Perceptions of Southwest College Personnel Services by Feeder High School Guidance Personnel

Donald Byron Smith
Loyola University Chicago

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PERCEPTIONS OF SOUTHWEST COLLEGE PERSONNEL SERVICES BY FEEDER HIGH SCHOOL GUIDANCE PERSONNEL

by

Donald B. Smith

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

August 1975
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Equal gratitude is felt toward all the directors and guidance personnel who gave of their personal time to complete the study.

The cooperation of all of the above meshed the mechanics of this dissertation into a viable study. The support of Joan and daughters Laura, Lois, and Laverne made it possible.
The author, Donald Byron Smith, was born July 31, 1937, in Chicago, Illinois.

His secondary education was received at Thornton Township High School in Harvey, Illinois. After graduation in 1955, the author attended Thornton Junior College, from which he graduated in 1957. The next four years saw the author attending the University of Illinois at Urbana, working in industry, and finishing his undergraduate education at Roosevelt University in Chicago, Illinois. In 1961, he received the Bachelor of Science Degree in the Physical Sciences.

In 1961, the author became an assigned high school teacher with the Chicago Board of Education. While teaching, he attended Chicago Teachers College part time earning the Master in Education Degree in Counseling in 1964. Soon after this he was promoted to the position of counselor by the Chicago Board of Education. After graduation, he enrolled as a part time graduate student at Roosevelt University. In 1967, he received his Master of Arts Degree in School Administration.

Also, in 1967, the author assumed the position of Assistant Professor of Counseling at the Bogan Branch of the
City Colleges of Chicago. In 1969, he was admitted to the Loyola University of Chicago doctoral program in student personnel services.

In 1973, the author was advanced to the rank of Associate Professor at Southwest College of the City Colleges of Chicago (formerly the Bogan Branch), and, in January of 1974, the author was promoted to Assistant Dean and Director of Research for the college. In September, 1974, the author assumed the duties of the office of the Dean of Instructional Services at Southwest College.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x</td>
</tr>
<tr>
<td>CONTENTS OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>Historical Basis for Study</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>11</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>13</td>
</tr>
<tr>
<td>Definitions</td>
<td>14</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>20</td>
</tr>
<tr>
<td>II. SCOPE OF THE STUDY</td>
<td>22</td>
</tr>
<tr>
<td>Review of Related Literature</td>
<td>22</td>
</tr>
<tr>
<td>Delimitation of the Study</td>
<td>26</td>
</tr>
<tr>
<td>Questions Explored</td>
<td>28</td>
</tr>
<tr>
<td>III. METHODOLOGY OF THE STUDY</td>
<td>30</td>
</tr>
<tr>
<td>Development</td>
<td>30</td>
</tr>
<tr>
<td>Currentness and Validity</td>
<td>31</td>
</tr>
<tr>
<td>Reliability</td>
<td>33</td>
</tr>
<tr>
<td>Additional Information Items</td>
<td>33</td>
</tr>
<tr>
<td>Self Administration Design</td>
<td>35</td>
</tr>
<tr>
<td>Options for Response</td>
<td>36</td>
</tr>
<tr>
<td>Survey Procedures</td>
<td>36</td>
</tr>
<tr>
<td>Treatment of Data</td>
<td>37</td>
</tr>
<tr>
<td>Existence of Functions at Southwest College</td>
<td>37</td>
</tr>
<tr>
<td>Dissemination of Results</td>
<td>38</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
</tbody>
</table>

v
Chapter IV. RESULTS OF THE STUDY

Hypotheses
Existence of Student Functions
High School Personnel
Participants' Knowledge
Participants for Seniors
Participants for Juniors
Overview
Data of the Null Hypotheses
Related Insights
Master's Degree in Counseling
Two-year College Experience

Chapter V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

Summary
Conclusions
Recommendations
Implications of the Recommendations

BIBLIOGRAPHY
APPENDIX A
APPENDIX B
APPENDIX C
APPENDIX D
APPENDIX E
APPENDIX F
APPENDIX G
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The mathematical averages, of the responses of the Dean of Students, to the questions making up each of the traditional functions, at Southwest College</td>
<td>42</td>
</tr>
<tr>
<td>2.</td>
<td>The mathematical averages, of the responses of the Dean of Students, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>43</td>
</tr>
<tr>
<td>3.</td>
<td>Guidance responsibilities of the participants</td>
<td>44</td>
</tr>
<tr>
<td>4.</td>
<td>Highest educational degree earned by participants</td>
<td>44</td>
</tr>
<tr>
<td>5.</td>
<td>Experience of participants as a student in a junior or community college</td>
<td>45</td>
</tr>
<tr>
<td>6.</td>
<td>The mathematical average, of the responses of the total group of participants, to the questions making up each of the traditional functions, at Southwest College</td>
<td>47</td>
</tr>
<tr>
<td>7.</td>
<td>The mathematical average, of the responses of the total group of participants, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>48</td>
</tr>
<tr>
<td>8.</td>
<td>The mathematical average, of the responses of the sub-group of participants who are responsible for seniors, to the questions making up each of the traditional functions, at Southwest College</td>
<td>51</td>
</tr>
<tr>
<td>9.</td>
<td>The mathematical average, of the responses of the sub-group of participants who are responsible for seniors, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>53</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>10. The mathematical average, of the responses of the sub-group of participants who are responsible for juniors, to the questions making up each of the traditional functions, at Southwest College</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>11. The mathematical average, of the responses of the sub-group of participants who are responsible for juniors, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>12. The interpolations regarding the responses, of the participants, to the existence of the student service functions of this study, for Southwest College</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>13. The responses of the participants, both as an entire group, and as guidance sub-groups of the total group, to the questions of the 5 functions about which they expressed a lack of knowledge, and for which more than 1 question relates</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>14. The mathematical average, of the responses of the sub-group of participants who hold Master's Degrees in Counseling, to the questions making up each of the traditional functions, at Southwest College</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>15. The mathematical average, of the responses of the sub-group of participants who hold Master's Degrees in Counseling, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>16. The mathematical average, of the responses of the sub-group of participants who attended a two-year college and graduated, to the questions making up each of the traditional functions, at Southwest College</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>17. The mathematical average, of the responses of the sub-group of participants who attended a two-year college and did not graduate to the questions making up each of the traditional functions, at Southwest College</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>18. The mathematical average, of the responses of the sub-group of participants who attended a two-year college and graduated, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>19. The mathematical average, of the responses of the sub-group of participants who attended a two-year college and did not graduate, to the questions making up each of the evolving developmental functions, at Southwest College</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean responses of the total 102 participants compared to the mean responses of the Dean of Students</td>
<td>49</td>
</tr>
<tr>
<td>2.</td>
<td>Mean responses of combined sub-groups one, five, six, and seven compared to the mean responses of the Dean of Students</td>
<td>52</td>
</tr>
<tr>
<td>3.</td>
<td>Mean responses of sub-group two compared to the mean responses of the Dean of Students</td>
<td>55</td>
</tr>
</tbody>
</table>
## CONTENTS FOR APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Participating High Schools</td>
<td>101</td>
</tr>
<tr>
<td>B</td>
<td>Questionnaire</td>
<td>105</td>
</tr>
<tr>
<td>C</td>
<td>Relationship of Questions to Functions</td>
<td>113</td>
</tr>
<tr>
<td>D</td>
<td>Validation of Existence of Functions</td>
<td>115</td>
</tr>
<tr>
<td>E</td>
<td>Basic Student Personnel Functions</td>
<td>120</td>
</tr>
<tr>
<td>F</td>
<td>Contributions of the Study</td>
<td>122</td>
</tr>
<tr>
<td>G</td>
<td>Letters of Need</td>
<td>124</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION OF THE STUDY

Historical Basis For Study

Since 1967, the role of the counselors of Southwest College has always included high school articulation. This responsibility has taken the Southwest College counselors to those high schools considered to be the chief feeder high schools of the college, as identified in the Master Plan of Southwest College. A listing of these high schools may be found in appendix A, page 102. A typical visit by the counselors from the college, to these high schools, provides contact, almost exclusively, with students expressing an interest in Southwest College. These meetings usually take place on what are known as college days. An attempt to converse with the high school guidance personnel during these visits is usually unsuccessful, because a number of representatives of various colleges are meeting with the students of the high school interested in the colleges they represent. Thus, many college representatives are attempting to communicate with the high school personnel at the same time.

In these meetings with the students the Southwest College counselors are often asked questions which can only be answered by a professional counselor who has had access to
the student's high school academic record, standardized test scores, and, most importantly, an anecdotal record of personal needs. Usually, the Southwest counselor first recommends to these individuals that they make an appointment with their high school counselor, and then at a later date, if they wish, with one of the college's counselors.

This external contact has thus resulted in many appointments at the college with prospective students. Resultant of several years of these experiences, both off as well as on campus, there is an increasing concern, on the part of the author, as to the knowledge of the student personnel services of Southwest College, held by its chief feeder high school guidance personnel. A concerted effort has been made to alert this guidance group about the student services aspect of Southwest College. Several mailings a year are made. Once a year a conference has been hosted by the Southwest College Dean of Students. Attendance at this latter endeavor has been poor. The dialogue at these conferences has reinforced the above stated concern held by the author.

It is the belief of the author that the knowledge of the student personnel services at Southwest College, held by the high school guidance personnel is still at a minimum in the chief feeder high schools it serves.
A search of the literature uncovered 3 distinct aspects regarding the high school counselor's relationship to the community college, and the importance that knowledge of the student services of the community college actually is to these high school counselors.

First, it has been determined that, most often, it is the high school counselor who influences the choice of college made by high school students. Fredrickson and Fonda point out that "students perceive their counselor as being the one person most helpful in terms of providing specific information on admission at a particular college."¹

Herr writes that "discussions with school counselors and observations of guidance practices confirm that pre-college considerations such as completing transcripts, alerting students to admission testing dates, and the like, take up a major part of the time of many school counselors."²

Kerr feels that "one of the most significant roles which high school students see their counselors fulfilling is that of an information source concerning college."³

Bentley and Salter report that their findings indi-


cate the high school counselor is one of the most influential individuals regarding high school recommendations to colleges, for their students. This is because of the counselor's active role in college advising. "Ninety-five percent of the college admissions officers consider the counselor's role in college admissions to be crucial, very important or important."¹

Next to be considered is the high school counselor's attitudes. These are two-fold as they pertain to college advising. Bentley and Salter conclude, in a study about the high school counselor's role in college advising, that "the counselor seems to be acting as if he actually knows enough about college to recommend them strongly (or prohibit them) to students."²

In their study of the admissions officers relationship with high school counselors they find similar concern. The role of the counselor is beginning to drift toward that of "direct and tell. We are finding that the counselor is beginning to feel he is the 'expert' and should make the


decisions regarding college choice."¹

The foregoing attitudes are critical to all post-secondary institutions, but becomes of intense concern to community college personnel, when specific attitudes regarding community colleges are collected and considered.

In his article, Wisgoski emphasizes the need for community college personnel to increase their efforts to articulate with the high schools. His conclusions are based upon his findings that

the misconceptions held by high school students are frequently strengthened by inadequately or ill-informed high school counselors who lack an understanding of the multiplicity of functions of the community college.... Too often high school counselors view the community college as a spot for students who cannot be placed elsewhere.²

This last point of view repeatedly came to the attention of the author, as being attributed to high school counselors in Southwest College's chief feeder high schools, by prospective and accepted individuals from these schools.

Guilliams and Dollar, concerned about the perceptions various groups held of the community college environment found that their studies revealed that "high school counselors also perceived significantly less emphasis on high academic achievement and serious interest in scholarship, than

¹Bentley and Salter, "The High School Counselor and the College Admissions Officers," p. 298.
did the college counselors.\textsuperscript{1}

James looks at a study by Garrison published by the American Association of Junior Colleges in 1967, entitled \textit{Junior College Faculty: Issues and Problems: A Preliminary National Survey}. Garrison's study indicated that high school counselors often had unfavorable attitudes toward the community college... and too often the attitude of high school principals and counselors seemed to be, 'Well, if you aren't accepted into a four-year college or university, you'll have to settle for a community college.'

James goes on to report on a high school counselor study he conducted in which his results "showed that those participating in the study have a favorable attitude toward the community college."\textsuperscript{3}

Wilson inserts, not only additional comments of concern about the negative attitude of high school counselors toward community colleges, but possibly a glimmer of brief relief when she writes:

Incidentally, but ironically, high school guidance about going to college is usually focused more heavily on students planning to enter four-year institutions. It is often assumed that students entering a local two-


\textsuperscript{2}G. A. James, "Attitudes of High School Counselors Toward the Community College," \textit{The Illinois Guidance and Personnel Association Quarterly} 40 (Spring, 1971); p. 5.

\textsuperscript{3}Ibid.
year community college do not need much 'guidance' from their high school counselors.

Kintzer, concerned about improving this attitude, emphasized that both the community college personnel and the high school personnel have an obligation to improve the lines of communication. In as much as the counseling offices are key to the improvement of these articulation efforts there must be willingness, on both levels, to seek out and convey the facts and not continue to foster prevalent extreme positions. He concludes "... articulation is also an attitude. Differences in institutional philosophy are not always identifiable while individual prejudices are often hard to overcome and invariably indicate a lack of communication."²

The third aspect for consideration is the traditional items emphasized for student consideration in choosing a college. This traditional approach makes no effort to determine the ability of the receiving institution to meet the non-academic personal needs of the student.

What are the traditional concerns presented to students? Keven H. Rose summarizes them in his review of Einstein's 1970-71 College Entrance Guide. Mr. Rose lists them as:


1. Describe for the college seeker and his parents the general process of admissions
2. Be comprehensive and thorough in reviewing the admissions requirements of many colleges
3. Be as accurate and up-to-date as a rapidly changing admissions picture allows
4. Give the prospective applicant a good idea about his chances for admission to each college listed
5. Designate colleges offering specialized fields of study
6. Include, ideally, a section for those applicants who represent admissions problems
7. Contain general information about scholarships, loans, work opportunities and other means of financing college, and
8. Be well organized and usable.¹

Rand, impatient with the above mentality, concludes his study by stating that the results imply that merely supplying information about colleges to high school counselors and students will not directly answer their need for better tools to match students and colleges. There still remains a need for more information about (1) the characteristics of colleges and of students that are important to college matching, (2) the specific colleges or types of colleges for which these characteristics are relevant, and (3) the type of students to whom the findings can be applied.²

Grobman addressed this same concern. He emphasized the lack of preparation of most guidance counselors in the whole area of college advising. This results in the acquiring of needed information while working with the students. The information gained in this way usually is inadequate as it


does not provide for "one of the important roles of a school counselor [which] is to advise prospective college bound students about the colleges and universities that will best suit their needs, abilities, and special talents."¹

Stripling possibly best expresses concern regarding the necessity of choosing a college that will meet an individual's needs, in an article dealing with the complexities presented by this approach. Citing examples of his own students who were successful in college, only because they were properly placed, he noted the total involvement with the students and the students' families, that is required of the counselor, to help the student make a well based college selection. He notes that, for the most part, counselors have not been exposed to the intricacies of college decision making.

The need for this knowledge is becoming most important, in light of the fact that as much as 75 percent of all college freshmen will be enrolled in two-year community colleges, or four-year colleges located in the student's home community, within the next 20 years. Stripling concludes that "today's counselor, therefore, must become skilled at working in a second dimension: the dimension of collecting, organizing, and interpreting the internal data that go to

make up the real dynamics of college selection."\(^1\)

The author believes there is a relationship between this last aspect, the criteria for choosing a college based on needs, and the goals of community colleges. The Public Junior College Act (approved July 15, 1965) of the School Code of Illinois, Article III paragraphs 3-17, Student Entrance Requirements, needs to be cited. It reads in part as follows:

After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities.... Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college.\(^2\)

O'Banion and Thurston see the thrust and obligation of the community college as outreach to community needs. Our complex society creates conflicts, concerns, and demands on people of all ages and the community colleges' student development programs must take on the added task of deepening and humanizing the educational experiences of increasingly diverse, disoriented, disinterested, and often dulled students nurtured by a confused society, ambivalent about violence, unsure of their values and directions, but wanting desperately to know who they are and where they are going.

---

\(^1\) Robert O. Stripling, "Can Counselors Cope With the Dynamics of College Choice?" College Board Review 61 (Fall, 1966): p. 29.


\(^3\) Terry O'Banion and Alice Thurston, Student Development Programs in the Community Junior College (Englewood Cliffs: Prentice-Hall, Inc., 1972): pp. ix-x.
K. Patricia Cross finds encouragement in the fact that public institutions of higher education, namely the community colleges, are expressing a willingness to reach out to the needs of the members of their communities. In attempting to define what specifically the community college is accepting as goals in the area of student development she cites those defined in the Institutional Goals Inventory, which reads in part: "identify and pursue the accomplishment of their personal goals, develop a sense of self-worth and self-confidence, achieve deeper levels of self-understanding, and develop open and trusting relationships with others."¹

Statement of the Problem

The foregoing has presented three aspects that must be considered, when dealing with the complex relationship between the community college and the high school counselors. All may affect the knowledge, held by the high school counselor, of the student services that exist at the community college. These three aspects are: the establishment that it is indeed the high school counselor who most influences college choice decision making; the concern that, not only is the high school counselor beginning to assume an attitude that the privilege of decision making belongs to the counselor, and in addition there is generally a negative attitude toward two-

year colleges by high school counselors; and, the concern that most college decisions influenced by high school counselors appear to be founded on criteria other than the personal developmental needs of the student.

The author believes the legitimate conclusion to the combining of these 3 areas is as follows: high school guidance personnel are dedicated to providing important non-academic, need directed programs for their students. Sometimes they are supported in their endeavor by a highly trained team of pupil personnel specialists. The community colleges, in Illinois, as elsewhere, are developed for providing for individual needs. Their student development services are challenged to give total outreach to all citizens who might show interest in post secondary education. In spite of the dedication of high school guidance personnel to these same commitments, they apparently rarely possess the knowledge of the extent to which these same important non-academic, need directed programs exist, in even those colleges most familiar to them. They, therefore, rarely look for these programs, or can utilize any knowledge of these programs, simply because they do not possess this knowledge, when they are influencing their students, in one of the most important of life's decisions, that of college selection.

The community college's very existence is predicated as meeting the developmental needs of those individuals who seek its services. Therefore, the level of knowledge of the
college's student personnel services, possessed by the most influential professionals in the feeder high schools, regarding college selection, becomes a prime concern of the community college's leadership. This is expressed in a letter from Southwest College President Keehan supporting the need for this study (see appendix G, page 125).

**Hypotheses**

In designing this study the author hypothesizes that the guidance personnel, of the chief feeder high schools to Southwest College, lack knowledge of the student personnel services functions at Southwest College. Further, the following statistical null hypotheses are made:

1. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services traditional functions, identified for this study.

2. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services developmental functions, identified for this study.

3. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the total student personnel services functions, identified for this study.
Definitions

1. **Activity function** is a developmental function in the community college offering a comprehensive integration into the students' activity program, provisions for the total student in such ways as supportive seminars in such areas as child care, health services and legal aid; supportive programs for specialized populations, such as women, veterans, minorities and senior citizens.

2. **Administration function** is a developmental function in the community college involving the student in policy making, curriculum development, faculty and administrative committees and various other areas involving the rights and privileges of students and the governance of the college.

3. **Appraisal function** has dual connotations in the community college. As a traditional function, it simply provides for the uncoordinated services of the maintenance of the students' records, the performance of educational testing and basic skill diagnosis, and applicant appraisal both academic and physical.

   As a developmental function, it becomes an integrated effort to analyze not only the student but the faculty to enable the matching of the strengths and weaknesses of both, toward an ongoing developmental growth for the student.

4. **Articulation** is the ongoing effort of the community college toward an interrelationship between the college and those high schools from which the majority of its students
come, in order to promote a clear understanding of what the college stands for, offers and requires of its students.

5. Chief feeder high schools are those high schools from which the majority of the new students come, each year, as identified by the registrar of Southwest College.

6. College days is a term usually used to describe a day set aside in a particular high school, on which representatives from all four-year and two-year colleges, in which the students express strong interest, visit. Usually students may listen to presentations of 20 to 40 minutes duration from several different college representatives.

7. Community college is a term used to identify a comprehensive two-year post-secondary institution of higher education, generally public, offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a two year transfer curriculum (credits transferable toward a Bachelor's Degree), two year occupational (credits leading to employment at a specialist level) curriculums, general education, and adult education.¹

8. Council for Student Development is a group of 8 professional student personnel educators from 8 different regions of the country, serving as advisors to the American

Association of Community and Junior Colleges, in the area of student services.

9. **Counseling function** has dual connotations in the community college. As a traditional function, it has come to mean a process. This process usually involves direct contact of students with a counselor, individually or in small groups, with a goal of helping students better understand themselves through a process of problem solving.¹

As a developmental function, counselors are thrust into the activities of the institution, counseling students in the cafeteria, counseling faculty members, and meeting in groups in many different places for many different reasons. Counseling emerges from therapy for a selected clientele to an educational process for all members of the educational and local community.²

10. **Dean of Students** is the individual at Southwest College responsible for the philosophy and coordination of non-academic services and opportunities, for growth and development for the student, outside the classroom experience.

11. **Evolving developmental functions** are those programs designed for ongoing integrated growth and development of the students, resulting in self-discovery, in collegiate experience.

¹Ibid., p. 12.

ences outside the classroom environment.

A student development point of view is a behavioral orientation in which educators attempt to create a climate of learning in which students have:

1. freedom to choose their own directions for learning,
2. responsibility for those choices,
3. interpersonal interaction with the learning facilitator that includes:
   a. challenge, encounter, stimulation, confrontation, excitement;
   b. warmth, caring, understanding, acceptance, support;
   c. appreciation of individual differences.\(^1\)

12. Financial aid function is used to define an evolving developmental function which integrates the provision of the opportunity to afford college attendance through work opportunities, grants, loans, and scholarships with the students' goals, needs, aspirations, interests and abilities.

13. Functions is used as a caption for a specific related group of non-academic services being provided to the students. This study identified 14 distinct groups existing throughout the community college movement. Seven have been in existence for many years. The other 7 are an attempt to integrate and interrelate the first 7 into a viable ongoing developmental program, incorporating new aspects to existing opportunities for the student not only outside but within the classroom.

14. Guidance personnel applies in this study, to full-time counselors, full-time college advisors who are not

\(^1\)Ibid., p. 9.
qualified and/or classified as counselors, and directors of counseling.

15. **Interpolated existence** is used to define the estimated answer of the group to the existence of a function, when the mathematical average of the group's responses falls between two existence variables.

16. **Master Plan of Southwest College** refers to a document, written for the State of Illinois Community College Board, which describes the communities served by the college, including high schools, churches, industry, unemployment, and like information, what these imply and define as needs to be addressed by programs of the college, and how the college plans to meet these needs.

17. **Organizational function** is a traditional function which includes the providing for smooth transition to four-year college or employment, means of inservice training for the student services staff, follow-up programs of research, and adequate administrative staffing of the student services division of the community college.

18. **Orientation function** has dual connotations in the community college. As a traditional function, it encompasses the dissemination of pre-college information, the induction of the new student prior to initial enrollment, the conduction of a group orientation session, in which information about effective study skills, educational planning, rules and regulations, and similar conditions of being a student, are
addressed.

As a developmental function, it seeks to provide an in depth ongoing program incorporating the complexities of the individual, as expressed on tests as well as through group experiences, with the intricate variables of the college environment.

19. **Participation function** is a traditional function encompassing co-curricular activities and student government.

20. **Regulation function** is a traditional function providing for efficient student registration, enforcement of academic regulations and the adherence to social regulations.

21. **Service function** is a traditional function which includes the opportunity for financial aid and job placement after graduation.

22. **Southwest College** is a two-year community college, located on the southwest side of Chicago. It is one of the 7 City Colleges of Chicago, and has a student population of 6,300, including adult education, in 1974.

23. **Student personnel services** is that college program which assists students, individually and in groups, to take full advantage of the opportunities offered in the academic community. Emphasis is placed upon the student—his needs and aspirations, his intellectual, personal, psychological, social and physical growth—so that he may achieve his own goals and the goals of society as reflected
by the particular institution he attends.¹

24. Sub-group is a term used to identify any small group, of the total participants, having a common interest or identifying responsibility.

25. Traditional functions are those longstanding programs designed to provide for the individual student's out-of-classroom needs.

26. Two-year college is any institution of higher education offering two post-secondary years of education.

27. Workshop is an educational program designed to bring together persons interested in a specific field, for cooperative participation in educational experiences, to provide new knowledge and skills, develop plans and programs, and reassess attitudes. Although specialists serve as consultants, the major work in developing learning experience is provided by the participants themselves.²

Purpose of the Study

The purpose of this dissertation is to determine the knowledge of the student personnel services of Southwest College, City Colleges of Chicago, held by high school guidance personnel charged with the responsibility of college counseling and/or advising in Southwest College's 27 chief feeder high

¹Hitt, Definitions of Student Personnel Terms: p. 52.
²Ibid., p. 59.
schools. This is accomplished by discovering the differences that might exist between what the Dean of Student Personnel Services of Southwest College knows are the existing student personnel programs, and what these high school professionals indicate is their knowledge of these same programs.
CHAPTER II

SCOPE OF THE STUDY

Review of Related Literature

The study was designed to determine the knowledge of the student personnel services of Southwest College, held by the high school guidance personnel charged with the responsibility of college counseling and/or advising, in Southwest College's chief feeder high schools. McDaniel, in 1962, identified and defined 15 essential practices in junior college student personnel programs. These were:

(1) Informing On-Coming Students; (2) Helping Students Make Appropriate Educational and Vocational Plans; (3) Helping Students Choose Best Levels in Courses; (4) Registering Students; (5) Orienting New Students; (6) Helping Students to Perform at Optimal Levels in Courses; (7) Helping Students Resolve Individual Problems of Housing, Finances, and Health; (8) Helping Students with Personal Problems; (9) Helping Students Select and Transfer to Next Destination; (10) Testing and Test Interpretation; (11) Counseling; (12) Record Keeping; (13) Conducting Institutional Research on Student Characteristics; (14) Evaluating Personnel Practices and Instruments; and (15) Encouraging Student Activity.

In 1963 the American Association of Junior Colleges, with financial support of the Carnegie Corporation of New York, established a project for appraisal and development of junior college student personnel programs. Eleven outstanding


22
leaders in the field of student personnel services were brought together to execute this study. In 1965, chaired by T. R. McConnell, they prepared and published a report of their efforts. Within this report was the identification of 21 student services functions which were classified, by the committee's project interviewers, "as functions of Orientation, Appraisal, Consultation, Regulation, Participation, Service, and Organizational."¹

Collins, a member of the above mentioned committee, in his 1967 version of that committee's report, stated that "probably the most significant contribution of the study was the demonstration that basic student personnel functions were definable, recognizable, acceptable to experts, and verified by practice in the field."²

O'Banion, in 1971, points out that

Perhaps the most prevalent model of the student personnel worker is that of maintenance or service man. In this model the student personnel program is a series of services scattered around the campus which includes financial aid, registration, admissions, student activities, and academic advising. The student personnel worker provides services for students who seek them.³


³O'Banion, New Directions in Community College Student Personnel Programs: p. 8.
O'Banion goes on to insist that change is needed. No longer can unintegrated programs be carried on. There must be a new inter-relationship among the services provided for students and it has to be headed up by a new individual, the human development facilitator. This facilitator does not limit his encounter to students; instead he is interested in facilitating the development of all groups in the educational community (faculty, secretaries, administrators, custodians and other service workers and board members). In the community college his concern extends into the community.

Also, in 1971, in Illinois, G. A. James was conducting a study into another important aspect of the community college. His study was concerned with the relationship of the community college to members of its community. Limited to one very important group of this relationship, the study determined high school counselor's attitudes toward the community college. He expressed the belief that knowledge of high school counselors' attitudes toward community colleges was not only important, but necessary, if improved programs are to be forthcoming. His study was conducted only on public high school personnel and made no attempt to study knowledge, either of the community colleges in general, or of the student services existent at the community college. His limited population did respond with a positive attitude toward the

1 Ibid., pp. 9-10.
community college.¹

J. L. Wattenbarger, in 1973, identified, for the state community colleges of Florida, 46 community college student personnel objectives, and had community college faculty and students rate these selected objectives, in terms of importance presently placed on them by their colleges, and the importance these individuals believed each should be given. Here again, knowledge held of student services is not being ascertained by the study. Rather, the "off-the-top-of-the-head" desirability, to each participant, is being recorded for each presented objective.²

K. Patricia Cross reported, in 1974, the results of 2 nation-wide studies of perceptions, of students, faculty, and administrators, of the goals of community colleges. Research Psychologist Cross writes that community colleges "do not see themselves as two-year editions of four-year college education. The vocational preparation of students and attention to their personal development are given top priority by all constituent groups...."³

Author Cross concludes by writing, "Where are the

¹James, "Attitudes of High School Counselors," p. 3.


³K. Patricia Cross, "What Do You Know About the Goals of Community Colleges?" Community and Junior College Journal 44 (April, 1974): p. 34.
gaps between what people think should be emphasized and what they think is being emphasized? These questions can only be answered through a systematic campus-by-campus study of goal priorities.\textsuperscript{1}

**Delimitation of the Study**

The study was limited to those 27 high schools that are identified by the college's registrar, and reported in the college's Master Plan, as its chief feeder high schools. Seventeen of these high schools are parochial, and 10 of them are public. The parochial high schools include 1 of Lutheran denomination and 13 of Catholic denomination. The Lutheran denomination school is co-educational in student and faculty composition. It has 2 counselors, both men. Only 1 of these counselors cooperated in the study.

The high schools of Catholic denomination sub-divided into 7 all-female institutions, 7 all-male institutions, and 2 co-educational. It was observed by the author that, the Catholic denomination all-female high schools, with the exception of 1, employed only women guidance personnel, as did both co-educational high schools of Catholic denomination. All of the all-male institutions employed only male guidance personnel. With only 1 high school exception, 100 percent of the Catholic denomination high school guidance personnel participated in this study. The exception was 1 of the all-

\textsuperscript{1}Ibid., p. 35.
male high schools, where only 45 percent of the guidance personnel participated in the study.

The 10 public high schools are all co-educational with both women and men guidance personnel. One of these high schools is a vocational high school. The remaining 9 are neighborhood general high schools. The author believes that most of the city's ethnic groups are represented within the walls of at least 1 of these 10 high schools, but any individual school does not have a representative population of the city's ethnic make-up. The participation, by the guidance personnel varied. In 4 of the public high schools the guidance personnel participated 100 percent. The remaining 6 high schools collectively had a participation of 73 percent of their guidance personnel. In all cases, the author determined it was the freshmen and sophomore guidance personnel who elected not to participate, as they expressed, to the directors of counseling, their feeling of inadequacy to participate intelligently in the study.

The total participation of guidance personnel from both parochial and public high schools was 102 individuals. They represented 77 percent of the potential guidance personnel working in the 27 chief feeder high schools of Southwest College.

This study is interested in the collective knowledge held by the guidance personnel of all of the chief feeder high schools of Southwest College, therefore, this study will be
limited to total collective treatment of the data. For the reader who might have interest in comparing parochial versus public figures, a presentation of basic data is contained in appendix A, page 103.

A further limitation of this study is the treatment of all participating guidance personnel as certified for the position held. No inquiry nor presentation will be made as to type of certification held. Although certification certainly has important implications to many studies regarding guidance personnel, it has no real bearing on this study. The high school guidance personnel participating in this study, with or without counselor certification, are influencing, among many things, college choice decisions of the students in their schools. It is then knowledge, of the student personnel services of Southwest College, this study seeks to determine.

Certification for City of Chicago public schools is supervised by the Chicago Board of Education. Certification for Catholic denomination schools is supervised by the Catholic School Board of the Archdiocese of Chicago. Certification of the Lutheran denomination school is supervised by the Lutheran High School Association of the Greater Chicago area.

Questions Explored

1. What student service functions exist at Southwest College?

2. What knowledge is held, by the participants, of
the existing student service functions?

3. Do those guidance personnel dealing with juniors and those dealing with seniors reflect a different level of knowledge of the existing student service functions, than that knowledge expressed by the entire group of participants?

4. Does a Master of Counseling Degree holder have an in-depth knowledge of the existing student service functions at Southwest College?

5. Does an experience as a student in a two-year college appear to influence the knowledge held of the existing student service functions at Southwest College?

Chapter II has reviewed the selected literature related to the study, and has also stated the delimitations of the study, and questions explored. In Chapter III the methodology of the study will be presented.
CHAPTER III

METHODOLOGY OF THE STUDY

To determine the knowledge held, by the high school guidance personnel, of the student services that exist at Southwest College, a questionnaire was developed. The Dean of Students responded to the final form of this questionnaire, thus defining the services that presently exist at Southwest College. The responses of the high school guidance personnel to this questionnaire identifies the number of participants who know of the existence of the student service functions, by comparisons with the responses of the Dean of Students. The questionnaire, therefore, is the one most important facet of this dissertation. The quality of this study is primarily dependent upon the quality of the questionnaire.

Development

An extensive search of the existing literature was executed. The resultant first draft of the questionnaire contained 25 questions, aligned specifically to 21 traditional student personnel functions identified by the National Advisory Committee on Appraisal and Development of Junior College Student Personnel Programs of the American Association of Junior Colleges. The 21 functions were isolated through a
study supported by the Carnegie Corporation of New York. The study was directed by Max R. Raines and authored by Charles C. Collins in a 1967 publication entitled Junior College Student Personnel Programs: What They Are and What They Should Be.¹ This 1967 publication was readily identified as the authority, because of the repeated reference to it as such, by nationally recognized student personnel leaders in their most recent publications; such as, O'Banion² and Thurston.³

Currentness and Validity

The original questionnaire was then submitted to 8 nationally prominent student personnel leaders. Each is an invited member of the Council for Student Development of the American Association of Community and Junior Colleges. These leaders were asked to attest to the currentness of the questionnaire, or make recommendations which, when incorporated into the questionnaire, would result in currentness. Each was also requested to attest to the content validity of


the questionnaire, or make recommendations which, when incorporated into the questionnaire would result in content validity. All of the council members responded.

These respondents unanimously direct attention to the new emphasis of community college student personnel operations being experienced throughout the country. They collectively state that, although, at present, most community colleges do place their emphasis, in their student personnel division, on services, the emerging trend is to integrate services and staff into comprehensive, integral student development programs. The Collins report identifies services (see appendix E, page 121). To this end, the traditional, the consultants agree that the original questionnaire could be considered both current and to have content validity.

They indicated that the original questionnaire would have to be considered lacking in currentness, because it was lacking questions about the evolving human development philosophy, as described in Chapter II. This could be corrected with the insertion, of what collectively became 9 questions, representing 7 evolving student development functions. The questionnaire would then have both currentness and content validity. In order to maintain the 25 question design, several questions from the original questionnaire were combined into 16 questions, representing the 7 student personnel functions, as identified by Collins. The report by Collins was maintained in order to retain currentness and content
validity for traditional programs. Nine questions covering the responses of the leaders were then developed and inserted, representing the 7 student development functions. This present form of the questionnaire then, based on national authority, is now current and valid for the traditional services still prevalent at most community colleges, and also for the new integrated programs of student development surfacing across the nation. A copy of these questions is provided in appendix B, page 109.

Reliability

Reliability of the questionnaire was determined by a second distribution of the instrument to the same 102 guidance personnel, 5 weeks later. Eighty-two participants voluntarily took the readministration. This was an application of the test-retest method of instrument reliability. The comparison of the first and second sets of scores of these 82 participants provides a Pearson correlation coefficient of .8266 at a .001 level of significance.

Additional Information Items

Developed as an additional part of the questionnaire were 3 information gathering items. Item I was created to identify the type of employment responsibilities held by the participants. Therefore the following choices were made with each participant choosing only 1.

1. if you are a high school counselor, are responsible
only for high school seniors, and as part of your duties you do college counseling and/or advising.

2. if you are a high school counselor, are responsible only for high school juniors, and as part of your duties you do college counseling and/or advising.

3. if you are a high school counselor, are responsible only for high school sophomores, and as part of your duties you do college counseling and/or advising.

4. if you are a high school counselor, are responsible only for high school freshmen, and as part of your duties you do college counseling and/or advising.

5. if you are a high school counselor, are responsible for students from all four high school academic years, and as part of your duties you do college counseling and/or advising.

6. if you are a high school counselor, and your ONLY defined duty is college counseling and/or advising.

7. if you are a full time high school college advisor, and you are not trained in counseling, or are not classified as a counselor by your high school.

8. if you are the Director of Counseling and none of the other categories apply.

The second item was created to identify the educational background, indicated by highest degree earned, of the participants. The categories in Item II were as follows:
1. Bachelor's Degree.
2. Master's Degree in Counseling.
3. Master's Degree in Administration.
4. Master's Degree in a field other than Counseling or Administration.
5. Post-Master's Specialist Certificate.
6. Doctor's Degree.

The third item was designed to determine the junior or community college experience, as a student, of the participants. The participants were asked to respond as follows:

1. yes, I attended a community (junior) college and graduated.
2. yes, I attended a community (junior) college and did not graduate.
3. no, I never attended a community (junior) college.

Self Administration Design

The questionnaire was developed overall for self administration. The first page briefly defined the purpose, the second page stated the directions and began by requesting information Items I, II, and III, the third page contained specific directions and examples on how to answer the questions, and the forth the fifth pages contained the questions (see appendix B, 109).
Options for Response

In constructing the questionnaire (see appendix B, page 106), it was determined, through consultation with authorities, that the desired responses from the participants, to each question, should be of agreement or disagreement as to the existence of the student services described by each question. This was to be coupled with a response of judgment and feeling, of each participant, as to the adequacy to which it exists, if they agree that it indeed does exist. Resultant of this determination, was the adoption of a 5 scaled structured response mode. Tuckman states that "all scaled responses measure degree of either frequency or agreement (although a variety of response words may be used) and are based on the assumption that a response on a scale is a quantitative measure of judgement or feeling."  

Survey Procedures

The administration of the questionnaire was to the guidance personnel of the chief feeder high schools of Southwest College. The author personally delivered the questionnaires to the Directors of Counseling of each of these high schools. They were asked to distribute the questionnaire to

1Professional consultants for the design of this study were Dr. Patricia Chisholm, Coordinator of Student Services for City Colleges of Chicago, and Dr. Henry Moughamian, Coordinator for Research and Evaluation, City Colleges of Chicago.

each of the school's counselors, and college advisor. It was understood that participation would be voluntary. The author left each school with the understanding that he would return for the completed questionnaires the following week.

This latter was successfully completed and 5 weeks later the same questionnaire was distributed in the same manner as the first distribution. The request made this time, however, was to only distribute the questionnaire to those who participated the first time.

**Treatment of Data**

The questionnaire data was collected on optical scanning answer sheets which were submitted to the Loyola University Computer Center, from which, the statistics used in this dissertation were received.

**Existence of Functions at Southwest College**

The establishment of the existence of the functions, at Southwest College, was a two-fold process. First, the November, 1971 report of the Visiting Committee, for the Commission of Institutions of Higher Education, of the North Central Association of Colleges and Secondary Schools, was obtained. A comparison of this report, to the 14 functions herein defined, allowed, not only for the establishment of the existence of 11 of these 14 functions, but also for judgment as to the adequacy to which each function exists.
Second, because this study was being conducted in 1974, the Dean of Students was requested to respond to the questionnaire. A comparison of the aforementioned 1971 report of the Visiting Committee of the North Central Association, and the responses of the Dean of Students, validate the adequate existence of 6, the inadequate existence of 5, as well as the non-existence of 3, of the 14 functions. Those interested in these validation comparisons will find them in appendix D, page 116.

In order to make meaningful comparisons, between the high school participants and Southwest College, the numerical averages of the Dean of Students will represent the College. It is to be understood by the reader that all references, in this study, to the responses of the Dean of Students, are in fact references to the authority of existence as validated, by both the 1971 Visiting Committee of the North Central Association, and the responses of the Dean of Students.

Dissemination of Results

It is planned to disseminate the results of this study to the Educational Research Information Center Clearing House for Community Colleges, the student personnel services administration of Southwest College and the City Colleges of Chicago.
CHAPTER IV

RESULTS OF THE STUDY

The scrutinization of the gathered responses to the questionnaire used in this study, can be executed in several ways. Basic to all of these are some underlying figures. The reader should know that 102 high school guidance personnel voluntarily participated in this study. These individuals were employed in the 27 chief feeder high schools of Southwest College. A list of these schools, including the number of participants at each, is provided in appendix A, page 102.

The questionnaire was designed to elicit 3 separate sets of information. These are: (1) the establishment of which of the student personnel functions actually exist at Southwest College, (2) The identification of the educational backgrounds and current responsibilities of the participating high school personnel, and (3) the determination of the knowledge the participating high school personnel have of the existing Southwest College student personnel functions.

Hypotheses

In designing this study the author hypothesizes that the guidance personnel, of the chief feeder high schools to Southwest College, lack knowledge of the student personnel services functions at Southwest College. Further, the follow-
ing statistical null hypotheses are made:

1. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services traditional functions, identified for this study.

2. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services developmental functions, identified for this study.

3. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the total student personnel services functions, identified for this study.

Existence of Student Functions

Traditional functions

As indicated in Chapter III, the 25 questions making up the questionnaire relate directly to the 14 student functions. The first 7 functions pertain to the traditional student personnel services. These functions have the following headings: (1) Orientation; (2) Ability and Appraisal; (3) Counseling; (4) Student Participation; (5) College Regulations; (6) Student Services; and (7) Organizational Relationship. Further information regarding the relationship of the questions to the functions may be found in appendix C, page 114.
Existence of traditional functions

According to the responses of the Dean of Students, all of the traditional functions exist at Southwest College. By assigning a numerical value of 0 to 4, to each answer choice A to E, the mathematical average of the Dean's responses may be calculated. The Dean's responses will be found for adequate existence, A equal 0, inadequate existence, B equal 1, and non-existent, D equal 3. This can give an indication of the adequacy that each function is performed at the college, in the opinion of the Dean of Students, as verified (see appendix D, page 116) against the Report of the Visiting Committee for the Commission of Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools. This allows for comparable numerical comparisons with the responses of the participants. In table 1 it can be seen that functions 1, 4, 5, and 6 have adequate existence, and the remaining functions have inadequate existence.

Developmental functions

The second set of functions pertain to the evolving student developmental functions. These functions have the following headings: (8) Admissions; (9) Orientation; (10) Appraisal; (11) Counseling; (12) Financial Aid; (13) Activity;
TABLE 1.—The mathematical averages, of the responses of the Dean of Students, to the questions making up each of the traditional functions, at Southwest College

<table>
<thead>
<tr>
<th>Function</th>
<th>Averages of responses</th>
<th>Interpolated existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>0.3</td>
<td>adequate</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>1.8</td>
<td>inadequate</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>1.0</td>
<td>inadequate</td>
</tr>
<tr>
<td>4. Participation</td>
<td>0.5</td>
<td>adequate</td>
</tr>
<tr>
<td>5. Regulations</td>
<td>0.0</td>
<td>adequate</td>
</tr>
<tr>
<td>6. Services</td>
<td>0.5</td>
<td>adequate</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>1.0</td>
<td>inadequate</td>
</tr>
</tbody>
</table>

and (14) Administration. Further information regarding the relationship of the questions to the functions may be found in appendix C, page 114.

Existence of developmental functions

The responses of the Dean of Students, for the evolving developmental functions, (see table 2) reveal the non-existence of 3 and an inadequate existence of a fourth. Only 2 have an existence that can be judged adequate.
TABLE 2.--The mathematical averages, of the responses of the Dean of Students, to the questions making up each of the evolving developmental functions at Southwest College

<table>
<thead>
<tr>
<th>Function</th>
<th>Averages of responses</th>
<th>Interpolated existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admissions</td>
<td>1.0</td>
<td>inadequate</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>2.0</td>
<td>inadequate</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
<tr>
<td>13. Activity</td>
<td>0.7</td>
<td>adequate</td>
</tr>
<tr>
<td>14. Administration</td>
<td>0.0</td>
<td>adequate</td>
</tr>
</tbody>
</table>

High School Personnel

Student guidance responsibilities

One area of response, separate from the questions, that the participants were asked to answer was that of guidance responsibility to the students served. It can be noted that 53 of the participants, representing 51.9 percent, have a guidance relationship with high school seniors. Because 2 individuals, 1.9 percent of the participants, did not identify the student contact level at which they worked, there is a total remaining of 47 participants, representing 46 percent, who do not work with seniors. Table 3 provides the number of participants answering in each of the available response categories.
TABLE 3.—Guidance responsibilities of the participants
(N=102)

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors only</td>
<td>14</td>
<td>13.8</td>
</tr>
<tr>
<td>Juniors only</td>
<td>13</td>
<td>12.7</td>
</tr>
<tr>
<td>Sophomores only</td>
<td>12</td>
<td>11.8</td>
</tr>
<tr>
<td>Freshmen only</td>
<td>14</td>
<td>13.7</td>
</tr>
<tr>
<td>Four academic years</td>
<td>36</td>
<td>35.4</td>
</tr>
<tr>
<td>College advising only, trained counselor</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>College advising only, not a counselor</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Director of Counseling, with no student contact</td>
<td>8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Participants' education

The second area the participants were asked to mark identified the highest educational degree earned. Responses showed that 52.9 percent held Master's Degrees in Counseling, and an additional 11.7 percent held post Master's Degree recognition. Table 4 summarizes this information.

TABLE 4.—Highest educational degree earned by participants
(N=102)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>12</td>
<td>11.8</td>
</tr>
<tr>
<td>Counseling Master's</td>
<td>54</td>
<td>52.9</td>
</tr>
<tr>
<td>Administration Master's</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>Other Master's</td>
<td>19</td>
<td>18.7</td>
</tr>
<tr>
<td>Post Master's Specialists</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>
Two-year college experience

The third and last area in which the participants were requested to respond was that of their own experience as a student in the junior or community college. Twenty-five percent of the participants indicated that they had attended a two-year college. The total responses to this item are to be found in Table 5.

TABLE 5.--Experience of participants as a student in a junior or community college (N=102)

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>Percent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended and graduated</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>Attended, did not graduate</td>
<td>19</td>
<td>18.7</td>
</tr>
<tr>
<td>Did not attend</td>
<td>74</td>
<td>72.5</td>
</tr>
<tr>
<td>No response to this item</td>
<td>2</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Participants' Knowledge

The determination of the knowledge the participating high school guidance personnel have, of the existing student functions at Southwest College is, of course, dependent upon the comparison of their responses to the responses of the Dean of Students. In order to execute these comparisons, the responses of the total participants must be presented. In keeping within the purview of the traditional functions as separate from the evolving developmental functions, the participants' results will also be divided into these groupings.
Traditional functions

Unlike the Dean of Students, who indicated that all of the traditional functions exist at Southwest College, the total group of participants expressed the opinion that 3 of these functions do not exist. These non-existent traditional functions, according to the total group of 102 participants, are those of appraisal, participation, and services. Looking at the explicit responses of the Dean of Students, to these functions, it is seen that participation and services were indicated by the Dean as not only existing at Southwest College, but with adequacy. Only the appraisal function was deemed inadequate in existence by the Dean of Students.

The remaining 4 traditional functions, 57.1 percent of the traditional functions, received a "yes, but I have no knowledge of the adequacy to which the item is done at Southwest College" answer, from the total group of participants. In table 6 may be found the resultant responses of these participants, both numerically, and interpreted into the interpolated group response, as well as a repeated list of the averaged responses of the Dean of Students. This table will allow for a comparison and a determination of the knowledge held, of these traditional functions, by the total group of 102 participants.
TABLE 6.—The mathematical average, of the responses of the total group of participants, to the questions making up each of the traditional functions, at Southwest College (N=102)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>2.1</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>3.3</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>2.3</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulations</td>
<td>adequate</td>
<td>1.8</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>2.0</td>
<td>adequacy unknown</td>
</tr>
</tbody>
</table>

Developmental functions

The participants were much more separated from the Dean of Students in these latter functions. As indicated previously, the Dean of Students identified 2 of these functions as existing with adequacy, and 2 existing, but inadequately. The participants identified only 1 of these developmental functions as existing, and this for a function that the Dean of Students indicated did not exist. Thus, there is almost no agreement between the responses of the Dean of Students, and the participants, as can be readily observed in table 7. Where agreement does exist, it is for functions that do not exist at Southwest College.
TABLE 7.—The mathematical average, of the responses of the total group of participants, to the questions making up each of the evolving developmental functions at Southwest College (N= 102)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>2.0</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
</tbody>
</table>

Graphical comparison

The mathematical averages, for both the participants and the Dean of Students, are presented in figure 1. This has been done to allow the more immediate perception of the actual spread that exists between what the participants indicate is their belief of what student functions exist at Southwest College, and what the Dean of Students states actually exists.

Sub-grouping of participants

The determination of the knowledge held by the participants, of the student service functions at Southwest College may be expanded through an exhausting number of
Figure 1.--Mean responses of the total 102 participants compared to the mean responses of the Dean of Students.
comparisons of the responses of innumerable sub-groups to the responses of the Dean of Students. Chapter IV provides a ready source for comparison studies. All of these would not be meaningful, for this study seeks primarily to narrow in on those participants who are most likely influencing the college choice decisions of their students, as explained in Chapter I. By combining the responses of those 53 participants who in some way are responsible for seniors, see table 3, a very important sub-group would be isolated for a comparison. A second sub-group, identified in table 3, having important decision influencing roles with their students are those 13 guidance personnel who work with juniors.

Participants for seniors

The 53 participants, who are in some way responsible for seniors, have almost the same responses regarding the traditional functions existence at Southwest College as the total 102 participants. The Dean of Students responded that all of these functions exist at Southwest College. Where the total group of participants could not be attributed with the knowledge of the adequacy of function 5, college regulations, the seniors sub-group moved closer to an interpretation that the item is done inadequately. The Dean felt this is a function that may be regarded as very adequately provided at Southwest College. In table 8, the sub-group which works in some way with seniors may be compared to the responses of the Dean of Students.
TABLE 8.--The mathematical average, of the responses of the sub-group of participants who are responsible for seniors, to the questions making up each of the traditional functions, at Southwest College (N=53)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>1.8</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>1.8</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>2.8</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulations</td>
<td>adequate</td>
<td>1.4</td>
<td>inadequate</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>2.7</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>1.6</td>
<td>adequacy unknown</td>
</tr>
</tbody>
</table>

Developmental functions

Although the mathematical average to the responses differ slightly in the tenths column, the interpolation of the responses of the sub-group that deal with seniors is identical to that of the interpolated responses of the total group of participants. Table 9 allows for the comparison of the mathematical averages.

Graphical comparison

The mathematical averages, of both the sub-group of participants, that in some way work with seniors, and the Dean of Students, are presented in figure 2.
Figure 2.—Mean responses of combined sub-groups one, five, six and seven compared to the mean responses of the Dean of Students.
TABLE 9.—The mathematical average, of the responses of the sub-group of participants who are responsible for seniors, to the questions making up each of the evolving developmental functions at Southwest College (N=53)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>2.0</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
</tbody>
</table>

Participants for juniors

Traditional functions

The sub-group of guidance personnel who are responsible for juniors collectively have less knowledge, of the existing traditional student services functions at Southwest College, than those who guide seniors. Not only do they categorize the functions of appraisal, participation, and services as non-existent, but they, in addition, believe the traditional function of counseling to be non-existent.

This sub-group for juniors further indicates that, though adequacy of existence cannot be expressed, orientation, the communication of the college's regulations, and organizational support to the students, are the only functions that exist. The remaining responses, see table 10, are in total
TABLE 10.—The mathematical average, of the responses of the sub-group of participants who are responsible for juniors, to the questions making up each of the traditional functions, at Southwest College (N=13)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>2.3</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>3.3</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulation</td>
<td>adequate</td>
<td>2.2</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>2.5</td>
<td>adequacy unknown</td>
</tr>
</tbody>
</table>

disagreement with those of the Dean of Students.

Developmental functions

According to the responses of those guidance personnel who are responsible only for juniors, see table 11, none of the evolving developmental functions exist at Southwest College. Thus these sub-group members agree only 42 percent with the Dean of Students on these 7 functions, and then only on those having negative responses.

Graphical comparison

The mathematical averages, of both the sub-group of participants who work with juniors and the Dean of Students, are presented in figure 3.
Figure 3.—Mean responses of sub-group two compared to the mean responses of the Dean of Students.
TABLE 11.--The mathematical average, of the responses of the sub-group of participants who are responsible for juniors, to the questions making up each of the evolving developmental functions at Southwest College (N=13)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>3.0</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
</tbody>
</table>

Overview

The preceding identifies the level of agreement between responses of the Dean of Students and responses of the participants, both as a total group of 102 individuals, and those of the total dealing with seniors and with juniors. Where there is agreement, there is knowledge on the part of the participants. Where agreement is not evidenced, a lack of knowledge is present. The purpose of this study was to determine the knowledge held, of the student personnel functions of Southwest College, by the high school guidance personnel. It may be stated, as a result of the preceding, that the high school personnel know that Southwest College has student orientation, student counseling, clear statements
regarding its regulations, and provisions for its students regarding inter-organizational relationships. It may be further stated that the high school personnel know that the developmental orientation and appraisal functions, offering in depth, on going, integrated, student services are non-existent at Southwest College. The preceding thus reveals no agreement and no knowledge of the existence or non-existence of the remaining 8 functions. There is knowledge of 42.9 percent of the presented 14 functions, and no knowledge related to 57.1 percent of the presented functions.

The Dean of Students indicated that 11 of the presented functions (78.5 percent) exist at Southwest College. Of these that exist, the high school guidance personnel express a lack of knowledge of 7. This means they lack knowledge of 63.6 percent of the student service functions available at Southwest College, for their graduates who wish to go on to college. In addition the total group and the senior guidance personnel believe that a function exists that doesn't, that of an in-depth financial aid package program. Table 12 presents the foregoing for comparisons.

Lack of knowledge

Functions 8 and 14 are identified in table 12 as functions about which the high school guidance personnel
TABLE 12.—The interpolations regarding the responses, of the participants, to the existence of the student service functions of this study, for Southwest College

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Total group of participants (N=102)</th>
<th>Senior personnel sub-group (N=53)</th>
<th>Junior personnel sub-group (N=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
<td>non-existent</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulations</td>
<td>adequate</td>
<td>adequacy unknown</td>
<td>inadequate</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
<td>non-existent</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
</tbody>
</table>
have no knowledge. These functions have only 1 question each relating to them on the questionnaire. These are question 2 for function 8, and question 19 for function 14. A possible interpretation may be made that the high school personnel lack knowledge of questions 2 and 19.

In addition, as explained in Chapter III, half of the total functions, identified for this study, have more than 1 question relating to them on the questionnaire. Table 12 identifies 5 of these as functions about which the high school guidance personnel express a lack of knowledge. These are functions 2, 4, 6, 11, and 13, and they have been given further analysis in Table 13. Resultant of this analysis is the determination that within most of the functions, some knowledge is held about some of the questions. Thus, only 9 questions are identified as those about which the high school personnel lack knowledge. These are questions 9, 13, 14, 17, 21, 22, 23, 24, and 25.

It is then determined that these and questions 2 and 19 are the questions to be addressed by the student services staff at Southwest College. The questions are presented here to allow a comprehension of the specific items, about which, a lack of understanding has resulted, in the lack of understanding of 63.6 percent of the student services offered at Southwest College.

2. Does the college recognize and provide specialized admission programs for identifiable groups, such as women,
TABLE 13.--The responses of the participants, both as an entire group, and as guidance sub-groups of the total group, to the questions of the 5 functions about which they expressed a lack of knowledge, and for which more than 1 question relates

<table>
<thead>
<tr>
<th>Function</th>
<th>Question</th>
<th>Existence at Southwest College</th>
<th>Total group of participants (N=102)</th>
<th>Senior personnel sub-group (N=53)</th>
<th>Junior personnel sub-group (N=13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>non-existent</td>
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<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>adequate</td>
<td>no knowledge</td>
<td>no knowledge</td>
<td>no knowledge</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>adequate</td>
<td>adequacy unknown</td>
<td>adequacy unknown</td>
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</tr>
<tr>
<td>4</td>
<td>21</td>
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<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>adequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>13</td>
<td>23</td>
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<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>13</td>
<td>24</td>
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<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
<td>inadequate</td>
<td>non-existent</td>
<td>non-existent</td>
<td>non-existent</td>
</tr>
</tbody>
</table>
veterans, senior citizens and minority groups, through such avenues as paraprofessional outreach and peer counseling and advising?

9. Does the college include in the counselor's role the responsibility of conducting student development seminars, such as human potential groups, interpersonal communication groups and human relation groups?

13. Does the college maintain, with total confidentiality for those students eighteen years of age and older, accurate and functional records which are compiled into a cumulative file of an understandable format, reflecting the academic, psychological, personal and physical development of each student?

14. Does the college provide a placement officer who is responsible for locating appropriate employment for qualified graduates and enrolled students?

17. Does the college provide a personnel specialist(s) whose specific and only function is to administer all aspects of financial aid?

19. Does the college integrate into the student programs participation in policy making, in curriculum requirements, on faculty and administrative committees and various other areas involving the rights and privileges of students and the governance of the college?

21. Does the college provide training in self governance
for the student leaders of all of the student organizations?

22. Does the college provide the opportunity for periodic checks on the health and physical well-being of its students through the employment of a school nurse?

23. Does the college integrate into the students' programs supportive seminars covering the areas of child care, health services (birth control, drugs and venereal disease) and legal aid?

24. Does the college provide programs and offices for specialized target populations, such as women, veterans and minorities?

25. Does the college provide an integrated program of development opportunities for older adults and senior citizens who are not interested in the traditional forms of study, but in adult education, independent study, or external degree programs?

Data of the Null Hypotheses

The data of the null hypotheses was tested by analysis of variance. It was computed for the guidance personnel grouped into those who work with seniors, those who work with juniors, and those who work at other guidance responsibilities.
Analysis of Variance of Traditional Functions 1-7

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>7.28</td>
<td>3.64</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97</td>
<td>92.72</td>
<td>0.96</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 3.81

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for traditional functions 1-7 is between these values, it is significant at the .05 level, but not at the .01 level of significance.

Analysis of Variance of Developmental Functions 8-14

<table>
<thead>
<tr>
<th>Source</th>
<th>Degree of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
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<td>0.09</td>
<td>0.05</td>
</tr>
<tr>
<td>Within Groups</td>
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<td>0.55</td>
</tr>
<tr>
<td>Total</td>
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<td>53.55</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 0.09

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for developmental functions is below both of these values, it is not significant at the .05 level of significance.
Analysis of Variance of All Student Personnel Functions 1-14

<table>
<thead>
<tr>
<th>Source</th>
<th>Degree of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>2.26</td>
<td>1.13</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97</td>
<td>62.14</td>
<td>0.64</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>64.40</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 1.76

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for all student personnel functions is below both of these values, it is not significant at the .05 level of significance.

Related Insights

The foregoing has presented the most important insight to the responses of the participants, regarding the purpose of this study. The collective inputs of the high school guidance personnel have been examined against what the Dean of Students indicates are the existing student personnel services functions at Southwest College. The most useful insight, for the student personnel staff at the college, may be made from interpretations of these comparisons. As indicated at the beginning of this chapter, two other areas of interest were included in the information gathering section of the questionnaire. These are, the highest educational degree achieved by the participants, and experience, of the
participants, as students in a two-year college. The author's main interest in these two were informational. However, the first, that of educational achievement, lends additional interesting data.

Master's Degree in Counseling

The premise made in Chapter I was one in which those in the high schools, responsible at least in part for college advising, and having training in pupil personnel, should be interested in those similar services available to students at the various colleges in which the majority of their graduates enroll. Therefore, does a Master of Counseling Degree holder have an in-depth knowledge of the existing student services at Southwest College?

Traditional functions

It would appear, from table 14, that the knowledge held of the existing traditional student personnel functions, by the sub-group, is most lacking. This sub-group indicated that 2 adequate functions are non-existent as well as another that exists at an inadequate level. By their own responses, although they indicate the knowledge that the remaining 4 exist, the adequacy at which these exist is unknown.

Developmental functions

With this sub-group there is a response which has not been expressed by any other sub-group or the entire group of participants. In addition to stating that 5 of these functions do not exist, it may be seen in table 15 that this sub-group
### TABLE 14.

The mathematical average, of the responses of the sub-group of participants who hold Master's Degrees in Counseling, to the questions making up each of the traditional functions, at Southwest College (N=54)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>2.2</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>3.3</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>2.3</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulations</td>
<td>adequate</td>
<td>1.8</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>2.1</td>
<td>adequacy unknown</td>
</tr>
</tbody>
</table>

### TABLE 15.

The mathematical average, of the responses of the sub-group of participants who hold Master's Degrees in Counseling, to the questions making up each of the evolving developmental functions, at Southwest College (N=54)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.5</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.7</td>
<td>no knowledge</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>3.6</td>
<td>no knowledge</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
</tbody>
</table>
responded with strong group averages that, they had no knowledge, as to the existence of the remaining 2 functions.

Two-year college experience

The third and last area in which comparisons shall be made, is the area of interest regarding the experience of the participants as students in a two-year college. A sub-group of 26 participants became identified. These participants are unique, in that they relate each question to personal experience as interpreted by their advanced education. Earlier in this chapter a reference to the information gathering section of the questionnaire determined that 7 of this sub-group of participants not only attended a two-year college, but graduated from one.

Traditional functions

Some small differences exist between the responses of the entire group of participants and those of the 7 participants who graduated from a two-year college, to the questions related to the traditional functions. One of these differences is found in function 4, student participation. Here the entire group of participants indicated the function is non-existent, while those who graduated indicated it does exist.

The graduating sub-group, as well as the sub-group who attended a two-year college, but did not graduate, indicated a knowledge of the inadequate existence of function 5,
communication of school regulations to both enrolled and prospective students. The entire group of participants could not attest to the adequacy of this function. This same observation may be made in comparing the responses of these groups to the questions relating to function 7, student involvement in the organizational decision making. A comparison, of the averages in table 16 with the averages in table 17, indicates a fractional numerical advantage, in having been a graduate of a two-year college, over those having attended, but not graduating from, a two-year college. The differences between both two-year college sub-groups, and the responses of the Dean of Students, are much too large to attribute any real influence to this experience, on the knowledge held, regarding the traditional functions at Southwest College.

TABLE 16.--The mathematical average, of the responses of the sub-group of participants who attended a two-year college and graduated, to the questions making up each of the traditional functions, at Southwest College (N=7)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>1.7</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>1.9</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>2.3</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>5. Regulation</td>
<td>adequate</td>
<td>1.4</td>
<td>inadequate</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>1.4</td>
<td>inadequate</td>
</tr>
</tbody>
</table>
TABLE 17.--The mathematical average, of the responses of the sub-group of participants who attended a two-year college and did not graduate to the questions making up each of the traditional functions, at Southwest College (N=19)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>adequate</td>
<td>1.8</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>2. Appraisal</td>
<td>inadequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>3. Counseling</td>
<td>inadequate</td>
<td>1.7</td>
<td>adequacy unknown</td>
</tr>
<tr>
<td>4. Participation</td>
<td>adequate</td>
<td>2.6</td>
<td>non-existent</td>
</tr>
<tr>
<td>5. Regulation</td>
<td>adequate</td>
<td>1.4</td>
<td>inadequate</td>
</tr>
<tr>
<td>6. Services</td>
<td>adequate</td>
<td>2.8</td>
<td>non-existent</td>
</tr>
<tr>
<td>7. Organizational</td>
<td>inadequate</td>
<td>1.5</td>
<td>inadequate</td>
</tr>
</tbody>
</table>

Developmental functions

Here, comparisons between the sub-group of participants having had a two-year college experience and graduating, table 18, and the sub-group having had a two-year college experience and not graduating, table 19, indicate that neither have better knowledge of the student developmental functions at Southwest College, than the total group of participants, or for that matter, any of the sub-groups of the participants studied, with exceptions in 2 of the functions. In function 9, orientation, which was established to be non-existent at Southwest College, the sub-group of participants who graduated from a two-year college had a 100 percent response that they had no knowledge as to whether or not the function exists. This was the only group admission to this, of all groups studied.
TABLE 18.--The mathematical average, of the responses of the sub-group of participants who attended a two-year college and graduated, to the questions making up each of the evolving developmental functions at Southwest College (N=7)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>4.0</td>
<td>no knowledge</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>2.3</td>
<td>adequacy unknown</td>
</tr>
</tbody>
</table>

TABLE 19.--The mathematical average, of the responses of the sub-group of participants who attended a two-year college and did not graduate, to the questions making up each of the evolving developmental functions at Southwest College (N=19)

<table>
<thead>
<tr>
<th>Function</th>
<th>Existence at Southwest College</th>
<th>Averages</th>
<th>Interpolation of responses as to existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Admission</td>
<td>inadequate</td>
<td>2.7</td>
<td>non-existent</td>
</tr>
<tr>
<td>9. Orientation</td>
<td>non-existent</td>
<td>2.8</td>
<td>non-existent</td>
</tr>
<tr>
<td>10. Appraisal</td>
<td>non-existent</td>
<td>3.1</td>
<td>non-existent</td>
</tr>
<tr>
<td>11. Counseling</td>
<td>inadequate</td>
<td>3.4</td>
<td>non-existent</td>
</tr>
<tr>
<td>12. Financial Aid</td>
<td>non-existent</td>
<td>2.9</td>
<td>non-existent</td>
</tr>
<tr>
<td>13. Activity</td>
<td>adequate</td>
<td>2.8</td>
<td>non-existent</td>
</tr>
<tr>
<td>14. Administration</td>
<td>adequate</td>
<td>3.2</td>
<td>non-existent</td>
</tr>
</tbody>
</table>
In function 14, administration, which was established to be in existence at Southwest College, the sub-group of participants who graduated from a two-year college, was the only group to indicate a knowledge that the function exists. Here again, the spread between this acknowledged existence response and the response of the Dean of Students, is too wide to deem significant as knowledgeable insight on the part of the sub-group's participants.

Chapter IV has presented the findings of this study to determine the knowledge of student personnel services of Southwest College, held by its chief feeder high school guidance personnel. The 6 categories into which the participants were grouped and studied, disclosed their collective lack of knowledge of these student personnel functions. Those participants responsible for the advising and/or counseling of high school seniors had a collective knowledge of only 36 percent of the existing functions. Those responsible for high school juniors had a collective knowledge of only 27 percent of the existing functions. The entire group of 102 participants had a collective knowledge of only 36 percent of the existing functions, as did those holding Master's Degrees in Counseling, and those who attended a two-year college but did not graduate. The best collective knowledge of Southwest College's existing student personnel
services, was held by those who themselves attended and graduated from a two-year college. This sub-group collectively expressed a knowledge of only 54 percent.

In Chapter V, the summary, the conclusions, and the recommendations will be presented.
CHAPTER V

SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS OF THE STUDY

Summary

Background

Since 1967, the role of the counselors of Southwest College has always included high school articulation. Over the years, this responsibility has generated an increasing concern, on the part of the author, as to the knowledge held by the guidance personnel in the college's chief feeder high schools of the student personnel services of Southwest College.

Agreement has been expressed, by authorities in the field, as to the key role that high school guidance personnel have in influencing the choice of college decisions made by their students. This places a grave responsibility into the hands of a few.

Many two-year college leaders describe a prevalent attitude of high school guidance personnel, as negative, toward two-year colleges. The tendency is to direct, with an air of authority, their students toward four-year colleges, rather than have them attend an "undesirable" junior college. Both articles of opinion and articles reporting the results of studies, confirm a prejudice against two-year colleges.
generally held by high school guidance personnel.

Compounding the preceding, is the traditional approach used to advise a student in college decision making. This authorities agree, emphasizes grades, ACT or College Board examination results, and how to apply for grants to afford the "better schools." An approach that matches the emotional, philosophical, and developmental needs of the student with a particular college is, in their opinion, a much more professional and desirable practice. It is not a prevalent one.

Authorities identified in this study indicate that it is high school guidance personnel who most often influence college decision making, are developing false, all-knowing, attitudes about college, are generally negative in attitude toward two-year colleges, and tend to match students and colleges by use of the wrong criteria. Southwest College, as do most community colleges, exists to meet the personal needs of its students. But, if the guidance personnel in the chief feeder high schools, for the most part, fit the stereo-type described above, how might the students they work with understand the mission of Southwest College. In-as-much as student personnel services is at the heart of the philosophy of Southwest College, then the concern over the knowledge held of these services, by the guidance personnel, in the chief feeder high schools, becomes important. Once areas of lack of knowledge are determined, the student personnel staff of
Southwest College can make professional efforts to address these communication gaps. These informational contacts, aimed at mutual concerns, of all student and pupil personnel specialists, might then result in, not only informed high school guidance personnel, but high school guidance personnel who indeed would have strong reasons for positive attitudes toward Southwest College.

Purpose

The purpose of this study, was to determine the knowledge of the student personnel services of Southwest College, City Colleges of Chicago, held by the high school guidance personnel charged with the responsibility of college counseling and/or advising, in Southwest College's 27 chief feeder high schools.

Hypotheses

In designing this study, the author hypothesized that the guidance personnel, of the chief feeder high schools to Southwest College, lack knowledge of the student personnel services functions at Southwest College. Further, the following statistical null hypotheses were made:

1. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services traditional functions, identified for this study.

2. There is no significant difference, among the
groups of participating guidance personnel, regarding their knowledge of the student personnel services developmental functions, identified for this study.

3. There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the total student personnel functions, identified for this study.

Terms and phrases

Certain terms and phrases, over which misunderstanding might arise, were specifically defined, according to usage, in this investigation. For example, the chief feeder high schools are those high schools from which the majority of the new students come, each year, as identified in the college Master Plan. The Dean of Students is the individual responsible for the philosophy and coordination of those services and opportunities for growth and development, for the student, outside the classroom experience. The term functions is used as a caption for a specific related group of non-academic services being provided to the students. This study identified 14 distinct functions existing throughout the community college movement. Seven have been in existence for many years. The other 7 are an attempt to integrate and interrelate the first into a viable ongoing developmental program, incorporating new aspects to existing opportunities, for the students, not only outside, but within the classroom.
A specific differentiation was made between the former, named traditional functions, those longstanding programs designed to provide for the individual student's out of classroom needs, and the latter, named evolving developmental functions, those programs designed for ongoing integrated growth and development of the students, outside the classroom experience.

Population

The population of this study consisted of 102 guidance personnel employed in the 17 parochial and 10 public chief feeder high schools of Southwest College. Within the parochial schools group was 1 co-educational school of the Lutheran denomination, and 16 schools of the Catholic denomination, 7 being all female, 7 being all male, and 2 being co-educational. Within the public school group were 9 co-educational general high schools and 1 co-educational vocational high school.

Instrument used

In order to determine the participants' knowledge, of the student services that exist at Southwest College a 25 item questionnaire was developed. This questionnaire was validated, by submitting it to each of the members of the Council for Student Development, of the American Association of Community and Junior Colleges. Revisions, for currentness and validity, were made on the basis of their replies.
The revised questionnaire was then printed, and personally delivered, by the author, to the Directors of Counseling of each of the feeder high schools. Usable responses were received from all 27 high schools, totaling 102 guidance personnel.

As in any survey work, the findings may be subject to respondent errors of interpretation and reporting. However, reliability of the questionnaire was determined, by a second administration, of the instrument, to the same population, 5 weeks later. Through this application of the test-retest method of determination of instrument reliability, a Pearson correlation coefficient of .8266 at a .001 level of significance was obtained.

Procedures

A comparison of the 1971 report of the Visiting Committee, for the Commission of Institutions of Higher Education, of the North Central Association of Colleges and Secondary Schools, with the responses of the Dean of Students, to the questionnaire, validated that all 7 traditional functions, and 4 of the 7 developmental functions, exist at Southwest College. Further, of the 11 existing functions, 6 have adequate, and 5 have inadequate existence. References throughout the study, to the responses of the Dean of Students, are in fact, references to the validated comparisons referred to above.
The total group of 102 guidance personnel participants indicated a collective knowledge of the existence of the traditional functions of orientation, counseling, regulations, and organizational. This group expressed no collective knowledge of the adequacy of any of these. In addition, they indicated the existence of the developmental function of financial aid, that does not exist, although they did not attest to its adequacy. This group agreed with the Dean as to the non-existence of the 2 developmental functions of orientation and appraisal.

In addition to the questions related to the student personnel functions, the participants identified 3 personal items. These were employment responsibilities, educational background, and whether they had, as a student, a two-year college experience.

A necessary part of this study requires a narrowing in, on guidance personnel participants who have employment responsibilities for seniors and juniors. This, because these are the high school years during which the majority of college decision making takes place.

Those having employment responsibilities for seniors totaled 53 participants. They indicated a collective knowledge of the existence of the traditional functions of orientation, counseling, regulations, and organizational. This group expressed no collective knowledge of the adequacy of 3 of these and felt the regulations function had an
inadequate existence. In addition, they indicated the existence of the developmental function of financial aid, that does not exist, although they did not attest to its adequacy. This group agreed with the Dean as to the non-existence of the two developmental functions of orientation and appraisal.

Those having employment responsibilities for juniors totaled 13 participants. They indicated a collective knowledge of the existence of the traditional functions of orientation, regulations, and organizational. They expressed no collective knowledge of the adequacy of any of these. In addition, this group agreed with the Dean as to the non-existence of the developmental functions of orientation, appraisal, and financial aid.

Of additional interest was the import a Master's Degree in Counseling might have, and, also if the experience, as a student, in a two-year college might make one more knowledgeable, of student personnel services in a two-year college.

Fifty-four participants held Master's Degrees in Counseling. They expressed a collective knowledge of the existence of the traditional functions of orientation, counseling, regulations, and organizational, with no opinion as to the adequacy of these functions.

Twenty-six participants attended a two-year college, as a student. Seven of these graduated. This group of 7
indicated a collective knowledge of the existence of the traditional functions of orientation, counseling, participation, regulation, and organizational as well as the developmental function of administration.

Nineteen participants attended a two-year college, as a student, and did not graduate. They expressed a collective knowledge of the existence of the traditional functions of orientation, counseling, regulation, and organizational. They admitted no knowledge as to the adequacy to which the first 2 exist, but expressed a belief that the last 2 had inadequate existence.

Looking then, at the 6 categories into which the participants were grouped and studied, it was found that those responsible for high school juniors, had a knowledge of only 27 percent of the existing student service functions at Southwest College. Four of these 6 groupings had a 36 percent knowledge of the existing functions. These included the total group of 102 participants, and the sub-groups responsible for high school seniors, having Master's Degrees in Counseling, and those who attended a two-year college but did not graduate. The best knowledge of Southwest student services, was a meager 54 percent, held by those who attended and graduated from a two-year college.

Conclusions

Empirical analysis of the data of this study indicates that the guidance personnel participants, from the chief
feeder high schools of Southwest College, have a considerable lack of knowledge of the student personnel services functions of Southwest College. Further, statistical analysis of the null hypothesis reveal the following:

Hypothesis 1: There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services traditional functions, identified for this study.

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>7.28</td>
<td>3.64</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97</td>
<td>92.72</td>
<td>0.96</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>100.00</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 3.81

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for traditional functions 1-7 is between these values, it is significant at the .05, but not at the .01 level of significance. This null hypothesis is rejected at the 5 percent level of significance. Applying this result to the empirical data, it can be stated that senior guidance personnel knowledge of the 7 student personnel services traditional functions differs significantly from other counselor sub-groups.
Hypothesis 2: There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the student personnel services developmental functions, identified for this study.

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>0.09</td>
<td>0.05</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97</td>
<td>53.46</td>
<td>0.55</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>53.55</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 0.09

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for developmental functions is below both of these values, it is not significant at the .05 level of significance. This null hypothesis is accepted.

Hypothesis 3: There is no significant difference, among the groups of participating guidance personnel, regarding their knowledge of the total student personnel functions, identified for this study.
Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2</td>
<td>2.26</td>
<td>1.13</td>
</tr>
<tr>
<td>Within Groups</td>
<td>97</td>
<td>62.14</td>
<td>0.64</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>64.40</td>
<td></td>
</tr>
</tbody>
</table>

F-ratio is 1.76

For 2 degrees of freedom relevant to the larger variance, and for 97 degrees of freedom relevant to the smaller variance, the critical values for the .05 and .01 levels of significance are 3.09 and 4.82. Since the F-ratio for all student personnel functions is below both of these values, it is not significant at the .05 level of significance. This null hypothesis is accepted.

Recommendations

The design, procedures and results of this study suggest several recommendations regarding both the population studied, and the student personnel services of Southwest College.

First, the study should be replicated at other institutions. Should similar results be obtained, the findings then could be generalized to a greater population.

Second, Southwest College must exert its leadership, within its community, toward the improvement, of the knowledge of its student services, by the chief feeder high school guidance personnel. A replication of this study, a year
from the inception of such a program, could reveal areas of progress, in these efforts.

Third, the student personnel staff has need to develop improved methods of written professional communications, with the guidance personnel of the chief feeder high schools. This should include comprehensive literature on the existing student personnel services functions. As new functions are developed, or existing ones renovated, immediate, revised communiques should be dispatched. The author definitely delineates, between existing literature, aimed at students, and proposed literature, designed for professionals in student services.

Fourth, the student personnel staff has need for annual visits, at the high schools, with the guidance personnel. Where warranted, follow-up visits, by 1 or 2 staff members, should be then initiated.

Fifth, the Dean of Students has need to meet with the Directors of Counseling, of the chief feeder high schools, to discuss the implications of this study. Ways to improve communication, on the part of Southwest College's personnel and to foster improved student advising regarding college choice decision making, at the high schools, should be major topics.

Implications of the Recommendations

The implications of the results of this study weigh
heavily on the Southwest College student personnel services staff, if there is to be improvement of the external viewpoints of its student services.

1. Internal reorganization is implied, so that levels declared as inadequate by professional evaluation, are raised to the adequate level.

2. A second professional evaluation is implied once adequate levels of performance in all student service functions are believed to exist.

3. An improved method is implied, for the dissemination of information, regarding those student personnel functions judged to adequately exist, by a professional evaluation, to the feeder high school guidance personnel.

4. Replication of this study is then implied, to determine whether the feeder high school guidance personnel would have better knowledge of the existing student personnel functions, in order to help their students make better decisions, regarding their choice of college.
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Documents


APPENDIX A
### Participating High Schools

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<tr>
<td>Maria</td>
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<td>Marist</td>
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Pearson Correlation Co-Efficient

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SOUTHWEST COLLEGE STUDENT SERVICES

A Questionnaire for High School Counselors and College Advisors

Prepared by

Donald B. Smith

The purpose of this questionnaire is to determine the knowledge of the student services of Southwest College possessed by the counselors and college advisors in the high schools from which the college receives the majority of its students. The collective results will be used to determine any differences that might exist between what the student services staff believes the programs to be, and what the high school personnel indicate is their knowledge of these programs. If differences appear, there is an implied need for serious evaluation, on the part of the college staff, of the high school-college relationships.
DIRECTIONS

Turn the answer sheet so that the word INSTRUCTOR is on top. You do not have to place your name on the answer sheet. It is very important, however, that you place the last four digits of your Social Security Number in the lower right hand box under the heading IDENTIFICATION NUMBER. This number will be needed and used only to conduct a reliability study on the questionnaire.

Place the date in the appropriate lower right hand box.

To the left of the date in the lower right hand box are four vertical columns.

In Column 1, blacken in the one choice, from the following, that applies most to you in your present employment. Please read all of the options BEFORE indicating the appropriate choice.

Mark #1- if you are a high school counselor, are responsible only for high school seniors, and as part of your duties you do college counseling and/or advising.

Mark #2- if you are a high school counselor, are responsible only for high school juniors, and as part of your duties you do college counseling and/or advising.

Mark #3- if you are a high school counselor, are responsible only for high school sophomores, and as part of your duties you do college counseling and/or advising.

Mark #4- if you are a high school counselor, are responsible only for high school freshmen, and as part of your duties you do college counseling and/or advising.

Mark #5- if you are a high school counselor, are responsible for students from all four high school academic years, and as part of your duties you do college counseling and/or advising.

Mark #6- if you are a high school counselor, and your ONLY defined duty is college counseling and/or advising.

Mark #7- if you are a full time high school college advisor, and you are not trained in counseling, or are not classified as a counselor by your high school.

Mark #8- if you are the Director of Counseling and none of the other categories apply.
In Column 2, blacken in the number next to your highest educational degree.

Mark #1- if it is a Bachelor's Degree.
Mark #2- if it is a Master's Degree in Counseling.
Mark #3- if it is a Master's Degree in Administration.
Mark #4- if it is a Master's Degree in a field other than Counseling or Administration.
Mark #5- if it is a post-Master's Specialist Certificate.
Mark #6- if it is a Doctor's Degree.

In Column 3, blacken in the number in the appropriate spaces to indicate if you have ever attended a community (junior) college.

Mark #1- if yes, and you graduated.
Mark #2- if yes, and you did not graduate.
Mark #3- if no.

Now turn the answer sheet so that the answers to the questions can be marked.

The following appeared on page three of the questionnaire.

For each question only one (1) answer is to be marked. On the answer sheet, indicate your choice of either A, B, C, D, or E by blackening in the appropriate horizontal space. PLEASE NOTE: THE ANSWER SHEET GOES FROM LEFT TO RIGHT, NOT TOP TO BOTTOM.

After reading each item please make the following decisions and indicate on the answer sheet.

A. Yes, and the item is done adequately at Southwest College.
B. Yes, but the item is done inadequately at Southwest College.
C. Yes, but I have no knowledge of the adequacy to which the item is done at Southwest College.
D. No, the item is not done at Southwest College.
E. I do not know if the item is done at Southwest College.

The weight given each item regarding adequacy is to be in the opinion of the person answering.
EXAMPLES

Sample question y: Does the college provide texts for the student? This would include both the primary texts in each class as well as items such as workbooks and supplementary sources when needed.

In considering your answer you would choose,
A. if all items and possibly more are adequately provided.
B. if only some items are provided.
C. if you know that some of the items are provided, but you are not sure if they are in adequate supply.
D. if you have definite knowledge that none of the items are provided.
E. if you have no knowledge of the item being questioned.

Sample question z: Does the college provide classes in the sciences? Included here would be classes in Biology, Chemistry and Physics.

In considering your answer you would choose,
A. if you feel there is an adequate offering of science classes. (Note: not the adequacy of how they are being taught, only if there are enough of the needed ones, in your opinion.)
B. if you feel there is an inadequate offering of science classes. (Note: this could mean you feel there should be more Biology, Chemistry, or Physics classes, or that other sciences should be provided, such as Astronomy, and you know they are not.)
C. if you know some science classes are offered, but you have no knowledge as to if they are the right ones, or if there are enough.
D. if you know that no science courses are offered.
E. if you do not know if any science courses are offered.

The following appeared on page four of the questionnaire.

QUESTIONS

1. Does the college communicate to its community regarding admission requirements, program selection and registration procedures?

2. Does the college recognize and provide specialized admission programs for identifiable groups, such as women,
veterans, senior citizens and minority groups, through such avenues as paraprofessional outreach and peer counseling and advising?

3. Does the college conduct thorough short term group orientation programs, and individual interview opportunities, to acquaint the new student with his new environment?

4. Does the college provide information, pertinent to the interpretation of entrance tests and other data, to applicants prior to formal admission?

5. Has the college selected and developed appropriate measurement instruments in the areas of student aptitude, interests, values, achievement, and personality factors?

6. Does the college provide an indepth ongoing orientation program, incorporating the complexities of the individual, as expressed on tests as well as through group experiences, with the intricate variables of the college environment?

7. Does the college provide a professional counseling service to students for clarifying basic values, attitudes, interests and abilities, and identifying and resolving personal problems?

8. Does the college include in the counselor's role the responsibility of analysis of not only the student, but the faculty and administrators, matching strengths to weaknesses, needs to opportunities, the whole being to facilitators of personal growth?

9. Does the college include in the counselor's role the responsibility of conducting student development seminars, such as human potential groups, interpersonal communication groups and human relation groups?

10. Does the college include in the counselor's role the responsibility of catalyst for the ongoing development of the faculty, both in interpersonal understanding and in understanding the students with whom they interact?

11. Does the college integrate the expertise of the professional counseling staff with all other facets of the college in order to diagnose barriers in the student learning atmosphere?

12. Does the college articulate for smooth transfer of its students both to four-year institutions or to industry,
providing such supportive services as understandable transcripts of their academic record, the opportunities for on campus interviews and adequate printed material?

The following appeared on page five of the questionnaire.

13. Does the college maintain, with total confidentiality for those students eighteen years of age and older, accurate and functional records which are compiled into a cumulative file of an understandable format, reflecting the academic, psychological, personal and physical development of each student?

14. Does the college provide a placement officer who is responsible for locating appropriate employment for qualified graduates and enrolled students?

15. Does the college provide occupational information and advising to be used toward the narrowing of vocational choice?

16. Does the college provide programs designed to identify students' needs, goals, aspirations, interests and abilities and means of matching these with employment opportunities, utilizing as a catalyst, employment readiness seminars?

17. Does the college provide a personnel specialist(s) whose specific and only function is to administer all aspects of financial aid?

18. Does the college clearly state its regulatory requirements and its routines, such as procedures for the withdrawal from a class, from the college or other class changes, graduation eligibility and academic policies?

19. Does the college integrate into the student programs participation in policy making, in curriculum requirements, on faculty and administrative committees and various other areas involving the rights and privileges of students and the governance of the college?

20. Does the college provide for student cultural activities, clubs and organizations, and for other special interest groups and co-curricular activities, which contribute to one's educational growth and development?
21. Does the college provide training in self governance for the student leaders of all of the student organizations?

22. Does the college provide the opportunity for periodic checks on the health and physical well-being of its students through the employment of a school nurse?

23. Does the college integrate into the students' programs supportive seminars covering the areas of child care, health services (birth control, drugs and venereal disease) and, legal aid?

24. Does the college provide programs and offices for specialized target populations, such as women, veterans and minorities?

25. Does the college provide an integrated program of development opportunities for older adults and senior citizens who are not interested in the traditional forms of study, but in adult education, independent study, or external degree programs?
APPENDIX C
### Relationship of Questions to Functions

<table>
<thead>
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<tr>
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<td>2. Appraisal</td>
<td>4, 5, 13, and 22</td>
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<td>3. Consultation</td>
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<td>4. Participation</td>
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<td>18</td>
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<td>11. Counseling</td>
<td>9 and 10</td>
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<td>12. Financial Aid</td>
<td>16</td>
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<td>13. Student Activity</td>
<td>23, 24, and 25</td>
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<td>14. Administration</td>
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Presented below will be an excerpt from the committee's report and then the functions to which it applies. Appendix C, page 114, lists the relationship of each function to the questions, and appendix B, page 109 lists the actual questions. These were referred to in order to note the similarities of the Dean's responses to the committee's recorded observations.

Excerpt 1 of the Report

The admissions and registration process is well developed and satisfactory to students and faculty. Application for admission is simple and easy to complete. The ACT is required of full-time students for admission but it is not used in the admission process except for counseling. Open admission is the policy in practice as in theory.

Functions Covered by Excerpt 1

Orientation as a traditional function
Dean's response was adequate existence—Validated

Admission as a developmental function
Dean's response was inadequate existence—Validated

Excerpt 2 of the Report

Current records are well kept and contain information necessary for adequate counseling. The counseling
program seems to lack coordination to serve students. Administrative student services and counseling student services seem to be at different poles as they relate to serving students. Students seem to visit counselors but the direction of 'total' student services needs emphasis. The counseling program appears to be more counselor oriented than student oriented.

Functions Covered by Excerpt 2

Appraisal as a traditional function

Dean's response was inadequate existence—Validated

Counseling as both a traditional and a developmental function

Dean's responses for both were inadequate existence—Validated

Excerpt 3 of the Report

Student affairs are controlled by a elected Campus Board composed of eleven members. In addition to representing the students and exercising jurisdiction over student activities, the elected Campus Board prepares the budget, sponsors a book exchange and the Alternate College, and cooperates with the administration and faculty in the annual open house.

Student movement on campus is orderly. Students enjoy a great deal of freedom and, within the limits of the recreational facilities, engage in a variety of activities, including chess, checkers, cards, and just fraternizing. Negative or restrictive signs are few in number.

Functions Covered by Excerpt 3

Regulations as a traditional function

Dean's response was adequate existence—Validated

Excerpt 4 of the Report

A financial aids officer has been added to the staff. Her efforts and direction at this time seem to be well focused and her grasp or responsibility is in the proper direction. Additional emphasis is needed in obtaining
more dollars for student support and more manpower. A placement program exists on paper. The only placement service available to the student is performed by instructors and even this is limited. Follow-up is non-existent or extremely limited in the T & O area. Senior college visits are arranged for transfer students. During the team's visit, representatives of five senior colleges were on campus at various times during the day and evening hours.

Functions Covered by Excerpt 4

- **Services as a traditional function**
  Dean's response was adequate existence—Validated
- **Financial aid as a developmental function**
  Dean's response was non-existent—Validated
- **Organizational function as a traditional function**
  Dean's response was inadequate existence—Validated

Excerpt 5 of the Report

Student activities is one of the strongest parts of the student personnel services, largely the result of a positive and progressive approach of the administrative staff in dealing with students.

Functions Covered by Excerpt 5

- **Participation as a traditional function**
  Dean's response was adequate existence—Validated
- **Activity as a developmental function**
  Dean's response was adequate existence—Validated

Excerpt 6 of the Report

**Commendation**
The student personnel staff is commended for its student oriented approach in its various sub-divisions. The limited activities undertaken are well organized and offer excellent service to the students.
Functions Covered by Excerpt 6

Administration as a developmental function

Dean's response was adequate existence--Validated

Excerpt 7 of the Report

Under the district AFT contract, counselors are a semi-autonomous department, which makes it difficult for the administrator in charge of student personnel services to coordinate its activities with the other services under his jurisdiction.... A reexamination of the relationships between the activities of the counselors and the student personnel administrators in connection with student counseling and guidance should be undertaken. The counseling program lacks imagination, especially in utilizing new methods and techniques.

Functions Covered by Excerpt 7 of the Report

Orientation as a developmental function

Dean's response was non-existent function--Validated

Counseling as a developmental function

Dean's response was non-existent function--Validated
Basic Student Personnel Functions

Selected by Experts

ORIENTATION FUNCTIONS

Pre-College Information
Student Inductive
Group Orienting
Career Information

APPRAISAL FUNCTIONS

Personnel Records
Educational Testing
Applicant Appraisal

CONSULTATIVE FUNCTIONS

Student Counseling
Student Advisory
Applicant Consulting

PARTICIPATION FUNCTIONS

Co-Curricular Activities
Student Self-Governing

REGULATORY FUNCTIONS

Student Registration
Academic Regulatory
Social Regulatory

SERVICE FUNCTIONS

Financial Assisting
Graduate Placement

ORGANIZATIONAL FUNCTIONS

Program Articulation
In-Service Education
Program Evaluation
Administrative Organization
APPENDIX F
Contributions of the Study

This study may be beneficial to the following: (1) Southwest College Student Services Personnel, by providing valuable and here-to-fore unknown insight into the aspects of their services that need better clarification to the high school guidance personnel who influence college choice decision making; (2) Other community colleges throughout the country that wish to evaluate their student services relationship with their feeder high schools' guidance personnel; (3) Graduate schools, by influencing a new direction of thrust in their counselor training degree programs; (4) Graduate schools, by influencing an important needed addendum to their existing or to be added courses on the community college; and (5) The Council for Student Development of the American Association of Community and Junior Colleges.
APPENDIX G
December 11, 1973

Dr. Roberta Christie  
Professor of Graduate Education  
Lewis Towers  
Loyola University  
820 North Michigan Avenue  
Chicago, Illinois  60611

Dear Dr. Christie:

I endorse the doctoral dissertation proposed by Mr. Donald B. Smith. It is definitely needed at Southwest College and could also be useful for many other colleges. I certainly hope that he can carry out this research. Mr. Smith does a fine job as a counselor and in follow-up programs.

Sincerely,

Virginia R. Keehan  
President

VRK/1b
December 10, 1973

Dr. Roberta Christie  
Professor of Graduate Education  
Loyola University - Lewis Towers  
Chicago, Illinois 60611

Dear Dr. Christie:

Mr. Donald B. Smith has explained his proposed research project for his doctoral dissertation with me. I not only would support Mr. Smith in his conclusion that this is a needed and highly worthwhile research project for Southwest College, I would also agree to participate in the endeavor.

Yours truly,

[Signature]

Kathryn E. Lenihan  
Dean of Student Personnel Services

cc: Dr. John Eddy  
Dr. John Wellington  
Mr. Donald B. Smith
APPROVAL SHEET

The dissertation submitted by Donald B. Smith, student in the Department of Guidance and Counseling has been read and approved by the following committee:

Dr. John P. Eddy, Director
Associate Professor, Guidance and Counseling

Dr. Gloria J. Lewis
Assistant Professor, Guidance and Counseling

Dr. John A. Wellington
Professor and Chairman, Guidance and Counseling

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Ed. D.

October 2, 1975

Date

Director's Signature