

AN EVALUATION OF THE GUIDANCE PROGRAMS IN NINE
SELECTED COLLEGES

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by

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of the University of Maryland in partial
fulfillment of the requirements for the
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CHAPTER I

NATURE OF THE STUDY

Guidance is now widely accepted as a necessary part of a modern educational program.¹ Various methods have been devised to measure the effectiveness of guidance as well as other elements of an educational program. Evaluation is the term generally used to describe the process of ascertaining how successfully a program has been operating.

PURPOSE OF THE STUDY

This study was undertaken as a means of evaluating the guidance programs in nine Seventh-day Adventist colleges. In undertaking this study, it was necessary to keep in mind the fact that guidance is often not clearly defined and that the guidance activities of a college cannot always be separated from the other college activities. At best, guidance is a difficult phase of education to evaluate. In many instances results attributed to guidance may be due to factors other than guidance. Nevertheless, despite these difficulties, it is believed that an evaluation of a guidance program is worth-while.

The data presented in this study are significant as a basis for indicating the strengths and weaknesses in the present guidance programs and indicating areas where

¹See Appendix pages 67 and 68 for Glossary of terms.

improvement should be made. The chief value in any evaluation is that it furnishes the basis for looking ahead.

In making this evaluation of the guidance programs in the nine Seventh-day Adventist colleges, the writer hopes to accomplish several objectives. Among them are the following:

1. To provide information relative to the existing guidance programs in the nine colleges.
2. To determine, in so far as possible, the effectiveness of the guidance programs in the individual colleges and the extent to which the guidance programs are meeting the guidance needs of the students.
3. To point out possible strengths and weaknesses and areas for improvement in the various guidance programs.
4. To suggest areas for further study in the guidance programs.

LIMITATIONS OF THE STUDY

The problem is limited in the following ways:

1. It includes only senior Seventh-day Adventist colleges in the United States.
2. It is limited to educational, vocational, social, and religious phases of guidance in the nine colleges.
3. It is limited to a consideration of the guidance program from the viewpoint of the Director of Guidance and of the juniors and seniors in the nine colleges.
4. It is basically a questionnaire study.

COLLEGES INCLUDED IN THE STUDY

The nine senior, coeducational, liberal arts colleges included in the present study are all operated under the auspices of the Seventh-day Adventist denomination, with headquarters in Washington, D. C. One of them is a college for Negroes. The colleges are maintained primarily for the purpose of providing special opportunities in higher education for Seventh-day Adventist students. Other students, however, are permitted to enroll if they find the program suitable to their requirements.

The concept of education among these various Seventh-day Adventist colleges is well stated by one of the writers of the denomination.

True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come.¹

The enrollment of the colleges varies from 250 to 1,043. All of the colleges are operated as boarding schools, and most of the students live in the college dormitories under the supervision of the deans.

Each of the colleges has a Director of Guidance, who is in charge of the guidance and counseling program. Each

¹Ellen G. White, Education (Mountain View, California: Pacific Press Publishing Association, 1903), p. 13.

Director of Guidance has an assistant who handles minor counseling problems when the Director of Guidance is busy.

Selection of the Colleges. These nine senior, liberal arts, coeducational colleges were selected for the following reasons: (1) They are all Seventh-day Adventist colleges and are interested in improving their guidance programs. (2) No similar study has ever been made in these colleges, and it is felt that such a study will be of value in pointing out the strengths and weaknesses of the various guidance programs. (3) Many of the denominational educators feel that the colleges are not meeting the guidance needs of all of the students and that a study of this type should point out the areas where improvement is needed most. (4) The writer is a member of the faculty in one of the nine colleges and he feels that such a study will be of value to him in promoting the guidance program in the college in which he teaches as well as in the other colleges of the denomination. The following are the nine colleges:

1. Washington Missionary College, Takoma Park, D. C.
2. Atlantic Union College, South Lancaster,
Massachusetts
3. Union College, Lincoln, Nebraska
4. Southern Missionary College, Collegedale, Tennessee
5. Oakwood College, Huntsville, Alabama
6. La Sierra College, Arlington, California
7. Pacific Union College, Angwin, California
8. Walla Walla College, College Place, Washington

9. Emmanuel Missionary College, Berrien Springs,
Michigan

DEVELOPMENT OF THE STUDY

The foregoing materials have been included to present the background and setting for the study. Chapter II deals with the methods used in developing, testing, and administering the questionnaires which were used in the present study. Chapter III summarizes the reports from the Directors of Guidance. In Chapter IV the reports from the 1,606 juniors and seniors are given. Chapter V is a comparison of the reports from the Directors of Guidance with those from the students. A report of the conferences with faculty members and students in two of the colleges is given in Chapter VI. Chapter VII points out the strengths and weaknesses in the guidance programs as indicated by the responses to the questionnaires and suggests areas for further study. Chapter VIII summarizes the results of the investigation.

CHAPTER II

DEVELOPING AND ADMINISTERING THE QUESTIONNAIRES

This study is premised on an assumption that certain guidance functions should be carried on in small colleges. In order to evaluate a guidance program in a small college, it is necessary first to determine what the guidance functions should be and secondly to determine whether these guidance functions are being carried on in the college. Therefore, in order to secure facts relative to the guidance programs in nine colleges two questionnaires were developed: one for the Director of Guidance in each college to fill out and one to be filled out by the juniors and seniors in each college.

Before developing the questionnaires the guidance literature was canvassed extensively for objectives or characteristics of an effective guidance program which were proposed by recognized writers and authorities in the field of guidance. A comprehensive list of these characteristics, which were considered essential for a well organized guidance program, was developed by the writer and appear on pages 7-10.

The characteristics revealed by this survey of the literature and judged to be of the most importance for private colleges of this type, served as a guide in making the questionnaires to be used in surveying the guidance practices in the nine colleges. They are also being used as criteria for the evaluation of the various guidance programs.

These guidance functions are indicated by various writers in the field of guidance. Traxler states that the essentials of a guidance program are a comprehensive testing program, an adequate system of cumulative records, and a well-trained staff to interpret and use the guidance information intelligently.¹

The same thought is indicated by Chisholm,² for he states that the prerequisites to an effective guidance program are adequate records, an informed student body, professionally trained personnel, and a modern school program.

The guidance functions which appear on the following three pages and are considered essential for an effective guidance program have been adapted from Trends in Student Personnel Work.³

Guidance Functions for Private Colleges.

A. Orienting students

1. Pre-registration contacts with prospective students, visits to academies, and high schools
2. Informing students of the educational, social,

¹Arthur E. Traxler, Techniques of Guidance (New York: Harper & Brothers, 1945), p. 9.

²Leslie L. Chisholm, Guiding Youth in the Secondary Schools (New York: American Book Company, 1945), pp. 167-170.

³Sarah M. Sturtevant, Ruth Strang, and Margaret McKim, Trends in Student Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1940), pp. 85, 86.

religious, recreational, and service opportunities of the college

3. Explaining the guidance functions of the college to the students

B. Counseling

1. Aiding students in solving their educational, financial, social, and personal problems
2. Aiding students in the selection of courses, recreational and social activities, both curricular and extra-curricular
3. Helping students meet and face issues and crises and make wholesome adjustments to them

C. Educational guidance

1. Helping the student to adjust his college program in order to be of the maximum benefit to him at the present as well as in the future
2. Assisting the student in the selection of other institutions in which he may be interested

D. Social development

1. Developing a cooperative working spirit between students and staff so that they will cooperate in the solution of student problems
2. Relating the college situation to the socio-economic background of each student

- E. Providing a suitable environment for the development of wholesome student personalities**

1. Adjusting the curriculum and methods of instruction to the needs and abilities of the students
 2. Providing pleasant and healthful living conditions
 3. Providing adequate facilities for both outdoor and indoor recreation
 4. Providing social experiences which provide for student participation
 5. Providing opportunities for the development of religious and esthetic appreciation
- F. Making a continuous study of students in order to help them discover all of their potentialities
1. Providing an adequate testing program
 2. Keeping adequate cumulative records
- G. Vocational guidance
1. Informing students of the vocational opportunities and the requirements necessary for the various positions of interest to them
- H. Placement
1. Assisting students in securing the type of employment for which they are fitted
 2. Operating an adequate placement service for present and former students
- I. Follow-up-studies
1. Making follow-up-studies of drop-outs as well as graduates

2. Adjusting curriculum to better meet the needs of students in view of the follow-up-studies

In order to determine whether or not the foregoing functions were actually being carried out in the nine colleges included in the present study, the following instruments were developed and used:

1. A student questionnaire, which was filled out by 1,606 juniors and seniors or approximately 175 students from each college.

2. A questionnaire, which was filled out by the Director of Guidance in each college.

Divisions of the Student Questionnaire. The student questionnaire is divided into three main divisions. Part I, containing twenty items, deals with the availability of the various guidance functions in the colleges. It is divided into the three following sections: (1) educational orientation, (2) educational progress and adjustment, and (3) vocational orientation.

Part II of the questionnaire, containing twenty-six items, deals with the extent of the guidance services in the particular colleges. It is divided into four sections as follows: (1) educational orientation, (2) educational progress and adjustment, (3) personal-social status and behavior, and (4) vocational orientation.

In Part III, which contains nine items, an attempt is made to determine what individual in the college has given the student the most assistance since he has been in the

college. A copy of the student questionnaire appears on pages 73 to 78 in the Appendix.

Director of Guidance Questionnaire. The Director of Guidance questionnaire, containing forty-four items, was designed to indicate the extent to which the Director of Guidance feels that the various guidance functions are present in the college. A copy of this questionnaire appears on pages 69 to 72 in the Appendix.

An attempt was made to eliminate any unnecessary overlapping or duplication in the statements and still include all of the basic concepts which the survey of the literature had indicated were essential for an effective guidance program.

Testing and Improving the Questionnaires. Both the Director of Guidance and the student questionnaire were submitted to the Director of Guidance in each of the nine colleges; to a Seminar in Guidance at the University of Maryland, composed of thirty graduate students; to a guidance class at Washington Missionary College; and to two Guidance Specialists from the United States Office of Education for criticism and suggestions. Various corrections and improvements were made in the questionnaires after a careful consideration of these reactions.

The revised student questionnaire was then submitted to three college classes at Washington Missionary College to be filled out. The questionnaires were tabulated and the results noted. The student questionnaire was then again

revised and put into its final form as it was used in the present study. As a further check on the student questionnaire, it was given to 450 freshmen and sophomores at Washington Missionary College to fill out. The results were noted, but no additional changes were made in the questionnaire.

Administering the Questionnaires. The Director of Guidance questionnaires were then sent to the Directors of Guidance in each of the colleges for them to fill out and return to the writer for tabulation. Also sufficient copies of the student questionnaire and envelopes for each junior and senior were mailed to the colleges early in November.

President of Students' Association Administers Questionnaires. Conditions under which the student questionnaires were administered were kept as nearly uniform as possible. The President of the Students' Association in each college was asked to take charge of administering the student questionnaires. During an assembly period, which had been arranged for previously, the President of the Students' Association passed out a questionnaire and an envelope to each student, read the letter of instructions, which appears on page 79 of the Appendix, and supervised the filling out of the questionnaires.

The questionnaires were then filled out, placed in envelopes and sealed, handed in, and mailed to the writer for tabulation.

Names of the Colleges not Given. In the following

report the names of the colleges are not given in connection with the data. However, the same label is used to indicate each college throughout the report in order to facilitate making comparisons for the different data relating to the various colleges. It is recognized that there might be value in identifying each college as it is referred to in the report. However, from the beginning of the present study, the cooperating colleges were assured that a code would be used in making the study and the identity of the colleges would be known only to the writer. Both the writer and the guidance officials in the nine colleges selected feel that a comparison among the various colleges or a comparison of these private colleges with public colleges would not necessarily serve a useful purpose, since a guidance program should be individualized to accommodate a particular school in a particular community and state.

The colleges are not listed in alphabetical order or according to size or location and the total number of students in the various colleges is not given in order to conceal further the identity of the colleges.

CHAPTER III

A SUMMARY OF THE RESPONSES TO THE DIRECTOR OF GUIDANCE QUESTIONNAIRES

The Director of Guidance questionnaire, containing forty-four items, was developed in order to indicate the extent to which the Directors of Guidance feel that the various guidance practices are present in their colleges. Space was provided after each of the items in the questionnaire for checking "none," "little," "much," or "very much" to indicate the extent of the guidance practices in the various colleges.

Completed questionnaires were received from the Directors of Guidance in all nine of the colleges included in the present study. In general the reports from the various Directors of Guidance were very similar. However, the emphasis placed on particular phases of the guidance program varied to some extent from college to college.

The responses of the nine Directors of Guidance to the forty-four items in the questionnaire are given in five tables reported in this chapter.

The report from the nine Directors of Guidance in the area of educational orientation is given in Table I.

Table I indicates that the Directors of Guidance feel that for the most part their colleges are doing "much" or "very much" in performing the functions related to educational orientation. The greatest weaknesses indicated by the Directors of Guidance are in the areas of group guidance,

information concerning current educational opportunities, and information relative to other institutions in which the students may be interested.

TABLE I
EDUCATIONAL ORIENTATION

Responses of the nine Directors of Guidance indicating the extent to which the items listed below are present in their college.

<u>Question</u>	<u>Number of Directors of Guidance Making Each Response</u>			
	<u>None</u>	<u>Little</u>	<u>Much</u>	<u>Very Much</u>
1. Guidance services assist in orienting new students to the school		2	5	2
2. Opportunities for group guidance concerning common problems are provided	1	4	3	1
3. Efforts made to see that students meet requirements leading to their educational goals			4	5
4. Information concerning current educational opportunities and requirements beyond college are available		4	4	1
5. Students supplied with information from other institutions in which they may be interested		5	3	1
6. Students indicate interest and confidence in the guidance program		1	7	1

TABLE II
EDUCATIONAL PROGRESS AND ADJUSTMENT

Responses of the nine Directors of Guidance indicating the extent to which the items listed below are present in their college.

<u>Question</u>	<u>Number of Directors of Guidance Making Each Response</u>			
	<u>*N</u>	<u>L</u>	<u>M</u>	<u>VM</u>
1. Efforts made to discover, analyze, and provide treatment for physical defects and maladjustments		2	5	2
2. Students assisted in making own decisions after analysis of situation		1	6	2
3. Guidance services concerned with preventive maladjustment (as well as locating causes of maladjustment and providing remedial assistance)		2	5	2
4. Guidance services seek to secure assistance of all who can aid students in making satisfactory adjustments		1	5	3
5. Teachers seek the assistance of guidance leaders in dealing with pupil problems	1	3	5	
6. Guidance services function throughout all grade levels of the college		1	6	2
7. Guidance functions of the college coordinated with the schools from which the students come	3	4	2	
8. Guidance functions are coordinated with similar services beyond college	3	5	1	
9. Follow-up studies made of drop-outs	2	6	1	
10. Secures information from drop-outs concerning strengths and weaknesses of the program of studies	1	6	2	

*N-None, L-Little, M-Much, VM-Very Much

Table II reports the responses of the nine Directors of Guidance to the questions in the area of vocational orientation.

As indicated in Table II, most of the Directors of Guidance report that their colleges are doing "much" or "very much" in discovering, analyzing, and providing treatment for physical defects; assisting students in making their own decisions; preventing maladjustment; securing the assistance of all who can help students in making satisfactory adjustments; and providing guidance services at all levels of the college.

The Directors of Guidance feel that the guidance programs are weakest in the areas of guidance which involve coordination with other schools.

Table III contains the reports of the nine Directors of Guidance regarding the availability of vocational orientation in the colleges.

As shown in Table III, there are five areas of vocational orientation for which six of the nine Directors of Guidance report that their school does "little" or nothing. The only area in which most of the Directors of Guidance report that the guidance programs do "much" or "very much" is in operating an adequate placement service for graduates.

The replies of the nine Directors of Guidance regarding the availability of guidance services in their colleges in the area of personal-social status and behavior is reported in Table IV.

TABLE III
VOCATIONAL ORIENTATION

Responses of the nine Directors of Guidance indicating the extent to which the items listed below are present in their college.

<u>Question</u>	<u>Number of Directors of Guidance Making Each Response</u>			
	<u>None</u>	<u>Little</u>	<u>Much</u>	<u>Very Much</u>
1. Students given instructions on traits needed for success on a job		5	4	
2. Variety of job opportunities emphasized	1	5	3	
3. Students encouraged to explore various occupations		6	3	
4. Opportunities made to point out new opportunities and the constant change in the world of work	1	5	2	1
5. Assists pupils in securing part time and vacation employment		6	3	
6. Operates an adequate placement service for graduates		1	5	3
7. Assists graduates in obtaining the type of employment for which they are fitted	1	6	2	

Table IV shows that all of the Directors of Guidance feel that their college does "much" or "very much" in providing activities which promote desirable attitudes toward social life, sex, religion, and recreation and that the

TABLE IV
PERSONAL-SOCIAL STATUS AND BEHAVIOR

Responses of the nine Directors of Guidance indicating the extent to which the items listed below are present in their college.

<u>Question</u>	<u>Number of Directors of Guidance Making Each Response</u>			
	<u>None</u>	<u>Little</u>	<u>Much</u>	<u>Very Much</u>
1. Efforts made to assist students in making proper adjustment to emotional and personal problems		1	6	2
2. School provides activities which promote desirable attitudes toward social life, sex, religion, recreation, etc.			6	3
3. Guidance services are concerned with helping students understand themselves			7	2

guidance programs are concerned with helping the students understand themselves. One Director of Guidance reports that his college does "little" in assisting students in making proper adjustment to emotional and personal problems, while the other eight Directors indicate that their colleges do "much" or "very much" in this area.

Table V indicates the availability of guidance records and counseling facilities in the colleges as reported by the nine Directors of Guidance.

As shown in Table V, most of the answers of the

TABLE V
RECORDS AND COUNSELING FACILITIES

Responses of the nine Directors of Guidance indicating the extent to which the items listed below are present in their college.

Question	Number of Directors of Guidance Making Each Response			
	*N	L	M	VM
1. A cumulative record kept for each student		1	6	2
2. Pupil inventory containing information on the following:				
a. Academic ability		1	4	4
b. Reading ability		2	4	3
c. Personality traits	1	3	4	1
d. Degree of social adjustment	1	5	2	1
e. Attendance data	1	2	4	2
f. Health data		3	3	3
g. Results of standardized tests		1	4	4
h. Home conditions		8	1	
3. Records kept of extracurricular activities in which students participate	2	2	3	2
4. Cumulative records used by students in educational and vocational planning		5	4	
5. Cumulative records of students are consulted when enrolling	1	3	4	1
6. Records available to authorized personnel			6	3
7. Counseling services are available during the day for all students		1	5	3
8. Counselors are free from administrative or disciplinary duties	1	2	4	2
9. Necessary equipment and materials are provided the counselor	1		7	1
10. Clerical assistance is provided counselors		3	6	
11. Follow-up studies made of graduate students	2	4	3	

*N-None, L-Little, M-Much, VM-Very Much

Directors of Guidance are in the "much" or "very much" categories. However, the reports of the Directors indicate that most of the colleges do "little" or nothing in making follow-up-studies of graduates and securing information about the home conditions of students.

The responses of the Directors of Guidance, as shown in Tables I to V, seem to indicate that the colleges are reasonably strong in the areas of educational orientation, and educational progress and adjustment. They also indicate that the colleges are very strong in the area of personal-social status and behavior, but rather weak in vocational orientation.

CHAPTER IV

A SUMMARY OF THE RESPONSES TO THE STUDENT QUESTIONNAIRES

There was a total of 2,346 juniors and seniors enrolled in the nine colleges. Of this number, 76 per cent, or 1,796 were present when the questionnaires were distributed during assembly periods. Eighty-nine per cent, or 1,606, of those who received questionnaires filled them out and turned them in. Completed questionnaires were thus received from 68 per cent of all of the juniors and seniors enrolled in the nine colleges.

The returns from most of the colleges were very good. However, the college with the highest enrollment of juniors and seniors (480) had only 33 per cent of returns, while the college with the second highest enrollment (404) had the highest per cent of returns with 97 per cent of the juniors and seniors filling out questionnaires and returning them.¹

The total number of juniors and seniors in each college and the number and per cent of those filling out questionnaires in each of the nine colleges is given in Table XIV in the Appendix.

As stated previously, the student questionnaire is

¹Hereafter in this report the term "per cent" when used will refer to the per cent of students answering the questionnaires, unless otherwise stated. The numbers in the tables are given to the nearest whole number. Per cents less than one in the tables are not given, but are indicated by an asterisk.

divided into three parts containing a total of fifty-five items. The three main divisions of the questionnaire are subdivided into sections dealing with educational orientation, educational progress and adjustment, personal-social status and behavior, and vocational orientation.

The purpose of the first part of the questionnaire, consisting of twenty items, was to indicate the presence or lack of certain guidance practices which were considered necessary for conducting an effective guidance program in colleges of this type.

Table VI presents the responses of the 1,606 juniors and seniors to the nine questions in the area of educational orientation.

Table VI shows that 86 per cent of the students report that they received help from a member of the school staff in planning their school program. Likewise, 66 per cent of those reporting indicate that there is sufficient opportunity for them to receive proper individual counseling, and 65 per cent state that the requirements for graduation have been explained to them. However, 65 per cent of the students state that they have not consulted with the person in charge of the guidance program within the past twelve months and 35 per cent report that there is no one on the faculty to whom they would go with a question other than one about regular school work.

The per cent of students receiving help in the area of educational progress and adjustment is shown in Table VII.

TABLE VI

EDUCATIONAL ORIENTATION

Responses of 1,606 juniors and seniors from nine colleges.

Question	Per cent of Students Making Each Response			
	Yes	No	Un-certain	No Report
1. Do you know who is in charge of the guidance program in your school?	77	17	6	
2. Were the guidance functions of the school explained to you upon your entrance to school?	42	51	6	*
3. Did you receive assistance from a member of the school staff in planning your school program?	86	12	1	*
4. Is there sufficient school opportunity for you to receive proper individual counseling?	66	25	8	*
5. When you have a school problem, other than a question about regular school work, is there someone on the faculty to whom you go?	60	35	4	*
6. Is information available in the college regarding scholarships, loans, and other financial assistance for students?	48	16	35	*
7. Have you used information at school concerning current educational opportunities and requirements beyond college?	26	68	5	1
8. Have the requirements for graduation been explained to you?	65	31	3	*
9. Have you consulted with the person in charge of the guidance program within the past twelve months?	32	65	2	*

*Percentages below 1

TABLE VII
EDUCATIONAL PROGRESS AND ADJUSTMENT

Responses of 1,606 juniors and seniors from nine colleges.

<u>Question</u>	<u>Per cent of Students Making Each Response</u>			
	<u>Yes</u>	<u>No</u>	<u>Un- certain</u>	<u>No Report</u>
1. Were the majority of your college courses adapted to your needs and abilities?	71	19	9	*
2. Were the majority of your college courses adapted to your interests?	69	24	6	*
3. Have you taken achievement tests in this school?	48	45	6	*
4. Have you taken standardized aptitude and interest tests since entering this school?	53	42	4	*
5. Have you been informed of the results of standardized aptitude and interest tests which you have taken?	34	59	6	1
6. Have you been informed of the results of achievement tests which you have taken?	27	62	9	2
7. Do you feel free and at liberty to talk to the counselor or person in charge of guidance?	61	28	10	*

*Percentages below 1

Table VII indicates that most of the students feel that their college courses were adapted to their interests, needs, and abilities. However, the reports of the students indicate that the results of standardized tests are not

being explained to all of the students who indicate they have taken them.

Table VIII shows the responses of the 1,606 juniors and seniors to questions in the area of vocational orientation.

TABLE VIII

VOCATIONAL ORIENTATION

Responses of 1,606 juniors and seniors from nine colleges.

<u>Question</u>	<u>Per cent of Students Making Each Response</u>			
	Yes	No	Un- certain	No Report
1. Have you received assistance from a member of the school staff in planning your vocational career after graduation?	26	72	1	*
2. Are there current catalogues of schools (including business, trade, nurses' training, medical schools, correspondence schools), colleges, and universities available in this college?	50	12	37	*
3. Have you used information at the college concerning current occupational opportunities, requirements and conditions?	24	70	5	1
4. Do you know what you plan to do after you graduate from college?	74	15	10	*

*Percentages below 1

It is evident from a study of Table VIII that the colleges are weak in the area of vocational guidance since 72 per cent of the students indicate that they have not

received assistance from a member of the school staff in planning their vocational career. Furthermore, 70 per cent state that they have not used information at the school concerning current occupational opportunities, requirements and conditions.

Part II of the student questionnaire, containing twenty items, deals with the extent of guidance services in the colleges.

Table IX indicates the extent of assistance which the students report that they have received in the area of educational orientation while in the college.

Table IX shows that more than half of the students feel that they receive "little" assistance in the area of educational orientation. "Selection of my college courses" is the only one of the six items for which more than one-third of the students indicate that they have received "much" or "very much" assistance. The reports of the students indicate that the colleges are weakest in areas dealing with developing effective study habits and providing information regarding after-graduation educational opportunities and requirements.

Shown in Table X are the per cent of students who reported the amount of assistance they had received in educational progress and adjustment.

A study of Table X reveals that most of the students feel that they do not receive sufficient help in the area of educational progress and adjustment. Twenty-one per cent of

TABLE IX
EXTENT OF EDUCATIONAL ORIENTATION

Responses of 1,606 juniors and seniors from nine colleges.

<u>Question</u>	<u>Per cent of Students Making Each Response</u>					
	L**	M	VM	DN	NA	NR
I RECEIVED ASSISTANCE IN:						
1. Planning my college program to fit my interests	55	19	5	18	2	*
2. Selection of my college courses	45	31	8	12	3	*
3. Planning my college program to fit my needs and abilities	52	21	4	14	8	1
4. Developing effective study habits	56	12	3	16	11	1
5. Becoming informed of the educational opportunities in college	53	20	5	12	8	2
6. Accumulating information concerning after-graduation educational opportunities such as entrance requirements, catalogues, etc.	59	10	4	13	13	*

*Percentages below 1

**L-Little, M-Much, VM-Very Much, DN-Did not Need, NA-Needed but not Available, NR-No Report

the students indicate that they need help in evaluating their interest inventories and tests of various kinds, but it is not available.

The responses of the students to the twelve questions in the area of personal-social status and behavior are shown in Table XI.

TABLE X

EXTENT OF EDUCATIONAL PROGRESS AND ADJUSTMENT

Responses of 1,606 juniors and seniors from nine colleges.

<u>Question</u>	<u>Per cent of Students Making Each Response</u>					
	<u>L**</u>	<u>M</u>	<u>VM</u>	<u>DN</u>	<u>NA</u>	<u>NR</u>
I RECEIVED ASSISTANCE IN:						
1. Getting adjusted to college life upon first entry to college	49	19	4	18	9	1
2. Making college courses meet real life-like situations	53	19	4	10	13	1
3. Evaluating my cumulative achievement test results	48	9	2	16	21	3
4. Evaluating my scores on interest inventories and personality tests	46	10	3	17	21	2
5. Reviewing and evaluating my cumulative record in school	56	10	2	13	17	2

**L-Little, M-Much, VM-Very Much, DN-Did not Need, NA-Needed but not Available, NR-No Report

A study of the responses to the questions in Table XI reveals that most of the replies fall under the category of "little." There are only two areas (questions 2 and 12) - "stimulating my interest in high ideals" and "developing a moral and religious pattern of life" - in which 50 per cent or over of the students indicate that they have received "much" or "very much" assistance. In fact, the above two areas are the only items in the study in which 50 per cent of the students state that they have received "much" or

TABLE XI
PERSONAL-SOCIAL STATUS AND BEHAVIOR

Responses of 1,606 juniors and seniors from nine colleges.

Question	Per cent of Students Making Each Response					
	L**	M	VM	DN	NA	NR
I RECEIVED ASSISTANCE IN:						
1. Finding my place as a well adjusted member of the student body	52	12	3	19	12	1
2. Stimulating my interests in high ideals	22	36	25	13	3	*
3. Overcoming my mistakes	48	25	8	8	10	1
4. Overcoming personal handicaps such as shyness, etc.	47	15	6	18	13	1
5. Developing a well-balanced, poised, and cultured personality	48	21	7	10	13	1
6. Making a comprehensive self-appraisal of myself	54	15	6	10	14	1
7. Developing desirable conduct	42	23	8	17	8	1
8. Guiding my participation in school activities	52	13	4	15	14	2
9. Taking the best advantage of the social and cultural life of the community	50	17	4	17	10	2
10. Solving problems concerning social life	48	12	3	22	13	2
11. Solving problems relating to my emotional behavior	48	8	3	25	14	2
12. Developing a moral and religious pattern of life	22	30	29	14	3	2

*Percentage below 1

**L-Little, M-Much, VM-Very Much, DN-Did not Need, NA-Needed but not Available, NR-No Report

"very much" assistance.

The reports of the students indicate that the guidance programs are weakest in helping students become adjusted to school life; helping students overcome handicaps such as shyness; guiding student participation in school activities; and in helping students solve problems concerning social life.

Table XII shows the amount of assistance the students report they have received from members of the college faculty in the area of vocational orientation.

TABLE XII

EXTENT OF ASSISTANCE IN VOCATIONAL ORIENTATION

Responses of 1,606 juniors and seniors from nine colleges.

<u>Question</u>	<u>Per cent of Students Making Each Response</u>					
	<u>L*</u>	<u>M</u>	<u>VM</u>	<u>DN</u>	<u>NA</u>	<u>NR</u>
I RECEIVED ASSISTANCE IN:						
1. Planning my future	51	15	5	15	12	1
2. Taking occupational or interests tests	46	12	4	16	19	2
3. Becoming informed of vocational opportunities and requirements	52	14	3	12	17	2

*L-Little, M-Much, VM-Very Much, DN-Did not Need, NA-Needed but not Available, NR-No Report

It is clear from a study of Table XII that the students feel that the colleges are not meeting their needs in the area of vocational guidance. Only 17 per cent of the 1,606 students state that they have received "much" or "very much" assistance in becoming informed of vocational opportunities and requirements, while the same per cent of the students say that they needed assistance in this area and it was not available.

In Part III of the student questionnaire an attempt is made to determine which individual in the college gives the students the most assistance.

The responses of the students to the questions regarding which faculty members have given them the most assistance since they have been in the college are shown in Table XIII.

Table XIII indicates that the class advisor gives the students more assistance than any other member of the faculty. The table also shows that the deans of men and deans of women do little actual guidance. Over one-third of the students report that no one has given them any assistance in the nine areas included in this part of the questionnaire. Less than 8 per cent of the students indicate that the counselor has given them assistance while they have been in the college.

A survey of the tables in this chapter indicates that in the areas, such as moral and religious guidance, the students feel that the colleges are meeting most of their

TABLE XIII

MEMBERS OF THE COLLEGE FACULTY
WHOM STUDENTS INDICATED HAD GIVEN THEM
THE MOST ASSISTANCE IN VARIOUS AREAS

Responses of 1,606 juniors and seniors from nine colleges.

Question	Per cent of Students Making Each Response								
	DM**	DW	A	DC	C	O	NO	NN	NR
1. Regarding college educational opportunities	3	2	30	6	6	8	34	9	1
2. In planning your program	1	*	67	3	9	8	7	4	1
3. In becoming adjusted to college	11	7	7	4	4	7	41	16	2
4. In interpreting standardized test scores, etc.	1	2	5	4	9	7	57	12	3
5. On problems of a personal nature	10	5	10	2	7	13	37	13	2
6. On religious problems	8	4	10	2	8	17	33	16	2
7. On vocational problems	2	2	21	3	8	7	40	14	2
8. On future education	1	1	22	3	6	9	46	10	2
9. Concerning future vocational opportunities	1	1	18	2	6	7	51	11	2

*Percentage below 1

**DM-Dean of Men, DW-Dean of Women, A-Advisor, DC-Dean of College, C-Counselor, O-Other, NO-No One, NN-Not Needed, NR-No Report

needs. However, in almost all other areas of guidance, the students report that the guidance programs are not adequately meeting their needs.

CHAPTER V

A COMPARISON OF THE REPORTS FROM THE DIRECTORS OF GUIDANCE WITH THE REPORTS FROM THE STUDENTS

A number of similarities and differences are brought to light when we compare the reports of the Directors of Guidance in the colleges with the reports from the juniors and seniors in the nine colleges.¹

The Directors of Guidance in the various colleges indicate that much is being done in the schools to acquaint the students with the guidance program. This fact is borne out to some extent by the students, for 77 per cent of the students reporting indicate that they know who is in charge of the guidance program. However, 11 per cent of the same group indicate that they do not know who is in charge of the guidance program and an additional 6 per cent of the students are not certain who is in charge of the guidance program.

In answer to the question, "Have you consulted with the person in charge of the guidance program within the past twelve months?" 65 per cent of the students indicated that they had not done so; however, all of the Directors of Guidance reported that the students indicate "much" or

¹A comparison of the reports of the Directors of Guidance and the responses of the students in any one of the colleges may be made by a comparison of Tables XV, XVI, and XVII in the Appendix with the tabulation for the same colleges as shown in Chapter III.

"very much" interest and confidence in the guidance program. The students' responses indicate that less than one-third of them have been interviewed by the person in charge of the guidance program within the past twelve months.

Only 42 per cent of the students indicated that the guidance functions of the school were explained to them upon their entrance to school, while 51 per cent stated that the guidance functions were not explained to them. However, all but two of the Directors of Guidance said that they do "much" or "very much" in orienting the new students to the school.

Eighty-six per cent of the group indicated that they had received assistance in planning their college program, which indicates that in some respects the guidance program is meeting some of the guidance needs of the students. Only 12 per cent of the students stated that they had not received assistance from the staff in planning their program.

Sixty-six per cent of those reporting feel that there is sufficient school opportunity for them to receive proper individual counseling, while 25 per cent feel that there is not sufficient opportunity, and an additional 9 per cent are not certain that there is sufficient opportunity for them to receive proper counseling. All of the Directors of Guidance but one stated that counseling services are available during the day for all students. However, as stated above, 65 per cent of the students indicate that they have not consulted with the person in charge of the guidance program within the

past twelve months.

Thirty-five per cent of the students reporting stated that there was no one on the faculty to whom they would go with a problem other than a question about regular school work. Sixty per cent indicated that they would go to someone on the faculty with such a problem and 5 per cent more felt that they were not certain whether or not they would go to a faculty member with other than a question about class work. This is not in harmony with the opinions of all of the Directors of Guidance who state that the students indicate "much" or "very much" interest and confidence in the guidance program.

Forty-eight per cent of the students reporting indicate that information is available in the college regarding scholarships, loans, and other financial assistance for students. However, 52 per cent of the students either say that such information is not available in the school or that they do not know that it is available.

The Directors of Guidance state that they do little to coordinate the work of the colleges with similar services beyond college. This fact is borne out by the students, for 68 per cent of them state that they have not used information at the school concerning educational opportunities and requirements beyond college. However, 26 per cent of the group state that they have used such information. This would not necessarily indicate a weakness in the guidance program since only a small per cent of the average college

graduates go on to institutions offering graduate work.

All of the Directors of Guidance indicate that "much" or "very much" is done in the colleges to see that the students meet the requirements leading to their educational goals, yet 31 per cent of the students, all of whom are juniors and seniors, report that the requirements for graduation have not been explained to them.

Seventy-one per cent of the juniors and seniors feel that the majority of their college courses were adapted to their needs and abilities; however, 19 per cent say that their courses were not adapted to their needs and abilities and an additional 10 per cent are uncertain. The Directors of Guidance indicate that they do as much as possible to adjust the college courses to the students' needs. In addition five of the nine Directors of Guidance state that the cumulative records of entering or leaving students are consulted before the student's enrollment is completed.

Twenty-four per cent of the students feel that their courses were not adapted to their interests and an additional 7 per cent are not certain that they were. But on the other hand 69 per cent of the students feel that the majority of their courses were adapted to their interests.

Only 48 per cent of the students answering the questionnaires indicated that they had taken achievement tests in this college. Forty-five per cent of the students indicated that they had not taken them and 7 per cent more were not sure whether or not they had taken achievement tests.

More students indicated that they had taken standardized aptitude and interest tests than had taken achievement tests. Fifty-three per cent stated that they had taken such tests, while 42 per cent indicated that they had not taken standardized aptitude and interest tests since entering the college. The reports from the Directors of Guidance do not harmonize with the above reports from the students for all but one of the Directors of Guidance indicate that the guidance programs function well at all grade levels of the college.

Although 53 per cent of the students indicated that they had taken standardized aptitude and interest tests in the colleges, only 34 per cent of them indicated that they had been informed of the results of such tests. Seven of the nine Directors of Guidance state that their guidance program is "much" or "very much" concerned with preventive maladjustment as well as locating causes of maladjustment and providing remedial assistance and that the colleges do much toward keeping pupil inventories which contain information regarding results of standardized tests. This would indicate that the results of the various tests are not reaching as many students as they should, since 59 per cent of the students indicated that they had not been informed of the results of standardized tests which they had taken. Likewise, 48 per cent of the students indicated that they had taken achievement tests and yet only 27 per cent of them stated that they have been informed of the results of such

tests. Much of this may be due to the fact that these questionnaires were filled out in November and there may not have been sufficient time to disseminate all of the test information. However, if the guidance program is to function effectively, it should interpret the results of the tests to the students as soon after they are given as possible.

Eight of the nine Directors of Guidance in the colleges state that the students indicate "much" interest and confidence in the guidance program. This is corroborated to some extent by the students, for 61 per cent of them state that they feel free and at liberty to talk to the person in charge of the guidance program. Something should be done, however, for the 28 per cent who do not feel free and at liberty to talk to the counselor. It is possible that they are the very ones who need the help of the counselor most. If the guidance program is to be effective, it should meet the needs of all of the students, and this is not possible if the students do not feel willing to talk to the counselor. All but two of the Directors of Guidance indicated that they are entirely free from any administrative or disciplinary duties which might impair desirable relations with the pupils, but still there appears to be a lack of rapport between the counselor and the students.

Only 26 per cent of the students reporting indicated that they had received assistance from a member of the college staff in planning their vocational career after

graduation, while 73 per cent stated that they had not received such help. On this same point all but one of the Directors of Guidance stated that their college does "much" toward operating an adequate placement service for graduates and assisting graduates in obtaining the type of employment for which they are best fitted. Likewise, all of the Directors of Guidance but one reported that they do "much" or "very much" toward keeping a cumulative record for each student.

Four of the Directors of Guidance indicated that they do not have current catalogues of schools such as business, trade, nurses' training, medical schools, and correspondence schools, colleges, and universities available for the use of the students in the college. The remaining five Directors of Guidance indicated that such information is available in their schools. This information is borne out by the report of the students, for 50 per cent of them state that current catalogues of schools, colleges, and universities are available for their use in the college. However, 38 per cent of those reporting state that they are uncertain whether or not such information is available in the college.

Seventy per cent of the students stated that they have not used information at the colleges concerning current occupational opportunities, requirements, and conditions. This fact is substantiated by the Directors of Guidance, for most of them indicated that they do little or nothing in this area.

Seventy-four per cent of the students reported that they knew what they plan to do after graduation and only 15 per cent stated definitely that they did not know what they plan to do. However, an additional 11 per cent were not sure what they wanted to do after graduation. When 74 per cent of a student body knows in their junior and senior year what they plan to do after graduation, it can generally be assumed that some effective guidance has been going on in the college.

Table IX, page 28, indicates the amount of assistance the students indicated they received in educational orientation. In indicating the amount of assistance they had received from the college faculty in each of these six areas, the majority of the students reported that they had only received a "little" assistance. Only 24 per cent of the students stated that they had received "much" or "very much" assistance in planning their college program, 18 per cent stated that they did not need any help and an additional 2 per cent felt that they needed such help and that it was not available. Over half of the students reporting stated that they had only received a "little" assistance in planning their college program to fit their interests.

The only item in Table IX in which a third or more of the students stated that they had received ample assistance was in the selection of their college courses. Even in this area 45 per cent of the students indicated that they had only received a "little" assistance.

Fifty-two per cent of the students indicated that they had received "little" assistance in planning their college courses to fit their needs and abilities. Eight per cent stated that they needed this help, but it was not available and an additional 14 per cent stated that they did not need help in this area. All of the Directors of Guidance reported that the schools do "much" or "very much" in seeing that the students meet the requirements leading to their educational goals. They stated further that they keep a cumulative record of each student. If this is the case, the school should be in a position to give help to all of the students and not to just the 25 per cent who indicated that they had received "much" or "very much" help in planning their college program to fit their needs and abilities.

Only 15 per cent of the students indicated that they had received an adequate amount of assistance in developing effective study habits, however, little is done in the average college toward developing effective study habits. Eleven per cent of the students felt that they need such help, but it was not available.

Twenty-five per cent of those reporting indicated that they had received "much" or "very much" assistance in becoming informed of the educational opportunities in college. However, 52 per cent of the students reported that they had received only a "little" assistance in this matter, and an additional 8 per cent stated that they needed such help but it was not available. This does not agree with the reports

from the Directors of Guidance, for all but one of the Directors of Guidance stated that the guidance services function adequately at all levels of the college.

Only 14 per cent of the students indicated that they had received "much" or "very much" assistance in accumulating information concerning after-graduation educational opportunities, while 13 per cent stated that they needed such help and it was not available.

Forty-nine per cent of the students indicated that they received "little" assistance in getting adjusted to college life upon first entrance to college. Only 23 per cent of the students reported that they had received "much" or "very much" assistance in this area. Eighteen per cent stated that they did not need help in this area and 9 per cent stated that they needed the help, but it was not available. Seven of the Directors of Guidance stated that they do "much" or "very much" in helping the students become oriented to the school, but this is not borne out by the above report from the students.

Only 11 per cent of the students indicated that they had received "much" or "very much" assistance in evaluating the results of achievement tests although 48 per cent of the students reporting stated that they had taken such tests. Similar results were also indicated for evaluating interest inventories and personality tests, for 53 per cent of the students indicated that they had taken such tests and only 13 per cent had received "much" or "very much" assistance

in evaluating the tests. Twenty-one per cent of the students reported that they needed help in evaluating achievement and interest tests but the help was not available.

Twelve per cent of the students reported that they had received "much" or "very much" help in evaluating their cumulative folder, and 17 per cent say they needed this help, but it was not available. All of the Directors indicated that they keep adequate cumulative folders for the students.

Only 15 per cent of the students reported that they had received "much" or "very much" assistance in finding their place as well adjusted members of the student body. Nineteen per cent feel that they did not need this help, while 12 per cent feel that they needed this help, but it was not available. All of the Directors of Guidance state that their guidance programs offer "much" or "very much" assistance in helping pupils understand themselves. Furthermore, all but one of the Directors state that the guidance services of the college function adequately at all levels of the college.

Of the twelve items in Table XI, item 2, "stimulating my interests in high ideals," and item 12, "developing a moral and religious pattern of life" are the only items in the list on which 50 per cent or more of the students indicate that they receive "much" or "very much" assistance. This high interest in religious guidance is not surprising since all of the colleges in the present study are religious

institutions. The colleges are not to be criticized for this stress on religious guidance, but they should endeavor to make all phases of guidance services available to the students.

All of the Directors of Guidance state that they do "much" or "very much" in providing activities which promote desirable attitudes toward social life, sex, religion, and recreation. This report is confirmed by over 50 per cent of the students reporting. However, 22 per cent of the students state that they received "little" assistance in this area and an additional 3 per cent state that they needed such assistance but it was not available.

All of the Directors of Guidance indicated that they do "much" or "very much" in helping students understand themselves. However, only 33 per cent of the students indicate that they have received "much" or "very much" assistance in this area and 10 per cent of the group state that they received "little" assistance from members of the college faculty in overcoming their mistakes.

Only 21 per cent of the students indicated that they had received "much" or "very much" assistance in overcoming personal handicaps such as shyness and impoliteness. Furthermore, 13 per cent reported that they needed such help, but it was not available. However, all of the Directors of Guidance but one state that they do "much" or "very much" to assist the students in making proper adjustments to personal and emotional problems. In addition, only 28 per

cent of the students state that they have received "much" or "very much" help in developing a well-balanced, poised, and cultured personality, and 13 per cent feel that they needed the help but it was not available.

Fifty-four per cent of the students state that they received "little" assistance in making a comprehensive appraisal of themselves, which does not agree with the Directors of Guidance, for they all report that they do "much" or "very much" to help the students understand themselves. Only 21 per cent of the students reported that they had received "much" or "very much" assistance in this area, while 14 per cent stated that they needed such help, but it was not available. The reports from the Directors of Guidance would indicate that the guidance program is much more effective than is indicated by the students' reports. Seven of the nine Directors of Guidance state that they do "much" or "very much" to prevent maladjustment as well as do remedial work, but less than one-third of the students reported that they received adequate guidance in this area.

A comparison of the reports from the Directors of Guidance and the students in the nine colleges indicate that there is a difference of opinion between the two groups regarding many of the questions. In most instances the guidance programs were rated much higher by the Directors of Guidance than they were by the students.

From a survey of the data, it appears that the guidance programs are not reaching as many of the students as they

should. A large number of students report that the guidance functions of the college were not explained to them, which indicates the lack of an effective orientation program and is possibly one of the principle reasons for the low ratings given to the guidance programs by the students.

CHAPTER VI

CONFERENCES WITH FACULTY MEMBERS AND STUDENTS

In order to make a further check on the results of the questionnaires, visits were made to two of the colleges and conferences were held with six faculty members and twenty juniors and seniors, selected at random, from each college.

During the conferences with the faculty members, a summary of the responses of the student questionnaires was presented and the following questions were asked:

Do the students indicate interest and confidence in the guidance program?

Why have only approximately one-third of your students contacted the counselor within the past year?

Why do one-third of the students feel that there is no one on the faculty to whom they would go with a problem other than a school problem?

Why do so many students indicate that the results of standardized tests, which they have taken, have not been explained to them?

Eighty per cent of your students indicate that they have not received adequate vocational counseling. How do you account for this?

In general, the answers to the above questions were very similar in both colleges. Due to the similarity of responses in both colleges, the summary of faculty responses for both colleges will be given together.

Faculty Responses. Nine faculty members reported that the students indicated interest and confidence in the guidance program. One faculty member asked what was meant by the guidance program and stated that he knew nothing about it. Two faculty members stated that the students do not show as much interest in the guidance program as they should, but they did not know the reason for this.

The answer given by ten faculty members to the question "Why have only approximately one-third of your students visited the counselor within the past year?" was that every faculty member helps students with their problems and that it is not necessary for a student to see the counselor unless he has a particularly difficult problem. Eight of the faculty members felt that one-third of the students were all that needed to see the counselor in a year since all faculty members were, in a sense, counselors and were willing to help students with their problems.

The reason given by nine of the faculty members for approximately a third of the students indicating that they would not go to anyone on the faculty with a problem other than a problem about school work was that in their type of college all faculty members are, to a certain extent, administrative officers and the students feel that disciplinary action might be taken against them if they discuss some of their more personal problems with members of the faculty.

Only three faculty members gave any reason why the results of the standardized tests were not explained to more

of the students. They stated that the tests were used mainly for diagnostic purposes and that it was not necessary to explain the results of such tests to the majority of the students.

Ten of the faculty members feel that the report of the students indicating that only about 20 per cent of them receive adequate vocational counseling is fairly accurate, for they state that they do little vocational counseling in the colleges.

Student Responses. During the conferences with the students, the following questions were asked:

When did you last consult the counselor for guidance?

What do you think of the guidance program in your school?

Do you feel that the guidance program is functioning effectively in this college?

The responses of some of the students to the questions are quoted as follows:

Favorable Reports. "I have been contacted at least three times during my year here. The guidance program is fairly well organized and each student is usually contacted at least once each year."

"I contacted the counselor yesterday. He is always ready to spend his time in counseling. The guidance program is good, but it could be improved."

"I talked to the counselor about a month ago. I have been to see him several times and he has been helpful every

time. In my particular case, I find the guidance program is adequate."

"I have received much help through counseling. The system is well organized. I usually meet the counselor about once a month and feel as though he is a personal friend. The students are encouraged to contact him."

"It has been about four weeks since I contacted the counselor. I don't know much about the guidance program here, but I feel that it is weak."

"I have never gone to anyone for personal guidance. Not that I have not had problems, but I have never felt that I wanted to unburden them on anyone. I think that our guidance program is a little remote from the students, but I feel that I would be welcome if I chose to ask for any kind of help."

"I have never talked to the counselor about my special case but I have intended to in order to get his opinion as to whether he thinks I am wasting my time and money in going to college because of my age."

Unfavorable Reports. "I do not know who is supposed to give guidance here. I have never contacted anyone for guidance. I would like to know who is the counselor. Naturally, I think the guidance program is poor when the information is not known."

"I did not know that we had a guidance program at this school other than the help we get at the time of registration. I have never heard of any guidance program where

anyone could confidentially seek information as to social problems without the thought of having the problems taken to the faculty committees."

"I have had no guidance and have heard nothing about a guidance program here. Therefore, I think the system is very inefficient. I think we need a guidance program whereby each student would be contacted once each year by the counselor."

"I feel that the guidance program is very lacking. I have never had any dealings with the guidance director and probably never will. I need help now, but I would not feel free to go to him."

"I have not seen the counselor at all. The program seems to be very lacking. The only time I received any advice was when I registered."

"I have had no contact with those who may be in charge of the guidance program and I know nothing about it."

"I have never had any guidance at all from any college."

"I feel that the guidance program here is a program in name only. In my opinion, there has been no aggressive effort on the part of the administration to better this program."

"I did not know we had a guidance program. I have never been told of a counselor. I have never been contacted. I suggest we be informed about our whole guidance program here."

The responses of the other students interviewed were essentially the same as the responses quoted.

In general the responses of the students to the questions asked during the interview were very similar to the responses obtained by the use of the questionnaires.

Because the student responses in the two colleges appeared merely to verify the results of the questionnaires, it was not felt necessary to interview students and faculty members in the other colleges. A study of Tables XV, XVI, and XVII, pages 81 to 83 in the Appendix, which are a report of the student responses to the questionnaires from all of the colleges, indicate the consistency of the responses from the various colleges.

CHAPTER VII

STRENGTHS AND WEAKNESSES OF THE GUIDANCE PROGRAMS

A study of the data from the 1,606 students and the nine Directors of Guidance indicate several areas in which the guidance programs are strong as well as a number of areas in which the programs appear to be weak. A list of the strengths and weaknesses of the guidance programs which were indicated by a large number of the students are as follows:

AREAS IN WHICH SOME SUCCESS HAS BEEN ACHIEVED IN ATTAINING THE RECOGNIZED AIMS OF A COLLEGE GUIDANCE PROGRAM

1. A very large per cent (94) of the students indicated that they received assistance from members of the school staff in planning their school program.
2. Seventy per cent of the students indicated that the majority of their college courses were adapted to their needs and abilities.
3. Seventy-four per cent of the students report that they know what they plan to do after graduation.
4. The reports of the students indicate that the colleges do much to stimulate students' interests in high ideals.
5. The reports indicate that the colleges do much to help the students develop a moral and religious pattern of life.

WEAK AREAS OF THE GUIDANCE PROGRAMS

1. The guidance programs are reaching only a small per cent of the students in the colleges.
2. The colleges are doing little in the way of vocational guidance.
3. The orientation programs are not functioning effectively and as a result many students are not aware of the available guidance services.
4. The majority of students do not indicate interest or confidence in the guidance program.
5. The position of counselor is very weak in the colleges.
6. The students are not making full use of the available guidance services in the colleges.
7. The students are not making full use of the available educational information in the school.
8. The results of most of the standardized tests are not being explained to the students.
9. The deans of men and deans of women do little actual guidance.
10. Students do not indicate that they receive adequate guidance in solving emotional problems.

AREAS FOR FURTHER STUDY

From an analysis of the data in the present study, several areas were discovered where it was felt additional study is needed as a basis for improving the guidance

programs of the nine colleges. Therefore, the following areas for further study are set forth. They represent problems for further study and not facts:

1. The orientation programs should be studied. In many instances the students indicate that they need help in a particular area and state that help is not available in the college, but the Director of Guidance indicates that help is available for all students.

2. Studies should be conducted in order to determine why the students do not consider the guidance program important. Over two-thirds of the students indicate that they have not consulted with the Director of Guidance within the past twelve months, yet in some instances as many as 21 per cent of the students state that they need guidance in certain areas and it is not available.

3. Studies should be conducted in order to determine why the students are not taking advantage of the guidance facilities in the colleges. Twenty-eight per cent of the juniors and seniors in the nine colleges report that they do not feel free and at liberty to talk to the counselor and only 32 per cent of the students indicate that they have consulted with the counselor within the past twelve months.

4. Studies should be conducted to discover the cause of the students' lack of confidence in the faculty. Thirty-five per cent of the students report that there is no one on the faculty to whom they would go with a problem other than a problem about regular school work. However, all but

one of the Directors of Guidance state that the students indicate "much" or "very much" interest in the guidance program.

5. Studies should be conducted to discover ways of improving the vocational guidance services in the colleges. Only a small per cent of the students indicate that they received any vocational guidance in the colleges and many of them state that they need help in this area and it is not available.

CHAPTER VIII

SUMMARY

The purpose of the present study was to determine the effectiveness of the guidance programs in nine senior Seventh-day Adventist colleges in the United States.

In order to determine the effectiveness of the guidance programs, it was necessary to develop ways of evaluating them. Therefore, the literature in the field of guidance was canvassed extensively for characteristics of an effective guidance program, which were proposed by recognized writers in the field of guidance. The characteristics revealed by this survey of the literature and judged to be of the most importance for private colleges of this type served as a guide in developing two different questionnaires which were used in surveying the guidance practices in the colleges.

A questionnaire, containing forty-four items, covering the areas of educational orientation, educational progress and adjustment, vocational orientation, personal-social status and behavior, and records and counseling facilities, was developed and submitted to each of the Directors of Guidance in the nine colleges. The Directors of Guidance were asked to indicate on the questionnaire the extent to which they felt that the guidance practices included in the forty-four items were present in their colleges. Each Director of Guidance filled out a questionnaire and returned it.

Likewise, a student questionnaire, containing fifty-five items, covering the areas of educational orientation, educational progress and adjustment, personal-social status and behavior, and vocational orientation, was developed and submitted to 1,796 of the 2,346 juniors and seniors in the nine colleges. The students were asked to indicate on the questionnaire whether or not certain guidance practices were present in their college; the extent to which certain guidance practices were present; and the individual who had given them the most assistance in guidance since they had been in the college. Completed questionnaires were received from 1,606 of the juniors and seniors in the nine colleges.

The questionnaires from the nine Directors of Guidance and the 1,606 juniors and seniors were tabulated and the results noted. The results of the questionnaires show that the Directors of Guidance feel that the guidance programs are much more effective than is indicated by the reports from the students.

The results of the student questionnaires indicate that in some areas, such as moral and religious guidance, the colleges are meeting the guidance needs of most of the students. However, in almost all other areas of guidance the students indicate that the guidance programs are not adequately meeting their needs. Both the Directors of Guidance and the students indicate that the colleges do little in the area of vocational guidance.

As indicated in Tables XV, XVI, and XVII in the

Appendix, the reports from the students in the nine colleges are rather consistent.

In order to make a further check on the results of the questionnaires, visits were made to two of the colleges and conferences were held with six faculty members and twenty students selected at random. During the conferences with the faculty members and students, questions were asked regarding the weaknesses that were indicated when the questionnaires were tabulated. The answers to these questions appeared to be consistent with the results of the tabulated questionnaires.

A study of the data from the Directors of Guidance and student questionnaires indicated several areas in which the guidance programs are strong as well as a number of areas in which the guidance programs are not meeting the guidance needs of the majority of the students. A list of the most outstanding strengths and weaknesses of the guidance programs and the areas where it is felt that further study is needed are given.

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APPENDIX
ILLUSTRATIVE MATERIALS

GLOSSARY

Ability: the power to perform responsive acts, without implications as to whether this power is potential or actual, native or acquired.

Aptitude: a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some skill or set of responses such as the ability to speak a language.

Counselor: one who assists persons in planning or in the solution of problems, especially as they relate to social, educational or vocational situations.

Cumulative record: an individual student record, that is kept up-to-date, containing a fairly complete record of the student's school achievements, courses studied, health, and similar pertinent data.

Educational guidance: helping a person to plan his education.

Evaluation: the process of ascertaining or judging the value of or amount of something by careful appraisal.

Group tests: tests that are given to groups of subjects simultaneously.

Guidance: a form of systematic assistance to students to help them acquire knowledge and wisdom, free from compulsion or prescription and calculated to lead to self-direction.

Individual tests: tests that are administered to only one subject at a time.

Interest inventory: a check list used to determine the interests of students.

Interest test: a test used to measure a person's likes and dislikes.

Occupational test: a test used to predict a person's fitness to engage in a particular line of work.

Orientation: helping a person to become better acquainted with a new environment.

Personality: the characteristic patterns of behavior through which the individual adjusts himself to his environment, especially social environment.

Personality test: anyone of several categories of tests intended to measure some aspect of an individual's personality.

Standardized test: a test for which content has been selected and checked empirically, for which norms have been established, for which uniform methods of administering and scoring have been developed, and which may be scored with a relatively high degree of objectivity.

Vocational guidance: helping a person to choose a vocation.

DIRECTOR OF GUIDANCE QUESTIONNAIRE

Please indicate the extent to which the items listed below are present in your college.

	None	Lit- tle	Much	Very Much	Sense of Need	
					NN*	DP
EDUCATIONAL ORIENTATION						
1. Guidance services assist in orienting new students to the school	()	()	()	()	()	()
2. Opportunities for group guidance concerning common problems are provided	()	()	()	()	()	()
3. Efforts made to see that students meet requirements leading to their educational goals	()	()	()	()	()	()
4. Information concerning current educational opportunities and requirements beyond college are available	()	()	()	()	()	()
5. Students supplied with information from other institutions in which they may be interested	()	()	()	()	()	()
6. Students indicate interest and confidence in the guidance program	()	()	()	()	()	()

EDUCATIONAL PROGRESS AND ADJUSTMENT

1. Efforts made to discover, analyze, and provide treatment for physical defects and maladjustments	()	()	()	()	()	()
2. Students assisted in making own decisions after analysis of situation	()	()	()	()	()	()

	None	Lit- tle	Much	Very Much	Sense of Need	
					NN*	DP
3. Guidance services concerned with preventive maladjustment (as well as locating causes of maladjustment and providing remedial assistance)	()	()	()	()	()	()
4. Guidance services seek to secure assistance of all who can aid students in making satisfactory adjustments	()	()	()	()	()	()
5. Teachers seek the assistance of guidance leaders in dealing with pupil problems	()	()	()	()	()	()
6. Guidance services function throughout all grade levels of the college	()	()	()	()	()	()
7. Guidance functions of the college coordinated with the schools from which the students come	()	()	()	()	()	()
8. Guidance functions are coordinated with similar services beyond college	()	()	()	()	()	()
9. Follow-up studies made of drop-outs	()	()	()	()	()	()
10. Secures information from drop-outs concerning strengths and weaknesses of the program of studies	()	()	()	()	()	()

VOCATIONAL ORIENTATION

1. Students given instructions on traits needed for success on a job	()	()	()	()	()	()
2. Variety of job opportunities emphasized	()	()	()	()	()	()
3. Students encouraged to explore various occupations	()	()	()	()	()	()

	None	Lit- tle	Much	Very Much	Sense of Need	
					NN*	DP
4. Opportunities made to point out new opportunities and the constant change in the world of work	()	()	()	()	()	()
5. Assists pupils in securing part time and vacation employment	()	()	()	()	()	()
6. Operates an adequate placement service for graduates	()	()	()	()	()	()
7. Assists graduates in obtaining the type of employment for which they are fitted	()	()	()	()	()	()

PERSONAL-SOCIAL STATUS AND BEHAVIOR

1. Efforts made to assist students in making proper adjustment to emotional and personal problems	()	()	()	()	()	()
2. School provides activities which promote desirable attitudes toward social life, sex, religion, recreation, etc.	()	()	()	()	()	()
3. Guidance services are concerned with helping pupils understand themselves	()	()	()	()	()	()

RECORDS AND COUNSELING FACILITIES

1. A cumulative record kept for each student	()	()	()	()	()	()
2. Pupil inventory containing information on the following:						
a. Academic ability	()	()	()	()	()	()
b. Reading ability	()	()	()	()	()	()
c. Personality traits	()	()	()	()	()	()
d. Degree of social adjustment	()	()	()	()	()	()
e. Attendance data	()	()	()	()	()	()
f. Health data	()	()	()	()	()	()

	None	Lit- tle	Much	Very Much	Sense of Need	
					NN*	DP
g. Results of standardized tests	()	()	()	()	()	()
h. Home conditions	()	()	()	()	()	()
3. Records kept of extra-curricular activities in which students participate	()	()	()	()	()	()
4. Cumulative records used by students in educational and vocational planning	()	()	()	()	()	()
5. Cumulative records of students are consulted when enrolling	()	()	()	()	()	()
6. Records available to authorized personnel	()	()	()	()	()	()
7. Counseling services are available during the day for all students	()	()	()	()	()	()
8. Counselors are free from administrative or disciplinary duties	()	()	()	()	()	()
9. Necessary equipment and materials are provided the counselor	()	()	()	()	()	()
10. Clerical assistance is provided counselors	()	()	()	()	()	()
11. Follow-up studies made of graduate students	()	()	()	()	()	()

* NN-Not Necessary, DP-Desirable but not Provided

PART I

GUIDANCE CHECK LIST FOR COLLEGE STUDENTS

I need the information asked for on this questionnaire in order to complete a study of the guidance programs in our colleges. Won't you please supply the necessary information? The purpose of this questionnaire is threefold: (1) to indicate the extent of the guidance services in this college; (2) to indicate the extent to which the guidance services of the college are meeting the guidance needs of the students; (3) and to supply information from which to formulate plans for improving the guidance programs in all of our colleges. No one in your school is to see your questionnaire and no effort will be made to identify you. Please indicate your frank and honest answers to the following questions in order to find out in what way the school can be of greater service to the students who will follow you. Please be careful to give all of the information asked for and to check each item.

Please indicate by checking in the appropriate place below whether you are a junior or senior and give the number of semesters you have attended this college including this semester. ___ Junior ___ Senior ___ No. of semesters in this college.

Each question is preceded by three pairs of parentheses as follows: Yes(), No(), ?(). Please indicate your answer by making a check within one pair of parenthesis. The questions apply to the entire time you have been in this school. Answer "yes" or "no" if possible, even though the answer is a general one. However, if you are in doubt as to the reliability of a "yes" or "no" answer, check after the question mark. Make only one check for each item. Please do not sign your name.

EDUCATIONAL ORIENTATION

- Yes() No() ?() 1. Do you know who is in charge of the guidance program in your school?
- Yes() No() ?() 2. Were the guidance functions of the school explained to you upon your entrance to school?
- Yes() No() ?() 3. Did you receive assistance from a member of the school staff in planning your school program?
- Yes() No() ?() 4. Is there sufficient school opportunity for you to receive proper individual counseling?

- Yes() No() ?() 5. When you have a school problem, other than a question about regular school work, is there someone on the faculty to whom you go?
- Yes() No() ?() 6. Is information available in the college regarding scholarships, loans, and other financial assistance for students?
- Yes() No() ?() 7. Have you used information at school concerning current educational opportunities and requirements beyond college?
- Yes() No() ?() 8. Have the requirements for graduation been explained to you?
- Yes() No() ?() 9. Have you consulted with the person in charge of the guidance program within the past twelve months?

EDUCATIONAL PROGRESS AND ADJUSTMENT

- Yes() No() ?() 1. Were the majority of your college courses adapted to your needs and abilities?
- Yes() No() ?() 2. Were the majority of your college courses adapted to your interests?
- Yes() No() ?() 3. Have you taken achievement tests in this school?
- Yes() No() ?() 4. Have you taken standardized aptitude and interest tests since entering this school?
- Yes() No() ?() 5. Have you been informed of the results of standardized aptitude and interest tests which you have taken?
- Yes() No() ?() 6. Have you been informed of the results of achievement tests which you have taken?
- Yes() No() ?() 7. Do you feel free and at liberty to talk to the counselor or person in charge of guidance?

VOCATIONAL ORIENTATION

- Yes() No() ?() 1. Have you received assistance from a member of the school staff in planning your vocational career after graduation?
- Yes() No() ?() 2. Are there current catalogues of schools (including business, trade, nurses' training, medical schools, correspondence schools), colleges, and universities available in this college?

- Yes() No() ?() 3. Have you used information at the college concerning current occupational opportunities, requirements, and conditions?
- Yes() No() ?() 4. Do you know what you plan to do after you graduate from college?

PART II

Please indicate the extent of assistance you have received while in this college from the school faculty: teachers, deans, counselors, etc. Make one check mark after each item under the proper heading. (For Example: see question number 1. If you have received only a limited amount of help planning your college program to fit your interests, you should check "Little.")

Amount of Assistance Received

Little Much Very Did Needed
 Much not but not
 Need Available

EDUCATIONAL ORIENTATION

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Planning my college program to fit my interests | () | () | () | () | () |
| 2. Selection of my college courses | () | () | () | () | () |
| 3. Planning my college program to fit my needs and abilities | () | () | () | () | () |
| 4. Developing effective study habits | () | () | () | () | () |
| 5. Becoming informed of the educational opportunities in college | () | () | () | () | () |
| 6. Accumulating information concerning after graduation educational opportunities such as entrance requirements, catalogues, etc. | () | () | () | () | () |

EDUCATIONAL PROGRESS AND ADJUSTMENT

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. Getting adjusted to college life upon first entry to college | () | () | () | () | () |
| 2. Making college courses meet real life-like situations | () | () | () | () | () |

		<u>Amount of Assistance Received</u>				
		Little	Much	Very	Did	Needed
				Much	not	but not
					Need	Available
3.	Evaluating my cumulative achievement test results	()	()	()	()	()
4.	Evaluating my scores on interest inventories and personality tests	()	()	()	()	()
5.	Reviewing and evaluating my cumulative record in school	()	()	()	()	()

PERSONAL-SOCIAL STATUS AND BEHAVIOR

1.	Helping me find my place as an interested and well adjusted member of the student body	()	()	()	()	()
2.	Stimulating my interests in high ideals	()	()	()	()	()
3.	Overcoming my mistakes	()	()	()	()	()
4.	Overcoming personal handicaps such as shyness, impoliteness, etc.	()	()	()	()	()
5.	Developing a well-balanced, poised, and cultured personality	()	()	()	()	()
6.	Making a comprehensive self-appraisal of myself	()	()	()	()	()
7.	Receiving helpful suggestions in developing desirable conduct	()	()	()	()	()
8.	Guiding my participation in school activities	()	()	()	()	()
9.	Taking the best advantage of the social and cultural life of the community for my own welfare	()	()	()	()	()
10.	Solving problems concerning social life	()	()	()	()	()
11.	Solving problems relating to my emotional behavior	()	()	()	()	()

	<u>Amount of Assistance Received</u>				
	Little	Much	Very Much	Did not Need	Needed but not Available
12. Developing a moral and religious pattern of life	()	()	()	()	()

VOGATIONAL ORIENTATION

1. Planning my future	()	()	()	()	()
2. Taking occupational or interests tests	()	()	()	()	()
3. Becoming informed of vocational opportunities and requirements	()	()	()	()	()

PART III

Please indicate the individual who has given you the most assistance in this college for each of the items listed below:

	DM	DW	A	DC	C	Other* (write in)	NO	NN**
1. Assistance regarding college educational opportunities	()	()	()	()	()	_____	()	()
2. Assistance in planning your program	()	()	()	()	()	_____	()	()
3. Assistance in becoming adjusted to college	()	()	()	()	()	_____	()	()
4. Advice resulting from standardized test scores, achievement, aptitude, interest, and personality	()	()	()	()	()	_____	()	()
5. On problems of a personal nature	()	()	()	()	()	_____	()	()
6. On religious problems	()	()	()	()	()	_____	()	()
7. On vocational problems	()	()	()	()	()	_____	()	()

	DM	DW	A	DC	C	Others* (write in)	NO	NN**
8. On future education	()	()	()	()	()	_____	()	()
9. Concerning future vocational opportunities	()	()	()	()	()	_____	()	()

* Name the type of official such as father, minister, friend, etc.

** DM-Dean of Men, DW-Dean of Women, A-Advisor, DC-Dean of College, C-Counselor, NO-No One, NN-Not Needed

314 Longbranch Parkway
Takoma Park 12, Maryland
November 7, 1949

Juniors and Seniors
Pacific Union College
Angwin, California

Dear Friends:

"We need your help in making a study which, we feel will be important to all Seventh-day Adventist colleges. Therefore, we are asking you to furnish us with some information which only you can supply.

"In connection with my work in Guidance at Washington Missionary College I am conducting a survey of all of our senior colleges in the United States in order to secure information regarding the guidance services in the colleges. It is hoped that you will carefully fill out the questionnaires, which you have been given and that the information which you supply will do three things: (1) indicate the extent of the guidance services in this college; (2) indicate the extent to which the guidance services are meeting the guidance needs of the students in this college; (3) and supply information from which to formulate plans for improving the guidance programs in all of our colleges.

"The results of this survey will be of value to us in improving the guidance programs in our Adventist colleges only if you give us your frank and honest answers to the items in the questionnaire. Please be careful to give all of the information asked for and to check each item.

"After you have filled out the questionnaire, put it in the envelope which you have been given, seal the envelope, and hand it in. No one in your school is to see your questionnaire and no effort will be made to identify you.

"I shall sincerely appreciate your cooperation in this important matter."

Very truly yours,

Arvil N. Bunch
Washington Missionary College

ANB:epb

155692

TABLE XIV

Total number of juniors and seniors in each college and the number and per cent of those who filled out questionnaires.

College	Number of Juniors and Seniors Enrolled	Number Who Were Given Questionnaires to Fill Out	Number of Juniors and Seniors Filling Out Questionnaires	Per cent of Juniors and Seniors Filling Out Questionnaires
College A	125	101	97	77.6
College B	244	230	226	92.6
College C	363	276	225	61.9
College D	404	397	393	97.2
College E	288	220	209	72.5
College F	480	251	160	33.3
College G	99	75	71	71.7
College H	244	154	133	54.5
College I	<u>99</u>	<u>92</u>	<u>92</u>	<u>92.9</u>
Total	2,346	1,796	1,606	72.6 ¹

¹Mean per cent, arrived at by totaling the per cent column and dividing by 9. Sixty-eight per cent of the students filled out questionnaires. The per cent was arrived at by dividing 1,606 by 2,346.

TABLE XV

RESPONSES OF STUDENTS, BY COLLEGE, INDICATING WHETHER OR NOT THEY HAD RECEIVED GUIDANCE

EDUCATIONAL ORIENTATION	College A* 97 Students				College B 226 Students				College C 225 Students				College D 393 Students				College E 209 Students				College F 160 Students				College G 71 Students				College H 133 Students				College I 92 Students			
	Yes	No	?	NR#	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR	Yes	No	?	NR																
	1. Do you know who is in charge of the guidance program in your school?	86	11	3		48	44	8		91	8	1		70	16	14		97	3			91	9			72	20	8		73	23	4		89	10	1
2. Were the guidance functions of the school explained to you upon your entrance to school?	55	33	11	1	30	64	6		60	29	10		50	45	5		43	49	8		25	69	6		44	46	10		13	80	7		49	46	5	
3. Did you receive assistance from a member of the school staff in planning your school program?	94	5	1		90	8	2		84	13	3		88	10	1		90	9			75	23	2		93	7			68	27	5		93	4	2	
4. Is there sufficient school opportunity for you to receive proper individual counseling?	81	10	7	1	61	32	7		74	20	6		60	34	6		66	16	17		63	25	12		80	14	6		68	23	8		71	17	11	1
5. When you have a school problem, other than a question about regular school work, is there someone on the faculty to whom you go?	64	31	5		48	44	8		63	31	5		68	28	4		56	38	6		57	38	5		59	39	1		52	43	4	1	75	19	5	
6. Is information available in the college regarding scholarships, loans, and other financial assistance for students?	57	18	23	2	55	19	26		50	15	35		50	8	41		56	9	35		24	23	53		68	14	18		32	26	41		46	27	25	2
7. Have you used information at school concerning current educational opportunities and requirements beyond college?	23	67	8	2	24	72	4		20	76	4		29	66	4	1	27	67	6		26	70	4		25	72	3		31	62	7		30	60	5	4
8. Have the requirements for graduation been explained to you?	68	26	5	1	42	57	1		66	32	2		71	25	4		70	23	7		50	44	6		91	6	3		59	33	7	1	98	2		
9. Have you consulted with the person in charge of the guidance program within the past twelve months?	39	57	4		26	70	4		45	53	1		21	77	2		22	73	4	1	31	69			41	56	3		39	57	4		61	35	4	
EDUCATIONAL PROGRESS AND ADJUSTMENT																																				
1. Were the majority of your college courses adapted to your needs and abilities?	70	21	8	1	66	24	9		65	20	13	1	75	14	11		71	20	9		73	13	14		75	15	10		62	29	8		76	18	6	
2. Were the majority of your college courses adapted to your interests?	66	21	12	1	65	28	6		62	30	8		76	17	7		64	31	5		71	24	4		73	18	8		70	25	5		72	18	10	
3. Have you taken achievement tests in this school?	67	28	5		39	51	9		62	30	8		41	54	5		56	34	8	1	49	38	11	2	63	30	4	3	29	64	6	1	46	51	3	
4. Have you taken standardized aptitude and interest tests since entering this school?	76	19	4	1	40	55	4		68	32			46	51	3		63	33	4		46	35	19		69	24	7		38	56	5		46	51	2	1
5. Have you been informed of the results of standardized aptitude and interest tests which you have taken?	32	58	5	5	18	73	6	2	36	59	5		35	56	6	2	41	49	8	2	43	56	1		63	30	7		27	64	8	1	23	72	5	
6. Have you been informed of the results of achievement tests which you have taken?	27	60	7	6	18	74	6	2	35	57	6	1	23	66	9	2	34	52	13		27	60	11	2	59	39	1		19	64	15	2	25	63	8	4
7. Do you feel free and at liberty to talk to the counselor or person in charge of guidance?	69	21	8	2	52	28	19		57	30	12		72	18	9	1	44	46	9		67	33			65	24	11		53	34	13		71	23	6	
VOCATIONAL ORIENTATION																																				
1. Have you received assistance from a member of the school staff in planning your vocational career after graduation?	30	67	2	1	17	81	2		29	68	2		27	72	1		25	75			24	76			39	61			28	70	1	1	16	83	1	
2. Are there current catalogues of schools (including business, trade, nurses' training, medical, and correspondence schools), colleges, and universities available in this college?	46	13	38	2	42	17	40	1	65	7	28		46	6	48		39	9	52		51	22	27		66	8	25		52	13	35		53	24	23	
3. Have you used information at the college concerning current occupational opportunities, requirements, and conditions?	31	62	4	3	20	73	6	1	23	72	5		23	72	5		24	67	8		18	78	3	1	35	65			30	65	5		28	63	5	3
4. Do you know what you plan to do after you graduate from college?	79	12	7	1	75	18	6	1	72	19	9		71	14	15		76	12	12		81	16	3		76	15	8		68	15	17		80	11	9	

* Responses are given in percentages for each college. #NR- No report.

TABLE XVI

RESPONSES OF THE STUDENTS, BY COLLEGES, INDICATING THE AMOUNT OF GUIDANCE THEY HAD RECEIVED

EDUCATIONAL ORIENTATION	College A* 97 Students						College B 226 Students						College C 225 Students						College D 393 Students						College E 209 Students						College F 160 Students						College G 71 Students						College H 133 Students						College I 92 Students					
	L**	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR	L	M	VM	DN	NA	NR
	1. Planning my college program to fit my interests	49	19	6	22	2	2	52	21	4	15	6	1	52	18	6	23	1	61	18	5	14	2		57	17	4	19	2		56	21	4	13	6		49	23	7	21			47	18	3	26	5		51	24	8	17		
2. Selection of my college courses	39	28	9	20		4	45	32	6	14	2	1	51	29	7	13		47	34	7	10	2		43	32	9	13	2	1	46	29	7	11	5	2	45	32	11	10		1	47	24	8	17	4		24	41	21	11	1	2	
3. Planning my college program to fit my needs and abilities	52	21	5	12	6	4	52	20	4	12	11	1	49	24	4	17	6	53	20	4	13	8	1	53	21	4	14	7		54	21	5	9	9	1	42	27	6	17	7	1	53	13	3	20	10	1	51	18	5	14	7	4	
4. Developing effective study habits	59	15	5	9	6	5	53	7	2	16	20	2	56	15	2	19	8	56	15	2	17	9	1	61	7	4	15	12	1	55	12	3	13	17		51	7	1	25	13	3	56	10		18	14	2	55	26	7	9	3		
5. Becoming informed of the educational opportunities in college	38	25	9	16	3	8	55	19	3	12	11		48	26	5	14	5	1	52	23	4	11	8	2	56	17	4	12	10	1	58	21	2	8	11		69	10	6	11	4		56	13	5	14	11	1	51	26	10	5	5	2
6. Accumulating information concerning after graduation educational opportunities	58	14	1	16	5	5	59	5	3	13	19	1	61	9	2	16	10	2	61	9	5	15	9	1	63	9	1	13	12	1	53	11	2	14	19	1	66	13	3	10	8		53	14	2	14	17		57	16	3	4	16	3
EDUCATIONAL PROGRESS AND ADJUSTMENT																																																						
1. Getting adjusted to college life upon first entry to college	44	20	10	21	3	2	47	16	6	15	14	1	40	30	6	17	6	1	52	16	3	18	10	1	48	17	3	25	6	1	60	14	1	11	13		44	15	4	24	10	3	47	15	4	21	13		51	20	9	10	10	
2. Making college courses meet real life-like situations	46	28	7	9	7	2	52	20	3	8	16		52	21	4	8	12	1	56	14	4	13	12	1	54	20	2	12	10	1	59	14	2	8	16	1	42	21	7	10	20		47	20	5	9	17	2	48	26	10	5	11	
3. Evaluating my cumulative achievement test results	47	11	3	15	12	10	49	5		13	27	6	47	16	1	16	17	3	48	7	1	24	18	2	55	12	2	15	15	1	45	15	4	5	29	2	54	6	1	11	27		43	2	2	18	33	1	45	12	1	20	20	2
4. Evaluating my scores on interest inventories and personality tests	47	15	6	11	8	11	47	5	3	11	31	3	45	15	4	16	18	1	45	8	1	22	22	2	54	16	4	12	12	2	41	12	4	16	27		49	6	1	17	24	3	45	5	4	25	21		46	8	1	22	23	
5. Reviewing and evaluating my cumulative record	61	11	1	7	11	8	50	8	1	11	27	3	52	14	2	17	13	1	54	9	2	15	18	2	62	6	3	13	14	2	54	11	3	9	22	1	54	15	6	15	10		54	7	2	17	19	1	51	17	3	12	11	5
PERSONAL-SOCIAL STATUS AND BEHAVIOR																																																						
1. Helping me find my place as an interested and well adjusted member of the student body	55	12	5	18	6	4	52	12	3	13	16	3	52	17	1	20	8		54	10	3	21	11	2	55	8	2	22	11	2	46	13	3	18	20		52	8	4	28	7		49	14	2	19	14	2	45	15	7	20	13	
2. Stimulating my interest in high ideals	20	35	31	12	1	1	27	36	23	10	4		23	41	22	9	4		24	34	24	15	3		24	34	19	16	5	1	19	41	24	12	4		21	27	30	18	4		23	32	26	15	4		14	35	39	11	1	
3. Overcoming my mistakes	47	23	14	9	5	1	46	23	8	12	10	1	50	30	7	7	6		52	20	8	7	11	2	51	24	6	8	9	1	51	23	7	6	12	1	48	24	6	11	11		39	27	11	5	16	2	35	37	17	5	5	
4. Overcoming personal handicaps such as shyness, impoliteness, etc.	45	15	9	20	6	4	44	16	10	15	15		50	18	4	17	10		49	12	5	17	16	1	53	12	5	20	10		54	11	4	10	20	1	41	17	4	27	10	1	35	20	8	17	19	1	41	16	11	28	3	
5. Developing a well-balanced, poised, and cultured personality	48	24	11	10	3	3	47	21	8	12	12		52	26	5	10	7		47	22	5	10	14	2	55	17	5	11	11	1	54	16	6	3	21		45	21	7	11	15		34	25	10	7	23	1	33	28	14	16	7	2
6. Making a comprehensive self-appraisal of myself	57	10	11	11	4	6	55	12	5	9	16	3	52	24	4	11	9		55	12	5	9	17	2	57	14	6	11	11		52	17	8	8	15		55	11	6	18	10		49	20	5	5	20	1	54	13	8	13	11	
7. Receiving helpful suggestions in developing desirable conduct	41	21	13	18		7	42	24	8	12	10	4	39	32	5	18	5	1	46	19	6	19	9		43	22	7	20	7	1	49	22	4	16	8		42	17	11	25	4		38	20	10	16	16		29	35	17	14	1	3
8. Guiding my participation in school activities	52	19	7	12	6	4	52	14	4	10	16	4	47	20	5	18	8	1	56	10	2	17	14	1	60	12	2	14	11		48	8	4	12	28		48	14	3	20	15		47	12	3	19	16	3	47	15	7	18	10	3
9. Taking the best advantage of the social and cultural life of the community for my own welfare	49	20	3	21	2	5	47	22	4	11	12	4	53	20	2	17	6	2	52	14	2	20	10	2	59	13	4	18	5	1	46	15	4	15	18	1	42	21	4	25	4	3	39	22	4	17	17	1	43	17	14	10	11	4
10. Solving problems concerning social life	47	13	6	27	2	4	50	8	4	18	18	2	50	14	2	22	11	1	49	12	3	22	12	1	49	11	4	24	10	1	42	11	3	19	24		42	15	1	27	10	4	50	11	4	21	12	2	40	14	7	29	10	
11. Solving problems relating to my emotional	47	5	4	31	6	6	47	8	4	19	20	2	52	9	2	27	10		48	6	2	26	15	2	47	9	4	26	13	1	54	9	2	18	16	1	46	6		30	18		44	10	6	21	17	2	43	9	7	33	8	
12. Developing a moral and religious pattern of life	24	24	35	12	1	4	23	30	32	8	4	3	19	39	24	14	4		24	29	28	15	2	2	24	29	24	18	5		23	34	29	11	1	1	16	27	27	27	3		24	29	25	12	9		13	17	54	11	1	3
VOCATIONAL ORIENTATION																																																						
1. Planning my future	46	19	8	14	7	5	47	14	6	12	17	4	54	18	4	18	6		54	15	5	16	11	1	57	11	4	14	11	2	56	13	3	11	17		38	25	3	25	7	1	44	16	4	20	16		42	13	5	15	21	3
2. Taking occupational or interest tests	44	18	6	11	10	10	44	4	4	12	32	3	41	23	8	20	8		51	8	3	21	15	2	54	15	6	12	12	1	42	16	3	11	28		49	7	1	17	23	3	49	10	2	17	19	3	39	5	2	11	39	3
3. Becoming informed of vocational opportunities and requirements	48	16	6	11	8	9	48	11	4	12	23	2	55	15	3	15	12		56	13	3	12	12	3	56	14	4	8	17		51	16	2	7	24		42	14	4	17	23		50	14	1	19	15	1	47	18	5	3	21	5

* Responses are given in percentages for each college.

** L-Little, M-Much, VM-Very much, DN-Did not need, NA-Needed but not available, NR-No report

TABLE XVII
 RESPONSES OF THE STUDENTS, BY COLLEGE, INDICATING THE INDIVIDUAL WHO HAD GIVEN THEM THE MOST GUIDANCE

	College A 97 Students									College B 226 Students									College C 225 Students									College D 393 Students									College E 209 Students									College F 160 Students									College G 71 Students									College H 133 Students									College I 92 Students									
	*DM	DW	A	DC	C	O#	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	DM	DW	A	DC	C	O	NO	NN	NR	
1. Assistance regarding college educational opportunities		2	35	11	10		19	15	7	5	4	31	7	5	7	29	7	4	1	1	32	4	7	7	38	10		5	2	33	4	8	10	30	7	1	2	1	25	4	6	10	37	13		1		30		6	8	43	11	1	3		44	10	8	5	23	7		1	4	20	8	3	8	47	9		11	1	23	25	2	8	24	4	2	
2. Assistance in planning your program			63	11	19	1	3	1	2	1	2	59	3	12	6	8	4	5			58	2	11	7	12	8	1	1		75	1	6	12	3	2				70	2	8	8	9	2	1			73	10	7	6	4					80	3	6	4	4	3				61	3	7	8	15	5	1	5		57	10	10	9	7	2		
3. Assistance in becoming adjusted to college	1	2	8	5	6	6	35	23	13	10	12	8	3	2	2	45	16	2	5	4	12	11	5	5	40	16	2	16	7	3	3	8	10	38	13	2	12	3	10		2	7	44	20	1	19	11	4	2	6	8	39	11		6	4	13	3	1	3	46	21	3	5	8	4	5	3	8	51	16		16	4	8	10	1	7	32	22		
4. Advice resulting from standardized achievement, aptitude, interest, and personality test scores			5	2	25	1	40	13	13	4	2	5	6	1	1	63	12	5			11	3	19	1	50	11	4			2	2	4	13	63	14	2			7	1	11	10	53	16	1			6	7	6	18	8	52	3			6	15	3	6	55	15		1	8	1	4	5	3	70	6	2	4		8	8	2	5	52	14	7	
5. On problems of a personal nature	4	3	9	3	16	10	26	19	9	9	7	14	2	2	9	43	13	1	3	4	16	5	5	9	43	14	1	16	8	5	3	14	15	29	6	2	12	4	12	1	3	12	41	14	1	15	6	8	4	6	8	34	17	2	10	8	18		6	7	30	21		1	1	9		8	30	40	10	1	11	2	11	5	4	16	28	20	2	
6. On religious problems	3	1	13	5	11	10	26	21	9	4	5	11	2	7	12	39	15	5	2	4	12	4	4	15	40	14	4	13	5	6	2	12	18	30	11	2	10	4	12		4	14	32	22	2	9	1	6	2	7	11	39	24	1	10	1	14		8	3	39	24		4		6	1	6	36	32	12	2	9	5	13	7	8	26	18	10	4	
7. On vocational problems		1	15	6	9	3	41	18	6	2	9	18	1	5	6	46	9	4			23	3	12	4	40	16	1	4	1	24	2	11	10	37	8	2	6		23	2	7	8	35	16	2	2		16		6	5	48	20	3			30	4	7	6	31	22		1	19	2	5	9	49	14	1	2	22	9	4	8	39	16				
8. On future educational problems			12	10	8	1	46	13	8	3	8	17	2	5	9	45	9	2	1		23	2	6	3	52	9	3	2	1	24	2	9	9	42	8	3	1		22	3	3	13	46	10	1			22		4	9	52	13				39	4	1	6	30	17	3			17	2	3	9	55	14		3	1	22	15	4	9	42	2		
9. Concerning future vocational opportunities	1	16	3	5	1	44	23	6	3	1	15	3	4	6	52	11	4			1	20	1	6	3	56	10	2	1		22	1	8	12	49	6	1	2		17		6	7	50	15	2	2		22		8	10	51	6				3	25	4	4	7	37	20			3	13	2	6	6	54	14	1	2	1	10	11	6	9	51	10	

* DM-Dean of Men, DW-Dean of Women, A-Advisor, DC-Dean of College, C-Counselor, O-Other, NO-No One, NN-Not Needed, NR-No Report
 # Students were asked to indicate in the "Other" column when some individual other than those listed had given them the most necessary assistance with school problems while in this college.