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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN EVALUATIVE STUDY OF GUIDANCE PROGRAMS WITH FULL-TIME COUNSELORS AND THOSE WITH PART-TIME COUNSELORS IN SELECTED SECONDARY SCHOOLS IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

JOE ALLAN LEONE

Norman, Oklahoma

1965

AN EVALUATIVE STUDY OF GUIDANCE PROGRAMS WITH FULL-TIME COUNSELORS AND THOSE WITH PART-TIME COUNSELORS IN SELECTED SECONDARY SCHOOLS IN OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

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AN EVALUATIVE STUDY OF GUIDANCE PROGRAMS WITH FULL-TIME COUNSELORS AND THOSE WITH PART-TIME COUNSELORS IN SELECTED SECONDARY SCHOOLS IN OKLAHOMA

CHAPTER I

THE PROBLEM

Introduction

The organization of guidance programs in public secondary schools moved very slowly in Oklahoma until the passage of the National Defense Education Act in 1958. The implementation of this act plus the North Central Association's decision in 1961 to require all member schools to have guidance programs has caused much interest and concern among public secondary schools.

One of the problems facing the public secondary schools was that of organizing a guidance program; however, considerable difference of opinion exists concerning the desirability of various organizational plans. The two most prevalent plans used in organizing public secondary school guidance programs are with part-time counselors and full-time counselors.

Both the part-time counselor plan and the full-time counselor plan have been supported by the guidance literature. Reviewing the literature, Froehlich remarked upon the scarcity of evaluative studies and made the following further significant comment:

> It is probable that the results of fewer than 200 studies are available, of which a large number are concerned with only a single aspect of the total guidance program. A review of the literature leads to the conclusion that in the past we have had to depend on studies of specific techniques for inference as to the benefits of a total program of guidance.[1]

Since the Oklahoma State Department of Education started approving local guidance programs in 1958, there have been from sixty to eighty per cent of its public school guidance programs organized with part-time counselors.[2] This was due in part to the large number of small high school districts in the state.

Need for the Study

Extensive hearings[3] conducted by the House and Senate subcommittees introduced much testimony supporting the improvement of guidance services as an essential step in the improvement of American education.

Administrators, counselors, teachers and counselor educators cannot agree on which plan would best provide the guidance service expected of a well organized program. Since there is a difference of opinion concerning the effectiveness of each plan, there is a need for this study which makes a comparison of guidance programs organized with part-time counselors and those with full-time counselors in selected secondary schools in Oklahoma.

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[1] Clifford P. Froehlich, Evaluating Guidance Procedures, (Washington, D.C.: Federal Security Agency, U.S. Office of Education, 1949), p. 1.

[2] Annual Report, State Department of Education, for the Fiscal Year Ending June 30, 1964, (Oklahoma City, Oklahoma, 1964), p. 40.

[3] U.S. Congress, Senate, Committee on Labor and Public Welfare, Science and Education for National Defense, 85th Congress 2d Sess., (Washington: United States Government Printing Office, 1958), pp. 462-68.

Should the results of this pilot research prove encouraging, it would serve as a valuable guide in the development of guidance programs in the public secondary schools of Oklahoma as well as other states with similar public school organizational patterns.

Statement of the Problem

The present study will determine if guidance programs in comparable size public schools that are organized with full-time counselors are more effective than those organized with part-time counselors as evaluated by administrators, students, parents, and a guidance committee.

Background Information

Surveys of local school guidance programs have been employed in many different studies to determine the extent to which certain administrative provisions and program activities were present. These appraisal studies have often been based upon some set of established criteria for program activities, such as, section G of Evaluative Critical[1] developed by the National Study of Secondary School Evaluation, or Criteria for Evaluating Guidance Programs in Secondary Schools, Misc. 3317[2], published by the U.S. Office of Education.

In June, 1958, the Oklahoma Curriculum Improvement Commission appointed a State Committee on Guidance and Counseling. This committee developed A Handbook for the Improvement of Guidance and Counseling in

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[1] National Study of Secondary School Evaluation, Evaluative Criteria, (Washington: the Study, 1960), pp. 273-88.

[2] A.L. Benson (editor), Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, Office of Education Reprint Misc. 3317, (Washington: U. S. Department of Health, Education, and Welfare, 1958), p. 14.

Oklahoma Schools - Grades K-12[1]. A major part of the handbook was devoted to developing an evaluation instrument for guidance programs. This instrument was designed to indicate the degree of effectiveness of guidance programs as evaluated by administrators, students, parents, and a guidance committee.

To determine the validity of the instrument, regarding it's ability to measure the effectiveness of a guidance program, it was used at Oklahoma City Central High School, Oklahoma City Harding High School, and Skiatook High School during the 1962-63 school year. Forty students and their parents, five members of the guidance committee, and two administrators were used at each of the three schools. The results of this trial run indicated that the Oklahoma Evaluation Instrument would differentiate between an effective and a non-effective guidance program. No attempt was made, however, to compare the part-time counselor program at Skiatook with the full-time counselor program at Oklahoma City Central and Oklahoma City Harding.

A formula for predicting readability by Edgar Dale and Jeanne S. Chall was run on each criterion of this evaluation instrument, and the results are given in Appendix A.

Assumption and Delimitations

This investigation is based on the following assumptions:

(1) That aided by a jury made up of counselor educators, it is possible to match part-time guidance programs with full-time guidance programs using the specified criteria.

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[1] The Oklahoma Curriculum Improvement Commission, A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools-Grades K-12, (Oklahoma City, Oklahoma, The Oklahoma State Department of Education, 1961), p. 1.

(2) That the Oklahoma Evaluation Instrument can be used to determine the effectiveness of the full-time counseling programs and part-time counseling programs.

(3) That students, counselors, parents, administrators, and teachers will devote sufficient time in completing this instrument to insure it's accuracy.

(4) That the sex of the counselor has no bearing on the evaluation of a guidance program.

The delimitations of this investigation are as follows:

(1) The sample will be drawn from schools that have organized guidance programs under the Title V-A regulations of the National Defense Education Act, 1958, during the 1964-65 school year.

(2) Only schools that have counselors scheduled for full-time or the equivalency of full-time will be used in this study.

(3) The evaluation instrument is directed toward services offered and not changes in student behavior.

Definition of Terms

For purposes of this investigation, significant terms to be used are defined in the following statements:

Secondary School: grades seven through twelve inclusive in those districts that provide education in grades one through twelve.

Jury: ten counselor educators representing the ten institutions of higher education in Oklahoma that have approved counselor training programs.

Evaluation Instrument: the guidance evaluation instrument that was developed in Oklahoma by the State Committee on Guidance and Counseling.

Title V-A, N.D.E.A.: that part of the National Defense Education Act that provides for Federal financial support to public secondary schools that have organized guidance programs.

Counselor Educator: an individual who has the responsibility of teaching graduate courses that are required for counselor certification.

Guidance Committee: a group of five faculty members, including the counselor, selected from the secondary school staff.

Part-time Counselor Program: a secondary school guidance program so organized as to have two or more persons devote part-time to guidance responsibilities for a total amount of time that is the equivalent of one full-time counselor.

Full-time Counselor Program: a secondary school guidance program so organized as to have one counselor with full-time guidance responsibilities.

Part-time Counselor: an individual on the secondary school staff who has less than full-time guidance responsibilities.

Full-time Counselor: an individual on the secondary school staff who has full-time guidance responsibilities.

Full-time Counselor Equivalency: where the total amount of time devoted to guidance work per day is equal to the total number of scheduled school hours per day.

Population and Sample to be Used

The study population was from twenty selected secondary school districts in Oklahoma that had a total enrollment in grades 7 through 12 of at least 600, but not more than 900 students. There were 28 secondary school districts with 7-12 enrollment of from 600 to 900 during the 1964-65 school year, but 8 of these were elimenated from use in this study because they either had new counselors, or a newly organized guidance program.

The twenty school districts that were used in this study were selected with the assistance of a jury of counselor educators representing the ten Oklahoma Counselor training institutions. The ten members

of this jury of counselor educators and the institutions they represent are given in Appendix B. Figure 1 (page 8) indicates the geographical distribution of the twenty public secondary schools that participated in this study. Their names are not being disclosed because of an agreement with the administrators of participating schools. The numbers on the map represent the order in which they were contacted regarding participation and have no significance other than for the identification of the areas of the state represented in this study.

To study the effectiveness of guidance programs, ten full-time counselor programs and ten part-time counselor programs were selected. The following criteria were used in an attempt to get as much similarity as possible:

1. Comparable formal counselor training
2. Comparable years of counseling experience
3. Comparable years of continuous service in school system
4. Comparable years guidance program in operation
5. Comparable ratio of students per counseling hour scheduled
6. Comparable written objectives of guidance program
7. Comparable rating by Guidance Division Personnel and Counselor Educators

Each member of this jury helped select one full-time counselor program and one part-time counselor program that they felt had the potential to operate at the same level of effectiveness.

The sample used in this investigation was drawn from the total population of students in grades ten, eleven, and twelve attending the twenty selected Oklahoma secondary schools. A total of twenty groups of

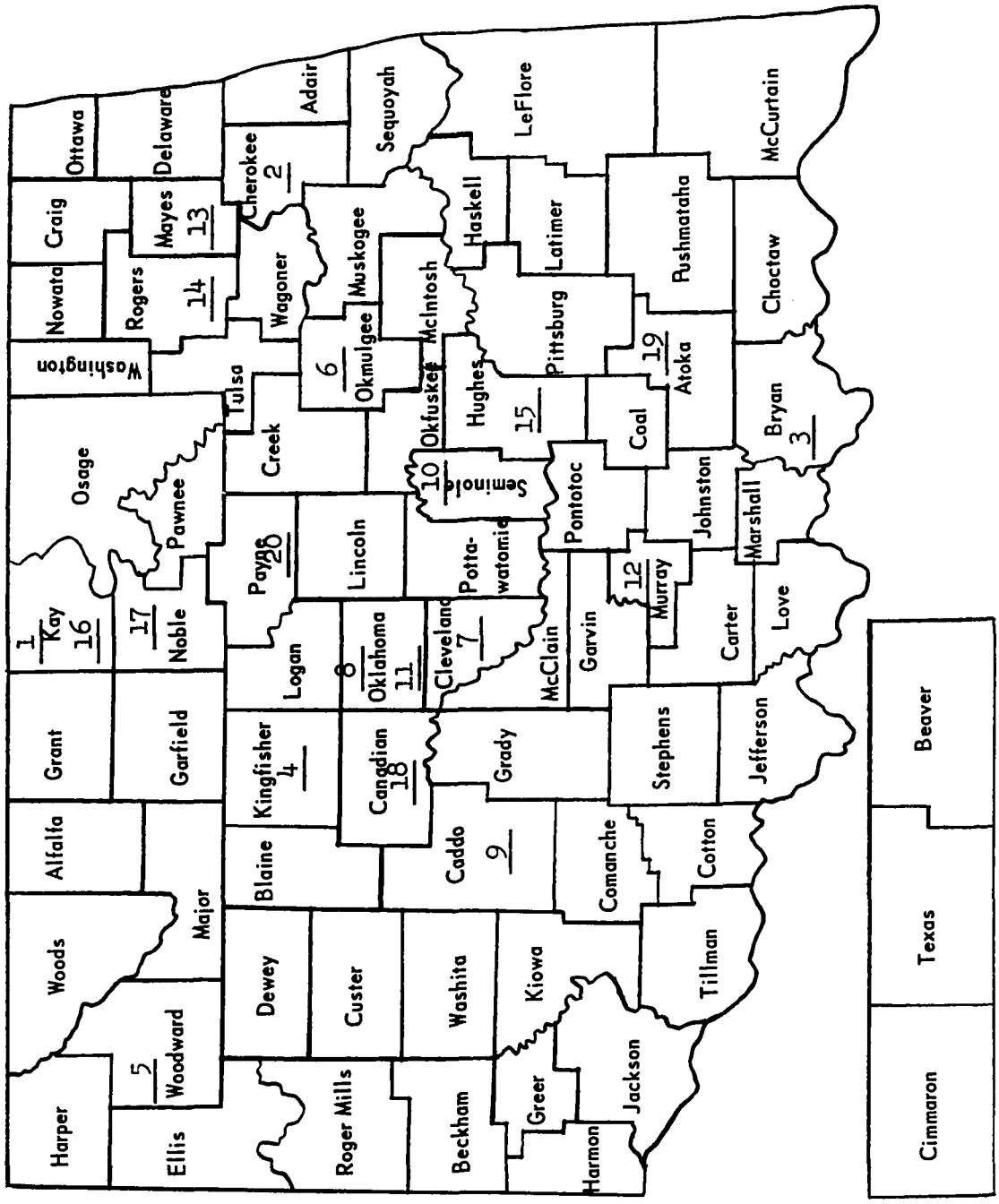

Fig. 1.--Geographical distribution showing location of the 20 public secondary schools that were used in this study.

thirty children, each containing fifteen boys and fifteen girls, were identified. Five boys and five girls were selected at random from each class in grades ten, eleven, and twelve. The parents of these thirty students were also used to make up one group of this sample as well as three administrators and a five member guidance committee from each of the twenty participating schools. This made a total study sample of 60 administrators, 600 students, 600 parents, and 100 guidance committee members from the 20 comparable size secondary schools. One-half of each of the four groups of participants in this study will be representing the 10 schools with full-time counselor programs, and the other one-half will be from the 10 schools with part-time counselor programs.

A visit was made to each of the twenty secondary schools that were selected to be used in this study. This visit served a three-fold purpose. It was the primary purpose to gain permission from the administrators to involve the school in an evaluative study of its guidance program. The second purpose was to explain the role of the administrators, counselors, teachers, students, and parents in regard to use of the Oklahoma Guidance Program Evaluation Instrument. The written instructions for the sixty administrators who evaluated the foundation elements present in their guidance program are shown as Appendix C. The written instructions for students are shown as Appendix D. Special instructions were also given the six hundred students by the counselors who were responsible for coordinating the guidance program evaluation. Appendix E explains the instructions given to the six hundred parents who were used in this evaluative study, with no special instructions. Appendix F explains the instructions given to the one hundred guidance

committee members who participated in study.

The instructions shown in Appendix C, D, E, and F, and the Criterion items listed in the tables compose the complete Oklahoma Guidance Program Evaluation Instrument. Because of its length, it will not be shown again as an appendix to this study.

Procedures Used in the Study

1. Criterion one through six of Part One of the Oklahoma Evaluation Instrument was administered to the three immediate supervisors of the guidance program at each of the twenty participating schools. The administrators evaluated the foundation elements that were present in their school's guidance program.

2. Criterion seven of Part One of the Oklahoma Evaluation Instrument was administered to the thirty students selected for the sample at each of the twenty participating schools. Responses were made by the students regarding their familiarity with the opportunities and services made available by the school's guidance program.

3. Criterion eight of Part One of the Oklahoma Evaluation Instrument was administered to the thirty parents of the students selected in the sample at each of the twenty participating schools. Responses were made by the parents regarding their familiarity with the opportunities and services made available by the school's guidance program.

4. Criterion nine of Part One of the Oklahoma Evaluation Instrument was administered to a five member guidance committee at each of the twenty participating schools. The guidance committee members evaluated their familiarity with the opportunities and services made available by the school's guidance program.

5. Criterion one through six of Part Two of the Oklahoma Evaluation Instrument was administered to the guidance committee at each of the twenty participating schools. The guidance committee members evaluated the extent that the following six guidance services are being provided: personal data and record; orientation; educational and occupational information; counseling; placement; follow-up.

Analysis of the Data

An explanation of the structure of the evaluation instrument applied to the guidance program in participating schools is needed before statements on analysis of data are presented. The Oklahoma Evaluation Instrument for secondary school guidance programs has four dimensions in that ratings are made by administrators, students, parents, and a five member guidance committee that includes the counselor.

Part 1, criterion one through six and Part 2, criterion one through six of the instrument provided spaces for checking items as follows: "does not apply"; "missing, but needed"; "present, but not satisfactory"; "present to limited extent"; "present to large extent"; "present to highly satisfactory extent."

Part 1, criteria 7, 8, and 9 of the instrument provided spaces for checking items with "yes"; "no"; or "don't know" responses.

The number of responses to each criterion item is reported in percentages. The data will be presented by tables arranged in the same order as the two parts and fifteen criteria in the evaluation instrument. Inferences about guidance programs organized with part-time counselors and those with full-time counselors will be drawn from these tables.

Organization of the Remainder of the Dissertation

Chapter I was concerned with the background and need for the study, the statement, assumption, and limitations of the problem, and the procedure used in the study. Chapter II will report a review of related literature. Chapter III will provide a comparison of ratings by administrators who had guidance programs organized with part-time counselors and those

who had guidance programs organized with full-time counselors. Chapter IV will show responses by students who were served by counselors who had part-time guidance responsibilities and those who had counselors who had full-time guidance duties. Chapter V is a report on how parents rated the guidance programs organized with part-time counselors and those organized with full-time counselors. Chapter VI will provide a comparison of ratings by five-member guidance committees from schools that had guidance programs organized with part-time counselors and those organized with full-time counselors. A summary of findings and recommendations for further study will be presented in Chapter VII.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present study is unique in that it involves a comparison of guidance programs organized with part-time counselors and those with full-time counselors in comparable size schools. There have been a number of studies conducted in guidance program evaluation, but very few have attempted to compare various plans of organization. The uniqueness of this study will limit the number of related studies to be reported. Since evaluation of guidance programs is difficult, expensive, and time consuming, only a few extensive studies have been conducted. Coleman explains the reasons for the lack of evaluative studies in guidance: (1) lack of recognition that efforts and pet beliefs do not guarantee results; (2) lack of competence in evaluation and research skills; (3) preoccupation with service and daily tasks, often enhanced by pressure from higher administrators[1].

There are two major factors to consider in evaluating the guidance program. These factors have to do with the mechanics of the program itself and the part it plays in shaping behavior of students. The task posed by these two factors may be stated in the form of questions: (1) What is the nature of the program when considered from the stand-

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[1] William Coleman, "Role of Evaluation in Improving Guidance and Counseling Services." Personnel and Guidance Journal, March, 1957, p. 441.

point of organization? (2) What effect does the program have on the behavior of students and in helping them develop ability to manage their own affairs in a satisfactory manner[1]?

This section of the study will present a brief review of related literature and then describe more extensively two evaluation studies that are similar to this particular problem. The two guidance program evaluative studies that are being utilized were the only ones found from a survey of the fifty State Directors of Guidance. This survey revealed that to the knowledge of the State Departments of Education, no significant guidance program evaluations had been conducted in twenty-three states. Out of the twenty-seven states that reported that some evaluation had taken place, twenty-five were not appropriate to this study. There were twelve State Guidance Divisions that reported the development of evaluative criteria to be used on organized guidance programs. Eight other State Directors of Guidance indicated that they recommended that schools use Section G of Evaluative Criteria[2] developed by the National Study of Secondary School Evaluation. Five other State Directors of Guidance reported that they were, at present, developing an instrument for use in guidance program evaluation. Those studies limiting evaluation to specific practices of the guidance program, such as counseling or follow-up, have not been considered pertinent.

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[1] The Oklahoma Curriculum Improvement Commission, A Handbook for the Improvement of Guidance and Counseling in Oklahoma Schools-Grades K-12, (Oklahoma City, Oklahoma, The Oklahoma State Department of Education, 1961, p. 54.

[2] National Study of Secondary School Evaluation, Evaluative Criteria, (Washington: the Study, 1960), pp. 273-88.

The review of related studies will be presented in the order that they appear in the literature. The first study reported was completed in 1940, and the most recent was done in 1961.

Chen, in an interesting survey including guidance concepts favored by California school personnel, found that 43.7 per cent of the respondents from 311 schools held the concept of guidance as an educational process. Guidance as a supplementary service to the educational program was favored by 23.2 per cent of the respondents, the remaining 7.1 per cent viewing guidance as concerned with vocational choices of pupils[1].

Rathbun reported on an evaluation of the counseling and guidance programs in twenty junior and senior secondary schools of San Francisco three years after the organization of the programs. Data for the study were derived from five sources: (1) approximately 2,000 student questionnaires; (2) approximately 240 teacher questionnaires; (3) approximately 200 counselor questionnaires; (4) an administrative questionnaire to the head of the guidance department in each of the 20 schools; and (5) a descriptive analysis of one distinct phase of the program in each school. Findings indicated no signififant difference between junior and senior high school students in regard to problems and the success with which they were reported to have been met. It was concluded that students tended to measure the value of guidance in terms of immediate results so that, for example, preparation for the armed services or for future vocational experiences, even though detailed and thorough, did

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[1]Ping-Hsuan Chen, "Guidance Services in the Secondary Schools of California in the United States," Unpublished Doctoral dissertation, Stanford University, 1940.

not give a feeling of satisfaction to all pupils. According to students' reports, counselors were most helpful with personal problems. In all schools, the rank given by students to counselors, parents, and homeroom teachers as sources of help for various problems remained constant. As matters grew more personal, pupils manifested a preference to discuss them with parents. Teachers and counselors both indicated that guidance was more successful in providing for adjustment than in correcting maladjustment. Counselors' evaluation of their own efforts showed that the individual counselor was more effective in dealing with problems closely associated with the pupils' school life and became less so as the problems were more removed from the school.[1]

Harris conducted a study to evaluate structures of organization and administration of guidance programs in eleven California city school systems. His investigation provided valuable information for the conclusion that there was no uniform pattern of guidance organization and that each program had evolved to suit the demands of the local situation[2].

Beanblossom, concluded that the larger schools have the more functional guidance programs, although the size of the school seemed not to be related to the time provided for guidance[3].

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[1] J. E. Rathbun, "San Francisco's Annual Evaluation of Counseling and Guidance," Clearing Hours, XX (October, 1945), pp. 95-97.

[2] Ruby D. Harris, "Patterns of Guidance Organization," California Journal of Secondary Education, 25: 59-61, January, 1950.

[3] D. Beanblossom, "Guidance Programs in the Secondary Schools of Indiana," Teachers College Journal, 23: 28+, November, 1951.

Allen, in a 1955 survey of guidance in Indiana junior high schools, found that 39 per cent of the schools had counselors and that many were planning to add counselors or otherwise to expand the existing allotment of time for counseling[1].

Heywood appraised the effectiveness of patterns of rural school guidance programs by comparing the appropriateness of senior students vocational selections. Surveying seniors in eighty-three schools, he determined that most realistic choices were made when students had the opportunity to have regularly scheduled interviews with a teacher-counselor. This type of organization of guidance services was then determined to be more effective than any other combination of factors, including scheduled or non-scheduled interviews in combination with teacher-counselors or administrator-counselors[2].

The most comprehensive study made to evaluate the effect of a guidance program was made in 1958 by Rothney. A longitudinal study was conducted over an eight year period, which had, as its study population, all sophomores from four high schools in Wisconsin. A control and an experimental group were established and one-half of the subjects were counseled, while a similar half were not given any special counseling. The subjects were followed up into their post-high school careers so that differences between them could be assessed. The first three

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[1] Dale A. Allen, "An Analysis of the Guidance Organization and Services in the Commissioned Intermediate Schools of Indiana." Unpublished Doctoral dissertation, Indiana University, 1955.

[2] Harold L. Heywood, "A Comparative Study of the Effectiveness of Various Organizational Patterns of Rural School Guidance Programs as Judged from Vocational Choices of Seniors." Unpublished Doctoral dissertation, The University of Southern California, Los Angeles, 1957.

years of the study was evaluated by comparing performances and attitudes of the control and experimental subjects at the time of graduation, six months later, and two and one-half years after completing high school. In general, it was shown that few statistically significant differences existed between the counseled and uncounseled subjects. Most of the smaller differences tended to be in the direction hypothesized by guidance workers and their frequency suggests that they cannot be attributed to chance alone. The follow-up study conducted five years after the subjects had completed high school revealed that the differences between the control and experimental subjects are in the directions that are commonly hypothesized by guidance workers. In general, the counseled students:

1. Achieved slightly higher academic records in high school and post-high school education;
2. Indicated more realism about their own strengths and weaknesses at the time they were graduated from high school;
3. Were less dissatisfied with their high school experiences;
4. Had differing vocational aspirations;
5. Were more consistent in expression of, entering into, and remaining in their vocational choices, classified by areas;
6. Made more progress in employment during the five-year period following high school graduation;
7. Were more likely to go on to higher education, to remain to graduate, and to plan for continuation of higher education;
8. Were more satisfied with their post-high school education;
9. Expressed greater satisfaction with their status five years after high school and were more satisfied in retrospect with their high school experiences;
10. Participated in more self-improvement activities after completing high school;

11. Looked back more favorably on the counseling they had obtained[1].

Stewart, after a survey of guidance organization in Indiana high schools, concluded that the degree of organization for guidance was characterized by variability and that there was a need for professionalization of the staffing of the guidance services[2].

Guidance Program Evaluation - California

A study was conducted by Thomson[3] in twelve high schools in the Los Angeles area to determine whether students reacted differently in their evaluation of the counseling received from programs organized with three major patterns. The three patterns of guidance program organization that were investigated in this study are (1) teachers released from teaching on a full-time basis for the purpose of counseling, (2) teachers released from teaching on a part-time basis for the purpose of counseling, and (3) teachers offering counseling as an adjunct to classroom teaching without released time for the counseling. The design for this research study was such that only student reactions were used to evaluate the effectiveness of a guidance program.

The hypothesis examined in this study was that there are significant differences in the evaluative responses of students to guidance services when these services are provided with full-time, part-time, and basic-

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[1]John W. M. Rothney, Guidance Practices and Results. New York: Harper & Row, Publishers, 1958, pp. 479-480.

[2]Carl J. Stewart, "An Analysis of the Guidance Organization and Services in Selected High Schools in the State of Indiana." Unpublished Doctoral dissertation, Indiana University, 1960.

[3]Muriel Thomson, "A Comparison of Students' Evaluations of Guidance Services Under Varying Plans of Organization" Unpublished Doctoral dissertation, University of California, 1960.

course teacher-counselor.

The basis for acceptance or rejection of the hypothesis was found in the data which were obtained in finding answers to the following three questions:

1. What significant differences exist, if any, between the proportions of students who stated that they did or did not want help in specific areas of guidance when provided under varying types of guidance organization?
2. What significant differences exist, if any, between students evaluations of the guidance received in specific areas of guidance organizations?
3. What significant differences exist, if any, between the proportions of students who (a) felt that they had not received guidance help when they desired it, and (b) students who both wanted and felt they had received guidance help in specific areas of guidance when provided under varying types of guidance organization?

Data for this study were the responses of 2,334 senior students on an evaluative instrument concerning guidance services experienced in high school. Of the twelve schools included in the study, four had full-time counselors, four had part-time counselors and four had basic-course teacher-counselors.

The evaluative instrument was so designed as to get the responses of student's ratings of the help received for each of the following nine areas of guidance: (1) scheduling of classes, (2) educational planning, (3) vocational section, (4) college selection, (5) selection of extra-

curricular activities, (6) increased self-understanding, (7) personal problem solving, (8) increased adjustment to others, and (9) learning better study habits. The rating of help received was on a continuous scale from 1 (not helpful) to 5 (very helpful).

On the basis of the significant differences found in the chi square comparisons, the research questions were answered. Major findings were: 1. Students having basic-course teacher-counselors evidenced in the greatest number of areas the largest proportion of students who wanted help. Students having full-time counselors evidenced in the next greatest number of areas the largest proportion of students who wanted help. Students having part-time counselors did not evidence in any area the largest proportion of students who wanted help. 2. Students having full-time counselors gave the most favorable ratings to the guidance help received. Those having basic-course teacher-counselors gave the next most favorable ratings, and those having part-time counselors gave the least favorable ratings to the guidance help received. 3. Compared according to sex and by total students, students having part-time counselors evidenced most frequently the largest proprotion that felt they had not received guidance help although they had desired it.

In conclusion, on the basis of the findings to the research questions, the research hypothesis was upheld, i.e., that there is a significant difference in the responses of students to the guidance services in selected public secondary schools in the Los Angeles vicinity when the same areas of service rendered under differing types of organization are evaluated.

Guidance Program Evaluation - Ohio

A research project, which included an evaluative study of secondary school guidance and counseling programs, was carried out from April, 1960, through September, 1961, by the Department of Education of the Ohio State University. The Division of Guidance and Testing of the State of Ohio Department of Education cooperated on this project, which had as its Director, Herman J. Peters. A report of the findings of this research project, as they relate to a comparison of guidance programs organized with full-time counselors and those organized with part-time counselors, was published in Guidance in Ohio[1].

The procedures used to gather information about guidance programs was the questionnaire approach using an evaluation instrument developed by a group composed of seven members of the State Department of Education. six research assistants for the project, the Director of the study, and the Associate Director.

This questionnaire was divided into the following fifteen parts: Part 1 - School Organization: Part 2 - Guidance Organization; Part 3 - Budget for Guidance Program; Part 4 - Guidance Facilities; Part 5 - Guidance Awareness; Part 6 - Guidance Professionalization; Part 7 - Articulation-Orientation; Part 8 - Standardized Testing; Part 9 - Studying Pupils; Part 10 - Guidance Records; Part 11 - Informational Services; Part 12 - Group Procedures; Part 13 - Counseling; Part 14 - Community Resources and Use; Part 15 - General Questions on Strengths,

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[1]Herman J. Peters. Research Director, Guidance in Ohio, The Ohio State University and the Division of Guidance and Testing of the State Department of Education, Columbus, Ohio, 1961, p. 163.

Handicaps, and Research Projects Related to Guidance Programs.

Responses were obtained from 197 full-time counselors and 157 part-time counselors. The full-time counselors came from schools which had a median enrollment of 750 students while the part-time counselors came from schools with a median enrollment of 500. The results of this study were as follows:

Organization of the guidance program was the responsibility of directors of guidance and the counselors in two-thirds of the schools for both groups. The full-time counselors enclosed 20 per cent more written statements of guidance philosophies.

The response of the part-time group showed that the counselor's office was more often located at some distance from the principal's office and that 20 per cent fewer had private offices. The full-time group reported use of more methods to promote an awareness of the guidance services. One-third of the part-time group reported that they were not encouraged to attend the National Convention of the American Personnel and Guidance Association, 20 per cent more than the full-time group.

Only a few differences were noted in the organization and use of the testing program. These differences included a greater extent of: (1) use of achievement and intelligence tests; (2) use of reading tests, and (3) use of tests as a basis for educational placement.

When asked to assign priorities to various aspects of the guidance program, counseling was ranked first by 77 per cent of the full-time counselor respondents and 62 per cent of the part-time group.

CHAPTER III

ADMINISTRATOR'S EVALUATION OF GUIDANCE PROGRAMS ORGANIZED WITH FULL-TIME COUNSELORS AND THOSE ORGANIZED WITH PART-TIME COUNSELORS

This section of the study will be concerned with the foundation elements that should be considered in the organization of a guidance program. The administrator's responses to the questions in the Evaluation Instrument were derived from six topical areas:

> Concepts and Philosophy Essential for Effective Guidance
> Administrator's Encouragement and Support of Guidance Program
> Conditions Present Regarding Operation of the Guidance Program
> Training, Qualifications, and Certification of Guidance Personnel
> Physical Facilities Provided for the Guidance Program
> Research and In-service Training Features are Incorporated in Guidance Plan.

The strengths and weaknesses of each of these topical areas, as well as a comparison between the guidance programs organized with full-time counselors and those with part-time counselors, will be discussed in this chapter. For each topical area a table will report the percentages which reflect the ratings given to each criterion item by administrators with full-time counselors as well as those with part-time counselors. Inferences about strengths and weaknesses of the guidance programs may be drawn from these tables. Since each criterion item is thought to be relevant to the total process necessary in the development of an effective guidance program, ratings of 4, 5, and 6 will be considered as

strengths and ratings 1, 2, and 3 will be considered as weaknesses. For convenience in the presentation of this material, the numbers listed below will be used to represent the following evaluation categories:

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

When the summed percentage of the three higher evaluation categories for an item was 75 per cent or more, the particular item was considered as a "strength". If the summed percentage of ratings 4, 5, and 6 does not equal 60 per cent or more, then that criterion item will be considered as a "weakness". The summed percentage of ratings 4, 5, and 6 that fall between 60 and 74 will not be considered as either "strength" or "weakness", but will be regarded as an indication that a careful study should be made of these criterion areas. It is recognized that this is an arbitrary procedure for arriving at strengths and weaknesses, but should provide a standard for comparing guidance programs organized with part-time counselors with those organized with full-time counselors.

Concepts and Philosophy Essential for Effective Guidance

Table 1 presents the evaluation of the 60 Oklahoma secondary school administrators on items concerning the concepts and philosophy generally regarded as essential for effective guidance. It should be noted that each time a number of respondents is mentioned, one-half are representing guidance programs with part-time counselors, and the other half relate to guidance programs with full-time counselors. Seventy-five per cent or more of the respondents evaluated in the three higher

TABLE 1

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 1, PART 1

Has the program been planned and based on the concept and philosophy generally regarded as essential for effective guidance?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. The purposes of this program are stated in writing.	PT[a]	3	7	0	33	30	27
	FT[b]	0	3	0	30	33	34
2. The purposes seem to be based on evidence revealed by research studies and appears to be appropriate to the age groups designated.	PT[a]	0	3	10	37	17	33
	FT[b]	0	7	10	3	53	27
3. The purposes reflect the concept that the focus of the guidance program is the student and helping him achieve understandings essential for self-direction.	PT[a]	0	0	7	20	43	30
	FT[b]	0	3	7	10	30	50
4. The program is planned to provide organized service.	PT[a]	0	0	7	20	50	23
	FT[b]	3	0	3	17	17	60
5. The purposes of the program are understood and generally accepted by all staff members.	PT[a]	0	0	37	23	33	7
	FT[b]	0	3	13	10	54	20
6. The services provided appear to be appropriate.	PT[a]	0	0	27	30	30	13
	FT[b]	0	3	3	10	57	27
7. The program is actively encouraged and supported by the administration.	PT[a]	0	0	3	3	40	54
	FT[b]	3	0	0	13	17	67
8. The program is organized and operates in such manner that every teacher has a responsible part in it.	PT[a]	0	10	27	40	17	6
	FT[b]	0	0	7	40	37	16
9. Provision is made for planned group guidance activities as well as for individual counseling.	PT[a]	3	7	10	30	23	27
	FT[b]	0	3	7	27	27	36

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
10. The guidance program is closely coordinated with the rest of the school program and especially with other pupil personnel services available.	PT[a]	0	3	13	40	24	20
	FT[b]	3	0	10	13	37	37
11. The program is planned and operated in such manner that pupils are assisted to cope with present educational and social situations realistically and plan and prepare for personal, social and civic responsibilities.	PT[a]	0	0	3	43	24	30
	FT[b]	0	0	0	17	37	46
12. An adequate supply of proper guidance materials are provided.	PT[a]	0	0	0	17	47	36
	FT[b]	0	0	0	17	47	36
13. Proper facilities are provided for Counseling and testing.	PT[a]	0	3	13	27	30	27
	FT[b]	0	0	7	17	30	46
14. Proper facilities are provided for storing materials.	PT[a]	0	3	13	27	30	27
	FT[b]	0	0	0	30	23	47
15. Proper facilities are provided for holding private conferences.	PT[a]	0	0	20	0	43	37
	FT[b]	0	0	10	7	23	60
16. Follow-up studies are made regularly in an attempt to determine the effectiveness of the program.	PT[a]	3	17	43	10	10	17
	FT[b]	0	0	13	27	50	10
17. A professional atmosphere prevails in the operation of the program and use of facilities.	PT[a]	0	0	3	27	20	50
	FT[b]	0	0	0	17	20	63

[a]Part-time counselor program

[b]Full-time counselor program

categories all criterion items as they relate to guidance programs organized with full-time counselors. The administrators representing schools that have guidance programs organized with part-time counselors also gave a combined rating of 75 per cent or more to all criterion

items of Table 1 with the exception of the following: (5) The purposes of the program are understood and generally accepted by all staff members; (6) The services provided appear to be appropriate; (8) The program is organized and operates in such manner that every teacher has a responsible part in it; (16) Follow-up studies are made regularly in an attempt to determine the effectiveness of the program.

It should be noted that all twenty secondary schools that participated in this study had approved guidance programs as required by the Oklahoma State Department of Education. One of the standards with which they were required to conform to was to provide written objectives and the philosophy of the school as it would relate to a program of guidance and counseling. This is one of the reasons for the high percentage of criterion items that received ratings that were high enough to bring about a "strength" classification.

Criterion items 11, 12, 14, and 17 received a summed percentage of 100 for the three higher evaluation categories, as rated by administrators who had full-time counselors. Only criterion item 12 received a summed percentage of 100 for the three higher evaluation categories, as rated by administrators who had part-time counselors.

The administrator's responses that are reported in Table 1 seem to indicate that those who have full-time counselors believe that their guidance program is understood and accepted by teachers, and has been successful in involving the staff in providing appropriate services. Eighty-seven per cent of the administrators with full-time counselors reported that follow-up studies are made regularly in an attempt to determine the effectiveness of the program, while only 37 per cent of the administrators with part-time counselors reported the same effective use

of follow-up studies.

Administrator's Encouragement and Support of Guidance Program

Table 2 represents the evaluation of the 60 Oklahoma secondary school administrators on items concerning their encouragement and support of the guidance program. The respondents evaluated in the three higher categories at least 75 per cent of the time on all criterion items for the guidance programs organized with full-time counselors. The administrators from schools that have part-time counselors also gave a combined rating of 75 per cent or more to all criterion items except the following: (4) Provision is made for proper publicity to make the home and community aware of the guidance program and its services; (7) Steps are taken regularly to develop and maintain a state of readiness on the part of the faculty and community for specialized guidance services.

It was realized that administrators would be ego involved in attempting to give an unbiased rating to the criterion items in Table 2. The fact that no schools or individuals were identified probably helped make this section of the study more valid.

Administrators representing schools that had organized their guidance programs to include only full-time counselors gave criterion items 2, 3, 5, and 9 a summed percentage of 100 for the three higher evaluation categories. Criterion items 2 and 3 also received a summed percentage of 100 for the three higher evaluation categories when rated by administrators with part-time counselors.

The responses that are reported in Table 2 show that administrators with guidance programs organized with full-time counselors seem to feel

TABLE 2

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART TIME AND FULL TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 2, PART 1

Does the administration actively encourage and support the program?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. The purpose, role, and function of guidance and the guidance program have been set forth and explained by the administration.	PT[a]	0	0	3	33	34	30
	FT[b]	0	0	3	27	40	30
2. The responsibility for organizing, supervising, and directing the program has been actively assumed by the administration or duly delegated to a person or persons qualified for this responsibility.	PT[a]	0	0	0	17	43	40
	FT[b]	0	0	0	7	40	53
3. The administration assists the staff in working out details or specific program functions and staff relationships.	PT[a]	0	0	0	30	37	33
	FT[b]	0	0	0	23	37	40
4. Provision is made for proper publicity to make the home and community aware of the guidance program and its services.	PT[a]	0	0	27	30	30	13
	FT[b]	0	0	7	20	40	33
5. Budgetary provision is made for carrying on the guidance program.	PT[a]	0	0	10	27	47	16
	FT[b]	0	0	0	13	57	30
6. The administration encourages study of the total school program periodically for the purpose of coordinating all services that contribute to the guidance program.	PT[a]	0	13	3	40	27	17
	FT[b]	0	0	3	20	47	30
7. Steps are taken regularly to develop and maintain a state of readiness on the part of the faculty and community for specialized guidance services.	PT[a]	0	17	17	33	23	10
	FT[b]	0	3	10	23	50	14

TABLE 2--Continued

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
8. Properly qualified persons, in terms of professional preparation and personal qualities, are selected for positions in the guidance program.	PT[a]	0	0	3	13	27	57
	FT[b]	0	0	3	3	24	70
9. Policies relating to the guidance program, its function and operation are clearly set forth.	PT[a]	0	3	3	44	30	20
	FT[b]	0	0	0	20	60	20

[a]Part-time counselor program

[b]Full-time counselor program

that their faculty, and the community they represent, are more aware of the guidance program and its services than are these same groups when services are provided by part-time counselors. They also indicated that steps are taken regularly to develop and maintain a state of readiness on the part of the faculty and community for specialized guidance services. This indication came as a result of returns from 87 per cent of the administrators with full-time counselors who gave criterion item 7 this "strength" rating while the administrators with part-time counselors gave the same criterion item a summed percentage of 66 on the three higher evaluation categories.

Conditions Present Regarding Operation of the Guidance Program

Table 3 presents the evaluation of the 60 Oklahoma secondary school administrators on items concerning the conditions present regarding the operation of the guidance program. All nine criterion items shown in this table were reported as "strengths" when rated by both administrators

TABLE 3

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 3, PART 1

To what extent are the following conditions found or present in connection with this program and its operation?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. Provision is made for teachers to study and become aware of the needs of pupils.	PT[a]	7	0	10	30	33	20
	FT[b]	0	0	7	17	56	20
2. Provision is made to assist teachers to improve their skill in observing pupils and locating problem cases.	PT[a]	3	7	10	30	40	10
	FT[b]	0	0	10	20	53	17
3. The majority of the teachers assume responsibility for counseling with pupils within limits of their preparation, experience, and skill.	PT[a]	0	0	17	23	37	23
	FT[b]	0	3	0	23	50	24
4. Steps are taken regularly to make teachers aware of the guidance resources available and are consistently encouraged to refer pupils needing special help to the counselor or to other resources within the community.	PT[a]	3	0	10	30	37	20
	FT[b]	0	3	7	17	43	30
5. Teachers secure significant information about pupils and report it to the counselor as well as use it in their own relationships with the pupil.	PT[a]	0	0	13	53	24	10
	FT[b]	0	0	7	20	50	23
6. The majority of the teachers maintain classroom atmosphere that is conductive to a state of good mental health, mutual respect, and self-confidence.	PT[a]	0	0	0	13	63	24
	FT[b]	0	3	0	13	54	30

TABLE 3--Continued

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
7. The majority of the teachers work constructively with other teachers, parents and specialists where problems of a special nature are concerned.	PT[a]	0	0	0	20	47	33
	FT[b]	0	0	10	3	53	34
8. Teachers recognize the need for orienting pupils to new situations and assist in bringing about proper orientation.	PT[a]	0	0	3	37	40	20
	FT[b]	0	3	0	10	57	30
9. Teachers find and make use of opportunities to emphasize the relationship between information bearing on educational, occupational, and personal-social questions and the subject matter field being studied.	PT[a]	0	0	3	43	44	10
	FT[b]	0	3	0	13	57	27

[a] Part-time counselor program

[b] Full-time counselor program

with full-time counselors and those with part-time counselors. It should be noted that in no case was there a summed percentage of less than 80 for the three higher evaluation categories given to a criterion item. This reflects the thinking of the administrators who participated in this study regarding the conditions that exist in connection with their guidance program.

Criterion items 6 and 7 were given a summed percentage rating of 100 on the three higher evaluation categories as they were considered by administrators who had guidance programs organized with part-time counselors. No criterion item was given a summed percentage rating of 100 on the

three higher evaluation categories as evaluated by administrators with full-time counselors. The administrator's responses, reported in Table 3, seem to indicate that provisions have been successfully employed to involve teachers in the guidance program. The criterion items were developed to reflect guidance services that could be provided to teachers in order to help them with individual instruction. Also included in the criterion items were statements that would indicate the psychological conditions that are essential to a climate within which the school counselor would have an opportunity to work effectively with students.

Training, Qualifications, and Certification of Guidance Personnel

Table 4 represents the evaluation of the 60 Oklahoma secondary school administrators on items concerning the training, qualifications, and certification of the personnel involved in their guidance program. The administrators evaluated in the three higher categories at least 75 per cent of the time on all twelve criterion items. This is an indication of the "strength" that was reported by administrators with full-time counselors and also those with part-time counselors as they considered the capabilities of the personnel working in the guidance program.

Administrators representing schools that had organized their guidance program with full-time counselors gave criterion items 1, 3, 4, 5, 6, 7, 9, 10, and 11 a summed percentage of 100 for the three higher evaluation categories. No criterion items were given this 100 per cent rating by administrators who have part-time counselors.

The responses that are reported in Table 4 seem to indicate that the 60 administrators participating in this study believed that their

TABLE 4

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART TIME AND FULL TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 4, PART 1

Is the program directed by specially trained, qualified and certified personnel?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. The director has special preparation in psychology and mental hygiene with special emphasis upon child and adolescent behavior and needs.	PT[a]	3	0	0	7	27	63
	FT[b]	0	0	0	7	27	66
2. The director has special preparation in group guidance activities.	PT[a]	3	0	3	3	37	54
	FT[b]	0	0	3	10	27	60
3. The director taught successfully at the level (elementary, junior or senior high school) now working prior to assuming his present responsibilities in the guidance program.	PT[a]	3	0	0	3	24	70
	FT[b]	0	0	0	3	10	87
4. Successful occupational experience other than teaching is a part of the director's preparation for his responsibilities in the guidance program.	PT[a]	10	0	3	10	33	44
	FT[b]	0	0	0	10	23	67
5. The director follows a program for self-improvement by such means as advanced studies, participating in conferences, workshops, etc.	PT[a]	3	0	3	13	17	64
	FT[b]	0	0	0	7	17	76
6. The director recognizes the need for and seeks the co-operation of the teaching staff in all phases of the guidance program.	PT[a]	3	0	3	10	30	54
	FT[b]	0	0	0	7	23	70
7. The informational material relative to personal-social, educational and occupational needs of boys	PT[a]	3	0	10	10	33	44
	FT[b]	0	0	0	10	40	50

TABLE 4--Continued

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
and girls is secured, organized and prepared for use under the supervision of the director.							
8. A professional attitude in conducting guidance activities and dealing with counseling relationships is present at all times.	PT[a]	3	0	3	10	27	57
	FT[b]	0	0	3	0	23	74
9. The director has a thorough knowledge of community agencies and services that would assist in the guidance program and uses these supplementary services regularly.	PT[a]	3	0	3	17	37	40
	FT[b]	0	0	0	7	33	60
10. The director has a thorough knowledge of employment opportunities, and conditions at the local, state and national levels.	PT[a]	3	0	7	23	37	30
	FT[b]	0	0	0	13	30	57
11. The development and maintenance of desirable working relationship between school and community resources is sought at all times.	PT[a]	0	0	7	10	23	60
	FT[b]	0	0	0	10	23	67
12. The director has a professional working relationship with specialists prepared to serve as consultants in particular fields. These specialists are called upon for assistance when special knowledge and skill bearing on a problem is needed.	PT[a]	0	0	7	30	33	30
	FT[b]	0	0	3	7	33	57

[a]Part-time counselor program

[b]Full-time counselor program

guidance personnel were exceptionally well trained, qualified, and held maximum certification. The fact that only experienced counselors who held standard certification were used in this study probably contributed much to the "strength" ratings given by administrators. The minimum requirements for the Standard School Counselor Certificate are shown as Appendix G. These requirements are approved by the State Board of Education and apply to counseling certificates issued in this state. Many of the counselors who were participants in this study have received graduate training in the guidance area far beyond the basic requirements for standard certification. The criterion items were so designed to reflect not only the training necessary to function as a counselor, but also their ability to utilize local, state, and national agencies which have services to contribute to the guidance program.

Physical Facilities Provided for the Guidance Program

Table 5 presents the evaluation of the 60 Oklahoma secondary school administrators on items concerning the physical facilities that are being provided for use by guidance personnel. The administrators representing schools that have guidance programs organized with full-time counselors evaluated in the three higher categories at least 75 per cent of the time on all criterion items. The respondents from schools with part-time counselors also gave a combined rating of 75 per cent or more to all criterion items except the following: (2) The services of the counseling and guidance office are available during all school hours.

All participating schools had a full-time counselor or two part-time counselors working a total of six hours each day. The fact that the administrators with guidance programs organized with part-time counselors

TABLE 5

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 5, PART 1

Are the facilities provided such that the guidance program can be effective?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. The space set aside for the counseling and guidance program is near the administrative offices.	PT[a]	3	3	4	10	20	60
	FT[b]	0	0	0	10	13	77
2. The services of the counseling and guidance office are available during all school hours.	PT[a]	3	10	17	13	27	30
	FT[b]	0	0	0	7	7	86
3. The space provided for counseling and guidance services provides for privacy and is easily reached.	PT[a]	0	3	10	17	27	43
	FT[b]	0	0	0	3	23	74
4. The counselor's office is comfortably furnished, physically attractive and is conducive to conference discussions without interruption or disturbance.	PT[a]	7	3	13	27	10	40
	FT[b]	0	0	3	20	37	40
5. The guidance suite has the necessary filing cabinets, etc. needed to carry on an effective program.	PT[a]	0	0	13	37	17	33
	FT[b]	0	0	3	3	44	50
6. Books, magazines, pamphlets and school catalogs appropriate for guidance purposes are acquired regularly and maintained in such manner their use is encouraged.	PT[a]	0	0	10	13	37	40
	FT[b]	0	0	0	3	33	64
7. Information needed for guidance purposes is regularly received through the use of standardized tests, questionnaires, etc. The	PT[a]	0	0	7	10	43	40
	FT[b]	0	0	3	7	23	67

TABLE 5--Continued

Criterion Item	Ratings By Per Cent (N = 30)					
	1	2	3	4	5	6
information is maintained in such manner that its use is encouraged and gives a longitudinal picture at all times.						

[a]Part-time counselor program

[b]Full-time counselor program

indicated by their responses that the counselor was not available during all school hours, indicates that they consider this inadequate. In working out teaching assignments for part-time counselors, it apparently wasn't possible to arrange the schedule so as to make a counselor available every school hour. This is an administrative problem and under ideal circumstances wouldn't be a weakness of the part-time counselor plan for providing guidance services to students.

Administrators representing schools that had organized their guidance programs to include only full-time counselors gave criterion items 1, 2, 3, and 6 a summed percentage of 100 for the three higher evaluation categories. This reflects the feeling of administrators with full-time counselors regarding the physical facilities provided for the guidance program.

Physical conditions of work include appropriate office facilities and equipment as well as guidance materials necessary to carry out the various guidance activities. It was interesting to note that only on criterion item 2, as evaluated by administrators with part-time counselors,

was there a summed percentage on the three higher categories of less than 80. This seems to indicate that administrators believe that they are providing private, accessible physical facilities for use by guidance personnel.

Research and In-service Training Features are Incorporated in Guidance Plan

Table 6 represents the evaluation of the 60 Oklahoma secondary school administrators on items concerning the research and in-service training features that were incorporated in their guidance plan. Administrators from schools that have organized their guidance programs to include only full-time counselors evaluated in the three higher categories at least 75 per cent of the time on all criterion items. This would indicate a measure of "strength" on all seventeen criterion items which make up this area of the study. The administrators from schools that have part-time counselors also gave a combined rating of 75 per cent or more to all criterion items except the following: (1) The principle that programs of research and in-service training serve the entire school is accepted and there is a planned program for providing these services; (4) The plan or organization provides facilities for and encourages research; (5) Research data is available to determine effectiveness of guidance procedures employed and services provided by the school; (8) The plan of organization provides for and encourages a regular program of in-service training for all staff members; (10) The in-service training program is planned and carried on in terms of level of readiness of the school staff; (12) Provision is made to meet the needs and interests of all staff members by offering a variety of training opportunities; (13) The plan and manner of conducting the in-service

TABLE 6

ADMINISTRATOR'S EVALUATION OF THE FOUNDATION ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 6, PART 1

Does the plan of program organization provide for research and in-service training?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
1. The principle that programs of research and in-service training serve the entire school is accepted.	PT[a]	3	13	10	47	20	7
	FT[b]	0	7	0	40	33	20
2. The principle that constant study is necessary for making changes and staff members need assistance in order to keep up to date and do their best work is accepted.	PT[a]	3	3	13	27	30	24
	FT[b]	0	0	7	10	60	23
3. Program changes are planned and based on research data obtained either by original research or from research reports.	PT[a]	0	10	10	27	37	16
	FT[b]	0	3	3	20	50	24
4. The plan or organization provides facilities for and encourages research.	PT[a]	10	10	10	43	17	10
	FT[b]	0	3	3	37	43	14
5. Research data is available to determine effectiveness of guidance procedures employed and services provided by the school.	PT[a]	0	7	33	40	10	10
	FT[b]	0	0	7	33	50	10
6. A cooperative attitude and team approach is sought by attempting to familiarize each staff member with the duties and responsibilities of every other staff member.	PT[a]	3	7	7	37	16	30
	FT[b]	0	0	10	20	50	20
7. Consistent effort is made to coordinate guidance activities	PT[a]	3	3	7	23	34	30
	FT[b]	0	0	3	0	53	44

TABLE 6--Continued

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
with the total program of the school.							
8. The plan of organization provides for and encourages a regular program of in-service training for all staff members.	PT[a]	3	10	17	33	23	14
	FT[b]	0	3	3	37	33	24
9. The teacher is recognized as a key person in the guidance program and this is shown by clearly defined responsibilities and arrangements that make possible the discharge of those responsibilities.	PT[a]	3	7	3	17	33	37
	FT[b]	0	0	3	20	43	34
10. The in-service training program is planned and carried on in terms of level of readiness of the school staff.	PT[a]	10	3	20	30	27	10
	FT[b]	0	0	7	47	38	10
11. The in-service training program is concerned with the following areas for emphasis: (1) Broadening and increasing of understanding of the general staff, (2) Preparation and increasing competencies of staff members selected for specific activities.	PT[a]	7	7	10	26	40	10
	FT[b]	0	3	10	37	33	17
12. Provision is made to meet the needs and interest of all staff members by offering a variety of training opportunities.	PT[a]	10	13	17	37	17	6
	FT[b]	0	3	0	50	37	10
13. The plan and manner of conducting the in-service training program emphasizes meeting the needs and interests of participants rather than what they learn.	PT[a]	7	10	20	27	30	6
	FT[b]	0	3	3	34	50	10
14. The in-service training program provides for a balance between the time devoted to consideration of guidance problems and other school	PT[a]	7	7	10	40	23	13
	FT[b]	0	3	3	34	50	10

TABLE 6--Continued

Criterion Item		Ratings By Per Cent (N = 30)					
		1	2	3	4	5	6
problems.							
15. Provision is made for continuous study of the worth and effectiveness of guidance procedures and services found in the program.	PT[a]	3	7	20	33	20	17
	FT[b]	0	0	10	20	53	17
16. The plan of organization recognizes the contributions that can be made to the school by research done through the guidance program.	PT[a]	7	3	23	17	33	17
	FT[b]	0	3	3	17	57	20
17. The program of research is planned to contribute to the professional growth of the guidance staff and to improvement in the school program as a whole.	PT[a]	7	10	13	30	20	20
	FT[b]	0	3	3	20	50	24

[a] Part-time counselor program

[b] Full-time counselor program

training program emphasizes meeting the needs and interests of the participants rather than what they learn; (15) Provision is made for continuous study of the worth and effectiveness of guidance procedures and services found in the program; (16) The plan of organization recognizes the contributions that can be made to the school by research done through the guidance program; (17) The program of research is planned to contribute to the professional growth of the guidance staff and to improvement in the school program as a whole.

The ratings made by administrators from schools that have part-time counselors on the criterion items in Table 6 seems to indicate some inadequacies in research and in-service training when guidance programs are

organized under this plan. Of the six topical areas that composes the part of the Oklahoma Guidance Program Evaluation Instrument that reflects administrator's ratings of the foundation elements of a guidance program, only the criterion items in Table 6 failed to receive at least 50 per cent "strength" ratings. It must be noted however, that both types of guidance programs showed some strengths in areas that are often neglected in the schools attempt to meet the immediate needs of students, parents, and teachers that are served by the guidance program. Research and in-service training are areas that are more difficult for counselors to work in because of their lack of training in research methods and the resistance of some staff members to accept their responsibilities for an effective guidance program.

It is interesting to note that on no criterion item was there a summed percentage of 100 for the three higher evaluation categories. This is in contrast to the first five topical areas which had from two to nine items that received a combined percentage rating of 100.

The responses of administrators from schools that have organized guidance programs with full-time counselors gave "strength" ratings to all 71 criterion items that make up this section of the study, while administrators with part-time counselors gate "strength" ratings to 54 of these same criterion items.

Sixteen different criterion items received a summed percentage of the three higher evaluation categories of between 60 and 74 when rated by administrators with part-time counselor programs.

Since it was assumed that each of these criterion items reflected a part of a comprehensive guidance program, the responses made to the

criterion items that made up this section of the study, seem to indicate that the administrators with the full-time counselor programs felt that in general, they were able to provide better foundation elements than were schools with the part-time counselor program.

Administrator's General Comments on Their Guidance Program

The presentation of responses by administrators to the criterion items would be incomplete without an attempt to illustrate the more general written comments that they offered. In order to maintain the contrast between the organizational plans, the comments will be expressed as direct quotes coming from administrators with guidance programs organized with full-time counselors and those organized with part-time counselors.

Full-time Counselor Program

"Our objectives are so general that it is difficult to evaluate our guidance program."

"With the present counselor-student ratio of 1 full-time counselor to 900 students, we don't have time to do much except provide basic guidance services."

"We need to provide for more planned group activities."

"The administration believes in and supports our guidance program, but it is difficult to sell to the teachers."

"Teachers are beginning to go to the counselor for help with students who are having learning problems."

"Oklahoma has the best teacher training program in the United States and this includes training counselors."

"Counselors need more training which would give them a better knowledge of the world of work. They work just fine with college-bound students."

Part-time Counselor Program

"Our counselors are part-time teachers which enables a closer contact with students as well as a better working relationship with other teachers."

"Teachers are beginning to use the counselors."

"Our counselors are having a difficult time organizing their work so as to make maximum use of the time scheduled in the guidance office."

"A person who has training as a counselor and who teaches a few classes seems to do a better job of teaching to the needs of students."

"We need more men going into the counseling field since we are now emphasizing vocational and technical education."

"We have had to improvise in regard to providing adequate physical facilities for our counselors."

"Our counselors simply don't have time to do research. It may be possible when we are able to provide more counseling time."

CHAPTER IV

STUDENT'S EVALUATION OF GUIDANCE PROGRAMS ORGANIZED WITH FULL-TIME COUNSELORS AND THOSE ORGANIZED WITH PART-TIME COUNSELORS

One of the most commonly used methods of evaluating guidance programs is by getting responses from the consumer. In most cases, the consumer that is used is the student, since guidance programs are basically organized to meet their needs. The evaluation is often approached by using a questionnaire or inventory to discover the extent to which students are familiar with the guidance services offered in their school. The value of such evaluations are dependent on the frankness and honesty of the students responding to the questions.

The Oklahoma Guidance Program Evaluation Instrument was developed to provide a four dimensional picture of a school's guidance program. The four dimensions being composed of administrators, students, parents, and a guidance committee. In order to facilitate a better understanding of this part of the study, the structure of the criterion items that make up the student evaluation section of this instrument will be explained.

The part of this instrument used for student responses was designed to collect data regarding the student's knowledge, use, and opinion of the school's guidance programs. It's contents were based on a general set of guidance principles. The questions or criterion items have attempted

to reflect the extent to which the student's worth and dignity as an individual remains a core objective of the school. When curriculum changes are made, the uniqueness of every individual and their basic needs must be taken into consideration.

The right of self-determination is another basic guidance principle which was incorporated in the instrument. Questions were constructed in such a manner as to make possible the collection of necessary information which would enable inferrences to be made about the extent that the guidance program is encouraging pupil self-direction. It should be noted that the self-direction and self-determination by students can only be accomplished when students have confidence in and accept the guidance program. The students must sincerely believe that the guidance program was organized because the school is deeply interested in their total welfare.

A third basic guidance principle, which is reflected in the criterion items for students, is self-understanding. The questions were designed to indicate what the students know about their strengths and weaknesses and also how this knowledge could be employed to help young people realistically understand the opportunities of their generation.

A fourth basic guidance principle incorporated in the criterion items which made up the section of the evaluation instrument designed to gather student responses, was centered around developmental tasks. A part of the questions were written to report the appropriateness of the various guidance services to the developmental task of children whose age range would place them at the sophomore, junior, or senior year of school. The assumption is being made that the guidance program was

organized with one of its objectives being the maximum development on the part of students. Consideration was given to the educational, vocational, social and personal problems that face senior high school students.

Table 7 presents the evaluation of guidance services by 600 Oklahoma secondary school students. It should be noted that each time a number of respondents is mentioned, one-half are representing guidance programs with part-time counselors and the other half relate to guidance programs organized with full-time counselors. The total sample used in this section of the study is composed of 100 girls and 100 boys from the sophomore class, 100 girls and 100 goys from the junior class, and 100 girls and 100 boys from the senior class. The student's responses to the questions in the Evaluation Instrument were derived from the following topical area:

> Student's familiarity with the opportunities and services made available by the school's guidance program.

The strengths and weaknesses of the various aspects of the topical area, as well as a comparison between the guidance programs organized with full-time counselors and those organized with part-time counselors will be discussed in this chapter. Table 7 will report percentage of responses which in turn will reflect the ratings given to each criterion item by students who are served by part-time counselors and those who are provided guidance services by full-time counselors. Inferences about strengths and weaknesses of the guidance programs, as evaluated by students, will be drawn from this table. Each criterion item will be considered to reflect a part of the total guidance program.

TABLE 7

STUDENT'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 7, PART 1

How familiar are students with the opportunities and services made available by the school's guidance program?

Criterion Item		Responses By Per Cent (N = 300)		
		Yes	No	Don't Know
1. Does your school have a planned program to help students enrolling for the first time learn about such things as school rules and regulations, requirements for graduation, club activities, and building arrangement?	PT[a]	62	26	12
	FT[b]	79	14	7
2. Does your school have someone on it's faculty who can give pupils accurate and sufficient information about their abilities and interest so that they understand themselves?	PT[a]	85	8	7
	FT[b]	89	2	9
3. Does your school have someone on it's faculty who talks with pupils, at least once each semester, about their progress in school, plans for the future, trouble they may be having, how they are getting along in general, etc?	PT[a]	60	28	12
	FT[b]	62	20	18
4. Does your school have someone on it's faculty who helps pupils plan their program of study when they enter school and reviews this program with them from time to time?	PT[a]	65	22	13
	FT[b]	70	17	13
5. Does your school have someone on it's faculty who can help pupils with special problems such as reading difficulties, poor study habits, financial difficulties, etc.?	PT[a]	49	23	28
	FT[b]	70	17	13
6. Does your school have someone on it's faculty who can give pupils sufficient and satisfactory help in deciding whether they should go to college?	PT[a]	87	6	7
	FT[b]	93	1	6
7. Does your school have someone on it's faculty who can give pupils accurate and sufficient information on occupations that are or will become overcrowded?	PT[a]	64	10	26
	FT[b]	68	4	28

TABLE 7 -- Continued

Criterion Item	Responses By Per Cent (N = 300)			
		Yes	No	Don't Know
8. Does your school have someone on it's faculty who can give pupils accurate and sufficient information about pay to expect in various occupations, working conditions, and occupational opportunities in general?	PT[a]	70	12	18
	FT[b]	74	5	21
9. Does your school have someone on it's faculty who can give pupils sufficient and satisfactory help in finding out which occupations are most suited to their abilities and interest?	PT[a]	83	9	8
	FT[b]	88	3	9
10. Does your school have someone on it's faculty who can give pupils accurate and sufficient information on occupational trends and promising jobs of the future?	PT[a]	69	12	19
	FT[b]	75	3	22
11. Does your school have someone on it's faculty who can give pupils proper and suffihelp in finding part-time jobs while in school and full-time jobs upon graduation?	PT[a]	43	28	29
	FT[b]	48	22	30
12. Does your school have someone on it's faculty who can give pupils accurate and sufficient help in deciding what subjects they should take?	PT[a]	89	5	6
	FT[b]	94	3	3
13. Does your school have someone on it's faculty who can help pupils gather and use accurate information in order that they may understand themselves better?	PT[a]	56	18	26
	FT[b]	52	14	34
14. Does your school have someone on it's faculty who can give pupils sufficient help in finding out how they may get along more happily and effectively with others?	PT[a]	60	21	19
	FT[b]	56	19	25
15. Does your school have someone on it's faculty who can give pupils appropriate and helpful suggestions on developing effective study and work habits?	PT[a]	70	14	16
	FT[b]	68	10	22

TABLE 7--Continued

Criterion Item		Responses By Per Cent (N = 300)		
		Yes	No	Don't Know
16. Does your school have someone on it's faculty who can give pupils helpful and constructive assistance in their efforts to distinguish between false, misleading information, and accurate, truthful information?	PT[a]	60	16	24
	FT[b]	64	10	26
17. Does your school have someone on it's faculty who can help pupils learn about and make plans for wholesome recreational activities, plan reading programs, etc.?	PT[a]	43	25	32
	FT[b]	50	20	30
18. Does your school have someone on it's faculty to whom pupils may and do go for help with their personal problems? (Personal problems may be considered as coming from such things as? boy-girl relations: teacher-student relations; home relations and conditions; personal responsibilities or situations, etc.)	PT[a]	76	16	8
	FT[b]	76	12	12
19. Does your school have someone on it's faculty who can give pupils accurate up-to-date information about how students who leave your school get along in college and/or working on their jobs?	PT[a]	51	18	31
	FT[b]	58	14	28

[a]Part-time counselor program

[b]Full-time counselor program

Each criterion item is thought to be necessary in order to reflect the students familiarity with the opportunities and services that are made available by guidance programs organized with full-time counselors and those organized with part-time counselors. Since each criterion item is though to be relevant, the value of this instrument is based on the

principle that all students should be aware of and accept the various aspects of the guidance program which are reflected in this section of the study. Respondents were asked to answer each criterion item by checking one of the following:

Yes_____ No_____ Don't Know_____

For the purpose of this section of the study, when 75 per cent or more of the students gave a criterion item a "yes" rating, then that item was considered to reflect a "strength" in the guidance program. A criterion item that received less than 60 per cent of the "yes" ratings was considered as a "weakness". The criterion items that were given "yes" ratings which resulted in a percentage of between 60 and 74 were not considered as either "strength" or "weakness", but were regarded as an indication that a careful study should be made of these criterion areas. The use of a percentage of 75 and above of "yes" responses as a show of "strength", is recognized as an arbitrary procedure, but should provide a standard for comparing guidance programs organized with part-time counselors and those organized with full-time counselors.

Criterion item 1 of Table 7 reflects the responses of students regarding their knowledge of the school's planned program to help students enrolling for the first time learn about such things as rules, regulations, requirements for graduation, club activities, and building arrangements. The 300 students served by the full-time counselor programs evaluated 79 per cent of the time that their school had such a program, while students from schools with part-time counselors gave this same criterion item a "yes" response only 62 per cent of the time. This seems to indicate a strength in this area for the full-time counselor program and an area

needing study for the part-time counselor program.

Criterion item 2 of Table 7 was concerned with getting the student's reactions regarding help that they have received in order that they might develop self-understanding. The respondents from school with full-time counselors, as well as those from schools with part-time counselors, gave this criterion item a "strength" rating. Eighty-five per cent of the students who were served by part-time counselors and 89 per cent of the students from schools with full-time counselors answered "yes" when asked if the school was providing someone to give them accurate and sufficient information about their abilities and interests. Since the school counselors were used to collect this data, it was assumed that the students were aware of and receptive toward the guidance program and the service it provided for self-understanding. Another factor, which probably contributed toward the "strength" ratings by students, is that the administration and interpretation of standardized tests have been receiving considerable attention since the passage of the National Defense Education Act in 1958. Most students have had several conferences with their counselor for interpretation of standardized tests.

Criterion item 3 of Table 7 expresses the reaction of students when they were asked if their school had someone on it's faculty that talked with them, at least once each semester, about their school program, future plans, and just problems in general. The students from schools with full-time counselors as well as the students from schools with part-time counselors gave this particular item a "yes" rating approximately 60 per cent of the time. This could be partially explained by the fact that the participating schools had the following counselor-student ratio:

Full-Time Counselor Program - 1 school hour per day for every 140 students

Part-time Counselor Program - 1 school hour per day for every 135 students

Most counselors, who work with such a high counselor-student ratio, don't have the opportunity to talk with every student each semester. This points out the need for providing a lower counselor-student ratio.

Students from schools having full-time counselors and also those from schools having part-time counselors rated criterion items 4 and 5 of Table 7 in such a manner so as to indicate an inadequacy in the help that the guidance program is giving regarding educational placement, in-school follow-up, and special educational problems. Also, less than one-half of the students served by part-time counselor though their school had someone who could help them with such problems as poor study habits, learning difficulties, and financial difficulties.

Criterion item 6 of Table 7 suggests that students are aware of the help that they can receive in deciding whether they should go to college. Eighty-seven per cent of the students with part-time counselors, and 93 per cent of those with full-time counselors reported that they could get sufficient and satisfactory help on college planning. Since the counselors are all products of our academic institutions, they probably know more about and feel more comfortable working in the area of college planning. The danger seems to be the possibility of a counselor impressing his values, regarding college, on the counselee. Self-determination must be practiced in an effective program of guidance and counseling.

Criterion items 7 and 8 of Table 7 seems to infer that students are not receiving satisfactory help in the area of occupational information

and vocational guidance. Students served by full-time counselors and those from schools with part-time counselors responded to criterion items 7 and 8 in such a manner that seemed to indicate a need for study on these areas. Apparently, the students felt that they were not receiving adequate help on job opportunities and information on the world of work. It is interesting to note that an examination of the transcripts of the counselors who participated in this study, disclosed that none had taken more than two courses in the area of occupational information and vocational guidance. In several cases, the counselors had never taken a course in this area, as it is not a state requirement for certification. The minimum requirements for counselor certification in Oklahoma are shown in Appendix G.

Eighty-three per cent of the students with part-time counselors and 88 per cent of those with full-time counselors were familiar with the help that they could receive in finding out about which occupations are most suited to their abilities and interests. Here again, we have an expression of how the counselors are utilizing their testing programs and also what students know about their interests and abilities. Students with part-time counselors and those with full-time counselors gave criterion item 9 of Table 7 a "strength" rating.

Responses to criterion items 10 and 11 of Table 7 imply that students were not aware of the guidance service which help them find jobs and supply information about promising jobs of the future. The students with full-time counselors gave criterion item 10 a "yes" rating of 75 per cent and rated item 11 as a "weakness", while students with part-time counselors rated item 10 as in need of study, and rated item 11 as a "weakness".

Here again, the high counselor-student ratio may be a factor in the counselors being unable to provide sufficient information to students in the area of job trends and employment opportunities.

Students representing schools with part-time counselors responded to criterion item 12 with a "yes" rating of 89 per cent while the students with full-time counselors gave this same item a rating of 94 per cent. This appears to express the idea that students are receiving sufficient help in deciding what subjects they should take. The educational placement service, for selection of courses of study while in secondary school, seems to be satisfying the needs of students who participated in this study.

Criterion items 13 and 14 of Table 7 shows the responses of students regarding self-understanding and life-adjustment. Students from schools with part-time counselors, as well as those with full-time counselors, didn't feel that their guidance program was offering much help on these matters. No "strength" ratings were given by students to criterion items 13 and 14, as the highest percentage was 60, and was given by the students with part-time counselors. This seems to indicate that provisions were not being made which would enable the basic guidance principle of self-understanding to be developed to a satisfactory extent.

Another area in need of study, as pointed out by the percentage ratings given item 15 of Table 7, was pertaining to help that students received on developing effective study and work habits. The students gave percentage ratings that seem to indicate that they were not being provided this service by neither part-time nor full-time counselors.

The students with part-time counselors rated in the "yes" category

only 60 per cent of the time when responding to criterion item 16. Students served by full-time counselors gave this same item a "yes" rating of 64 per cent. These ratings denote some degree of dissatisfaction on the assistance students had received in their efforts to distinguish between false, misleading information and accurate, truthful information.

Only 43 per cent of the students with part-time counselors and 50 per cent of the students with full-time counselors felt that the school was providing help for students to learn about and make plans for worthy use of their leisure time. This is reflected in criterion item 17 of Table 7. Here again, the high counselor-student ratio may require that some order of priority be assigned to services provided by the guidance program. Apparently, leisure time activities of students doesn't demand the primary attention of counselors.

Criterion item 18 of Table 7 was given an identical rating of "yes" 76 per cent of the time by both students with part-time counselors and those with full-time counselors. This seems to point out that the students feel that they are being provided adequate help with their personal problems. This could be interpreted to reflect the extent and success of the counseling service as it relates to personal problems of students. It is interesting to note that where most criterion items pertaining to vocational guidance received "weakness" ratings by students, the items related to personal guidance were considered to be a "strength" of the guidance program.

Fifty-one per cent of the students from schools that have part-time counselors and 58 per cent of those from schools that have full-time

counselors gave a "yes" rating to criterion item 19 of Table 7. This indicates that the schools follow-up program is not being utilized to the extent that all students are familiar with information regarding how students who leave their school get along in college and/or in the world of work. The counselors used in this study are assigned such a large number of counselees that it appears that they aren't able to provide the follow-up services that students need in a comprehensive guidance program.

The responses of students from schools that have organized their guidance program with part-time counselors gave "strength" ratings to only 5 of the 19 criterion items that make up this section of the study while students from schools with full-time counselors gave "strength" ratings to 7 of the 19 criterion items. Students from schools with part-time counselors, as well as those with full-time counselors gave "weakness" ratings to 5 criterion items. The responses from students with part-time counselors were such that 9 criterion items were rated between 60 and 74 per cent, while students from schools that had full-time counselors gave ratings that placed 7 criterion items in this percentage range. This indicated that a careful study should be made of these criterion areas.

Since it was assumed that each of these criterion items reflected a part of a comprehensive guidance program, the responses presented in Table 7 seems to imply that students with part-time counselors, as well as those with full-time counselors, were not familiar with many of the opportunities and services made available by the school's guidance program.

CHAPTER V

PARENT'S EVALUATION OF GUIDANCE PROGRAMS ORGANIZED WITH FULL-TIME COUNSELORS AND THOSE ORGANIZED WITH PART-TIME COUNSELORS

One of the most needed services, and yet one of the most difficult to evaluate, is that of parent involvement in the school's guidance program. A realistic approach must be used to discover the extent to which the counselors are able to make parents familiar with the opportunities and services made available by the school's guidance program.

Guidance is a co-operative activity in which the administrators, the students, the parents, and the teachers participate. Since the parents are outside the school structure, care must be taken that they are kept advised and involved regarding the activities of the guidance program.

The development of criterion items to be included in the parents section of the Oklahoma Guidance Program Evaluation Instrument was focused on the school's attempt to provide maximum understanding by the parent of his childs strengths, weaknesses, interests, progress in school, and educational and occupational opportunities. An important aspect of the parent's evaluation of the guidance program, is the opportunity to find out how much they understand about the school's program for assisting students to select realistic vocational goals.

This section of the study involves 300 parents representing schools that have part-time counselors, and 300 parents whose children attended schools with full-time counselors. In addition to the criterion items that make up this part of the instrument, a few basic questions were asked the parents in order to add insight to their responses. Table 8 points out the number of children that these parents had in school, and also the grade in which they were enrolled. This information reveals that the families used in this study had an average of slightly more than 2 children each of school age. The number of children in school should have some bearing on the interest and involvement of parents in school activities.

TABLE 8

NUMBER OF CHILDREN IN PUBLIC SCHOOL AS REPORTED BY PARENTS RESPONDING TO CRITERION 8, PART 1

Classification	Number of Students	
	PT[a]	FT[b]
Grade 1-8	187	233
Grade 9	44	38
Grade 10	120	120
Grade 11	131	117
Grade 12	133	147
Totals	615	655

[a]Part-time counselor program

[b]Full-time counselor program

Additional information was gained from parents by asking them to indicate how they got information about their child's school. As pointed out previously, parents are not in a position to know what is happening at the school and must depend on some means to keep them informed. It's extremely important to the counselors, as well as all school personnel, that the information that parents receive about the school is correct, up-to-date, and easily understood. Many parents must judge the administrators, teachers, counselors, and the school in general from what they read in the paper or hear from other sources. Counselors must be aware of their responsibilities regarding public relations, and see that the parents receive accurate information about the guidance program. Table 9 discloses the responses of the 600 parents used in this study when asked how they got their information about the school. It is of interest to note that both groups of parents reported that talking with children was the chief source of information about their child's school. The responses by parents that are presented in Table 9 shows that the percentage ratings given the various sources of information are approximately the same for both schools with part-time counselors and those with full-time counselors.

This information would be especially helpful to administrators as they develop a public relations program for their school. They would need to know the primary sources of getting appropriate information to the parents, and then make the entire school staff cognizant of the school's public relations program. Parent's perception of the value and effectiveness of the school may be based on the information received from sources such as those presented in Table 9.

TABLE 9

HOW PARENTS GET INFORMATION ABOUT THEIR CHILD'S SCHOOL AS SHOWN BY RESPONSES TO CRITERION 8, PART 1

Source of information	Responses By Per Cent (N = 300)	
	PT[a]	FT[b]
VISITING THE SCHOOL	15	15
GOING TO THE LOCAL PTA	8	8
TALKING WITH CHILDREN	23	24
READING THE SCHOOL NEWSPAPER	18	19
READING THE LOCAL NEWSPAPER	15	18
TALKING WITH ADULTS	17	11
OTHER	4	5
TOTAL	100	100

[a]Part-time counselor program

[b]Full-time counselor program

The fourteen criterion items that were incorporated into this section of the evaluation study were intended to reflect the familiarity of parents with the various services that were made available by the school's guidance program. This part of the study presents the evaluation of guidance services by the 300 parents who were served by part-time counselors and the 300 parents whose children attended schools that organized their guidance programs with full-time counselors. The parent's responses to the criterion items in the evaluation instrument were derived from the following topical area:

Parent's familiarity with the opportunities and services made available by the school's guidance program.

The strengths and weaknesses of the various aspects of the topical area, as well as a comparison between the guidance programs organized with part-time counselors and those with full-time counselors, will be discussed in this chapter. Since each criterion item is thought to be relevant, the value of this instrument is based on the principle that all parents should be aware of the various aspects of the guidance program. Respondents were asked to answer each criterion item by checking one of the following:

Yes_____ No_____ Don't Know_____

For the purpose of this section of the study, when 75 per cent or more of the parents gave a criterion item a "yes" rating, then that item was considered to reflect a "strength" in their guidance program. A criterion item that received less than 60 per cent of the "yes" ratings was considered as a "weakness". The criterion items that were given "yes" ratings which resulted in a percentage of between 60 and 74 were not considered as either a show of "strength" or "weakness", but were regarded as an indication that a careful study should be made of these criterion areas. Previous explanation has been given to this arbitrary procedure, but again should provide a standard for comparing guidance programs organized with part-time counselors and those that were organized with full-time counselors.

Criterion item 1 or Table 10 reveals that parents are aware of their schools individual counseling service for students. The parents responded to this item by giving "yes" ratings 81 per cent of the time for the part-time counselors, and 87 per cent of the time for

TABLE 10

PARENT'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 8, PART 1

How familiar are parents with the opportunities and services made available by the school's guidance program?

Criterion Item		Responses By Per Cent (N = 300)		
		Yes	No	Don't Know
1. Does your child's school provide individual counseling service for the students?	PT[a]	81	6	13
	FT[b]	87	3	10
2. Does your child's school provide standardized testing for the students?	PT[a]	85	1	14
	FT[b]	92	2	6
3. Does your child's school provide sufficient educational and occupational information for the students?	PT[a]	67	5	28
	FT[b]	74	4	22
4. Does your child's school provide special services for meeting unusual problems of students?	PT[a]	45	14	41
	FT[b]	40	11	49
5. Have you ever been invited for an interview by the counselor?	PT[a]	33	67	0
	FT[b]	27	73	0
6. Have you been to the school for a talk with your child's counselor during the past year?	PT[a]	18	82	0
	FT[b]	20	80	0
7. Do you plan for your child to go to college upon completion of high school?	PT[a]	89	5	6
	FT[b]	92	4	4
8. Has your child consulted the counselor about his choice of college or career?	PT[a]	39	45	16
	FT[b]	53	35	12
9. Has the counselor given you an information on your child's ability?	PT[a]	53	46	1
	FT[b]	52	47	1
10. Does your child discuss his personal and social problems with you?	PT[a]	84	15	1
	FT[b]	86	14	0
11. Has your child, to your knowledge, consulted the counselor about any personal or social problems?	PT[a]	24	56	20
	FT[b]	17	66	17

TABLE 10 -- Continued

Criterion Item		Responses By Per Cent (N = 300)		
		Yes	No	Don't Know
12. Do you see your child's report card every nine weeks or less?	PT[a]	96	3	1
	FT[b]	99	1	0
13. Does the report card provide you with the information that you want to know about your child?	PT[a]	87	10	3
	FT[b]	83	14	3
14. Would you evaluate the school's guidance program as being effective in meeting the needs of students?	PT[a]	53	38	9
	FT[b]	63	27	10

[a]Part-time counselor program

[b]Full-time counselor program

the full-time counselor programs. This "strength" rating seems to indicate that parents are familiar with the school's individual counseling service for students.

Eighty-five per cent of the parents served by part-time counselors and 92 per cent of the parents whose children attended schools with full-time counselors gave a "yes" rating to criterion item 2 of Table 10. This adds meaning to the responses made previously by students which indicated that counselors have been placing a gread deal of emphasis on the school's standardized testing program. This rating of "strength" by parents representing schools with part-time counselor programs and those furnished guidance service by the full-time counselor program seems to signify that parents are aware of the school's standardized testing program.

Criterion items 3 and 4 of Table 10 were concerned with the information service and the special services aspects of the school's guidance program. Both groups of parents gave ratings to criterion item 3 which indicated that a study should be made of the school's program for providing educational and occupational information to students. Parents of both groups of students gave "weakness" ratings to the school's attempt to make provisions for meeting the unusual problems of students. It is of interest to note that the "Don't know" category received 41 per cent of the responses by parents served by part-time counselors and 49 per cent of the responses by parents representing schools who have full-time counselors. This may reflect some degree of uncertainty as to the special services that are being provided by the schools.

Parents from schools which had part-time counselors rated in the "yes" category only 33 per cent of the time when asked if they had ever been invited for an interview by the counselor. Twenty-seven per cent of the parents of students attending schools with full-time counselors gave a "yes" rating to this same question, as reported by criterion item 5 of Table 10. Criterion items 5 and 6 of Table 10 reports the percentage of parents that had ever been asked to come to the school for an interview, and also the per cent that actually had been to the school for a talk with their child's counselor during this past year. The fact that 20 per cent or less of the parents had been to the school for a talk with the counselor during the past year indicates a weakness in the school's guidance program. The parents, in most instances, are interested observers and direct consumers of the services offered by an organized guidance program. The degree of parental involvement and understanding of the school's guidance program is generally in direct proportion to the

school's organized efforts to encourage such participation.

One of the most interesting pieces of information gathered by this section of the evaluation instrument is expressed by criterion item 7 of Table 10. Since a random sample of students was used in this study, the assumption is being made that they represent a normal distribution of intelligence; however, 89 per cent of parents served by part-time counselors and 92 per cent of those with full-time counselors reported that they planned for their child to attend college upon completion of high school. This seems to indicate that some parents are not being realistic regarding their child's ability to perform scholastically at the college level. Counselors should provide parents with sufficient information about the academic strengths and weaknesses of their children as well as what appears to be their chances for success in the various programs of study. The fact that most parents planned for their child to attend college should show the counselors an area of their guidance program which needs more attention. Parents who hold high vocational aspirations for their children, must be made to realize that these plans must be in line with the interest and ability of the child. Pressure by parents for a child to perform beyond his capabilities, will often affect his mental health.

Criterion item 8 of Table 10 suggests that only 39 per cent of the parents who were served by part-time counselors and 53 per cent of those were children have full-time counselors thought that their child had consulted the counselor about his choice of college or career. Since criterion item 7 of this table showed that approximately 90 per cent of all parents used in this study expected their children to

attend college, this must be interpreted as a "weakness" of the guidance program. It is possible that the parents weren't aware of their child consulting the counselor; however, the "don't know" category received only 16 per cent of the ratings for the part-time counselor program and only 12 per cent of the ratings for the full-time counselor program.

It is of interest to note that only 53 per cent of the parents representing schools with part-time counselors, and 52 per cent of those from schools with full-time counselors indicated that the counselor had given them information about their child's ability. Criterion item 9 of Table 10 shows this lack of information on the part of parents regarding the ability of their children.

Since criterion item 6 of this table shows that only a small percentage of parents had been to the school to talk to their child's counselor, the "weakness" rating given criterion item 9 was to be expected. The difference in the percentage ratings of criterion item 6 and item 9 may have been due to the fact that many schools provide for scheduled conferences with counselors for only the parents of students in the sophomore class. Criterion item 6 pertained only to conferences with counselors during the past year, and would over a three year period, be approximately equal to the percentage rating given criterion item 9. The high counselor-student ratio in these schools probably prevented a greater percentage of parents from being given information about their child's ability.

Criterion items 10 and 11 of Table 10 reveals the extent that children discuss personal and social problems with parents and counselors.

An important aspect of the ratings given these items is that approximately 85 per cent of the parents reported that their child discussed his personal and social problems with them, but only approximately 20 per cent thought that their child had consulted his counselor about any personal or social problems. The percentage reported in criterion items 10 and 11 of Table 10 seemed to signify that parents still consider themself as the child's best source of guidance when confronted with personal or social problems.

Criterion items 12 and 13 of Table 10 were concerned with the school's attempt to systematically report to parents the academic progress of their children. Ninety-six per cent of parents whose children attend schools with part-time counselors, and 99 per cent of those from schools with full-time counselors indicated that they received their child's report card every nine weeks or less. Approximately 85 per cent of those parents considered the information reported to them regarding their child's grades to be adequate, and this was expressed by the responses to criterion item 13 of Table 10. The reporting of the student's grades to parents has been practiced for so many years that the forms and procedures have become standardized. Parents know what to expect, and apparently, those involved in this study were satisfied with the information the school was providing on their child's progress in school.

Criterion item 14 of Table 10 was incorporated in this section of the evaluation instrument in order to get a general idea of how parents felt about the effectiveness of their school's guidance program. Only 53 per cent of the parents who had children in schools with part-time

counselors and 63 per cent of those with full-time counselors felt that their school's guidance program was effective in meeting the needs of students.

The first 13 criterion items of Table 10 pertained to the guidance services that were being provided to parents, while criterion item 14 was directed toward getting the parents to express themself in regard to their evaluation of the school's efforts to provide effective guidance services to their children. The fact that only 6 of the 14 items in Table 10 received "strength" ratings by both groups of parents seems to imply that parents were not familiar with all the opportunities and services which are made available by a comprehensive guidance program. The responses of parents served by part-time counselors gave "weakness" ratings to 7 criterion items, while the parents representing schools with full-time counselors gave "weakness" ratings to 6 criterion items. Parents representing schools with part-time counselors rated only 1 criterion item in such a manner as to cause it to fall between 60 and 74 per cent. The responses of parents served by full-time counselors places 2 criterion items between 60 and 74 per cent. In general, both groups of parents were not familiar with the services and information provided by their school's guidance program.

CHAPTER VI

THE GUIDANCE COMMITTEE'S EVALUATION OF GUIDANCE PROGRAMS ORGANIZED WITH FULL-TIME COUNSELORS AND THOSE ORGANIZED WITH PART-TIME COUNSELORS

This section of the study will be concerned with the guidance committee's familiarity with the opportunities and services which are made available by the school's guidance program. Four teachers and a counselor from the 10 schools with part-time counselors, and 4 teachers and a counselor from the 10 schools with full-time counselors made up the guidance committees that responded to the criterion items used in this part of the evaluation instrument. The guidance committee's responses to the questions in the evaluation instrument were derived from seven topical areas:

Guidance Committee's familiarity with guidance services made available by their school

Appropriate personal data and record service

Planned orientation service

Appropriate information on educational and occupational opportunities and requirements

Appropriate counseling service

Comprehensive placement service

Planned and systematic follow-up service

The strengths and weaknesses of each of these topical areas, as well as a comparison between the guidance programs organized with full-time counselors and those organized with part-time counselors, will be discussed in this chapter. For each topical area, a table will report the percentages which reflect the ratings given to each criterion item by members of guidance committees from schools with full-time counselors as well as those with part-time counselors. Inferences about strengths and weaknesses of the guidance programs will be drawn from these tables. Since each item is thought to be relevant to the total process involved in organizing a guidance program, "yes" responses will be considered as a show of strength. For the purposes of this section of the study, when 75 per cent or more of the members of the guidance committees gave a criterion item a "yes" rating, then this item was considered to reflect a "strength" in the program. A criterion item that received less than 60 per cent of the "yes" ratings was considered as a "weakness". The criterion items that were given "yes" ratings that fall between 60 and 74 per cent were not considered as either "strength" or "weakness", but were regarded as an indication that a careful study should be made of these criterion areas. The use of a percentage of 75 and above of "yes" responses as a show of "strength" is recognized as an arbitrary procedure, but was used to provide a standard for comparing guidance programs organized with part-time counselors and those organized with full-time counselors.

Guidance Committee's Familiarity With Guidance Service Made Available By Their School

Table II presents the evaluation of the 100 members of the school's guidance committees concerning their awareness of the services made

TABLE 11

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 9, PART 1

How familiar are the members of the school's guidance committee with the opportunities and services made available by the guidance program?

Criterion Item	Responses By Per Cent (N = 50)		
	Yes	No	Don't Know
1. To your knowledge, has a survey been made to determine availability in the community of educational resources such as college, technical training, and night school programs?			
PT[a]	76	18	6
FT[b]	82	12	6
2. To your knowledge, has a survey been made to determine availability in the community of recreational resources such as teen town, interest clubs, boy scouts, girl scouts, and neighborhood clubs?			
PT[a]	80	10	10
FT[b]	74	14	12
3. To your knowledge, has a survey been made to determine availability in the community of religious resources such as Y.M.C.A., Y.W.C.A., and church youth groups?			
PT[a]	72	6	22
FT[b]	74	16	10
4. To your knowledge, has a survey been made to determine availability in the community of vocational resources and opportunities such as job opportunities available, apprenticeship training programs, summer jobs, and full and part time jobs?			
PT[a]	64	14	22
FT[b]	62	28	10
5. To your knowledge, has a survey been made to determine availability in the community of government agencies such as supervised park programs, museums, libraries, and county health unit?			
PT[a]	68	16	16
FT[b]	62	30	8
6. To your knowledge, has a survey been made to determine availability in the community of agencies and sources providing special services such as scholarships and distress relief?			
PT[a]	82	12	6
FT[b]	82	14	4

TABLE 11-Continued

Criterion Item	Responses By Per Cent (N = 50)		
	Yes	No	Don't Know
7. To your knowledge, has a survey been made to determine availability in the community of private agencies and their services such as inspection tours, concerts, and assembly speakers?			
PT[a]	52	26	22
FT[b]	64	18	18
8. To your knowledge, has a survey been made to determine availability in the community of civic organizations and their services such as Kiwanis, Rotary, and Lions?			
PT[a]	82	4	14
FT[b]	90	10	0
9. Does the school have career days to utilize community personnel?			
PT[a]	60	36	4
FT[b]	60	40	0
10. Does the school maintain an employment service for both pupil and community?			
PT[a]	22	68	10
FT[b]	26	72	2
11. Is there a coordinating council in the community?			
PT[a]	12	70	18
FT[b]	16	62	22
12. To your knowledge, has the counselor been asked to serve on any community activity during the past year?			
PT[a]	76	14	10
FT[b]	64	10	26
13. Is there a child guidance clinic in the community that is used by the counselor as a referral agency?			
PT[a]	54	38	8
FT[b]	54	32	14
14. Does the community have agencies for health referrals that has been used by the counselor in the past year?			
PT[a]	82	6	12
FT[b]	86	4	10
15. Have local adults been used recently by the counselor in planned assembly programs?			
PT[a]	70	30	0
FT[b]	72	28	0
16. Does the counselor attend and participate in school and/or community programs?			
PT[a]	62	36	2
FT[b]	68	30	2
17. Are report cards sent home at least every nine weeks?			
PT[a]	100	0	0
FT[b]	100	0	0

TABLE 11--Continued

Criterion Item		Responses By Per Cent (N = 50)		
		Yes	No	Don't Know
18. Are educational objectives clearly defined on the card?	PT[a]	44	54	2
	FT[b]	38	62	0
19. Do the report cards contain evidence or information regarding such things as growth in desirable habits, attitude, and character traits?	PT[a]	32	68	0
	FT[b]	66	34	0
20. Does the report card make provisions for reporting on such things as ability, achievement, personality, social maturity, and growth toward self-sufficienty?	PT[a]	18	82	0
	FT[b]	26	74	0
21. Have parents had written invitations to visit the school?	PT[a]	72	24	4
	FT[b]	64	28	8
22. Do you use parents to assist in homeroom activities?	PT[a]	44	54	2
	FT[b]	50	50	0
23. To your knowledge, have parents come to confer with the counselor during the past year?	PT[a]	80	4	16
	FT[b]	88	6	6
24. To your knowledge, has the counselor made home visits during the past year?	PT[a]	44	10	46
	FT[b]	54	20	26
25. To your knowledge, have reports on pupil performance on standardized tests been presented to parents during the past school year?	PT[a]	42	28	30
	FT[b]	56	20	24
26. Does the school provide and encourage opportunity for individual interviews with pupils and/or case conferences involving counselor, parent and teacher?	PT[a]	88	8	4
	FT[b]	86	10	4

[a] Part-time counselor program

[b] Full-time counselor program

available by the school's guidance program. It should be noted that each time a number of respondents is mentioned, one-half are representing guidance programs with part-time counselors and the other half relates to guidance programs with full-time counselors. Seventy-five per cent or more of the respondents from schools with part-time counselors gave a "strength" rating to 9 criterion items, while 7 criterion items were given "strength" ratings by guidance committee members from schools who have full-time counselors. Criterion item 2 of Table II was given a 80 per cent rating by the respondents from schools with part-time counselors and given a 74 per cent rating from guidance committee members from schools with full-time counselors. The percentages were very close and seemed to imply that community recreational resources were being surveyed and the information made available to the school personnel. The only other criterion item which received a "strength" rating by committee members from schools with part-time counselors and a rating which indicated a need for study by those served by full-time counselors, was one pertaining to the counselor being asked to serve on a community activity during the past year. Criterion item 12 of Table II reports this difference in ratings by guidance committee members. No criterion items were given "strength" ratings by respondents from schools with full-time counselors when "strength" ratings were not also given to the same item by the guidance committee members from schools with part-time counselors.

The remaining tables in this study were designed to express the evaluation of guidance committee members on the following six basic guidance services: personal data and record service; planned orientation service; educational and occupational information service; counseling

service; placement service; follow-up service. For convenience in the presenting of this material, the numbers listed below will be used to represent the following evaluation categories:

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Ratings of 4, 5, and 6 will be considered as strengths, and when the summed percentage of the three higher evaluation categories for an item was 75 per cent or more, the particular item was considered as a "strength". If the summed percentage of ratings 4, 5, and 6 did not equal 60 per cent or more, then that criterion item was considered as a "weakness". The summed percentage of ratings 4, 5, and 6 that fall between 60 and 74, were not considered as either "strength" or "weakness", but were regarded as an indication that a careful study should be made of these criterion areas. Previous explanation has been made of this arbitrary standard for ratings of "strength" and "weaknesses".

Appropriate Personal Data and Record Service

Table 12 presents the evaluations of the 100 members of guidance committees, concerning what the school is doing to maintain an appropriate personal data and record service. Seventy-five per cent or more of the respondents from schools with part-time counselors evaluated in the three higher categories on 16 of 27 criterion items, while those representing schools with full-time counselors gave "strength" ratings to 17 of the 27 criterion items. Both groups of evaluators gave "strength" or "weakness" ratings to the same criterion items of Table 12 with the

TABLE 12

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 1, PART 2

Does the school maintain an appropriate personal data and record service that is kept up-to-date?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. The school has a cumulative longitudinal record on each individual student.	PT[a]	0	6	4	22	38	30
	FT[b]	2	4	4	20	28	42
2. Teachers regularly contribute significant data other than grade reports to pupil inventories.	PT[a]	4	28	2	26	26	14
	FT[b]	4	12	12	26	20	26
3. All the quantitative data on the record form are reduced to standardized terms.	PT[a]	2	6	4	20	30	38
	FT[b]	0	12	6	18	28	36
4. Methods of collecting pupil data are evaluated periodically with a view to making appropriate changes in procedures.	PT[a]	6	20	16	18	20	20
	FT[b]	6	4	14	22	22	32
5. The records follow the pupil from one grade to another.	PT[a]	0	6	6	10	18	60
	FT[b]	2	6	2	6	22	62
6. The records are centrally located for maximum teacher use.	PT[a]	0	2	2	6	16	74
	FT[b]	0	0	0	4	16	80
7. A bulletin of instruction in the use of the cummulative records has been prepared for teacher use.	PT[a]	14	52	4	6	16	8
	FT[b]	12	40	4	20	0	24
8. Material of a highly personal nature is included in the cumulative records.	PT[a]	32	12	2	18	18	18
	FT[b]	16	12	8	26	20	18
9. Records and evaluations of conferences held with either the student and or parent are made by the counselor.	PT[a]	8	24	8	12	18	30
	FT[b]	8	8	8	28	26	22

TABLE 12--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
10. The school has an organized testing program.	PT[a]	2	2	6	8	24	58
	FT[b]	0	2	2	6	26	64
11. Data and information on the ability of students has been secured and is kept up-to-date.	PT[a]	0	2	2	24	22	50
	FT[b]	0	0	2	6	26	66
12. Data and information on the achievement of students has been secured and is kept up-to-date.	PT[a]	0	0	2	22	22	54
	FT[b]	0	2	2	6	24	66
13. Data and information on the personality of students has been secured and is kept up-to-date.	PT[a]	16	16	12	26	10	20
	FT[b]	4	16	22	30	8	20
14. Data and information on the special aptitude of students has been secured and is kept up-to-date.	PT[a]	4	10	12	28	18	28
	FT[b]	4	12	14	26	12	32
15. Data and information on the special problems of students has been kept confidential.	PT[a]	10	16	4	24	22	24
	FT[b]	4	14	18	24	16	24
16. Data and information on the special interests of students has been secured and is kept up-to-date.	PT[a]	2	16	6	28	18	30
	FT[b]	2	12	14	26	16	30
17. Data and information on the health and physical status of students has been secured and is kept up-to-date.	PT[a]	2	24	18	20	18	18
	FT[b]	4	20	20	20	10	26
18. Data and information on the scholastic progress of students has been secured and is kept up-to-date.	PT[a]	0	0	8	12	28	52
	FT[b]	0	8	6	14	14	58
19. Data and information on the background and environment of students has been secured and is kept up-to-date.	PT[a]	6	18	6	18	20	32
	FT[b]	2	12	12	28	22	24
20. A systematic plan of procedure is followed in recording data of the student's cumulative record at regular intervals.	PT[a]	2	8	12	20	12	46
	FT[b]	0	8	12	10	26	44

TABLE 12 -- Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
21. Time is devoted to giving the faculty instruction in the interpretation and use of cumulative record data for guidance purposes through in-service programs and faculty meetings.	PT[a]	8	26	10	24	12	20
	FT[b]	2	40	8	22	10	18
22. Student records are kept up-to-date, and out-of-state information is discarded regularly.	PT[a]	2	10	4	18	16	50
	FT[b]	2	0	16	16	26	40
23. Teachers having need for student information have access to cumulative records and are assisted in using the information.	PT[a]	0	4	4	10	18	64
	FT[b]	0	0	4	14	22	60
24. Precaution is taken to safeguard cumulative records from loss and destruction.	PT[a]	2	2	6	10	22	58
	FT[b]	0	4	4	6	16	70
25. The cumulative record form in sufficiently comprehensive to permit the development of satisfactory data on all the major areas of activities affecting the student.	PT[a]	4	2	8	20	24	42
	FT[b]	2	6	10	20	28	34
26. The information assembled is used regularly and professionally in working with students.	PT[a]	6	2	4	14	20	54
	FT[b]	2	2	12	8	26	50
27. The data and record service is planned to meet the needs of the school.	PT[a]	8	2	8	14	24	44
	FT[b]	2	0	4	22	32	40

[a]Part-time counselor program

[b]Full-time counselor program

exception of the following:

Criterion item 4 was given a "strength" rating by the guidance committee members representing the full-time counselor program while this

same item received a rating of "weakness" by respondents from schools who have part-time counselors. This suggests that the guidance committee members considered the counselors who were full-time as doing a better job of evaluating the methods of collecting pupil data.

Criterion item 8 was also given a "weakness" rating by the respondents from schools with part-time counselors while this same item was given a rating that indicated a need for study by the guidance committee members from schools with full-time counselors. This would seem to disclose that full-time and part-time counselors were not keeping material of a highly personal nature in the cumulative folders.

Criterion items 9 and 16 were given a "strength" rating by one group of respondents while the same items were given ratings which indicates a need for study by the other group. This would tend to indicate that full-time counselors were better able to keep records of students and/or parent conferences and that the part-time counselors were considered to be able to more adequately secure data and information on the special interests of students.

Planned Orientation Service

Table 13 reports the evaluations of the 100 members of the guidance committees pertaining to the schools providing planned orientation services for the students. Schools which had part-time counselors were given ratings by their guidance committee members which indicated "strength" on 18 of the 29 criterion items, while the respondents from schools with full-time counselors gave "strength" ratings to 20 of the 29 criterion items. Both groups of evaluators gave the same criterion items in Table 13 ratings of "strength" or "weakness" with the exception of the following:

TABLE 13

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 2, PART 2

Does the plan or organization provide for a planned orientation service for the students?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. Cumulative records and other types of important information are passed on to receiving schools.	PT[a]	2	0	2	22	16	58
	FT[b]	8	12	4	16	14	46
2. The orientation program includes information on school rules and regulations.	PT[a]	0	18	0	12	34	36
	FT[b]	0	0	6	12	30	52
3. The orientation program includes the parents as well as students.	PT[a]	18	24	2	26	12	18
	FT[b]	12	24	8	24	20	12
4. The orientation program includes information on school fees.	PT[a]	0	14	2	14	30	40
	FT[b]	0	0	6	16	28	50
5. The orientation program includes information on school club activities and regulations.	PT[a]	0	14	2	18	24	42
	FT[b]	0	0	8	16	34	42
6. The orientation program includes information on food services at the school.	PT[a]	0	16	2	14	32	36
	FT[b]	0	2	4	14	36	44
7. The orientation program is such that it provides information on the office arrangements at the school.	PT[a]	2	16	2	24	28	28
	FT[b]	0	6	4	18	30	42
8. The orientation program includes information on financial aid available for students.	PT[a]	12	22	8	28	14	16
	FT[b]	14	14	8	30	20	14
9. The orientation program includes information on health services available for students.	PT[a]	0	20	8	20	24	28
	FT[b]	6	20	6	28	18	22

TABLE 13--Continued

Criterion Item		Rating By Per Cent (N = 50)					
		1	2	3	4	5	6
10. School handbooks are used as an integral part of the orientation program.	PT[a]	2	20	10	6	14	48
	FT[b]	0	14	4	10	14	58
11. Planned courses of study are used as an integral part of the orientation program.	PT[a]	4	18	6	14	20	38
	FT[b]	10	14	6	4	18	48
12. School assemblies are used as an integral part of the orientation program.	PT[a]	4	12	6	16	18	44
	FT[b]	2	8	10	18	12	50
13. Teachers are asked to participate as an important part of the orientation program.	PT[a]	4	14	2	14	18	48
	FT[b]	4	10	4	14	22	46
14. Homerooms are so organized as to be an important part of the orientation program.	PT[a]	22	12	2	10	22	32
	FT[b]	20	10	6	16	16	32
15. Students have a chance to help determine the orientation problems that will be discussed.	PT[a]	14	22	10	22	12	20
	FT[b]	22	20	4	26	6	22
16. Orientation is provided for students continuously throughout their stay in school to emphasize the changing curriculum.	PT[a]	0	18	10	20	16	36
	FT[b]	4	4	2	26	30	34
17. Orientation is provided for students so that they might understand the personal responsibilities, opportunities, and limitations.	PT[a]	0	18	6	12	30	34
	FT[b]	2	8	8	24	34	24
18. Orientation is provided for students to provide awareness of others, and relationships to them.	PT[a]	0	16	10	16	36	22
	FT[b]	4	12	4	32	22	26
19. Orientation is provided for students so that they might better understand the future and preparations for it.	PT[a]	0	18	4	12	30	36
	FT[b]	0	14	6	28	18	34
20. Orientation is planned and provided to reach all students.	PT[a]	0	16	8	20	26	30
	FT[b]	0	6	12	16	32	34

TABLE 13--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
21. Courses of study and programs offered are emphasized in the orientation program.	PT[a]	0	4	4	12	32	48
	FT[b]	2	6	6	8	18	60
22. Requirements for graduation are emphasized in the educational orientation program.	PT[a]	0	4	4	8	32	52
	FT[b]	0	0	4	6	18	72
23. Planned programs of study and enrollment are emphasized in the educational orientation program.	PT[a]	0	6	6	10	32	46
	FT[b]	0	2	4	16	28	50
24. College entrance requirements and conditions to be met for success in the various colleges are a part of the orientation program.	PT[a]	2	4	4	18	12	60
	FT[a]	0	4	4	18	20	54
25. Provisions for occupational orientation include an occupational information file and other appropriate literature.	PT[a]	4	6	6	12	26	46
	FT[b]	0	4	4	22	22	48
26. Provisions for occupational orientation include field trips and audio-visual material.	PT[a]	6	4	6	20	40	24
	FT[b]	4	10	20	26	24	16
27. Provisions for occupational orientation include speakers from business, professions, and other areas.	PT[a]	4	16	4	18	34	24
	FT[b]	0	8	14	42	22	14
28. Provisions for occupational orientation include a course or units of study on occupations.	PT[a]	10	30	10	20	12	18
	FT[b]	12	30	10	20	18	10
29. Evaluation of the orientation program and its effectiveness is made at regular intervals.	PT[a]	4	30	14	14	22	16
	FT[b]	4	32	14	12	26	12

[a]Part-time counselor program

[b]Full-time counselor program

Criterion item 8 received a "weakness" rating from committee members from schools with part-time counselors, and a rating which indicated a need for study from committee members served by full-time counselors.

Criterion items 10, 16, and 18 were given "strength" ratings by the respondents from schools with full-time counselors, while these same items were given ratings by the members of guidance committees from schools with part-time counselors that indicated a need for study.

Criterion item 26 was given a "strength" rating by committee members from part-time counselor programs while this same item received a rating from those responding from schools which had full-time counselors that indicated a need for study. These differences of ratings seem to indicate that the guidance committee members representing programs with full-time counselors felt that their schools were providing a continuous orientation program which involved school handbooks, speakers, and other appropriate means to help students make necessary adjustments. Another reflection was that respondents from schools with part-time counselors considered their program to be effective in making provisions for occupational orientation such as field trips and audio-visual material. In general, guidance committee members from schools representing both part-time counselors and full-time expressed many indications of strength regarding the planned orientation services for students.

Appropriate Information on Educational and Occupational Opportunities and Requirements

Table 14 reflects the responses of the 100 members of the guidance committees concerning the appropriateness of the guidance program's educational and occupational information service. The guidance committee

TABLE 14

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 3, PART 2

Does the program appropriate information on educational and occupational opportunities and personal-social problems?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. Current information regarding scholarships and loans is available.	PT[a]	2	2	2	6	46	42
	FT[b]	2	6	4	6	38	54
2. Current college and university catalogues pertaining to educational opportunities are available to students.	PT[a]	0	2	0	14	30	54
	FT[b]	0	4	2	6	22	66
3. Current trade and technical school catalogues pertaining to educational opportunities are available to students.	PT[a]	0	2	0	12	30	56
	FT[b]	0	4	2	14	22	58
4. Business school catalogues pertaining to educational opportunities are available to students.	PT[a]	0	0	2	10	30	58
	FT[b]	0	4	2	12	28	54
5. Current directories or private home study school courses are available to students.	PT[a]	10	6	6	22	26	30
	FT[b]	4	14	0	20	28	34
6. Current correspondence school catalogues pertaining to educational opportunities are available to students.	PT[a]	2	0	4	20	26	48
	FT[b]	2	6	0	14	24	54
7. Trips to colleges or universities, pertaining to educational information are made available for students.	PT[a]	16	8	4	28	16	28
	FT[b]	8	18	10	30	16	18
8. College days are utilized in presenting educational information to students.	PT[a]	16	20	10	10	18	26
	FT[b]	8	20	12	18	18	24

TABLE 14--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
9. Career days are utilized in presenting educational information to students.	PT[a]	14	18	2	8	6	52
	FT[b]	6	22	10	18	18	26
10. Field trips to businesses, etc. are utilized in presenting educational information to students.	PT[a]	16	14	8	24	20	18
	FT[b]	2	18	20	22	20	18
11. Guest speakers are utilized in presenting educational information to students.	PT[a]	4	10	4	28	22	32
	FT[b]	0	16	10	36	14	24
12. Assemblies are utilized in presenting educational information to students.	PT[a]	4	6	8	42	18	22
	FT[b]	0	6	10	44	18	22
13. Panel discussions are utilized in presenting educational information to students.	PT[a]	20	28	2	22	14	14
	FT[b]	16	34	12	24	4	10
14. Occupational briefs are employed in making occupational information available to students.	PT[a]	10	10	6	16	34	24
	FT[b]	6	16	2	28	16	32
15. Abstracts are employed in making occupational information available to students.	PT[a]	14	8	2	28	24	24
	FT[b]	16	18	12	20	22	12
16. Monographs are employed in making occupational information available to students.	PT[a]	16	6	8	32	14	24
	FT[b]	14	16	14	18	22	16
17. Pamphlets are employed in making occupational information available to students.	PT[a]	0	2	2	34	26	36
	FT[b]	2	10	10	20	22	36
18. Books on occupations are employed in making occupational information available to students.	PT[a]	2	2	8	22	24	42
	FT[b]	2	8	10	28	24	28
19. Speakers are employed in making occupational information available to students.	PT[a]	8	12	12	18	20	30
	FT[b]	4	20	10	36	14	16

TABLE 14--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
20. Field trips are employed in making occupational information available to students.	PT[a]	18	18	0	30	18	16
	FT[b]	2	22	18	30	22	6
21. Audio-visual material are employed in making occupational information available to students.	PT[a]	4	4	12	46	20	14
	FT[b]	0	26	18	22	18	16
22. Occupational courses are employed in making occupational information available to students.	PT[a]	32	10	16	14	12	16
	FT[b]	12	34	8	18	18	10
23. Occupational units in regularly scheduled courses are employed in making occupational information available to students.	PT[a]	22	4	6	28	16	24
	FT[b]	0	28	16	26	20	10
24. Homeroom occupational programs are employed in making occupational information available to students.	PT[a]	48	12	6	10	10	14
	FT[b]	36	28	10	14	6	6
25. Extra-curricular activities (FTA, FN, FHA,FFA) are employed in making occupational information available to students.	PT[a]	8	0	4	24	26	38
	FT[b]	2	8	2	18	32	38
26. Information regarding recreational opportunities and facilities is available for students.	PT[a]	20	4	4	20	28	24
	FT[b]	6	12	16	18	22	26
27. Information regarding emotional problems is provided to students.	PT[a]	6	2	16	34	14	28
	FT[b]	6	16	10	38	18	12
28. Information regarding "growing up" is provided to students.	PT[a]	6	2	10	34	20	28
	FT[b]	2	10	6	42	24	16
29. Information regarding mental hygiene is provided to students.	PT[a]	2	8	10	50	18	12
	FT[b]	12	22	16	24	16	10
30. Information regarding emotional development is provided to students.	PT[a]	2	0	10	52	26	10
	FT[b]	2	20	18	32	16	12

TABLE 14--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
31. Information regarding social adjustments is provided to students.	PT[a]	2	0	10	48	22	18
	FT[b]	2	12	12	36	24	14
32. Information regarding study skills is provided to students.	PT[a]	0	2	10	36	20	32
	FT[b]	0	8	12	30	36	14
33. Information regarding cultural development is provided to students.	PT[a]	4	4	8	42	24	18
	FT[b]	0	16	6	36	30	12
34. Information pertaining to apprenticeships is made available to students.	PT[a]	12	6	10	24	24	24
	FT[b]	6	24	12	24	20	14
35. Information pertaining to on-the-job training is made available to students.	PT[a]	10	6	10	26	22	26
	FT[b]	2	16	8	24	14	36
36. Information pertaining to rehabilitation services is made available to students.	PT[a]	2	6	2	26	28	36
	FT[b]	0	6	12	34	18	30
37. Information pertaining to public health services is made available to students.	PT[a]	6	4	2	32	22	34
	FT[b]	0	12	12	40	18	18
38. Information pertaining to community welfare programs is made available to students.	PT[a]	4	2	8	28	20	38
	FT[b]	2	12	16	38	16	16
39. Materials are filed in such manner that their use is encouraged and facilitated.	PT[a]	4	0	10	22	34	30
	FT[b]	0	12	12	26	24	26
40. Films are publicized and made accessible to teachers and students, in regard to informational materials.	PT[a]	6	6	18	24	18	28
	FT[b]	0	30	14	18	28	10
41. Informational materials are publicized and made accessible to teachers and students by means of display racks.	PT[a]	8	14	8	18	18	34
	FT[b]	0	16	8	26	22	28

TABLE 14--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
42. Informational materials are publicized and made accessible to teachers and students by means of bulletin boards.	PT[a]	12	8	6	28	24	22
	FT[b]	2	16	4	28	24	26
43. Informational materials are publicized and made accessible to teachers and students by means of radio announcements.	PT[a]	42	16	2	16	8	16
	FT[b]	28	18	4	22	20	8
44. Informational materials are publicized and made accessible to teachers and students by means of school or community newspapers.	PT[a]	34	10	2	8	32	14
	FT[b]	8	12	4	24	34	18
45. Informational materials are publicized and made accessible to teachers and students by means of school or community newspapers.	PT[a]	16	8	4	16	30	26
	FT[b]	4	16	6	22	30	22
46. The occupational information file is current and up-to-date.	PT[a]	4	2	2	20	28	44
	FT[b]	2	6	4	14	34	40
47. Educational and occupational information resources of the community have been assembled and are available for use.	PT[a]	6	6	8	16	32	32
	FT[b]	10	14	10	30	14	22
48. The information services material is used extensively and regularly.	PT[a]	4	4	10	38	24	20
	FT[b]	6	14	12	38	12	18
49. Current information has been assembled concerning extended educational and vocational opportunities such as college and university catalogues.	PT[a]	6	2	2	18	22	50
	FT[b]	0	8	4	16	12	60
50. Current information has been assembled concerning extended educational and vocational opportunities such as trade school catalogues.	PT[a]	6	0	2	20	24	48
	FT[b]	0	6	8	12	20	54

TABLE 14--Continued

Criterion Item	Ratings By Per Cent (N = 50)					
	1	2	3	4	5	6
51. Current information has been assembled concerning extended educational and vocational opportunities such as scholarships and loan application forms.						
PT[a]	4	4	2	18	18	54
FT[b]	0	8	4	10	28	50
52. Current information has been assembled concerning extended opportunities such as Armed Forces requirements and plans.						
PT[a]	4	2	0	12	28	54
FT[b]	0	8	6	8	30	48
53. Current information has been assembled concerning extended educational and vocational opportunities such as vocational rehabilitation services.						
PT[a]	4	0	0	24	28	44
FT[b]	2	10	8	16	22	42

[a]Part-time counselor program

[b]Full-time counselor program

members from schools that had part-time counselors gave "strength" ratings to 32 out of the 53 criterion items, while the respondents from schools with full-time counselors reported ratings to show "strength" in 26 out of the same 53 criterion items of Table 14. Both groups of evaluators gave the same criterion items a similar rating with the exception of the following:

Criterion items 15, 21, and 29, received a summed percentage on the three higher evaluation categories of over 75 when rated by guidance committee members from schools with part-time counselors, while these same items were given ratings which imply "weakness" by the respondents

from schools which had full-time counselors.

Criterion item 44 was given a "strength" rating by the committee members from schools that had full-time counselors, while this same item received a rating which infers "weakness" when evaluated by committee members from schools with part-time counselors. Several criterion items received a "strength" or "weakness" rating by one group of respondents while the other group would give ratings which would indicate that a study should be made of the criterion area. These differences in rating seem to indicate that the guidance committee members from schools with part-time counselors considered their school's guidance program to be providing an effective educational and occupational service to students. They also implied that occupational information was being drawn from a wide variety of sources and was easily accessible to students. The full-time counselors received ratings on items which would seem to indicate that the guidance committee members considered the guidance program's strongest area to be in providing adequate informational materials to students and teachers. This large number of criterion items in Table 14 made it necessary that they be considered in areas of emphasis, and not as individual items in the educational and occupational information service of the school's guidance program.

Appropriate Counseling Service

Table 15 expresses the responses of the 100 members of the guidance committees in regard to the school's guidance program being able to provide appropriate counseling services for the students. The respondents from schools who had guidance programs organized with part-time counselors gave "strength" ratings to exactly one-half of the 20 criterion

TABLE 15

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 4, PART 2

Does the program provide appropriate counseling service appropriate for the school and its student body?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. Time is made available for counseling activities during regularly scheduled school periods.	PT[a]	0	8	8	24	18	42
	FT[b]	2	6	2	14	32	44
2. The counselor has had training in counseling techniques as well as a variety of work experiences, both in school and outside.	PT[a]	0	2	0	8	18	72
	FT[b]	0	0	0	8	34	58
3. Students are referred to special agencies for special services when warranted.	PT[a]	0	2	6	18	24	50
	FT[b]	0	4	8	10	26	52
4. There is an in-service training program in guidance for all the faculty.	PT[a]	24	34	6	14	12	10
	FT[b]	10	40	16	22	2	10
5. Planned group guidance is a part of the school program.	PT[a]	18	10	6	28	16	22
	FT[b]	16	16	8	26	16	18
6. Counselors prepare case studies and conduct case conferences.	PT[a]	6	16	6	12	28	32
	FT[b]	12	14	6	16	22	30
7. Every school leaver is interviewed before leaving and a record is kept of possible causes for dropping out. The counselor points out to the school leaver the possibility of the student's resumption of his program in a school at a later time.	PT[a]	6	24	2	22	26	20
	FT[b]	0	10	10	22	34	24

TABLE 15--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
8. Students are aware of the counseling program and the services available in the program.	PT[a]	0	0	8	12	28	52
	FT[b]	0	0	6	28	28	38
9. The counseling service operates in such manner that every student is seen at least once each semester in a planned conference-interview situation.	PT[a]	12	16	14	16	30	12
	FT[b]	6	18	14	26	10	26
10. The counselor is relieved of those responsibilities that interfere with and are incompatible with his duties as a counselor.	PT[a]	6	12	16	24	22	20
	FT[b]	4	10	2	16	30	38
11. Appropriate and up-to-date records are kept of each counseling contact.	PT[a]	0	14	12	20	22	32
	FT[b]	0	4	8	16	22	50
12. Satisfactory facilities, such as office space, equipment, supplies, assistance, etc., are provided for counseling.	PT[a]	6	2	20	16	22	34
	FT[b]	0	4	2	16	20	58
13. Teachers are kept informed of conditions and facts derived from counseling sessions when such information would be useful to them.	PT[a]	4	4	6	20	18	48
	FT[b]	0	8	12	12	28	40
14. Each child is assisted to set up purposeful and achieveable educational and vocational plans.	PT[a]	6	2	6	16	34	36
	FT[b]	0	8	10	12	38	32
15. The counselor studies the child's record and plans for each interview before holding it.	PT[a]	2	10	2	8	22	56
	FT[b]	0	6	6	18	24	46
16. The staff understands and accepts the counseling service and feels free to make referrals to counselors.	PT[a]	0	6	8	12	32	42
	FT[b]	2	2	4	24	32	36
17. The counseling service is centered on the students and serving them.	PT[a]	0	2	6	4	22	66
	FT[b]	0	4	2	18	28	48

TABLE 15--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
18. School leavers are interviewed before they depart and cause or probable cause for leaving is determined and this information is made a matter of record.	PT[a]	4	18	8	26	20	24
	FT[b]	2	16	8	20	22	32
19. Counselors and the staff generally are aware of state and local rehabilitation services and regularly refer deserving persons to them.	PT[a]	2	6	2	10	34	46
	FT[b]	0	6	4	6	32	52
20. Evaluation of the counseling service and its accomplishments is made regularly and systematically.	PT[a]	4	12	12	22	36	14
	FT[b]	2	24	12	26	14	22

[a] Part-time counselor program

[b] Full-time counselor program

items, while those representing schools with full-time counselors gave "strength" ratings to 14 of the 20 items that make up Table 15. Both groups of evaluators gave the same criterion items a rating of "strength" or "weakness" with the exception of the following:

Criterion items 7, 10, 11, and 12 were given "strength" ratings by the members of guidance committees from schools which employed full-time counselors, while these same items were given ratings between 60 and 74 per cent by the respondents from schools with part-time counselors. Criterion item 4 received a "weakness" rating by both groups of evaluators, while item 9 received a "weakness" rating from committee members from schools with part-

time counselors and a rating which implied a need for study from members served by full-time counselors.

Criterion items 10 and 12 would seem to indicate that the full-time counselors were regarded more effective in obtaining the physical and psychological climate necessary for an effective counseling program, and criterion item 11 revealed that they were more successful in keeping appropriate and up-to-date records on each counseling contact. They were also rated in criterion item 7 as more able to provide interviews with every school leaver, and was able to keep records on what caused the student to drop out of school.

It is interesting to note that the areas of group guidance, case studies, and in-service training programs were rated as inadequate by both groups of evaluators. These areas are time consuming and would be extremely difficult to provide adequately with the high counselor-student ratio prevalent in the schools that participated in this study.

Comprehensive Placement Service

Table 16 discloses the responses of the 100 members of the guidance committees pertaining to the ability of the schools to provide a comprehensive placement service which would include such activities as helping students decide which courses to take, extra-curricular activities, and which jobs would be best for them. It is interesting to note that guidance committee members from schools with part-time counselors gave ratings to indicate "strength" in only 2 of the 14 criterion items, while the respondents from full-time counselors gave "strength" ratings to 4 out of the 14 items in Table 16. Only criterion items regarding the

TABLE 16

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 5, PART 2

Does the school provide a comprehensive placement service such as assistance provided students in helping them decide which courses, extra curricular activities, programs, or jobs would be best for them.

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. The school operates a vocational placement service.	PT[a]	50	24	6	10	0	10
	FT[b]	20	36	8	16	6	14
2. The placement service cooperates with other guidance services.	PT[a]	40	30	10	4	6	10
	FT[b]	22	36	6	10	10	16
3. The responsibility for placement is definitely assigned.	PT[a]	42	22	14	4	8	10
	FT[b]	26	32	10	4	18	10
4. The school assists pupils in learning "how to apply for a job."	PT[a]	4	16	28	20	12	20
	FT[b]	2	16	10	40	18	14
5. The school studies each child's record with a view to placing him in the courses where he has maximum possibilities of success.	PT[a]	2	20	4	30	24	20
	FT[b]	0	6	8	24	34	28
6. The school tries to encourage students to participate in extra-curricular activities that seem most promising to them.	PT[a]	0	8	6	16	40	30
	FT[b]	0	6	8	16	34	36
7. Each child is placed in the program for which he is best suited.	PT[a]	2	16	8	32	22	20
	FT[b]	0	6	6	30	34	24
8. The placement service cooperates very closely with other guidance services and all phases of the school program.	PT[a]	38	26	6	8	10	12
	FT[b]	16	22	10	12	20	20

TABLE 16--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
9. Each child is encouraged to participate in the extra-curricular activity for which he is best suited.	PT[a]	0	10	8	30	28	24
	FT[b]	0	6	4	28	24	38
10. Parents are fully and regularly informed of the courses, programs, etc., in the school in which their children are placed.	PT[a]	4	12	10	30	18	26
	FT[b]	4	16	6	22	18	34
11. Assistance is provided, when needed, in securing part-time or summer jobs and full-time employment for school leavers.	PT[a]	24	20	8	30	0	18
	FT[b]	18	24	16	22	12	8
12. Students and the community are aware of the placement service and the nature of assistance it provides.	PT[a]	32	20	18	18	2	10
	FT[b]	34	26	10	10	8	12
13. The placement service cooperates with community agencies.	PT[a]	34	16	18	10	6	16
	FT[b]	30	30	6	8	10	16
14. Evaluation of the placement service and its accomplishments is made regularly and systematically.	PT[a]	34	22	16	14	0	14
	FT[b]	34	30	8	12	4	12

[a]Part-time counselor program

[b]Full-time counselor program

encouragement of students to participate in appropriate extra-curricular activities received a "strength" rating from guidance committee members representing schools with part-time counselors.

Criterion items 5, 6, 7, and 9 were given "strength" ratings by respondents from schools with full-time counselors. These ratings would indicate that the full-time counselors were considered by the evaluators

to be providing the appropriate services which enables students to receive help in selection of extra-curricular activities and placement in appropriate courses of study.

In general, this section of the evaluation instrument reveals that guidance committee members from schools organized with part-time counselors as well as those representing full-time counselors, didn't think that the guidance programs were providing a comprehensive placement service for the students. This is reflected in the small number of criterion items that received "strength" ratings by both groups of guidance committee members. Placement in schools as well as placement on jobs is a time consuming process and is often neglected by counselors because other school personnel and outside agencies, such as the Employment Commission, also have this responsibility.

Planned and Systematic Follow-up Service

Table 17 presents the ratings of the 100 members of the guidance committees in regard to the quality of systematic follow-up programs that were in the schools that participated in this study. Only criterion items 4 and 13 received ratings which indicated "strength", and both of these were given by guidance committee members who were from schools that had full-time counselors. None of the respondents representing schools with part-time counselors gave ratings of "strength" to any criterion item in Table 17. This appears to point out that the members of these committees didn't think that their guidance program was providing for a planned and systematic follow-up service. The members of the guidance committees from schools with full-time counselors inferred by their "strength" rating of criterion item 4 that the schools were keeping information on the number

TABLE 17

GUIDANCE COMMITTEE'S EVALUATION OF THE ELEMENTS PRESENT IN PART-TIME AND FULL-TIME COUNSELOR PROGRAMS AS SHOWN BY RESPONSES TO CRITERION 6, PART 2

Does the program provide for a planned systematic follow-up service?

Rating Guide

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
1. Employers are used in the follow-up of students.	PT[a]	26	38	6	12	8	10
	FT[b]	14	22	16	28	12	8
2. The service follows up each pupil when he goes to work for purposes of determining his success on the job and to evaluate the contribution of the counseling service to his occupational adjustment.	PT[a]	28	32	8	18	4	10
	FT[b]	18	24	18	26	10	4
3. The results of the follow-up are published in order to better the school's public relations.	PT[a]	30	42	10	2	8	8
	FT[b]	36	34	10	12	4	4
4. The school keeps information on the number of drop-outs, why they left school, and where they go.	PT[a]	12	20	16	28	8	16
	FT[b]	2	10	10	16	28	34
5. The follow-up service provides the percentage of those who started to college and those graduated.	PT[a]	16	32	6	20	6	20
	FT[b]	8	18	12	20	20	22
6. The follow-up shows the kinds of occupations the majority of drop-outs and graduates eventually enter.	PT[a]	12	52	6	16	4	10
	FT[b]	16	26	10	32	12	4
7. Periodic follow-up studies are made of all "school leavers," whether they be graduates or drop-outs.	PT[a]	24	40	4	10	10	12
	FT[b]	18	36	10	14	16	6
8. Student help is utilized in collecting, compiling, and tabulating follow-up data.	PT[a]	28	22	2	18	4	26
	FT[b]	2	28	16	14	16	4

TABLE 17--Continued

Criterion Item		Ratings By Per Cent (N = 50)					
		1	2	3	4	5	6
9. The purpose and procedure for follow-up studies is explained to students while they are still in school with a view to securing their cooperation in supplying information later.	PT[a]	26	30	6	10	10	18
	FT[b]	30	28	14	10	12	6
10. Follow-up studies are made to determine former students' success on-the-job and to secure information to assist in evaluating the effectiveness of the guidance program in general and the counseling service in particular.	PT[a]	24	32	6	4	16	18
	FT[b]	28	18	16	20	12	6
11. An evaluation report on qualify of preparation and nature of performance is sought from college attended by former students and/or places of employment. Special effort is made to determine the cause of frequent absences and tardinesses.	PT[a]	22	24	20	10	4	20
	FT[b]	10	22	16	20	18	14
12. The findings of follow-up studies are implemented to provide better guidance services and a better school program in general.	PT[a]	26	32	4	12	8	18
	FT[b]	10	14	18	14	28	16
13. Special effort is made to determine the cause of frequent and excessive absences and tardies of individual pupils.	PT[a]	10	14	10	18	18	30
	FT[b]	2	8	4	18	28	40

[a] Part-time counselor program

[b] Full-time counselor program

of dropouts, why they left school, and where they go. It is of interest to note that all of the schools with full-time counselor programs, which

participated in this study, were also members of a State Holding Power Project. Participation in this Holding Power Project enabled these schools to provide important follow-up information on students who leave school before graduation. The fact that only a few of the schools with part-time counselor programs were also involved in this State Holding Power Project, adds some insight into why they were given a "weakness" rating on criterion item 4.

In general, this section of the evaluation study suggests that members of the guidance committee from schools with both full-time and part-time counselors felt that their schools were not providing a well-planned and systematic follow-up service. Follow-up studies, like evaluative studies, are extremely time consuming and can only be effectively carried out when school administrators are made to realize that such activities will provide valuable information for use in expanding and up-grading guidance programs.

The responses of guidance committee members from schools that have organized their guidance programs with full-time counselors gave "strength" ratings to 67 of the 129 criterion items that make up the tables pertaining to the personal data and record service, planned orientation service, educational and occupational information service, and the counseling service. The same four basic guidance services received "strength" ratings on 76 of the 129 criterion items as evaluated by members of guidance committees from schools with part-time counselors.

The criterion items that made up the sections regarding the placement services and the follow-up services, were given "strength" ratings on only 2 of the 27 items when rated by guidance committee members from

schools with part-time counselors. The same guidance services received "strength" ratings on 6 of the 27 criterion items by the members of guidance committees from schools with full-time counselors.

In general, both the full-time counselor program and the part-time counselor program were considered by their guidance committee members to be providing an adequate personal data and records service, planned orientation services, educational and occupational information service, and counseling service. The placement service and the follow-up service were not rated as adequate by guidance committee members from schools with full-time counselors or committee members from schools with part-time counselors.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study has reported the evaluation of administrators, students, parents, and guidance committees from twenty selected secondary schools in Oklahoma. Ten of these schools had guidance programs organized with part-time counselors and 10 schools had full-time counselors. The Oklahoma Guidance Program Evaluation Instrument was used and data pertaining to the various aspects of the school's guidance program has been reported.

The purpose of this chapter is to present the major findings, conclusions, and recommendations of this investigation.

Summary of Findings

A review of the literature revealed that there were only a limited number of guidance program evaluative studies, and none were found that incorporated the four dimensions presented in this study. The four dimensions of this study being the responses of administrators, students, parents, and a five member guidance committee.

Administrator's of schools with full-time counselors indicated that their guidance programs had been planned and based on the concepts and philosophy generally regarded as essential for effective guidance. The administrators who had organized their guidance programs with part-time counselors gave "weakness" ratings to criterion items regarding

the understanding of the guidance program by teachers.

Administrators of schools with full-time counselors and also those from schools with part-time counselors gave "strength" ratings to all criterion items which pertained to their encouragement and support of the guidance program.

Administrators of schools with both types of guidance program organization, gave "strength" ratings to all criterion items that were concerned with provisions made to actively involve teachers in the guidance program.

Administrators of schools with full-time counselors and those with part-time counselors gave "strength" ratings to all criterion items which reflected the qualifications, and certification of their guidance personnel.

Physical facilities for guidance services were being adequately provided for both the full-time counselor programs and the part-time counselor program.

All criterion items relating to the services of the guidance office being available during all school hours were given "strength" ratings by administrators with full-time counselors and "weakness" ratings by administrators with part-time counselors.

Students indicated by their responses that they were not familiar with all opportunities and service being made available by the school's guidance program.

Only students with full-time counselors gave "strength" ratings to criterion items that were concerned with the school's attempt to provide a planned program to help students enrolling for the first time

learn about such things as school rules and regulations, requirements for graduation, club activities, and building arrangements.

Parents of students served by full-time counselors as well as those representing part-time counselors indicated that they were familiar with the counseling services and also the standardized testing that was taking place in the schools.

Parents indicated that only a small percentage had been invited for a conference with the counselor, and that an even smaller percentage had actually been to the school for a talk with their child's counselor during the past year.

Guidance committee members from schools with full-time counselors as well as those from schools with part-time counselors gave "strength" ratings to most of the criterion items which referred to the school maintaining an appropriate personal data and record service. Ratings were also given by both groups which seemed to imply that the schools were not instructing teachers on the proper use of cumulative records and that data on the health and physical status of students had not been secured and kept up-to-date.

The guidance committees representing schools with both part-time and full-time counselors reported a show of strength when responding to the criterion items which pertained to the school providing a planned orientation service for the students.

The greatest display of strength given to the part-time counselor program was received as guidance committee members responded to the criterion items which were concerned with the schools providing appropriate information on educational and occupational opportunities, and

requirements, as well as help received by students on personal-social problems.

Guidance committee members from schools with full-time counselors considered their schools to be providing appropriate counseling services to students, while committee members representing schools with part-time counselors rated about one-half of the services as being adequate.

The school's program to provide a comprehensive placement service for its students was given ratings by both groups of guidance committee members which indicated that this part of the guidance program was not providing adequate services to students. This inadequacy was reflected as only approximately 20 per cent of the criterion items pertaining to placement services were given ratings of "strength".

Guidance committee members from schools with part-time counselors as well as those from schools with full-time counselors considered their school's efforts to provide for a planned and systematic follow-up service to be unsuccessful.

Conclusions

The following conclusions were drawn from the data presented in the tables, and pertain only to the participants of this study.

1. Administrators believe that schools with full-time counselor programs are more likely to have guidance programs which are more soundly conceived and organized on the concepts and philosophy generally regarded as essential, than are schools which have part-time counselor programs.

2. Administrators with full-time counselor programs are able to

give extensive encouragement and support to guidance programs, while administrators with part-time counselor programs are not able to provide all provisions which are necessary for a comprehensive guidance program.

3. Administrators of schools with full-time counselors as well as those with part-time counselors feel that they are able to effectively involve teachers in guidance programs.

4. Counselors who are assigned on a part-time basis, as well as those who are full-time, are considered by administrators to be trained, qualified, and certificated in such a manner as to be effective in providing guidance services.

5. Adequate physical facilities for guidance services are being provided but administrators with part-time counselors are not able to make the services of the counseling office available during all school hours.

6. In general, students served by both full-time and part-time counselors are not aware of many of the services being provided by their school's guidance program.

7. Students served by both part-time and full-time counselors are receiving adequate information about their interests and abilities, and also sufficient help in applying this information to course selection as well as appropriate occupations to be considered.

8. Students with part-time as well as full-time counselors, consider the help they are receiving on deciding whether they should go tc college and also the help on personal problems to be sufficient and satisfactory.

9. Students with both full-time and part-time counselors are not

receiving adequate help in such areas as occupational information, knowledge of job trends, and opportunities for part-time and/or full-time jobs.

10. Parents believe that neither full-time counselors nor part-time counselors are effective in the area of personal guidance, and that children talked to them in preference to the school counselors on matters pertaining to personal and social problems.

11. Schools with full-time counselors and also those with part-time counselors are able to provide adequate personal data and record services, planned orientation services, educational and occupational information services, and counseling services, but are not providing adequate placement and follow-up services to meet the needs of students.

12. Neither the full-time counselor program nor the part-time counselor program have a preponderance of features which would insure one organizational plan to be more effective than the other.

Recommendations

1. An administrative problem revealed by this study is the need for scheduling part-time counselors in such a manner that guidance services will be available to students every school hour of the day. Since the availability of counselors was one of the areas of weakness for the part-time counselor program, it is recommended that this be made adequate by administrators providing the leadership to insure that a counselor is scheduled in the guidance office each period of the day.

2. Students inferred in this study that they were not familiar with the services of the school's guidance program for providing occupational information, knowledge of job trends, and information on part-

time and/or full-time jobs. It is recommended that schools develop a planned and systematic procedure for making students aware of the help they may receive from the guidance program, and it is further recommended that such agencies as the Oklahoma Employment Commission, the United States Department of Labor, and the Guidance Branch of the Oklahoma State Department of Edueation be utilized in this program.

3. Parents indicated in this study that only a small percentage of them had ever received an invitation from the counselor to come to the school for an interview. The exclusion of parents from the planned program to guide youth is denying the guidance program of a sphere of influence which is vital to it's ultimate success. Since the degree of parental involvement and understanding of the guidance program is generally in direct proportion to the schools organized efforts to encourage such participation, it is recommended that counselors invite all parents to come to the school for an interview. It is also recommended that administrators provide a lower counselor-student ratio so that adequate time can be provided for these parent conferences.

4. Guidance committee members seemed to signify that they were not familiar with all of the services being provided by the school's guidance program. This need for faculty in-service training programs can be best satisfied by a co-operative effort involving the local school personnel and consultants from other agencies. Therefore, to assist the schools in their efforts to provide an effective in-service training program, it is recommended that state colleges and universities make qualified personnel available and that local secondary schools utilize these people.

5. This study has pointed out some strong features to be found in both types of guidance programs, those organized with full-time counselors and those organized with part-time counselors. Since the administrators, students, parents, and guidance committee members who participated in this study, didn't give either organizational plan a decisive margin of strength ratings, it is recommended that secondary schools use the organizational plan which will enable the school's guidance objectives to be achieved.

APPENDIX A

DALE AND CHALL FORMULA FOR PREDICTING READABILITY

PART 1

Part 1 - Criterion 1----Average Corrected Grade Level----------	9 & 10
Part 1 - Criterion 11---Average Corrected Grade Level ----------	13 & 15
Part 1 - Criterion 111--Average Corrected Grade Level----------	11 & 12
Part 1 - Criterion IV---Average Corrected Grade Level----------	13 & 15
Part 1 - Criterion V----Average Corrected Grade Level----------	11 & 12
Part 1 - Criterion VI---Average Corrected Grade Level----------	11 & 12
Part 1 - Criterion VII--Average Corrected Grade Level----------	9 & 10
Part 1 - Criterion VIII-Average Corrected Grade Level----------	9 & 10
Part 1 - Criterion IX---Average Corrected Grade Level----------	11 & 12

PART II

Part II - Criterion 1 --Average Corrected Grade Level----------	11 & 12
Part II - Criterion 11--Average Corrected Grade Level----------	11 & 12
Part II - Criterion 111-Average Corrected Grade Level----------	11 & 12
Part II - Criterion 111-Average Corrected Grade Level----------	11 & 12
Part II - Criterion IV--Average Corrected Grade Level----------	9 & 10
Part II - Criterion V---Average Corrected Grade Level----------	9 & 10
Part II - Criterion VI--Average Corrected Grade Level----------	11 & 12

APPENDIX B

JURY OF COUNSELOR EDUCATORS

1. Dr. Fred R. Lawson
   Director of Student Teaching
   Northwestern State College
   Alva, Oklahoma

2. Dr. Harold Budde
   Professor of Education & Psychology
   Southwestern State College
   Weatherford, Oklahoma

3. Dr. E. C. Hall
   Chairman, Graduate School
   Central State College
   Edmond, Oklahoma

4. Dr. G. Pat Powers
   Professor of Education
   Southeastern State College
   Durant, Oklahoma

5. Dr. Jim Tate
   Professor of Education
   East Central State College
   Ada, Oklahoma

6. Dr. J. F. Plett
   Professor of Education
   Northeastern State College
   Tahlequah, Oklahoma

7. Dr. George Small
   Professor of Education
   University of Tulsa
   Tulsa, Oklahoma

8. Mr. Kenneth Sorey
   Professor of Education
   Phillips University
   Enid, Oklahoma

9. Dr. F. F. Gaither
   Professor of Education
   University of Oklahoma
   Norman, Oklahoma

10. Dr. Price Ewens, Director
    Student Personnel
    Oklahoma State University
    Stillwater, Oklahoma

APPENDIX C

ADMINISTRATOR'S EVALUATION CRITERIA - FOR THE FOUNDATION ELEMENTS OF THE GUIDANCE PROGRAM

Statement of Guiding Principles

The successful operation of a guidance program requires a co-operative relationship between all school personnel. This relationship will usually be present if consideration has been given to certain elements considered basic to an effective program. The foundation elements proposed here are considered basic.

These criteria have been developed in the belief that each criterion represents a foundation stone upon which an effective guidance program must rest.

The position is taken that a proper evaluation of the guidance program begins with a study of the concepts upon which the program rests. Further, that the basis for the program should be generally accepted guidance concepts and philosophy.

These criteria are based upon these principles.

Scale for Evaluating Each Section

This program is to be judged on the basis of conditions found when studied by these criteria. The following ratings are to be used when the conditions related to each criterion are evaluated.

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Each criterion item should be given the rating that seems most representative of the existing conditions at your school. This evaluation is to be based on present conditions and not on what should ideally be present.

APPENDIX D

STUDENT'S EVALUATION CRITERIA - FOR UNDERSTANDING WHAT THE GUIDANCE PROGRAM DOES FOR THEM

Statement of Guiding Principles

This is a questionnaire to determine how much you know about some of the things your school is trying to do for its students. Read each question and record your answer by placing a check mark in the proper column to the right of the questions.

Scale for Evaluating Each Section

All questions should be answered by checking one of the following:

Yes No Don't Know

Each criterion item should be given the rating that seems most representative of the existing conditions at your school. This evaluation is to be based on present conditions and not on what should ideally be present.

APPENDIX E

PARENT'S EVALUATION CRITERIA - FOR UNDERSTANDING

WHAT THE GUIDANCE PROGRAM MEANS TO THEM

Statement of Guiding Principles

This is a questionnaire to determine how much you know about some of the things your school is trying to do for it's students. Read each question and record your answer by placing a check mark in the proper column to the right of the questions.

Scale for Evaluating Each Section

All questions should be answered by checking one of the following:

Yes No Don't Know

Each criterion item should be given the rating that seems most representative of the existing conditions at your school. This evaluation is to be based on present conditions and not on what should ideally be present.

APPENDIX F

GUIDANCE COMMITTEE'S EVALUATION CRITERIA - FOR UNDERSTANDING WHAT SERVICES THE GUIDANCE PROGRAM PROVIDES

Statement of Guiding Principles

This is a questionnaire to determine how much you know about some of the things your school is trying to do for its students. Read each question and record your answer by placing a check mark in the proper column to the right of the question.

Scale for Evaluating Criterion 9, Part 1

All questions should be answered by checking one of the following:

Yes No Don't Know

Scale for Evaluating Criterion 1-6, Part II

This program is to be judged on the basis of conditions found when studied by these criteria. The following ratings are to be used when the conditions related to each criterion are evaluated.

1. Does not apply
2. Missing, but needed
3. Present, but not satisfactory
4. Present to limited extent
5. Present to large extent
6. Present to highly satisfactory extent

Each criterion item should be given the rating that seems most representative of the existing conditions at your school. This evaluation is to be based on present conditions and not on what should ideally be present.

APPENDIX G

OKLAHOMA

REQUIREMENTS FOR COUNSELOR CERTIFICATION

General Regulations of Eligibility

The applicant shall be a citizen of the United States of America or shall submit official evidence of the possession of a valid declaration of intention at the time of application, except this shall not apply to teachers from other countries teaching in the United States on an exchange basis.

The applicant shall be a graduate of an accredited four-year college or university and shall hold the standard baccalaureate degree, the only exceptions being the trade and industrial education teachers and those applying for the temporary or provisional special certificate for distributive education, diversified occupations, and vocational technical education.

One who holds an expired standard certificate is not eligible for a provisional certificate of the same type but is required to meet requirements for its renewal or a new standard certificate.

Anyone who has completed an approved standard certificate program and who meets all other requirements, including having had at least eight semester hours of college credit in the past five years, shall be allowed five years in which to apply for the certificate without having

to do additional work regardless of changes in requirements during that time.

A person who does not apply for the certificate within the allowed five-year period is required to meet existing requirements at the time of application and to have taken an additional eight semester hours of college credit in the past five years.

Experience in an accredited school during the five years just passed may be substituted for the eight semester hours of credit at the rate of three semester hour's credit for each year of such experience.

The applicant shall possess the character and general fitness to be licensed to enter the teaching profession, according to student rating by the preparing institution, to be eligible for the standard or provisional certificate.

The applicant shall present a statement on the regular State Board of Education form, signed by a licensed physician, certifying that the applicant is in good health and free of any communicable disease. Only one such health certificate is required within the same six-month period when more than one certificate is applied for during that period of time.

An applicant for a certificate which requires completion of an approved certificate program shall be recommended by the preparing institution for the certificate desired if work was completed in Oklahoma.

Applicants for the temporary certificate shall present a declaration of intent to employ together with a statement that a fully qualified

teacher is not available and a request for the issurance of a certificate from a local school superintendent.

Evidence of having completed all academic course requirements specified for the certificate desired shall be presented as a part of the application. A statement from the preparing institution, declaring the applicant to have completed an approved teacher-education program of the same type as the certificate sought, will normally be accepted as satisfying this requirement for those seeking a certificate which requires completion of an approved program who did their preparation in an Oklahoma college or university.

A fee of one dollar to the State Board of Education shall accompany all applications.

COUNSELOR (SCHOOL - GRADES 1-12)

This certificate authorizes the holder to serve as a counselor or as a superivsor of counselors either on a part-time or full-time basis.

Standard School Counselor Certificate

The applicant shall satisfy all general regulations of eligibility.

The applicant shall hold a valid Oklahoma standard or life teaching certificate.

The applicant shall have had a minimum of two full years of satisfactory teaching experience.

The applicant shall have had not less than 12 months of work experience; such experience may be cumulative. Work experience in the armed services or as a teacher or as an employee of one's parents is not acceptable in fulfilling this requirement, either in whole

or in part. This requirement shall be waived for any person who has a minimum of three years of experience as a school counselor or who served as a school counselor during the year 1954-55.

The applicant shall have a master's degree from an approved college or university and shall have completed an approved program for the preparation of school counselors if academic work was done in Oklahoma. Out-of-state applicants are required to complete course work which satisfies all academic requirements enumerated by the Minimum Essentials for Approved Teacher-Certificate Programs:

An approved program shall include a minimum of 18 semester hours of graduate work distributed as follows:

1. Basic guidance courses - eight semester hours.
2. Curriculum construction - two semester hours.
3. Educational measurements - three semester hours. (The major emphasis in this area shall be on the administration and nature of group tests and the use of the results of such tests in helping children.)

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