.00	0	0.0	0	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	19	39.60	14	29.20	13	27.10	1	2.10	1	2.10	48	100.00
Total	44	44.40	32	32.30	20	20.20	1	1.00	2	2.00	99	100.00
Enrollment												
500-1,000	3	100.00	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	6	37.50	7	43.80	2	12.50	0	0.0	1	6.30	16	100.00
2,500 - 5,000	10	58.80	4	23.50	2	11.80	0	0.0	1	5.90	17	100.00
5,000 - 7,500	7	35.00	9	45.00	4	20.00	0	0.0	0	0.0	20	100.00
7,500 - 10,000	6	54.50	2	18.20	3	27.30	0	0.0	0	0.0	11	100.00
10,000 - 15,000	4	40.00	2	20.00	4	40.00	0	0.0	0	0.0	10	100.00
15,000 - 20,000	4	44.40	1	11.10	3	33.30	1	11.10	0	0.0	9	100.00
20,000 - 25,000	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
25,000 - 35,000	1	14.30	5	71.40	1	14.30	0	0.0	0	0.0	7	100.00
35,000 - 50,000	2	50.00	1	25.00	1	25.00	0	0.0	0	0.0	4	100.00
Total	44	44.40	32	32.30	20	20.20	1	1.00	2	2.00	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LV
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If reexamination of active cases is a part of diagnosis, are there specified periods for re-checking?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	2	25.00	3	37.50	0	0.0	3	37.50	8	100.00
M.S.C.	6	31.60	7	36.80	1	5.30	2	10.50	3	15.80	19	100.00
N.C.A.	5	15.20	9	27.30	7	21.20	6	18.20	6	18.20	33	100.00
N.W.A.	2	40.00	2	40.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	8	33.30	5	20.80	1	4.20	4	16.70	6	25.00	24	100.00
W.A.C.	2	33.30	2	33.30	1	16.70	1	16.70	0	0.0	6	100.00
Not accredited	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
Not known	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Total	24	24.20	29	29.30	13	13.10	13	13.10	20	20.20	99	100.00
Control												
City	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	5	33.30	3	20.00	2	13.30	2	13.30	3	20.00	15	100.00
Religious	4	26.70	7	46.70	0	0.0	1	6.70	3	20.00	15	100.00
State	12	19.40	16	25.80	11	17.70	10	16.10	13	21.00	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	2	50.00	2	50.00	0	0.0	0	0.0	0	0.0	4	100.00
Total	24	24.20	29	29.30	13	13.10	13	13.10	20	20.20	90	100.00

TABLE LV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	13	23.20	20	35.70	6	10.70	4	7.10	13	23.20	56	100.00
Doctor's	10	24.40	8	19.50	7	17.10	9	22.00	7	17.10	41	100.00
Others	1	50.00	1	50.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	24	24.20	29	29.30	13	13.10	13	13.10	20	20.20	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	5	19.20	13	50.00	3	11.50	1	3.80	4	15.40	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	4	40.00	1	10.00	0	0.0	3	30.00	10	100.00
Professional Only	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	3	30.00	1	10.00	1	10.00	2	20.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	13	27.10	8	16.70	7	14.60	10	20.80	10	20.80	48	100.00
Total	24	24.20	29	29.30	13	13.10	13	13.10	20	20.20	99	100.00
Enrollment												
500-1,000	2	66.70	0	0.0	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	2	12.50	8	50.00	1	6.30	0	0.0	5	31.30	16	100.00
2,500 - 5,000	5	29.40	7	41.20	2	11.80	1	5.90	2	11.80	17	100.00
5,000 - 7,500	5	25.00	5	25.00	5	25.00	2	10.00	3	15.00	20	100.00
7,500 - 10,000	2	18.20	4	36.40	1	9.10	2	18.20	2	18.20	11	100.00
10,000 - 15,000	4	40.00	1	10.00	1	10.00	3	30.00	1	10.00	10	100.00
15,000 - 20,000	3	33.30	1	11.10	0	0.0	1	11.10	4	44.40	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	0	0.0	2	28.60	2	28.60	2	28.60	1	14.30	7	100.00
35,000 - 50,000	1	25.00	0	0.0	1	25.00	1	25.00	1	25.00	4	100.00
Total	24	24.20	29	29.30	13	13.10	13	13.10	20	20.20	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LVI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27C1, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	0	0.0	2	25.00	0	0.0	6	75.00	8	100.00
M.S.C.	0	0.0	0	0.0	0	0.0	4	21.10	15	78.90	19	100.00
N.C.A.	3	9.10	1	3.00	1	3.00	1	3.00	27	81.80	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	0	0.0	5	100.00	5	100.00
S.A.C.	0	0.0	1	4.20	1	4.20	2	8.30	20	83.30	24	100.00
W.A.C.	0	0.0	0	0.0	0	0.0	2	33.30	4	66.70	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	3	3.00	2	2.00	4	4.00	9	9.10	81	81.80	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	0	0.0	1	6.70	1	6.70	13	86.70	15	100.00
Religious	0	0.0	1	6.70	1	6.70	3	20.00	10	66.70	15	100.00
State	3	4.80	1	1.60	2	1.60	4	6.50	52	83.90	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	0	0.0	0	0.0	1	25.00	3	75.00	4	100.00
Total	3	3.00	2	2.00	4	4.00	9	9.10	81	81.80	99	100.00

TABLE LVI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	2	3.60	2	3.60	2	3.60	4	7.10	46	82.10	56	100.00
Doctor's	1	2.40	0	0.0	2	4.90	5	12.20	33	80.50	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	3	3.00	2	2.00	4	4.00	9	9.10	81	81.80	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	0	0.0	0	0.0	1	3.80	2	7.70	23	88.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	0	0.0	1	10.00	2	20.00	6	60.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	1	10.00	1	10.00	0	0.0	7	70.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	1	2.10	1	2.10	5	10.40	40	83.30	48	100.00
Total	3	3.00	2	2.00	4	4.00	9	9.10	81	81.80	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	0	0.0	1	6.30	1	6.30	14	87.50	16	100.00
2,500 - 5,000	1	5.90	1	5.90	0	0.0	2	11.80	13	76.50	17	100.00
5,000 - 7,500	0	0.0	0	0.0	1	5.00	3	15.00	16	80.00	20	100.00
7,500 - 10,000	1	9.10	0	0.0	1	9.10	0	0.0	9	81.80	11	100.00
10,000 - 15,000	0	0.0	0	0.0	0	0.0	1	10.00	9	90.00	10	100.00
15,000 - 20,000	0	0.00	0	0.0	1	11.10	1	11.10	7	77.80	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	1	25.00	0	0.0	0	0.0	1	25.00	2	50.00	4	100.00
Total	3	3.00	2	2.00	4	4.00	9	9.10	81	81.80	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27C₂, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	2	25.00	1	12.50	0	0.0	0	0.0	5	62.50	8	100.00
M.S.C.	1	5.30	0	0.0	1	5.30	3	15.80	14	73.70	19	100.00
N.C.A.	2	6.10	4	12.10	0	0.0	2	6.10	25	75.80	33	100.00
N.W.A.	1	20.00	0	0.0	0	0.0	0	0.0	4	80.00	5	100.00
S.A.C.	1	4.20	4	16.70	2	8.30	0	0.0	17	70.80	24	100.00
W.A.C.	1	16.70	0	0.0	0	0.0	2	33.30	3	50.00	6	100.00
Not accredited	1	33.30	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	9	9.10	9	9.10	3	3.00	7	7.10	71	71.70	99	100.00
Control												
City	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Private	0	0.0	2	13.30	1	6.70	0	0.0	12	80.00	15	100.00
Religious	3	20.00	1	6.70	1	6.70	2	13.30	8	53.30	15	100.00
State	4	6.50	6	9.70	1	1.60	4	6.50	47	75.80	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	1	25.00	0	0.0	0	0.0	1	25.00	2	57.00	4	100.00
Total	9	9.10	9	9.10	3	3.00	7	7.10	71	71.70	99	100.00

TABLE LVII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	6	10.70	7	12.50	1	1.80	3	5.40	39	69.60	56	100.00
Doctor's	2	4.90	2	4.90	2	4.90	4	9.80	31	75.60	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	9	9.10	9	9.10	3	3.00	7	7.10	71	71.70	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	3	11.50	0	0.0	2	7.70	19	73.10	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	2	20.00	1	10.00	0	0.0	1	10.00	6	60.0	10	100.00
Professional Only	0	0.0	1	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	2	20.00	1	10.00	0	0.0	5	50.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	2	4.20	3	6.30	2	4.20	4	8.30	37	71.10	48	100.00
Total	9	9.10	9	9.10	3	3.00	7	7.10	71	71.70	99	100.00
Enrollment												
500-1,000	1	33.30	1	33.30	0	0.0	0	0.0	1	33.30	3	100.00
1,000 - 2,500	1	6.30	3	18.80	0	0.0	1	6.30	11	68.80	16	100.00
2,500 - 5,000	1	5.90	3	17.60	1	5.90	0	0.0	12	70.60	17	100.00
5,000 - 7,500	2	10.00	0	0.0	0	0.0	3	15.00	15	75.00	20	100.00
7,500 - 10,000	1	9.10	1	9.10	0	0.0	0	0.0	9	81.80	11	100.00
10,000 - 15,000	3	30.00	0	0.0	1	10.00	1	10.00	5	50.00	10	100.00
15,000 - 20,000	0	0.0	1	11.10	1	11.10	0	0.0	7	77.80	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	2	50.00	2	50.00	4	100.00
Total	9	9.10	9	9.10	3	3.00	7	7.10	71	71.70	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27C3, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If there are specified periods for rechecking they are: other (remarks)

	1*	%	2	%	3	%	4	%	5	%	6	%	7	%	8	%	9	%	Total	%
Accreditation																				
N.E.A.	1	12.50	0	0.0	0	0.0	0	0.0	1	12.50	1	12.50	0	0.0	0	0.0	5	62.50	8	100.00
M.S.C.	1	5.30	0	0.0	0	0.0	0	0.0	0	0.0	7	36.80	0	0.0	1	5.30	10	52.60	19	100.00
N.C.A.	4	12.10	1	30.00	1	30.00	2	6.10	1	3.00	4	12.10	2	6.10	0	0.0	18	54.50	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	0	0.0	1	20.00	0	0.0	1	20.00	1	20.00	2	40.00	5	100.00
S.A.C.	2	8.30	0	0.0	0	0.0	2	8.30	0	0.0	5	20.80	2	8.30	2	8.30	11	45.80	24	100.00
W.A.C.	0	0.0	0	0.0	0	0.0	0	0.0	2	33.30	2	33.30	0	0.0	0	0.0	2	33.30	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	1	33.30	0	0.0	0	0.0	0	0.0	0	0.0	2	66.70	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	8	8.10	1	1.00	1	1.00	6	6.10	5	5.10	19	19.20	5	5.10	4	4.00	50	50.50	99	100.00
Control																				
City	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	2	13.30	0	0.0	0	0.0	0	0.0	1	6.70	3	20.00	0	0.0	0	0.0	8	60.00	15	100.00
Religious	2	13.30	0	0.0	0	0.0	1	6.70	0	0.0	4	26.70	2	13.30	0	0.0	6	40.00	15	100.00
State	4	6.50	1	1.60	1	1.60	4	6.50	4	6.50	11	17.70	2	3.20	4	6.50	31	50.00	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	0	0.0	0	0.0	1	25.00	0	0.0	1	25.00	0	0.0	0	0.0	2	50.00	4	100.00
Total	8	8.10	1	1.00	1	1.00	6	6.10	5	5.10	19	19.20	5	5.10	4	4.00	50	50.50	99	100.00

TABLE LVIII (Continued)

	1*	%	2	%	3	%	4	%	5	%	6	%	7	%	8	%	9	%	Total	%
Highest Level of Offering																				
Master's or Professional	4	7.10	1	1.80	0	0.0	3	5.40	4	7.10	12	21.40	3	5.40	2	3.60	27	48.20	56	100.00
Doctor's	4	9.80	0	0.0	1	2.40	3	7.30	1	2.40	7	17.10	1	2.40	2	4.90	22	53.70	41	100.00
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	5.00	0	0.0	1	50.00	2	100.00
Total	8	8.10	1	1.00	1	1.00	6	6.10	5	5.10	19	19.20	5	5.00	4	4.00	50	50.50	99	100.00
Type of Program																				
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	2	7.70	0	0.0	0	0.0	1	3.80	2	7.70	6	23.10	0	0.0	2	7.70	13	50.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	0	0.0	0	0.0	2	20.00	2	20.00	1	10.00	1	10.00	0	0.0	3	30.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	3	30.00	0	0.0	0	0.0	0	0.0	0	0.0	1	10.00	2	20.00	0	0.0	4	40.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	2	4.20	1	2.10	1	2.10	2	4.20	1	2.10	10	20.80	2	4.20	2	4.20	27	56.30	48	100.00
Total	8	8.10	1	1.00	1	1.00	6	6.10	5	5.10	19	19.20	5	5.10	4	4.00	50	50.50	99	100.00
Enrollment																				
500-1,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	0	0.0	0	0.0	0	0.0	3	100.00
1,000 - 2,500	3	18.80	0	0.0	0	0.0	1	6.30	1	6.30	1	6.30	1	6.30	0	0.0	8	50.00	16	100.00
2,500 - 5,000	2	11.80	0	0.0	0	0.0	2	11.80	0	0.0	2	11.80	1	5.00	1	5.00	10	50.00	20	100.00
5,000 - 7,500	1	5.00	0	0.0	0	0.0	0	0.0	2	10.00	5	25.00	0	0.0	0	0.0	6	54.50	11	100.00
7,500 - 10,000	1	9.10	1	9.10	0	0.0	3	27.30	0	0.0	0	0.0	0	0.0	0	0.0	7	70.00	10	100.00
10,000 - 15,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	30.00	0	0.0	0	0.0	7	77.80	9	100.00
15,000 - 20,000	0	0.0	0	0.0	0	0.0	0	0.0	1	11.10	1	11.10	0	0.0	0	0.0	0	0.0	2	100.00
20,000 - 25,000	1	50.00	0	0.0	0	0.0	0	0.0	0	0.0	1	50.00	0	0.0	2	0.0	2	28.60	7	100.00
25,000 - 35,000	0	0.0	0	0.0	1	14.30	0	0.0	0	0.0	2	28.60	0	0.0	0	0.0	2	28.60	4	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	0	0.0	1	25.00	1	25.00	0	0.0	0	0.0	2	25.00	4	100.00
Total	8	8.10	1	1.00	1	1.00	6	6.10	5	5.10	19	19.20	5	5.10	4	4.00	50	50.50	99	100.00

*1 = varies as needed or continuous; 2 = student request; 3 = at change of clinician; 4 = 2 or 3 times a year;
 5 = after 3 to 6 months of instruction; 6 = on semester basis and conclusion of instruction; 7 = every six weeks;
 8 = monthly; 9 = no response.

TABLE LIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 28, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: Does the clinic employ follow up of dismissed cases as a part of diagnosis?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	0	0.0	6	75.00	1	12.50	1	12.50	8	100.00
M.S.C.	1	5.30	3	15.80	9	47.40	6	31.60	0	0.0	19	100.00
N.C.A.	1	3.00	3	9.10	21	36.60	6	18.20	2	6.10	33	100.00
N.W.A.	1	20.00	1	20.00	2	40.00	1	20.00	0	0.0	5	100.00
S.A.C.	0	0.0	7	29.20	7	29.20	8	33.30	2	8.30	24	100.00
W.A.C.	0	0.0	1	16.70	2	33.30	3	50.00	0	0.0	6	100.00
Not accredited	0	0.0	1	33.30	2	66.70	0	0.0	0	0.0	3	100.00
Not known	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Total	3	3.00	17	17.20	49	49.50	25	85.30	5	5.10	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	100.00	0	0.0	0	0.0	1	100.00
Private	1	6.70	3	20.00	6	40.00	5	33.30	0	0.0	15	100.00
Religious	1	6.70	1	6.70	6	40.00	1	40.00	1	6.70	15	100.00
State	0	0.0	9	6.70	36	58.10	13	21.00	4	6.50	62	100.00
Territorial	0	0.0	1	14.50	0	0.0	0	0.0	0	0.0	1	100.00
Not known	0	0.0	3	75.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	3	3.00	17	17.20	49	49.50	25	25.30	5	5.10	99	100.00

TABLE LIX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	1	1.80	9	16.10	29	51.80	13	23.20	4	7.10	56	100.00
Doctor's	1	2.40	8	19.50	19	46.30	12	29.30	1	2.40	41	100.00
Others	1	50.00	0	0.0	1	50.00	0	0.0	0	0.0	2	100.00
Total	3	3.00	17	17.20	49	49.50	25	25.30	5	5.10	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	1	50.00	0	0.0	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	6	23.10	13	50.00	4	15.40	2	7.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	1	10.00	5	50.00	4	40.00	0	0.0	10	100.00
Professional Only	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	1	10.00	5	50.00	3	50.00	3	0.0	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	8	16.70	24	50.00	13	27.10	2	4.20	48	100.00
Total	3	3.00	17	17.20	49	49.50	25	25.30	5	5.10	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	1	33.30	1	33.30	3	100.00
1,000 - 2,500	1	6.30	3	18.80	7	43.80	3	18.80	2	12.50	16	100.00
2,500 - 5,000	1	5.90	6	35.30	4	23.50	5	29.40	1	5.90	17	100.00
5,000 - 7,500	1	5.00	2	10.00	13	65.00	4	20.00	0	0.0	20	100.00
7,500 - 10,000	0	0.0	3	27.30	7	63.60	1	9.10	0	0.0	11	100.00
10,000 - 15,000	0	0.0	0	0.0	7	70.00	3	30.00	0	0.0	10	100.00
15,000 - 20,000	0	0.0	0	0.0	6	66.70	2	22.20	1	11.10	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.0	1	50.00	0	0.0	2	100.00
25,000 - 35,000	0	0.0	1	14.30	3	42.90	3	42.90	0	0.0	7	100.00
35,000 - 50,000	0	0.0	0	0.0	2	50.00	2	50.00	0	0.0	4	100.00
Total	3	3.00	17	17.20	49	49.50	25	25.30	5	5.10	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE LX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29A, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: if there is follow up of dismissed cases, is follow up done by telephone?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	0	0.0	1	12.50	1	12.50	6	75.00	8	100.00
M.S.C.	1	5.30	2	10.50	2	10.50	3	15.80	11	57.90	19	100.00
N.C.A.	0	0.0	7	21.20	9	27.30	2	6.10	15	45.50	33	100.00
N.W.A.	0	0.0	2	40.40	1	20.00	0	0.0	2	40.00	5	100.00
S.A.C.	0	0.0	3	12.50	4	16.70	0	0.0	17	70.80	24	100.00
W.A.C.	0	0.0	0	0.0	1	16.70	0	0.0	5	83.30	6	100.00
Not accredited	0	0.0	2	66.70	0	0.0	0	0.0	1	33.30	3	100.00
Not known	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Total	1	1.00	16	16.20	19	19.20	6	6.10	57	57.60	99	100.00
Control												
City	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	1	6.70	3	20.00	4	26.70	0	0.0	7	46.70	15	100.00
Religious	0	0.0	3	20.00	1	6.70	1	6.70	10	66.70	15	100.00
State	0	0.0	8	12.90	12	19.40	4	6.50	38	61.30	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	1	25.00	1	25.00	1	25.00	1	25.00	4	100.00
Total	1	1.00	16	16.20	19	19.20	6	6.10	57	57.60	99	100.00

TABLE LX (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	1	1.80	8	14.30	5	8.90	4	7.10	38	67.90	56	100.00
Doctor's	0	0.0	7	17.10	13	31.70	2	4.90	19	46.30	41	100.00
Others	0	0.0	1	50.00	1	50.00	0	0.0	0	0.0	2	100.00
Total	1	1.00	16	16.20	19	19.20	6	6.10	57	57.60	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	0	0.0	5	19.20	3	11.50	3	11.50	15	57.70	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	1	10.00	1	10.00	1	10.00	7	70.00	10	100.00
Professional Only	0	0.0	0	0.0	1	100.00	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	2	20.00	2	20.00	0	0.0	6	60.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	1.00	7	14.60	12	25.00	2	4.20	26	54.20	48	100.00
Total	1	1.00	16	16.20	19	19.20	6	6.10	57	57.60	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	3	18.80	2	12.50	1	6.30	10	62.50	16	100.00
2,500 - 5,000	0	0.0	4	25.50	4	23.50	0	0.0	9	52.90	17	100.00
5,000 - 7,500	0	0.0	2	10.00	3	15.00	3	15.00	12	60.00	20	100.00
7,500 - 10,000	0	0.0	4	36.40	0	0.0	1	9.10	6	54.50	11	100.00
10,000 - 15,000	0	0.0	1	10.00	3	30.00	0	0.0	6	60.00	10	100.00
15,000 - 20,000	1	11.10	1	11.10	2	22.20	1	11.10	4	44.40	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	1	14.30	3	42.90	0	0.0	3	42.90	7	100.00
35,000 - 50,000	0	0.0	0	0.0	1	25.00	0	0.0	3	75.00	4	100.00
Total	1	1.00	16	16.20	19	19.20	6	6.10	57	57.60	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LXI
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29B, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If there is follow up of dismissed cases, is follow up done by letters?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	0	0.0	1	12.50	0	0.0	6	75.00	8	100.00
M.S.C.	0	0.0	4	21.10	3	15.80	1	5.30	11	52.90	19	100.00
N.C.A.	0	0.0	8	24.20	6	18.20	2	6.10	17	51.50	33	100.00
N.W.A.	0	0.0	3	60.00	0	0.0	0	0.0	2	40.00	5	100.00
S.A.C.	0	0.0	3	12.50	3	12.50	0	0.0	18	75.00	24	100.00
W.A.C.	0	0.0	2	33.33	1	16.70	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
Not known	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Total	1	1.00	22	22.20	14	14.10	3	3.00	59	59.60	99	100.00
Control												
City	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Private	0	0.0	3	20.00	3	20.00	0	0.0	9	60.00	15	100.00
Religious	0	0.0	3	20.00	2	17.30	0	0.0	10	66.70	15	100.00
State	1	1.60	11	17.70	9	14.50	2	3.20	39	62.90	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	3	75.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	1	1.00	22	22.20	14	14.10	3	3.00	59	59.60	99	100.00

TABLE LXI (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	0	0.0	10	17.90	4	7.10	2	3.60	40	71.40	56	100.00
Doctor's	1	2.40	10	24.40	10	24.40	1	2.40	19	46.30	41	100.00
Others	0	0.0	2	100.00	0	0.0	0	0.0	0	0.0	2	100.00
Total	1	1.00	22	22.20	14	14.10	3	3.00	59	59.60	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	0	0.0	6	23.10	3	11.50	1	3.80	16	61.50	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	1	10.00	0	0.0	2	20.00	7	70.00	10	100.00
Professional Only	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	4	40.00	0	0.0	0	0.0	6	60.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	9	18.80	11	22.90	3	0.0	59	56.30	48	100.00
Total	1	1.00	22	22.20	14	14.10	3	3.00	59	59.60	99	100.00
Enrollment												
500-1,000	0	0.0	0	0.0	1	33.30	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	4	25.00	1	6.30	0	0.0	11	68.80	16	100.00
2,500 - 5,000	0	0.0	6	35.30	2	11.80	0	0.0	9	52.90	17	100.00
5,000 - 7,500	1	5.00	5	25.00	1	5.00	2	10.00	11	55.00	20	100.00
7,500 - 10,000	0	0.0	3	27.30	1	9.10	1	9.10	6	54.50	11	100.00
10,000 - 15,000	0	0.0	0	0.0	4	40.10	0	0.0	6	60.00	10	100.00
15,000 - 20,000	0	0.0	1	11.10	2	22.20	0	0.0	6	66.70	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	2	28.60	2	28.60	0	0.0	3	42.90	7	100.00
35,000 - 50,000	0	0.0	1	25.00	0	0.0	0	0.0	3	75.00	4	100.00
Total	1	1.00	22	22.20	14	14.10	3	3.00	59	59.60	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29C, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If there is follow up of dismissed cases, is follow up done by conferences with school representatives?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	0	0.0	0	0.0	0	0.0	7	87.50	8	100.00
M.S.C.	1	5.30	3	15.80	6	31.60	1	5.30	8	42.10	19	100.00
N.C.A.	1	3.00	8	24.20	8	24.20	1	3.00	15	45.50	33	100.00
N.W.A.	0	0.0	4	80.00	0	0.0	0	0.0	1	20.00	5	100.00
S.A.C.	0	0.0	7	29.20	4	16.70	0	0.0	13	54.20	24	100.00
W.A.C.	0	0.0	1	16.70	1	16.70	0	0.0	4	66.70	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
Not known	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Total	3	3.00	24	24.20	19	19.20	2	2.00	51	51.50	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	3	20.00	4	26.70	0	0.0	8	53.30	15	100.00
Religious	0	0.0	3	20.00	3	20.00	0	0.0	9	60.00	15	100.00
State	2	2.20	16	25.80	12	19.40	1	1.60	31	50.00	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	2	50.00	0	0.0	1	25.00	1	25.00	4	100.00
Total	3	3.00	24	24.20	19	19.20	2	2.00	51	51.50	99	100.00

TABLE LXII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	1	1.80	17	30.40	7	12.50	0	0.0	31	55.10	56	100.00
Doctor's	1	2.40	7	17.10	12	29.30	2	4.90	19	46.30	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	3	3.00	24	24.20	19	19.20	2	2.00	51	51.50	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	0	0.0	1	50.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	7	26.90	4	15.40	1	3.80	13	50.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	3	30.00	1	10.00	0	0.0	6	60.00	10	100.00
Professional Only	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	4	40.00	0	0.0	0	0.0	5	50.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	1	2.10	9	18.80	13	27.10	1	2.10	24	50.00	48	100.00
Total	3	3.00	24	24.20	19	19.20	2	2.00	51	51.90	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	4	25.00	1	6.30	0	0.0	11	68.80	16	100.00
2,500 - 5,000	2	11.80	6	35.30	1	5.90	0	0.0	8	47.10	17	100.00
5,000 - 7,500	1	5.00	6	30.00	4	20.00	1	5.00	8	40.00	20	100.00
7,500 - 10,000	0	0.0	3	27.30	5	45.50	0	0.0	3	27.30	11	100.00
10,000 - 15,000	0	0.0	1	10.00	2	20.00	1	10.00	6	60.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	4	44.40	0	0.0	5	55.00	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	3	42.90	1	14.30	0	0.0	3	42.90	7	100.00
35,000 - 50,000	0	0.0	0	0.0	1	25.00	0	0.0	3	75.00	4	100.00
Total	3	3.00	24	24.20	19	19.20	2	2.00	51	51.90	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LXIII
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29D, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	1	12.50	0	0.0	1	12.50	0	0.0	6	75.00	8	100.00
M.S.C.	1	5.30	4	21.10	2	10.50	2	10.50	10	52.60	19	100.00
N.C.A.	1	3.00	8	24.20	7	21.20	2	6.10	15	45.50	33	100.00
N.W.A.	1	20.00	1	20.00	1	20.00	0	0.0	2	40.00	5	100.00
S.A.C.	1	4.20	4	16.70	3	12.50	0	0.0	16	66.70	24	100.00
W.A.C.	0	0.0	1	16.70	2	33.30	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
Not known	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Total	6	6.10	19	19.20	16	16.20	4	4.00	54	54.50	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	5	33.30	2	13.30	0	0.0	8	53.30	15	100.00
Religious	0	0.0	2	13.30	3	20.00	0	0.0	10	66.70	15	100.00
State	4	6.50	9	14.50	11	17.70	3	4.80	35	56.50	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	1	25.00	2	50.00	0	0.0	1	25.00	0	0.0	4	100.00
Total	6	6.10	19	19.20	16	16.20	4	4.00	54	54.50	99	100.00

TABLE LXIII (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	2	3.60	13	23.20	7	12.50	1	1.80	33	58.90	56	100.00
Doctor's	3	7.30	6	14.60	9	22.00	3	7.30	20	48.80	41	100.00
Others	1	50.00	0	0.0	0	0.0	0	0.0	1	50.00	2	100.00
Total	6	6.10	19	19.20	16	16.20	4	4.00	54	54.50	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	1	3.80	8	30.80	4	15.40	2	7.70	11	47.30	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	0	0.0	3	30.00	0	0.0	7	70.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	2	20.00	3	30.00	0	0.0	0	0.0	5	50.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	2	4.20	8	16.70	9	18.80	2	4.20	27	56.30	48	100.00
Total	6	6.10	19	19.20	16	16.20	4	4.00	54	54.50	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	5	31.30	2	12.50	0	0.0	9	56.30	16	100.00
2,500 - 5,000	3	17.60	4	23.50	2	11.80	0	0.0	8	47.10	17	100.00
5,000 - 7,500	2	10.00	3	15.00	3	15.00	2	10.00	10	50.00	20	100.00
7,500 - 10,000	1	9.10	2	18.20	2	18.20	0	0.0	6	54.50	11	100.00
10,000 - 15,000	0	0.0	2	20.00	1	10.00	1	10.00	6	60.00	10	100.00
15,000 - 20,000	0	0.0	1	11.10	3	33.30	0	0.0	5	55.60	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	1	14.30	3	42.90	0	0.0	3	42.90	7	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	1	25.00	3	75.00	4	100.00
Total	6	6.10	19	19.20	16	16.20	4	4.00	54	54.50	99	100.00

* A = Always; U = Usually; S = Seldom; N - Never; NR = No Return.

TABLE LXIV
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29E, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If there is follow up of dismissed cases, is follow up done by testing?

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Accreditation												
N.E.A.	0	0.0	1	12.50	0	0.0	1	12.50	6	75.00	8	100.00
M.S.C.	0	0.0	1	5.30	5	26.30	3	15.80	10	52.60	19	100.00
N.C.A.	2	6.10	3	9.10	7	21.20	3	9.10	18	54.50	33	100.00
N.W.A.	0	0.0	3	60.00	0	0.0	0	0.0	2	40.00	5	100.00
S.A.C.	0	0.0	5	20.80	2	8.30	1	4.20	16	66.70	24	100.00
W.A.C.	0	0.0	2	33.30	1	16.70	0	0.0	3	50.00	6	100.00
Not accredited	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
Not known	<u>1</u>	<u>100.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.00</u>
Total	3	3.00	16	16.20	15	15.20	8	8.10	57	57.60	99	100.00
Control												
City	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
National	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	2	13.30	3	20.00	0	0.0	10	66.70	15	100.00
Religious	1	6.70	0	0.0	2	13.30	2	13.30	10	66.70	15	100.00
State	0	0.0	11	17.70	10	16.10	5	8.10	36	58.10	62	100.00
Territorial	0	0.0	1	100.00	0	0.0	0	0.0	0	0.0	1	100.00
Not known	<u>1</u>	<u>25.00</u>	<u>2</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>100.00</u>
Total	3	3.00	16	16.20	15	15.20	8	8.10	57	57.60	99	100.00

TABLE LXIV (Continued)

	A*	%	U	%	S	%	N	%	NR	%	Total	%
Highest Level of Offering												
Master's or Professional	0	0.0	13	23.20	5	8.90	3	5.40	35	62.50	56	100.00
Doctor's	2	4.90	3	7.30	10	24.40	5	12.20	21	51.20	41	100.00
Others	<u>1</u>	<u>50.00</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>50.00</u>	<u>2</u>	<u>100.00</u>
Total	3	3.00	16	16.20	15	15.20	8	8.10	57	57.60	99	100.00
Type of Program												
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	1	50.00	0	0.0	1	50.00	2	100.00
Liberal Arts-General, Teacher Prep.	0	0.0	8	30.80	3	11.50	4	15.40	11	42.30	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0.0	1	10.00	2	20.00	0	0.0	7	70.00	10	100.00
Professional Only	1	100.00	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	1	10.00	2	20.00	0	0.0	0	0.0	7	70.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	<u>1</u>	<u>2.10</u>	<u>5</u>	<u>10.40</u>	<u>9</u>	<u>18.80</u>	<u>4</u>	<u>8.30</u>	<u>29</u>	<u>60.40</u>	<u>48</u>	<u>100.00</u>
Total	3	3.00	16	16.20	15	15.20	8	8.10	57	57.60	99	100.00
Enrollment												
500-1,000	0	0.0	1	33.30	0	0.0	0	0.0	2	66.70	3	100.00
1,000 - 2,500	0	0.0	5	31.30	1	6.30	2	12.50	8	50.00	16	100.00
2,500 - 5,000	2	11.80	2	11.80	1	5.90	0	0.0	12	70.60	17	100.00
5,000 - 7,500	0	0.0	4	20.00	3	15.00	3	15.00	10	50.00	20	100.00
7,500 - 10,000	0	0.0	1	9.10	2	18.20	0	0.0	8	72.70	11	100.00
10,000 - 15,000	1	10.00	0	0.0	2	20.00	1	10.00	6	60.00	10	100.00
15,000 - 20,000	0	0.0	1	11.10	3	33.30	0	0.0	5	55.60	9	100.00
20,000 - 25,000	0	0.0	1	50.00	0	0.00	0	0.0	1	50.00	2	100.00
25,000 - 35,000	0	0.0	1	14.30	2	28.60	1	14.30	3	42.90	7	100.00
35,000 - 50,000	<u>0</u>	<u>0.0</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>25.00</u>	<u>1</u>	<u>25.00</u>	<u>2</u>	<u>50.00</u>	<u>4</u>	<u>100.00</u>
Total	3	3.00	16	16.20	15	15.20	8	8.10	57	57.60	99	100.00

* A = Always; U = Usually; S = Seldom; N = Never; NR = No Return.

TABLE LXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 29F, CHECK LIST
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If there is follow up of dismissed cases, is follow up done by: other (remarks)

	1*	%	2	%	3	%	9	%	Total	%
Accreditation										
N.E.A.	0	0.0	0	0.0	0	0.0	8	100.00	8	100.00
M.S.C.	0	0.0	0	0.0	0	0.0	19	100.00	19	100.00
N.C.A.	0	0.0	2	6.10	0	0.0	31	93.90	33	100.00
N.W.A.	0	0.0	0	0.0	0	0.0	5	100.00	5	100.00
S.A.C.	0	0.0	0	0.0	3	12.50	21	87.50	24	100.00
W.A.C.	1	16.70	0	0.0	0	0.0	5	83.30	6	100.00
Not accredited	0	0.0	0	0.0	0	0.0	3	100.00	3	100.00
Not known	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Total	1	1.00	2	2.00	3	3.10	93	93.90	99	100.00
Control										
City	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
National	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Private	0	0.0	0	0.0	1	6.70	14	93.30	15	100.00
Religious	0	0.0	1	6.70	0	0.0	14	93.30	15	100.00
State	1	1.60	1	1.60	2	3.20	58	93.50	62	100.00
Territorial	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Not known	0	0.0	0	0.0	0	0.0	4	100.00	4	100.00
Total	1	1.00	2	2.00	3	3.10	93	93.90	99	100.00

TABLE LXV (Continued)

	1*	%	2	%	3	%	9	%	Total	%
Highest Level of Offering										
Master's or Professional	1	1.80	0	0.0	2	3.60	53	94.60	56	100.00
Doctor's	0	0.0	2	4.90	1	2.40	38	92.70	41	100.00
Others	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Total	1	1.00	2	2.00	3	3.10	93	93.90	99	100.00
Type of Program										
Liberal Arts-General, Term. Occup.	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Teacher Preparation	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
Liberal Arts-General, Teacher Prep.	0	0.0	0	0.0	0	0.0	26	100.00	26	100.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	1	10.00	0	0.0	0	0.0	9	90.00	10	100.00
Professional Only	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Professional, Teacher Preparation	0	0.0	0	0.0	0	0.0	1	100.00	1	100.00
Lib. Arts-Gen., 1 or 2 Professional	0	0.0	0	0.0	0	0.0	10	100.00	10	100.00
Lib. Arts-Gen., 3 or more Professional	0	0.0	2	4.20	3	6.30	43	89.60	48	100.00
Total	1	1.00	2	2.00	3	3.10	93	93.90	99	100.00
Enrollment										
500-1,000	0	0.0	0	0.0	1	33.30	2	66.70	3	100.00
1,000 - 2,500	0	0.0	0	0.0	0	0.0	16	100.00	16	100.00
2,500 - 5,000	0	0.0	0	0.0	0	0.0	17	100.00	17	100.00
5,000 - 7,500	1	5.00	0	0.0	1	5.00	18	90.00	20	100.00
7,500 - 10,000	0	0.0	0	0.0	1	9.10	10	90.90	11	100.00
10,000 - 15,000	0	0.0	2	20.00	0	0.0	8	80.00	10	100.00
15,000 - 20,000	0	0.0	0	0.0	0	0.0	9	100.00	9	100.00
20,000 - 25,000	0	0.0	0	0.0	0	0.0	2	100.00	2	100.00
25,000 - 35,000	0	0.0	0	0.0	0	0.0	7	100.00	7	100.00
35,000 - 50,000	0	0.0	0	0.0	0	0.0	4	100.00	4	100.00
Total	1	1.00	2	2.00	3	3.10	93	93.90	99	100.00

*1 = self-evaluation.

2 = parent communication.

3 = tutors.

4 = no response.

TABLE LXVI

FREQUENCY CLASSIFICATION OF RESPONSES FOR STATEMENT 1 OF THE DATA SHEET SECTION

Statement: What are the duties, other than diagnosis, performed by the reading clinician?

	<u>No.</u>	<u>%</u>
1. Consultation with schools clients, parents, teachers, and other agencies	25	14.12
2. Maintenance of records (case studies, etc., report to parents and schools)	20	11.30
3. Order materials	19	10.73
4. General supervision of students	19	10.73
5. No response	17	9.60
6. Teach classes of teacher preparation, laboratory operation	16	9.03
7. Remedial teaching	15	8.42
8. Make prescription of remediation procedures	13	7.60
9. In-service workshops and training graduate students	10	5.60
10. Teach reading classes to group, such as disadvantaged, as foreign student with special interest such as study skills, speed and reading improvement	9	5.08
11. Research	6	3.60
12. Validate diagnosis	2	1.15
13. No other duties	2	1.15
14. Teaching remedial students and part graduate medial seminars	1	0.07
15. Make appointments	1	0.07
16. Take complaints	1	0.07
17. Teach spelling, speaking, or arithmetic	1	0.07

TABLE LXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 2, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of students actively served by the diagnostic program annually?		
	Number	Mean
Accreditation		
N.E.A.	8	71.50
M.S.C.	18	171.11
N.C.A.	31	227.03
N.W.A.	5	62.20
S.A.C.	23	215.26
W.A.C.	6	109.50
Not accredited	11	500.00
Not known	1	250.00
Total	93	186.66
Control		
City	0	0.0
National	0	0.0
Private	14	189.14
Religious	14	207.14
State	60	177.02
Territorial	1	500.00
Not known	4	172.50
Total	93	186.66
Highest Level of Offering		
Master's or Professional	54	190.91
Doctor's	39	180.77
Others	0	0.0
Total	93	186.66
Type of Program		
Liberal Arts-General, Term. Occup.	0	0.0
Teacher Preparation	2	67.50
Liberal Arts-General, Teacher Prep.	26	158.88
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	242.78
Professional Only	1	250.00
Professional, Teacher Preparation	1	166.00
Lib. Arts-Gen., 1 or 2 Professional	8	70.00
Lib. Arts-Gen., 3 or more Professional	46	215.91
Total	93	186.66
Enrollment		
500-1,000	3	122.00
1,000 - 2,500	15	171.60
2,500 - 5,000	15	192.07
5,000 - 7,500	19	139.74
7,500 - 10,000	9	294.44
10,000 - 15,000	10	179.00
15,000 - 20,000	9	285.78
20,000 - 25,000	2	65.00
25,000 - 35,000	7	195.86
35,000 - 50,000	4	92.50
Total	93	186.66

TABLE LXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of reading cases diagnosed annually at the following levels of educational placement? Elementary level, Secondary level, College level, Adults.

	<u>Elementary Level</u>		<u>Secondary Level</u>		<u>College Level</u>		<u>Adults</u>	
	No.	Means	No.	Means	No.	Means	No.	Means
Accreditation								
N.E.A.	5	56.20	4	11.75	3	198.00	1	5.00
M.S.C.	17	113.59	18	44.22	11	26.00	10	11.20
N.C.A.	28	104.79	26	46.42	22	205.95	17	27.41
N.W.A.	3	63.67	3	11.33	3	11.33	2	1.50
S.A.C.	20	124.90	20	24.95	18	57.67	11	31.36
W.A.C.	4	65	4	37.50	4	67.50	2	15.00
Not accredited	1	30	2	65.00	2	331.50	2	160.00
Not known	1	250	1	25.00	0	0	0	0
Total	78	105.70	78	37.60	63	117.71	45	28.58
Control								
City	1	500.00	1	500.00	0	0	0	0
National	0	0	0	0	0	0	1	300.00
Private	12	117.50	12	56.00	10	71.80	10	31.10
Religious	10	169.80	10	62.30	10	51.60	4	17.00
State	52	81.48	50	17.16	39	143.90	27	21.74
Territorial	0	0	1	100.00	1	500.00	0	0
Not known	4	126.25	4	33.73	3	23.33	3	6.67
Total	79	105.70	78	37.03	63	117.71	45	28.58

TABLE LXVIII (Continued)

	Elementary Level		Secondary Level		College Level		Adults	
	No.	Means	No.	Means	No.	Means	No.	Means
Highest Level of Offering								
Master's or Professional	42	91.60	41	38.49	39	144.13	20	37.05
Doctor's	36	111.19	36	22.50	24	74.79	24	10.21
Others	1	500.00	1	500.00	0	0	1	300.00
Total	79	105.70	78	37.03	63	117.71	45	28.58
Type of Program								
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0	1	300.00
Teacher Preparation	2	42.50	2	11.00	1	28.00	1	0
Liberal Arts-General, Teacher Prep.	20	108.65	19	44.47	18	135.50	12	43.92
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	102.22	8	25.86	8	146.88	3	11.33
Professional Only	7	225.00	1	25.00	1	166.00	0	0
Professional, Teacher Preparation	0	0	0	0	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	7	117.57	7	86.43	6	13.00	2	0
Lib. Arts-Gen., 3 or more Professional	40	103.10	41	8.88	29	121.10	26	16.35
Total	79	105.70	78	37.03	63	117.71	45	28.58
Enrollment								
500 - 1,000	1	40.00	1	15.00	3	75.33	1	150.00
1,000 - 2,500	11	106.55	11	49.36	14	107.79	6	28.17
2,500 - 5,000	14	150.71	13	69.85	8	85.13	6	12.00
5,000 - 7,500	16	79.06	16	18.06	10	41.10	7	43.51
7,500 - 10,000	7	130.29	7	31.86	6	375.67	4	89.75
10,000 - 15,000	8	131.63	8	36.75	7	46.14	6	6.83
15,000 - 20,000	9	95.00	9	49.56	8	149.13	18	16.63
20,000 - 25,000	2	45.00	2	20.00	0	0	0	0
25,000 - 35,000	7	73.57	7	10.43	4	203.00	5	10.40
35,000 - 50,000	4	72.25	4	14.25	3	2.33	2	2.50
Total	79	105.70	78	37.03	63	117.71	45	28.58

TABLE LXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of reading cases diagnosed annually at the following levels of achievement?
Below grade level, at grade level, above grade level.

	<u>Below Grade Level</u>		<u>At Grade Level</u>		<u>Above Grade Level</u>	
	<u>No.</u>	<u>Means</u>	<u>No.</u>	<u>Means</u>	<u>No.</u>	<u>Means</u>
Accreditation						
N.E.A.	5	58.20	2	7.50	1	5.00
M.S.C.	13	115.31	14	19.36	9	13.33
N.C.A.	23	120.78	18	40.17	16	20.00
N.W.A.	5	42.80	3	14.00	2	4.50
S.A.C.	21	155.81	18	27.50	12	18.00
W.A.C.	4	89.00	5	23.00	2	10.00
Not accredited	1	15.00	0	0	0	0
Not known	1	230.00	1	15.00	1	5.00
Total	74	118.64	61	27.48	43	16.16
Control						
City	0	0	0	0	0	0
National	0	0	0	0	0	0
Private	10	71.50	9	24.22	4	23.75
Religious	11	203.27	8	33.13	7	23.00
State	48	109.44	40	28.20	28	14.79
Territorial	1	15.00	0	0	0	0
Not known	4	140.00	4	16.25	4	6.25
Total	74	118.64	61	27.48	43	16.16

TABLE LXIX (Continued)

	<u>Below Grade Level</u>		<u>At Grade Level</u>		<u>Above Grade Level</u>	
	No.	Means	No.	Means	No.	Means
Highest Level of Offering						
Master's or Professional	43	119.72	32	35.37	23	22.87
Doctor's	31	117.13	29	18.76	20	8.45
Others	0	0	0	0	0	0
Total	74	118.64	61	27.48	43	16.16
Type of Program						
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0
Teacher Preparation	2	55.00	2	12.50	0	0
Liberal Arts-General, Teacher Prep.	20	89.70	13	29.31	12	18.59
Lib. Arts-Gen., Term. Oc., Teach. Prep.	7	164.71	7	38.00	3	11.33
Professional Only	1	230.00	1	15.00	1	5.00
Professional, Teacher Preparation	1	55.00	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	6	64.67	4	25.25	3	13.00
Lib. Arts-Gen., 3 or more Professional	11	136.46	34	26.12	11	16.42
Total	74	118.64	61	27.48	43	16.16
Enrollment						
500 - 1,000	3	66.67	1	25.00	2	45.00
1,000 - 2,500	13	105.15	9	38.11	7	22.57
2,500 - 5,000	11	166.09	9	33.33	7	16.00
5,000 - 7,500	17	114.65	14	20.86	8	13.38
7,500 - 10,000	8	209.25	7	51.86	5	28.60
10,000 - 15,000	6	136.67	7	25.29	5	8.60
15,000 - 20,000	5	61.00	5	8.60	5	2.40
20,000 - 25,000	2	52.50	2	12.50	0	0
25,000 - 35,000	7	63.50	5	18.00	3	6.67
35,000 - 50,000	2	43.50	2	9.00	1	10.00
Total	74	118.64	61	27.48	43	16.16

TABLE LXX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of reading cases diagnosed annually at the following levels of intellectual levels? Above 130; 120-130; 110-120; 90-110; 80-90; 70-80; Below 70.

	<u>Above 130</u>		<u>120-130</u>		<u>120-110</u>		<u>110-90</u>		<u>90-80</u>		<u>80-70</u>		<u>Below 70</u>	
	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means
Accreditation														
N.E.A.	0	0	0	0	2	7.50	1	5.00	1	4.00	1	3.00	2	37.00
M.S.C.	9	5.44	13	11.85	13	39.08	12	71.92	12	14.75	9	7.89	4	1.25
N.C.A.	12	13.00	18	22.72	18	55.00	20	108.80	16	14.81	14	7.57	10	4.90
N.W.A.	3	2.67	3	18.67	5	18.00	4	23.50	3	12.00	2	6.50	2	1.50
S.A.C.	11	8.73	14	13.43	17	23.76	16	116.25	15	17.00	12	9.25	6	2.83
W.A.C.	2	22.00	2	32.50	2	35.00	2	25.00	2	10.50	2	2.50	2	1.50
Not accredited	2	28.00	2	12.50	2	40.50	2	4.50	2	92.00	2	30.00	2	2.00
Not known	1	1.00	1	25.00	1	30.00	1	100.00	1	60.00	1	33.00	1	1.00
Total	40	10.25	53	17.40	60	36.53	58	88.91	52	18.73	43	9.35	29	5.52
Control														
City	0	0	0	0	0	0	0	0	0	0	0	0	0	0
National	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private	6	8.50	8	21.37	10	53.00	10	48.70	10	6.70	7	4.86	0	1.00
Religious	6	11.33	8	16.87	9	35.56	7	220.71	7	30.71	7	12.86	5	6.60
State	23	10.70	32	16.78	36	32.69	36	80.89	30	13.67	24	7.17	14	8.21
Territorial	1	3.00	1	5.00	1	25.00	1	3.00	1	162.00	1	48.00	1	2.00
Not known	4	10.50	4	18.50	4	35.00	4	52.50	4	30.00	4	14.50	3	1.33
Total	40	10.25	53	17.40	60	36.53	58	88.91	52	10.73	43	9.35	25	5.52

TABLE LXX (Continued)

	Above 130		120-130		110-120		100-110		90-100		80-90		70-80		Below 70	
	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Mean
Highest Level of Offering																
Master's or Professional	20	15.30	27	22.19	33	44.94	31	94.55	27	19.93	23	9.52	14	9.36		
Doctor's	20	5.20	26	12.42	27	26.26	27	82.44	25	17.94	20	9.15	15	1.93		
Others	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total	40	10.25	53	17.40	7-	36.53	58	88.91	52	18.73	43	9.35	29	5.52		
Type of Program																
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Teacher Preparation	1	2.00	1	5.00	1	8.00	1	50.00	1	7.00	1	3.00	1	0.0		
Liberal Arts-General, Teacher Prep.	9	8.44	13	20.15	18	43.06	18	79.50	18	20.56	14	9.14	7	12.14		
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	22.60	5	44.00	6	62.00	6	112.67	4	20.50	4	12.50	4	6.75		
Professional Only	1	1.00	1	25.00	1	30.00	1	100.00	1	60.00	1	33.00	1	1.00		
Professional, Teacher Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Lib. Arts-Gen., 1 or 2 Professional	4	12.50	5	14.80	5	26.00	3	33.33	2	7.50	2	0	2	0.0		
Lib. Arts-Gen., 3 or more Professional	20	8.40	28	12.00	29	30.24	29	96.55	26	16.92	21	8.76	14	3.37		
Total	40	10.25	50	17.40	60	36.53	58	88.91	26	18.73	43	9.35	29	5.52		
Enrollment																
500 - 1,000	2	27.50	2	12.50	2	7.50	1	100.00	1	10.00	1	10.00	0	0		
1,000 - 2,500	8	14.88	9	20.56	13	31.92	12	89.92	12	26.84	10	12.50	8	11.25		
2,500 - 5,000	6	7.33	9	15.89	9	38.89	10	125.00	9	27.11	7	15.00	5	5.60		
5,000 - 7,500	7	9.57	9	13.11	10	23.30	10	55.00	10	13.60	8	7.63	4	6.25		
7,500 - 10,000	4	16.50	6	33.67	6	82.50	5	224.00	3	13.33	2	10.50	2	3.00		
10,000 - 15,000	6	6.17	7	22.86	7	64.28	6	89.17	6	17.50	5	7.00	3	1.66		
15,000 - 20,000	3	0.67	4	6.50	4	27.75	5	33.00	4	5.50	4	3.23	3	0.67		
20,000 - 25,000	0	0	1	10.00	1	20.00	1	30.00	1	20.00	0	0	0	0		
25,000 - 35,000	2	2.00	5	5.60	6	11.00	6	44.67	5	13.00	5	6.40	3	1.33		
35,000 - 50,000	2	8.00	1	25.00	2	18.50	2	26.00	1	10.00	1	0	1	0.0		
Total	40	10.25	50	17.40	60	36.53	58	88.91	52	18.73	43	9.35	29	5.82		

TABLE LXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

statement: What is the number of clients per year who are provided the diagnostic services of the following specialists? An optometrist, an ophthalmologist, a neurologist, a pediatrician, a psychiatrist, a dentist, a physician, a social worker, an audiologist.

	* Optometr.		Ophthalm.		Neurolog.		Pediatr.		Psychiat.		Dentist		Physician		Soc.Wrkr.		Audiolog.	
	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means
Accreditation																		
N.E.A.	2	2.00	1	2.00	1	2.00	1	1.00	1	1.00	0	0	0	0	0	0	1	4.00
M.S.C.	5	14.20	8	6.38	5	4.80	5	9.80	6	6.17	3	3.33	6	12.83	5	30.60	6	31.83
N.C.A.	12	17.50	8	4.13	9	4.55	9	4.44	11	9.64	7	0.71	10	29.00	10	4.00	10	18.00
N.W.A.	3	13.33	4	11.00	3	1.33	2	0.50	4	10.50	3	13.33	3	13.33	2	1.00	3	15.00
S.A.C.	9	27.33	10	31.90	8	9.75	8	15.63	9	6.89	7	42.71	7	51.14	5	11.00	10	31.90
W.A.C.	1	10.00	1	15.00	1	10.00	1	10.00	1	10.00	0	0	1	5.00	0	0	1	5.00
Not accredited	1	8.00	2	17.50	1	3.00	1	3.00	1	7.00	0	0	1	500.00	1	3.00	1	12.00
Not known	1	250.00	1	2.50	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00
Total	34	24.68	35	21.40	29	14.21	28	17.11	34	15.15	21	28.76	29	52.41	24	20.96	33	30.48
Control																		
City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
National	1	8.00	1	8.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private	6	5.00	7	3.85	7	3.57	6	4.83	7	4.29	3	0	5	5.00	3	41.67	6	24.00
Religious	3	27.33	4	56.25	4	18.75	4	30.50	5	12.60	3	4.00	3	30.00	3	18.33	4	36.25
State	22	19.06	21	11.38	16	3.25	16	4.25	20	7.60	14	24.43	18	34.72	16	4.25	20	20.33
Territorial	0	0	0	0	0	0	0	0	0	0	0	0	1	500.00	0	0	0	0
Not known	2	150.00	2	125.00	2	130.00	2	130.00	2	135.00	1	250.00	2	140.00	2	127.50	2	145.00
Total	34	24.68	35	21.40	29	14.21	28	17.11	34	15.15	21	28.76	29	52.41	24	20.96	33	30.48

TABLE LXXI (Continued)

	* Optometr.		Ophthalmo.		Neurolog.		Pediatri.		Psychiat.		Dentist		Physician		Soc.Wrkr.		Audiolog.	
	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means	No.	Means
Highest Level of Offering																		
Master's or Professional	16	17.00	16	10.63	13	4.62	11	3.91	16	8.00	8	8.38	13	65.38	9	5.44	16	22.94
Doctor's	17	32.88	18	31.72	16	22.00	17	25.65	18	21.50	13	41.31	16	41.88	15	30.27	17	37.59
Others	1	8.00	1	8.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	34	24.68	35	21.40	29	14.21	28	17.11	34	15.15	21	28.76	29	52.41	24	20.96	33	30.48
Type of Program																		
Lib.Arts-General, Term.Occup.	1	8.00	1	8.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Teacher Preparation	0	0	1	5	1	5.00	0	0	1	10.00	0	0	0	0	0	0	0	0
Lib.Arts-General, Teach.Prep.	9	12.00	8	6.25	7	4.71	8	4.75	9	4.89	3	6.33	8	73.75	5	6.80	9	11.44
L.Arts-Gen.,Term.Occ.,Teach.Pr.	5	11.60	5	7.20	3	2.40	4	3.50	5	6.80	3	1.33	3	66.67	4	1.25	3	5.67
Professional Only	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00	1	250.00
Professional, Teacher Prepar.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lib.Arts-Gen., 1 or 2 Profess.	3	37.00	3	25.67	10	7.50	1	1.00	2	20.00	3	14.67	2	21.00	0	0	3	47.33
Lib.Arts-Gen., 3 or more Prof.	15	20.27	16	20.19	13	7.46	14	12.57	16	8.56	11	26.09	15	29.20	14	15.29	17	29.06
Total	34	24.68	35	21.40	29	14.21	28	17.11	34	15.15	21	28.76	29	52.41	24	20.96	33	30.48
Enrollment																		
500 - 1,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1,000 - 2,500	5	18.40	5	16.80	5	5.20	6	3.00	7	3.43	3	5.00	4	133.25	3	7.00	6	20.67
2,500 - 5,000	7	46.86	7	62.57	5	64.60	6	63.33	6	55.50	4	65.25	7	53.14	5	58.40	6	55.50
5,000 - 7,500	6	15.67	9	8.11	7	3.86	5	7.20	7	6.57	3	4.00	5	49.40	4	7.75	5	12.00
7,500 - 10,000	6	26.00	4	35.50	3	6.67	3	9.00	5	12.20	3	105.00	4	79.50	2	68.50	5	84.00
10,000 - 15,000	3	40.00	2	3.00	2	5.00	2	2.50	1	0	2	0	2	2.50	3	1.67	2	3.50
15,000 - 20,000	3	3.00	3	1.00	2	0.50	3	4.33	3	1.00	3	0.33	3	1.67	3	2.33	4	4.50
20,000 - 25,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25,000 - 35,000	2	0	2	0.67	3	0.67	2	0	3	13.33	2	0	3	13.33	3	0	4	11.00
35,000 - 50,000	2	20.00	3	0.50	2	1.50	1	0.0	2	4.00	1	0	1	0--	1	10.00	1	0
Total	34	24.68	35	21.40	29	14.21	28	17.11	34	15.15	21	28.76	29	52.41	24	20.96	33	30.48
* Optometr. = Optometrist																		
Ophthalmo. = Ophthalmologist									Psychiat. = Psychiatrist									
Neurolog. = Neurologist									Soc.Wrkr. = Social Worker									
Pediatri. = Pediatrician									Audiolog. = Audiologist									

TABLE LXXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of referrals per year received from each of the following referral sources? Schools, parents, social agencies, voluntary.

	<u>Schools</u>		<u>Parents</u>		<u>Social Agencies</u>		<u>Voluntary</u>	
	No.	Means	No.	Means	No.	Means	No.	Means
Accreditation								
N.E.A.	2	72.00	3	12.66	1	5.00	2	46.00
M.S.C.	13	54.77	15	23.33	12	17.33	6	51.67
N.C.A.	22	101.95	20	43.95	15	15.07	14	94.36
N.W.A.	2	31.00	3	49.67	2	3.50	2	22.50
S.A.C.	15	70.60	15	79.73	11	12.73	11	22.37
W.A.C.	4	69.25	4	75.00	3	23.33	1	50.00
Not accredited	2	31.50	0	0	1	12.00	1	100.00
Not known	1	25.00	1	175.00	1	25.00	0	0
Total	61	74.34	61	62.90	46	15.01	37	58.49
Control								
City	0	0	0	0	0	0	0	0
National	0	0	0	0	0	0	0	0
Private	8	35.75	9	73.78	9	9.44	4	42.75
Religious	8	80.50	9	154.28	7	30.08	6	26.33
State	40	83.30	39	34.23	26	11.38	25	67.40
Territorial	1	3.00	0	0	0	0	1	100.00
Not known	4	67.50	4	111.25	4	25.00	1	50.00
Total	61	74.34	61	62.90	46	15.07	37	58.49

TABLE LXXII (Continued)

	Schools		Parents		Social Agencies		Voluntary	
	No.	Means	No.	Means	No.	Means	No.	Means
Highest Level of Offering								
Master's or Professional	36	85.25	32	43.59	26	17.15	20	61.00
Doctor's	25	58.64	29	84.21	20	12.35	17	55.53
Others	0	0	0	0	0	0	0	0
Total	61	74.34	61	62.90	46	15.07	37	58.49
Type of Program								
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0	0	0
Teacher Preparation	1	35.00	2	27.50	1	10.00	0	0
Liberal Arts-General, Teacher Prep.	19	56.63	16	66.63	14	17.64	9	33.78
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	159.13	6	42.83	5	14.60	3	37.00
Professional Only	1	25.00	1	175.00	1	25.00	0	0
Professional, Teacher Preparation	0	0	0	0	0	0	1	5.00
Lib. Arts-Gen., 1 or 2 Professional	5	46.80	5	11.20	4	7.50	3	31.67
Lib. Arts-Gen., 3 or more Professional	27	70.07	31	71.87	21	14.67	21	78.52
Total	61	74.34	61	62.90	46	15.07	37	58.49
Enrollment								
500 - 1,000	1	30.00	1	100.00	1	3.00	3	43.33
1,000 - 2,500	13	64.23	11	75.45	10	25.10	8	38.75
2,500 - 5,000	10	67.60	10	120.10	9	25.33	2	7.50
5,000 - 7,500	13	64.08	12	38.67	8	8.38	5	31.00
7,500 - 10,000	6	193.33	5	30.00	4	6.25	5	134.60
10,000 - 15,000	4	106.25	6	63.33	2	15.00	3	40.00
15,000 - 20,000	6	43.17	6	50.50	5	7.80	6	28.17
20,000 - 25,000	2	20.00	2	35.00	2	10.00	0	0
25,000 - 35,000	3	45.00	4	40.50	2	4.00	3	194.00
35,000 - 50,000	3	47.33	4	44.50	3	7.33	2	5.00
Total	61	74.34	61	62.90	46	15.07	37	58.49

TABLE LXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

What is the number of clients diagnosed annually with the use or the partial use of standardized tests? If the clinic uses standardized tests, what is the number of cases diagnosed annually with the use of informal diagnosis in the following areas: Intelligence, personality, readiness, general achievement, interest, reading.															
Statement:	* Number		Intel. Test		Pers. Test		Readi. Test		Gen. Ach. T.		Int. Test		Reading Test		
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	
Accreditation															
N.E.A.	6	138.16	2	27.50	1	58.00	0	0	1	110.00	1	110.00	5	65.80	
M.S.C.	11	106.09	14	130.86	11	97.00	9	33.00	11	148.73	10	134.00	15	143.47	
N.C.A.	20	167.50	20	118.10	18	54.61	18	27.33	17	57.00	19	57.02	23	210.65	
N.W.A.	3	87.00	4	61.50	3	43.00	1	5.00	4	16.25	2	5.00	4	69.00	
S.A.C.	14	105.86	17	151.18	13	96.00	14	33.14	13	119.38	14	90.86	17	157.65	
W.A.C.	2	120.00	2	67.50	1	10.00	3	63.33	1	50.00	1	10.00	3	96.67	
Not accredited	0	0	1	500.00	0	0	1	250.00	2	105.00	1	150.00	2	180.00	
Not known	1	250.00	1	250.00	1	175.00	1	175.00	1	250.00	1	0	1	250.00	
Total	57	132.96	61	130.31	48	75.46	47	39.85	57	96.84	49	81.14	70	159.74	
Control															
City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
National	0	0	0	0	0	0	0	0	0	0	0	0	1	300.00	
Private	9	202.33	8	115.86	6	126.67	7	31.29	5	124.60	5	40.00	8	120.30	
Religious	6	104.33	9	246.67	8	166.75	6	72.83	6	306.17	8	203.75	10	233.50	
State	40	119.80	40	95.04	31	44.55	29	24.90	35	48.34	32	56.13	48	146.75	
Territorial	0	0	1	500.00	0	0	1	250.00	1	150.00	1	150.00	0	0	
Not known	2	170.00	3	180.00	3	65.00	4	61.25	3	180.00	3	66.67	3	180.00	
Total	57	132.96	61	130.31	48	76.46	47	39.85	50	96.84	49	81.14	70	159.74	

TABLE LXXIII (Continued)

	* Number		Intel. Test		Pers. Test		Readi. Test		Gen. Ach. T.		Int. Test		Reading Test	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
Highest Level of Offering														
Master's or Professional	30	147.33	32	122.00	27	53.48	25	44.80	27	90.74	28	89.96	37	145.57
Doctor's	27	117.00	29	132.48	21	106.00	22	34.23	23	104.00	21	69.38	32	171.75
Others	0	0	0	0	0	0	0	0	0	0	0	0	1	300.00
Total	57	132.96	61	130.31	48	76.46	47	39.85	50	96.84	49	81.14	70	159.74
Type of Program														
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0	0	0	0	0	0	0	1	300.00
Teacher Preparation	2	67.50	2	52.50	0	0	1	5.00	1	60.00	1	75.00	2	67.50
Liberal Arts-General, Teacher Prep.	13	141.08	16	151.38	13	68.38	12	64.17	10	136.00	14	124.79	17	123.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	6	279.50	5	144.40	4	130.25	4	69.25	6	120.00	4	102.50	8	214.13
Professional Only	1	250.00	1	250.00	1	175.00	1	175.00	1	250.00	1	0	1	250.00
Professional, Teacher Preparation	1	166.00	0	0	0	0	0	0	0	0	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	8	51.88	7	53.14	6	20.00	5	9.00	6	47.00	7	33.14	7	59.29
Lib. Arts-Gen., 3 or more Professional	26	119.31	30	135.93	24	81.86	24	25.04	26	83.38	22	68.73	34	184.65
Total	57	132.96	61	130.31	48	76.46	47	39.85	50	96.84	49	81.14	70	159.74
Enrollment														
500 - 1,000	2	108.00	1	50.00	1	65.00	1	40.00	0	0	1	25.00	1	50.00
1,000 - 2,500	8	154.50	9	224.89	7	120.86	8	90.50	7	162.00	7	163.14	11	147.64
2,500 - 5,000	9	117.78	12	171.41	12	75.67	10	32.50	10	154.00	12	66.42	12	184.17
5,000 - 7,500	12	117.08	14	99.29	9	68.11	10	59.50	11	105.45	11	103.63	16	122.18
7,500 - 10,000	4	231.00	4	131.25	5	87.40	4	6.25	4	21.00	4	100.00	6	324.17
10,000 - 15,000	9	168.00	6	125.33	4	67.50	3	11.67	5	67.00	4	55.00	7	144.57
15,000 - 20,000	5	134.00	7	95.71	7	71.71	6	12.33	6	67.33	6	27.00	7	118.57
20,000 - 25,000	1	80.00	2	47.50	1	10.00	2	15.00	2	65.00	2	45.00	2	65.00
25,000 - 35,000	5	45.20	4	61.50	2	9.50	2	2.50	3	13.33	1	0	5	232.20
35,000 - 50,000	2	125.00	2	70.00	0	0	1	20.00	2	7.50	1	0	3	88.33
Total	51	132.96	61	130.31	48	76.46	47	39.85	50	96.84	49	81.14	70	159.74

* Intel. Test = Intelligence Test
 Pers. Test = Personality Test
 Read. Test = Readiness Test
 Gen. Ach. Test = General Achievement
 Int. Test = Interest Test

TABLE LXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the number of clients diagnosed annually with the use or partial use of informal measurements? If the clinic uses informal measurements, what is the number of cases diagnosed annually with the use of informal diagnosis in the following areas: Intelligence, personality, readiness, general achievement, interest, reading.

	<u>Number</u>		<u>Intelligen</u>		<u>Personal</u>		<u>Readiness</u>		<u>Gen.Achiev</u>		<u>Interest</u>		<u>Reading</u>	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
Accreditation														
N.E.A.	4	69.75	0	0	1	110.00	0	0	0	0	2	105.00	4	79.75
M.S.C.	9	108.33	15	68.00	9	107.78	6	67.50	8	75.63	10	101.50	10	132.60
N.C.A.	14	127.71	11	107.73	11	41.82	9	21.67	12	96.83	17	129.59	16	204.25
N.W.A.	4	65.25	1	0	2	20.00	2	11.50	3	47.00	3	77.00	3	87.00
S.A.C.	15	144.00	6	16.67	9	44.44	8	25.38	8	82.50	12	58.17	13	71.54
W.A.C.	2	47.50	0	0	0	0	0	0	0	0	1	8.00	1	45.00
Not accredited	3	197.67	3	153.67	3	152.33	2	151.00	3	100.33	3	170.00	3	191.00
Not known														
Total	51	120.61	26	80.23	35	69.63	27	41.78	34	89.68	48	101.56	50	134.44
Control														
City	0	0	0	0	0	0	0	0	0	0	0	0	0	0
National	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00
Private	5	136.40	1	140.00	6	92.50	5	38.00	4	62.50	3	75.00	6	186.00
Religious	5	193.00	3	16.67	6	68.33	4	72.50	5	157.00	7	78.51	7	137.14
State	38	104.32	16	55.38	20	46.60	17	20.47	22	67.00	34	98.82	33	118.36
Territorial	1	150.00	1	150.00	1	150.00	0	0	1	150.00	1	150.00	1	150.00
Not known	1	90.00	0	0	1	90.00	0	0	1	90.00	2	145.00	2	145.00
Total	51	120.61	26	80.23	35	69.63	27	41.78	34	89.68	48	101.56	50	134.44

TABLE LXXIV (Continued)

	* Number		Intelligen		Personal		Readiness		Gen. Achiev.		Interest		Reading	
	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean	No.	Mean
Highest Level of Offering														
Master's or Professional	30	120.23	16	99.13	20	46.35	12	13.58	18	36.28	29	79.48	29	118.00
Doctor's	20	112.20	9	22.22	14	86.43	14	47.50	15	139.73	18	126.11	20	150.00
Others	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00
Total	51	120.61	26	80.23	35	69.63	27	47.78	34	89.68	48	101.56	50	134.44
Type of Program														
Liberal Arts-General, Term. Occup.	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00	1	300.00
Teacher Preparation	1	60.00	2	67.50	2	55.00	1	10.00	2	35.00	1	60.00	2	67.50
Liberal Arts-General, Teacher Prep.	11	77.18	7	114.29	7	56.14	4	15.75	8	44.63	13	72.46	13	107.62
Lib. Arts-Gen., Term. Oc., Teach. Prep.	7	104.29	2	5.50	4	48.00	2	2.50	2	15.50	6	138.83	4	99.50
Professional Only	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional, Teacher Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	6	47.50	2	45.00	5	34.00	2	22.50	4	50.00	6	49.67	6	46.67
Lib. Arts-Gen., 3 or more Professional	25	157.08	12	62.50	16	79.50	17	41.47	17	123.00	21	116.43	24	175.42
Total	51	120.61	26	80.23	35	69.63	27	41.78	34	89.68	48	101.56	50	134.44
Enrollment														
500 - 1,000	1	50.00	1	0	2	12.50	1	15.00	1	15.00	1	25.00	1	50.00
1,000 - 2,500	8	101.63	5	44.20	5	45.00	3	15.00	5	56.20	7	63.57	8	74.25
2,500 - 5,000	8	170.63	3	158.33	5	41.00	4	27.00	4	137.50	7	75.71	7	200.00
5,000 - 7,500	12	164.00	6	102.50	10	106.00	5	109.00	8	94.00	12	110.42	13	97.00
7,500 - 10,000	3	243.33	4	56.25	5	50.40	4	32.50	5	34.00	7	120.71	5	163.20
10,000 - 15,000	5	46.60	1	500.00	0	0	1	10.00	3	26.67	3	26.00	4	156.25
15,000 - 20,000	5	104.00	4	12.50	5	98.00	5	11.00	4	37.50	5	51.20	5	116.30
20,000 - 25,000	2	65.00	0	0	1	80.00	1	80.00	0	0	1	80.00	1	80.00
25,000 - 35,000	5	44.20	1	0	1	100.00	2	60.00	3	350.00	4	297.75	5	238.20
35,000 - 50,000	2	62.50	1	0	1	0	1	20.00	1	0	1	100.00	1	125.00
Total	51	120.61	26	80.23	35	69.63	27	41.78	34	89.68	48	101.56	50	134.44

* Intelligen. = Intelligence
 Personal. = Personality
 Gen. Achiev. = General achievement

TABLE LXXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic provides service to schools, approximately how many school districts does the clinic serve?

	Number	Means
Accreditation		
N.E.A.	1	5.00
M.S.C.	9	11.67
N.C.A.	21	13.57
N.W.A.	2	10.00
S.A.C.	13	8.54
W.A.C.	3	8.33
Not accredited	2	33.50
Not known	0	0.0
Total	51	12.12
Control		
City	0	5.00
National	0	0.0
Private	7	5.85
Religious	5	9.40
State	36	11.81
Territorial	1	60.00
Not known	1	40.00
Total	51	12.12
Highest Level of Offering		
Master's or Professional	31	13.94
Doctor's	19	9.53
Others	1	5.00
Total	51	12.12
Type of Program		
Liberal Arts-General, Term. Occup.	0	0.0
Teacher Preparation	0	0.0
Liberal Arts-General, Teacher Prep.	12	15.42
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	15.00
Professional Only	0	0.0
Professional, Teacher Preparation	0	0.0
Lib. Arts-Gen., 1 or 2 Professional	7	14.14
Lib. Arts-Gen., 3 or more Professional	24	8.97
Total	51	12.12
Enrollment		
500-1,000	1	2.00
1,000 - 2,500	6	13.00
2,500 - 5,000	12	12.93
5,000 - 7,500	10	17.90
7,500 - 10,000	4	7.25
10,000 - 15,000	6	15.83
15,000 - 20,000	6	8.83
20,000 - 25,000	2	6.00
25,000 - 35,000	2	5.50
35,000 - 50,000	2	2.50
Total	51	12.12

TABLE LXXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the total number of hours usually devoted to a diagnosis?

	Number	Means
Accreditation		
N.E.A.	4	4.00
M.S.C.	18	9.44
N.C.A.	29	24.89
N.W.A.	4	10.00
S.A.C.	21	6.52
W.A.C.	5	8.60
Not accredited	3	5.33
Not known	1	10.00
Total	85	13.58
Control		
City	0	0.0
National	1	10.00
Private	11	10.00
Religious	14	6.57
State	54	17.03
Territorial	1	1.00
Not known	4	5.25
Total	85	13.58
Highest Level of Offering		
Master's or Professional	45	18.78
Doctor's	39	7.67
Others	1	10.00
Total	85	13.58
Type of Program		
Liberal Arts-General, Term. Occup.	1	10.00
Teacher Preparation	2	7.50
Liberal Arts-General, Teacher Prep.	21	5.62
Lib. Arts-Gen., Term. Oc., Teach. Prep.	9	70.00
Professional Only	1	10.00
Professional, Teacher Preparation	0	0.0
Lib. Arts-Gen., 1 or 2 Professional	9	7.56
Lib. Arts-Gen., 3 or more Professional	42	7.21
Total	85	13.58
Enrollment		
500-1,000	2	9.50
1,000 - 2,500	13	5.00
2,500 - 5,000	12	7.00
5,000 - 7,500	18	8.11
7,500 - 10,000	11	55.64
10,000 - 15,000	9	6.78
15,000 - 20,000	8	12.75
20,000 - 25,000	1	4.00
25,000 - 35,000	7	6.43
35,000 - 50,000	4	4.00
Total	85	13.58

TABLE LXXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: The initial diagnosis usually extends over a period of: Days, weeks, months.

	Days		Weeks		Months	
	No.	Means	No.	Means	No.	Means
Accreditation						
N.E.A.	6	2.00	0	0	0	0
M.S.C.	7	2.00	4	3.00	3	3.33
N.C.A.	18	1.72	6	2.50	2	3.00
N.W.A.	3	1.66	1	5.00	0	0
S.A.C.	17	2.23	3	1.67	1	0
W.A.C.	4	2.50	1	10.00	0	0
Not accredited	2	0.50	1	8.00	0	0
Not known	1	4.00	0	0	0	0
Total	58	2.05	16	3.44	6	2.67
Control						
City	0	0	1	2.00	0	0
National	0	0	1	8.00	0	0
Private	8	1.50	1	2.00	3	2.00
Religious	9	2.89	4	3.00	0	0
State	38	1.92	9	3.44	3	3.33
Territorial	1	1.00	0	0	0	0
Not known	2	3.50	0	0	0	0
Total	58	2.05	16	3.44	6	2.67

TABLE LXXVII (Continued)

	Days		Weeks		Months	
	No.	Means	No.	Means	No.	Means
Highest Level of Offering						
Master's or Professional	28	2.54	8	3.25	3	3.33
Doctor's	30	1.60	6	3.17	3	2.00
Others	0	0	2	5.00	0	0
Total	58	2.05	16	3.44	6	2.67
Type of Program						
Liberal Arts-General, Term. Occup.	0	0	1	8.00	0	0
Teacher Preparation	1	3.00	1	2.00	1	3.00
Liberal Arts-General, Teacher Prep.	14	1.92	2	1.50	1	4.00
Lib. Arts-Gen., Term. Oc., Teach. Prep.	8	2.50	2	2.00	1	0
Professional Only	1	4.00	0	0	0	0
Professional, Teacher Preparation	0	0	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	3	3.67	3	3.00	2	3.00
Lib. Arts-Gen., 3 or more Professional	31	1.74	7	4.14	1	3.00
Total	58	2.05	16	3.44	6	2.67
Enrollment						
500 - 1,000	2	6.00	0	0	0	0
1,000 - 2,500	11	1.91	2	2.00	1	0
2,500 - 5,000	5	2.40	3	1.67	2	3.50
5,000 - 7,500	12	2.50	5	3.80	1	3.00
7,500 - 10,000	7	1.86	2	4.00	0	0
10,000 - 15,000	6	1.33	1	4.00	1	3.00
15,000 - 20,000	5	1.40	1	1.00	1	3.00
20,000 - 25,000	1	1.00	1	10.00	0	0
25,000 - 35,000	7	1.43	1	4.00	0	0
35,000 - 50,000	2	2.50	0	0	0	0
Total	58	2.05	16	3.44	6	2.67

TABLE LXXVIII
FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: If the clinic charges for diagnostic services, the fees are assigned according to:
Amount of money per hour, amount of money per day, amount of money per week.

	Hour		Day		Week	
	No.	Means	No.	Means	No.	Means
Accreditation						
N.E.A.	0	0	0	0	0	0
M.S.C.	0	0	0	0	0	0
N.C.A.	5	11.80	3	31.67	0	0
N.W.A.	0	0	0	0	0	0
S.A.C.	3	295.00	1	25.00	0	0
W.A.C.	0	0	2	5.00	0	0
Not accredited	0	0	0	0	0	0
Not known	0	0	0	0	0	0
Total	8	118.00	6	30.00	0	0
Control						
City	0	0	0	0	0	0
National	0	0	0	0	0	0
Private	2	5.50	1	65.00	0	0
Religious	3	294.33	2	37.50	0	0
State	3	16.67	3	13.33	0	0
Territorial	0	0	0	0	0	0
Not known	0	0	0	0	0	0
Total	8	118.00	6	30.00	0	0

TABLE LXXVIII (Continued)

	Hour		Day		Week	
	No.	Means	No.	Means	No.	Means
Highest Level of Offering						
Master's or Professional	7	131.29	3	6.67	0	0
Doctor's	1	25.00	3	53.33	0	0
Others	0	0	0	0	0	0
Total	8	118.00	6	30.00	0	0
Type of Program						
Liberal Arts-General, Term. Occup.	0	0	0	0	0	0
Teacher Preparation	0	0	0	0	0	0
Liberal Arts-General, Teacher Prep.	4	8.50	0	0	0	0
Lib. Arts-Gen., Term. Oc., Teach. Prep.	0	0	1	10.00	0	0
Professional Only	0	0	0	0	0	0
Professional, Teacher Preparation	0	0	0	0	0	0
Lib. Arts-Gen., 1 or 2 Professional	1	875.00	0	0	0	0
Lib. Arts-Gen., 3 or more Professional	3	11.67	5	30.00	0	0
Total	8	118.00	6	30.00	0	0
Enrollment						
500 - 1,000	1	5.00	0	0	0	0
1,000 - 2,500	3	294.33	0	0	0	0
2,500 - 5,000	0	0	1	75.00	0	0
5,000 - 7,500	1	20.00	1	0	0	0
7,500 - 10,000	1	5.00	1	65.00	0	0
10,000 - 15,000	1	6.00	1	10.00	0	0
15,000 - 20,000	0	0	2	15.00	0	0
20,000 - 25,000	0	0	0	0	0	0
25,000 - 35,000	1	25.00	0	0	0	0
35,000 - 50,000	0	0	0	0	0	0
Total	8	118.00	6	30.00	0	0

TABLE LXXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, DATA SHEET
SECTION, ACCORDING TO ACCREDITATION, CONTROL, HIGHEST LEVEL
OF OFFERING, TYPE OF PROGRAM, AND ENROLLMENT

Statement: What is the total fee for an individual diagnosis?

	Number	Means
Accreditation		
N.E.A.	4	17.50
M.S.C.	17	23.41
N.C.A.	24	25.04
N.W.A.	3	260.00
S.A.C.	19	31.05
W.A.C.	4	22.50
Not accredited	1	42.00
Not known	<u>1</u>	<u>100.00</u>
Total	73	36.59
Control		
City	1	0
National	1	42.00
Private	12	35.83
Religious	12	22.33
State	43	42.00
Territorial	0	0
Not known	4	<u>31.25</u>
Total	73	36.59
Highest Level of Offering		
Master's or Professional	39	44.13
Doctor's	32	28.38
Others	2	<u>21.00</u>
Total	73	36.59
Type of Program		
Liberal Arts-General, Term. Occup.	1	42.00
Teacher Preparation	2	20.00
Liberal Arts-General, Teacher Prep.	20	18.15
Lib. Arts-Gen., Term. Oc., Teach. Prep.	5	28.60
Professional Only	1	100.00
Professional, Teacher Preparation	0	0
Lib. Arts-Gen., 1 or 2 Professional	9	122.22
Lib. Arts-Gen., 3 or more Professional	<u>35</u>	<u>25.23</u>
Total	73	36.59
Enrollment		
500-1,000	2	12.50
1,000 - 2,500	10	17.80
2,500 - 5,000	12	25.00
5,000 - 7,500	15	38.00
7,500 - 10,000	9	113.33
10,000 - 15,000	9	19.78
15,000 - 20,000	7	28.57
20,000 - 25,000	1	20.00
25,000 - 35,000	6	25.83
35,000 - 50,000	<u>2</u>	<u>12.50</u>
Total	73	36.59

TABLE LXXX
 FREQUENCY DISTRIBUTION OF RESPONSES FOR
 "PRE-READING LEVEL" TEST LIST

Statement : Assuming that a child of any age level who is performing at the pre-reading level with an apparent reading difficulty has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which should be administered by your clinicians and/or consultants.

Name of test or Instrument	Frequency of Occurrence
Wechsler Intelligence Scale for Children	24
Stanford-Binet Intelligence Scale	19
Marrienne Frostig Developmental Test of Visual Perception	17
Wepman Auditory Discrimination Test	17
Bender Visual Motor Gestalt Test	16
Metropolitan Achievement Test	16
Audiometer	12
Telebinocular	12
Durrell Analysis of Reading Difficulties	11
Harris Dominance Test	10
Illinois Test of Psycholinguistic Abilities	10
Peabody Picture Vocabulary Test	10
California Test of Mental Maturity	8
Gates-Mckillop Reading Diagnostic Test	8
Monroe Reading Aptitude Test	7
Gray Oral Reading Test	6
Wechsler Adult Intelligence Scale	6
Dolch Basic Sight Word List	5
Gates-MacGinitie Readiness Test	5
Mills Learning Test	5
Purdue Reading Test	5
Spache Diagnostic Reading	5
Stanford Diagnostic Achievement Test	5
Benton Visual Retention	4
Botel Reading Inventory	4
California Reading Test	4
Gilmore Oral Reading Test	4
Harrison Stroud Reading Readiness Profiles	4
Lee-Clark Readiness Test	4
Wide Range Achievement Test	4
Detroit Test of Learning Aptitude	3
House-Tree Person Projective Technique	3
Nelson-Denny Reading Tests	3
Rosenzweig Picture-Frustration Study	3
Thematic Apperception Test	3

TABLE LXXX (Continued)

Name of test or Instrument	Frequency of Occurrence
Betts Mobility*	2
California Test of Mental Maturity	2
Healy Pictorial Completion Test	2
Knox Cubes Test	2
Murphy-Durrell Readiness Test	2
Ortho-Rater Test of Vision	2
Screening Test for Identifying Children With Specific Language Disability (Slingerland)	2
Van Alstyne Vocabulary Test	2
Vineland Social Maturity Test	2
Asphasic Screening*	1
Berry-Buktenica	1
Boyd Test of Phonetic Skills	1
California Personality Test	1
Columbia Mental Maturity Scales	1
Controlled Projection for Children	1
Draw A Person	1
Fry Oral Phonics Survey	1
Full-Range Picture Vocabulary Test	1
Gilliland Visual Memory	1
Goodenough Intelligence Test	1
Goth Reading Readiness*	1
Gross Test of Auditory Discrimination*	1
Huelsman Word Discrimination*	1
Informal Test of Potential Teaching Approaches*	1
Kephart-Roach Visual-Motor Survey	1
McGill Modalities*	1
McCullough Word Analysis Test	1
Memory-For-Designs Test	1
Monroe-Sherman*	1
Minnesota Multiphasic Personality Inventory	1
Minnesota Percepto-Diagnostic Test	1
Oser-Hand-Face Test*	1
Otis-Lennon Intelligence Test	1
Perceptual Forms Test	1
Pre-reading Inventory of Skills Basic to Beginning Reading*	1
Primary Reading Profiles	1
Pinter-Cunningham Primary Test	1
Phonics Knowledge Survey	1
Ray Informal	1
Roswell-Chall Auditory Blending Test	1
School Readiness Inventory	1
Scott-Foresman Readiness Test	1
Screen-Hearing*	1
Slosson Intelligence Test	1
Spencer Sentence Memory	1

TABLE LXXX (Continued)

Name of Test or Instrument	Frequency of Occurrence
SRA Primary Mental Abilities	1
STS School Readiness	1
Van Wagenen Reading Readiness Scales	1
Vineland California Test of Personality	1
Witmer Cylinder*	1
Word Analysis Tests (Group)*	1
Writing of the Alphabet*	1
Zangwell*	1

*Unable to verify accuracy of the title.

TABLE LXXXI
 FREQUENCY DISTRIBUTION OF RESPONSES FOR
 "INITIAL INSTRUCTION LEVEL" TEST LIST

Statement: Assuming that a child of any age level who is performing at the initial instruction (grades 1.0-2.5) level with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

Name of Test or Instrument	Frequency of Occurrence
Wechsler Intelligence Scale for Children	33
Durrell Analysis of Reading Difficulty	22
Wepman Auditory Discrimination Test	21
Gray Oral Reading Test	19
Gates-MacGinitie Primary Reading Rest	18
Gates-McKillop Reading Diagnostic Teses	14
Stanford-Binet Intelligence	13
Audiometer	12
Gilmore Oral Reading Test	12
Telebinocular	12
Bender Visual Motor Gestalt Test	10
Dolch Basic Sight Word Test	10
Metropolitan Achievement Test	9
Peabody Picture Vocabulary	9
Spache-Binocular Reading Test	8
Marrianne Frostig Developmental Test of Visual Perception	8
California Achievement Test	7
Botel Reading Inventory	7
Durrell-Sullivan Reading Capacity and Achievement Test	7
Illinois Test of Psycholinguistic Abilities	7
Thematic Apperception Test	7
Draw-A-Person	6
Detroit Test of Learning Aptitude	4
Harris Test of Lateral Dominance	4
Spache Diagnostic Reading Scales	4
Van Wagenen Analysis Scales	4
Wechsler Adult Intelligence Scale	4
California Reading Test	3
California Test of Personality	3
House-Tree Person Projective Technique	3
Lee-Clarke Reading Test	3
Mills Learning Methods Test	3
Monroe Standardized Silent Reading Test	3
Rosenzweig Picture-Frustration Study	3
Stanford Diagnostic Reading Test	3
Benton Visual Retention Test	2

TABLE LXXXI (Continued)

Name of Test or Instrument	Frequency of Occurrence
Boyd Test of Phonics Skills	2
Healy Pictorial Completion Test	2
Huelsman Word Discrimination*	2
Leavell Analytical Oral Reading Test	2
McCracken Standard Reading Inventory	2
Morrison McCall Spelling Scale	2
Murphy-Durrell Diagnostic Reading Readiness Test	2
Ortho-Rater	2
Phonics Knowledge Survey	2
Purdue Pegboard	2
Rorschach	2
Roswell-Chall Diagnostic Reading Test of Word Analysis	2
Screening Tests for Identifying Children With Specific Language Disability (Slingerland)	2
Slossen Oral Reading Test	2
SRA Primary Mental Abilities	2
Vineland Social Maturity Scale	2
Berry-Buktenica*	1
Brown-Holtzman Survey of Study Habits and Attitudes	1
Burnett Reading Series Tests	1
Byrne Diagnostic Test	1
California Test of Mental Maturity	1
Carter Form Board	1
Controlled Projection for Children	1
Danielswood Recognition Inventory	1
Detroit Silent Reading Test	1
Diagnostic Reading Test	1
Doren Diagnostic Reading Test of Word Recognition Skills	1
Draw-A-Person	1
Durost-Center Word Master Test	1
Family Relations Test	1
Fry Oral Phonics Survey	1
Full Range Picture Vocabulary Test	1
Gates Primary Reading Test	1
Gates Reading Readiness Test	1
Gates Reading Survey	1
Gilliland Kearning Potential Examination	1
Individual Word Analysis Skills	1
Informal Personality*	1
Informal Reading Inventory*	1
Iota Word Test	1
Iowa Silent Reading Test	1
Kottmeyer Spelling Test	1
Left-Right Discrimination by Charles Shedd*	1
Logopedier Speech Test*	1
McGrath Test of Reading Skills	1
McGill Modalities*	1
McCullough Word Analysis Test	1

TABLE LXXXI (Continued)

Name of Test or Instrument	Frequency of Occurrence
Michigan Vocabulary Profile Test	1
Minnesota Percepto-Diagnostic Test	1
Missouri Phonics Test*	1
Monroe-Sherman*	1
Nelson-Denny Reading Test	1
Ophthalmograph	1
Otis Quick-Scoring Mental Ability Tests	1
Ozer-Hand-Face Test	1
Primary Reading Profiles	1
Ray Informal	1
Sequential Tests of Educational Progress	1
Spencer Sentence Memory	1
Stanford Diagnostic Phonics Survey	1
Stanford Primary I Achievement Test	1
Titmus Stereotest	1
T.O. Vision Testers	1
Van Alstyne Picture Vocabulary Test	1
Webster Clinic Test*	1
Winter-Haven Perceptuals Form Test	1
Witmer Cylinder*	1
Zangwell*	1

*Unable to verify the accuracy of the title.

TABLE LXXXII
 FREQUENCY DISTRIBUTION OF RESPONSES FOR
 "RAPID GROWTH LEVEL" TEST LIST

Statement: Assuming that a child of any age level who is performing at the level of rapid growth (grades 2.6-3.9) with an apparent reading difficulty has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

Name of Test or Instrument	Frequency of Occurrence
Wechsler Intelligence Scale for Children	26
Durrell Analysis of Reading Difficulty	18
Gray Standardized Oral Reading Test	19
Stanford Binet Intelligence Tests	12
Gates-MacGinitie Reading Tests	12
Wide Range Achievement Test	12
Telebinocular	12
Gates-McKillop Reading Diagnostic Test	10
Gilmore Oral Reading Test	10
Audiometer	9
Bender Visual Motor Gestalt Test	9
Informal Reading Inventory*	9
Spache-Binocular Reading Test	8
Auditory	6
Developmental Reading Test	6
Dolch-Basic Sight Word Test	6
Draw-A-Person	6
Illinois Test of Psycholinguistic Abilities	6
Marrienne Frostig Developmental Test of Visual Perception	6
Botel Reading Inventory	5
California Reading Test	5
Diagnostic Reading Test	5
Informal Phonics Inventory	5
Metropolitan Achievement Tests	5
Durrell-Sullivan Reading Capacity and Achievement Tests	4
Harris Test of Lateral Dominance	4
House-Tree Person Projective Technique	4
Morrison McCall Spelling Scale	4
Ortho-Rater	4
Peabody Picture Vocabulary Test	4
Phonics Knowledge Survey	4
Spache Diagnostic Reading Scales	4
Stanford Diagnostic Reading Test	4
Wechsler Adult Intelligence Scale	4
California Test of Personality	3
Kottmeyer Spelling	3

TABLE LXXXII (Continued)

Name of Test or Instrument	Frequency of Occurrence
Memory for Designs Test	3
Rosenzweig Picture-Frustration Study	3
Sequential Test of Educational Progress	3
Stanford Primary I Achievement	3
Thematic Apperception Test	3
Boyd Test of Phonetic Skills	2
Dominance Test*	2
Doren Diagnostic Reading Test of Word Recognition Skills	2
Gates Reading Survey	2
Huelsman Word Discrimination*	2
Informal Word Recognition Test*	2
McCullough Word Analysis	2
Mills Learning Methods Test	2
Nelson-Denny Reading Test	2
Otis Lennon Intelligence Test	2
Roswell-Chall Diagnostic Reading Test of Word Analysis Skills	2
Screening Tests for Identifying Children With Specific Learning Disability (Slingerland)	2
Slosson Oral Reading Test	2
Vineland Maturity Scale	2
Adult Basic Learning Exam	1
American School Reading Readiness Test	1
Arithmetic Computation: Public School Achievement Tests	1
Background Form Test*	1
Berry-Buktenica*	1
California Achievement Test	1
Carter Form Board	1
Controlled Projection For Children	1
Danielswood Recognition Inventory	1
Delecatto Hand-Eye Coordination*	1
Detroit Silent Reading Test	1
Detroit Test of Learning Aptitude	1
Directed Reading Activities*	1
Family Relations Test	1
Finger Mazes	1
Free Play Observation, Flint, Michigan*	1
Fry Phonics	1
Gates Associative Learning Test	1
Goodenough-Harris Drawing Test	1
Gilliland Learning Potential Exam	1
Gray Oral Reading Test	1
Handedness	1
Informal Dominance Test*	1
Informal Interest Test*	1
Informal Personality*	1
Informal Test of Word Identification Skills*	1
Intelligence*	1

TABLE LXXXII (Continued)

Name of Test or Instrument	Frequency of Occurrence
Interest Inventory*	1
Lee-Clark Reading Test	1
Left-Right Discrimination*	1
Lorge-Thorndike Intelligence Test	1
McGill Modalities*	1
McCracken Standard Reading Inventory	1
McGrath Test of Reading Skills	1
Missouri Phonics Test*	1
Monroe-Sherman*	1
Nelson Silent Reading Test	1
Ophthalmograph	1
Ozer-Face-Hand Test*	1
Personality*	1
Personality Inventory*	1
Reading Achievement Test*	1
Reading Eye Camera	1
Reading Survey Test*	1
Rorschach	1
Slosson Intelligence Test	1
Subjective Reading Inventory*	1
Survey of Primary Reading Development	1
Upper Primary or Elementary*	1
Van Wagenen Reading Scales	1
Wilson's Functional Vocabulary	1
Witmer Cylinder*	1
Zangwell*	1

*Unable to verify the accuracy of the title.

TABLE LXXXIII
 FREQUENCY DISTRIBUTION OF RESPONSES FOR
 "INDEPENDENT APPLICATION LEVEL" TEST LIST

Statement: Assuming that a child of any age level who is performing at the level of independent application (grades 4.0 and above) with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

Name of Test or Instrument	Frequency of Occurrence
Wechsler Intelligence Scale for Children	21
Gray Oral Reading Tests	18
Durrell Analysis of Reading Difficulties	15
Stanford Binet Intelligence Scale	15
Wide Range Achievement Test	15
Gates-MacGinitie Reading Test	13
Audiometer	11
Gates-McKillop Reading Diagnostic Test	11
Nelson-Denny Reading Test	11
Peabody Picture Vocabulary Test	11
Wepman Auditory Discrimination Test	11
Telebinocular	11
Informal Reading Inventory*	10
Metropolitan Achievement Test	10
Bender Visual Motor Gestalt Test	9
Gilmore Oral Reading Test	8
Iowa Silent Reading Test	7
Spache Binocular Reading Test	7
Botel Reading Inventory	5
California Phonics Survey	5
California Reading Test	5
Diagnostic Reading Test	5
Dolch Basic Sight Word List	5
Illinois Test of Psycholinguistic Abilities	5
Ortho-Rater	5
Stanford Diagnostic Reading Test	5
Wechsler Adult Intelligence Scale	5
Marrienne Fostig Developmental Test of Visual Perception	4
Spache Diagnostic Reading Scales	4
California Test of Personality	3
Developmental Reading Test	3
Harris Test of Laterality	3
House-Tree-Person Projective Technique	3
Titmus Stereorest	3
Vineland Social Maturity Scale	3
Adult Basic Learning Exam	2

TABLE LXXXIII
 FREQUENCY DISTRIBUTION OF RESPONSES FOR
 "INDEPENDENT APPLICATION LEVEL" TEST LIST

Statement: Assuming that a child of any age level who is performing at the level of independent application (grades 4.0 and above) with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

Name of Test or Instrument	Frequency of Occurrence
Wechsler Intelligence Scale for Children	21
Gray Oral Reading Tests	18
Durrell Analysis of Reading Difficulties	15
Stanford Binet Intelligence Scale	15
Wide Range Achievement Test	15
Gates-MacGinitie Reading Test	13
Audiometer	11
Gates-McKillop Reading Diagnostic Test	11
Nelson-Denny Reading Test	11
Peabody Picture Vocabulary Test	11
Wepman Auditory Discrimination Test	11
Telebinocular	11
Informal Reading Inventory*	10
Metropolitan Achievement Test	10
Bender Visual Motor Gestalt Test	9
Gilmore Oral Reading Test	8
Iowa Silent Reading Test	7
Spache Binocular Reading Test	7
Botel Reading Inventory	5
California Phonics Survey	5
California Reading Test	5
Diagnostic Reading Test	5
Dolch Basic Sight Word List	5
Illinois Test of Psycholinguistic Abilities	5
Ortho-Rater	5
Stanford Diagnostic Reading Test	5
Wechsler Adult Intelligence Scale	5
Marrienne Fostig Developmental Test of Visual Perception	4
Spache Diagnostic Reading Scales	4
California Test of Personality	3
Developmental Reading Test	3
Harris Test of Laterality	3
House-Tree-Person Projective Technique	3
Titmus Stereorest	3
Vineland Social Maturity Scale	3
Adult Basic Learning Exam	2

TABLE LXXXIII (Continued)

Name of Test or Instrument	Frequency of Occurrence
Associative Learning Test*	2
Boyd Test of Phonetic Skills	2
California Achievement Test	2
California Test of Mental Maturity	2
Durrell Sullivan Reading Capacity And Achievement Test	2
Draw-A-Person	2
Gilliland Learning Potential Examination	2
Goodenough Harris Drawing Test	2
Gates Reading Survey	2
Huelsman Visual Discrimination Test*	2
Kottmeyer Spelling Test	2
Kuder Preference Record-Vocational & Personal	2
Iowa Test of Educational Development	2
Iowa Test of Basic Skills	2
Left-Right Discrimination*	2
McCullough Word Analysis Test	2
Mills Learning Methods Test	2
Monroe's Standardized Silent Reading Test	2
Rate of Compensation	2
Screening Tests for Identifying Childres With Specific Learning Disability (Slingerland)	2
Sentence Completion	2
Sequential Test of Educational Progress	2
Slossen Intelligence Test	2
Thematic Apperception Test	2
The New Developmental Reading Test	2
Webster Clinic Test*	2
Achievement Test in Silent Reading	1
American School Reading	1
Arithmetic Computation*	1
Background Form Test*	1
Bender-Gestalt Test For Young Children	1
Benton Visual Retention Test	1
Burnett Reading Series Test	1
California Study Methods Survey	1
Carter Form Board	1
Controlled Projection for Children	1
Cooperation Reading Test	1
Danielswood Recognition Inventory*	1
Detroit Word Recognition Test	1
Directed Reading Activities	1
500 Diagnostic Oral Informal*	1
Doren Diagnostic Reading Test of Word Recognition Skills	1
Diagnostic Survey*	1
Essentials of English Test	1
Family Relations Test	1

TABLE LXXXIII (Continued)

Name of Test or Instrument	Frequency of Occurrence
Free Play Observations*	1
Fry Oral Instant Words	1
Fry Phonics Test	1
Huelsman Word Discrimination*	1
Iowa Test of Basic Skills	1
Kelly-Greene Reading Comprehension Test	1
Lorge-Thorndike Intelligence Test	1
McCracken Standard Reading Inventory	1
McGill Modalities*	1
McGrath Test of Reading Skills	1
Memory for Designs Test	1
Monroe-Sherman*	1
Motor Skills*	1
Ophthalmograph	1
Otis Lennon Intelligence Test	1
Ozer Face-Hand Test*	1
Reading Eye Camera	1
Reading For Understanding Test	1
Reading Survey Test	1
Rosenzweig Picture-Frustration Study	1
Spitzer Study Skills	1
SRA Achievement Series	1
Study and Reference Skills Test	1
Study Skills Text*	1
Subject Reading Inventory	1
Test of Academic Progress	1
Titmus Audiometer	1
Traxler High School Spelling Test	1
Van Wagenen Analytical Reading Test	1
Van Wagenen Diagnostic Examination of Silent Reading Abilities	1
Visual Discrimination*	1
Wilson's Functional Vocabulary	1
Zaner-Blosner Handwriting Evaluation Scales	1

*Unable to verify the accuracy of the title.

TABLE LXXXIV

SUMMARY TABLE OF DESCRIPTION OF RESPONDENTS
IN RELATION TO VARIABLES OF THE STUDY

	Total
Accreditation	
N.E.A.	8
M.S.C.	19
N.C.A.	33
N.W.A.	5
S.A.C.	24
W.A.C.	6
Not accredited	3
Not known	<u>1</u>
Total	99
Control	
City	1
National	1
Private	15
Religious	15
State	62
Territorial	1
Not known	<u>4</u>
Total	99
Highest Level of Offering	
Master's or Professional	50
Doctor's	41
Others	<u>2</u>
Total	99
Type of Program	
Liberal Arts-General, Term. Occup.	1
Teacher Preparation	2
Liberal Arts-General, Teacher Prep.	26
Lib. Arts-Gen. Term. Oc., Teach. Prep.	10
Professional Only	1
Professional Teacher Preparation	1
Lib. Arts-Gen., 1 or 2 Professional	10
Lib. Arts-Gen., 3 or more Professional	<u>48</u>
Total	99
Enrollment	
500 - 1,000	3
1,000 - 2,500	16
2,500 - 5,000	17
5,000 - 7,500	20
7,500 - 10,000	11
10,000 - 15,000	10
15,000 - 20,000	9
20,000 - 25,000	2
25,000 - 35,000	7
35,000 - 50,000	<u>4</u>
Total	99

APPENDIX B

QUESTIONNAIRE

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Reading Center, Department of Education
(405) 372-6211, Ext. 6209, 6210

74074

Dear Reading Specialist:

I am undertaking a study at Oklahoma State University whereby I hope to make a national survey of the diagnostic procedures in college and university reading clinics. I believe that any findings of the study will be of interest and value to directors of reading clinics and clinicians as well as teachers, principals and superintendents.

The study will involve those college and university clinics which are engaged in the diagnosis and remediation of elementary, secondary, and college students. You have been selected as a clinic director who can make a worthwhile, dependable contribution to the data of the study.

I am interested in a report based on staff clinicians rather than a report based on student clinicians.

If additional space is needed to answer any of the questions, please continue the answers on the back of the last sheet of the questionnaire.

In addition to responding to the questionnaire, if you are willing to send a representative case report of a subject with representative test scores and other supporting information, please return the case report with this questionnaire.

All returns will be treated as confidential material and individual responses will not be identified.

The check list and data sheet are self-explanatory. Will you please answer them carefully and return them to me as soon as possible. I am enclosing a self-addressed, stamped envelope for your convenience.

I will be most grateful for your help.

Sincerely,

Tommye Jones Franklin

SURVEY OF DIAGNOSTIC PROCEDURES
IN
COLLEGE AND UNIVERSITY
READING CLINICS

1. Name and title of respondent _____
2. Name of college or university _____
location _____

CHECK LIST

	Always	Usually	Seldom	Never
3. Does your clinic offer diagnostic services for students who are having reading difficulties?..... (If not, please terminate your response to the survey and return it in the enclosed envelope.)				
4. The basic diagnostic endeavor is undertaken by a person or persons who:				
Is working in some capacity in the department of education or psychology.....				
Is a student working toward an advanced degree.....				
Has completed specific courses in the field of reading.....				
Has participated in research in reading.....				
Holds a Ph. D or Ed. D				
Holds a rank above that of assistant professor				
Other _____				
5. Each examiner handles assigned cases	Always	Usually	Seldom	Never
On an individual basis.....				
With the entire clinical staff on a team basis.....				
6. There is a principal officer or director who is responsible for the formulation of diagnostic policies and procedures				
7. The director:				
Administers the complete diagnosis.....				
Administers some of the diagnosis with assistance of staff.....				
Serves as advisor and consultant.....				
Delegates total diagnostic responsibilities to staff.....				
8. The responsibilities of the various clinicians are interchangeable.....				
9. In accepting referrals or clients, is the students' reading achievement compared with expected competence for their:				
Mental age.....				

Grade placement.....				
Chronological age.....				
Others				
<hr/>				
<hr/>				
<hr/>				
10. Does the clinic attempt to compute the amount of reading retardation by:	Always	Usually	Seldom	Never
Relating the student's mental ability to his reading performance				
Relating the student's grade placement to his reading performance.....				
Relating the student's chronological age to his reading performance.....				
Considering other factors such as				
<hr/>				
<hr/>				
<hr/>				
	Always	Usually	Seldom	Never
11. Does the clinic provide service to a population of school children within a clearly delimited geographic area.....				
12. Do the schools receive a report of the diagnosis.....				
13. Do the parents receive a report of the diagnosis.....				
14. Does the clinic make recommendations to the school for remedial reading instruction.....				
15. Does the clinic make recommendations to the schools' instructional staff.....				
16. Does the clinic charge for diagnostic services.....				
17. Does the clinic follow a graduated scale of fees, dependent upon the subject's ability to pay.....				
18. Does the clinic apply scholarship money toward clinic fees.....				
19. Does the clinic have a fixed fee.....				
20. Does the clinic operate:				
Entirely on fees.....				
Entirely on university financing.....				
On both university financing and clinic fees.....				
21. In the process of diagnosis does the clinic compile a diary record or log of diagnostic sessions and interviews.....				
22. If the clinic does compile a diary or log, does the clinic gather information such as:				
Test results.....				
A social history.....				

A medical history.....					
Family and home environment data.....					
School and academic progress.....					
Correspondence.....					

Other _____

23. Does the clinic have specified forms provided for:	Always	Usually	Seldom	Never
Case records.....				
Logs.....				
24. Is there an attempt to analyze test data for consistent patterns of scores and/or for profiles.....				
25. Does the clinic attempt to determine what might generally be classified as a particular learning modality, strength, style or preference by which the student appears to learn most readily.....				
26. If the clinic does make an attempt at identification of learning preference, the attempt is made by:				
Standardized tests.....				
Informal tests.....				
Clinical observation.....				
Trial and error.....				
Others _____				

27. Is reexamination of active cases a part of diagnosis.....	Always	Usually	Seldom	Never
If reexamination of active cases is a part of diagnosis, are there specified periods for re-checking.....				
If there are specified periods for rechecking, they are:				
Daily.....				
Weekly.....				
Other _____				

28. Does the clinic employ follow up of dismissed cases as a part of diagnosis || || || ||
29. If there is follow up of dismissed cases, is follow up done by:
- Telephone..... || || || ||
- Letters..... || || || ||
- Conferences with school representatives..... || || || ||
- Conferences with students..... || || || ||
- Testing..... || || || ||
- Others _____
- _____
- _____

DATA SHEET

1. What are the duties, other than diagnosis, performed by the reading clinician?
- _____
- _____
- _____
2. What is the number of students actively served by the diagnostic program annually?
- Number _____
3. What is the number of reading cases diagnosed annually at the following levels of educational placement?
- Number _____
- Elementary level _____
- Secondary level _____
- College level _____
- Adults _____
4. What is the number of reading cases diagnosed annually at the following levels of achievement?
- Number _____
- Below grade level _____
- At grade level _____
- Above grade level _____
- Other _____
- _____
5. What is the number of reading cases diagnosed annually at the following intellectual levels?
- Number _____
- Above 130 _____
- 120 - 130 _____
- 110 - 120 _____
- 90 - 110 _____
- 80 - 90 _____
- 70 - 80 _____
- Below 70 _____
6. What is the number of clients per year who are provided the diagnostic services of the following specialists?
- Number _____
- An Optometrist _____
- An Ophthalmologist _____
- A Neurologist _____
- A Pediatrician _____
- A Psychiatrist _____
- A Dentist _____

A Physician _____
 A Social Worker _____
 An Audiologist _____
 Others _____

7. What is the number of referrals per year received from each of the following referral sources?

Number _____
 Schools _____
 Parents _____
 Social agencies _____
 Voluntary _____
 Others _____

8. What is the number of clients diagnosed annually with the use or the partial use of standardized tests?

Number _____
 If the clinic uses standardized tests, what is the number of cases diagnosed annually with the use or the partial use of the following standardized tests:

Number _____
 Intelligence tests _____
 Personality tests _____
 Readiness tests _____
 General Achievement tests _____
 Interests tests _____
 Reading tests _____
 Others _____

9. What is the number of clients diagnosed annually with the use or partial use of informal measurements?

Number _____
 If the clinic uses informal measurements, what is the number of cases diagnosed annually with the use of informal diagnosis in the following areas:

Number _____
 Intelligence _____
 Personality _____
 Readiness _____
 General Achievement _____
 Interest _____
 Reading _____
 Others _____

10. If the schools provide service to schools, approximately how many school districts does the clinic serve?

Number _____

11. What is the total number of hours usually devoted to a diagnosis?

Number _____

12. The initial diagnosis usually extends over a period of:

Number _____
 Days _____
 Weeks _____
 Months _____

13. If the clinic charges for diagnostic services, the fees are assigned according to:

Amount of Money _____
 _____ per hour
 _____ per day
 _____ per week
 Other _____

14. What is the total fee for an individual diagnosis?

Fee _____

Assuming that a child of any age level who is performing at the pre-reading level with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

[illegible]

Assuming that a child of any age level who is performing at the level of initial instruction (grades 1.0 - 2.5) with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assuming that a child of any age level who is performing at the level of rapid growth (grades 2.6 - 3.9) with an apparent reading difficulty has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

Blank lined paper with horizontal ruling lines.

Assuming that a child of any age level who is performing at the level of independent application (grades 4.0 and above) with an apparent reading difficulty, has been referred to your clinic, please list in order of frequency of use, the tests, all of which or a portion of which would be administered by your clinicians and/or consultants.

[illegible]

APPENDIX C

REMINDER CARD

READING CENTER
Department of Education
OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma 74074

Dear Reading Specialist:

Recently I mailed you a questionnaire entitled Survey of Diagnostic Procedures in College and University Reading Clinics.

Could you assist me by completing the form and responding by return mail? Your response would be helpful in the completion of the survey.

If you have already mailed the questionnaire, please accept my thanks.

Sincerely yours,

Tommye Jones Franklin
Tommye Jones Franklin

APPENDIX D

FOLLOW-UP CARD

FOLLOW-UP CARD

Oklahoma State University
Reading Center
Department of Education
Stillwater, Oklahoma 74074

Recently I mailed you a questionnaire entitled Survey of Diagnostic Procedures in College and University Reading Clinics. As I received no response from your institution, will you please check one or more of the statements on the return card with the correct response and return the stamped, self-addressed card to me. Thank you.

Sincerely,

Tommye Jones Franklin

Code No. _____

1. Our institution does not have a
reading clinic _____
2. Our institution did not receive a
questionnaire _____
3. The questionnaire was not applicable
to the work our clinic is engaged in . . . _____
4. The questionnaire arrived at an
inconvenient time of the year. _____
5. The questionnaire was too time
consuming. _____
6. The questionnaire was too
complicated. _____

VITA 2

Tommye Jones Franklin

Candidate for the Degree of

Doctor of Education

Thesis: SURVEY OF DIAGNOSTIC PROCEDURES IN COLLEGE AND UNIVERSITY
READING CLINICS

Major Field: Elementary Education

Biographical:

Personal Data: Born at Lufkin, Texas, September 27, 1939, the daughter of Thomas Leon and Lillian Jones. Married to Carter Lee Franklin and mother of one daughter, Tommye Caroline Franklin.

Education: Graduated from University of Houston, Houston, Texas, with Bachelor of Science Degree in 1960; graduated from University of Houston, Houston, Texas, with Master of Education in 1963; attended Oklahoma State University and completed requirements for the Doctor of Education Degree in August, 1969.

Professional Experience: Teacher in elementary schools in Houston, Texas, from 1961 to 1963; instructor in Department of Education at Stephen F. Austin State University from 1963 to 1967.

Professional Organizations: A member of Kappa Delta Pi, American Association of University Women, International Reading Association and National Education Association.