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A survey of selected practices related to low scholarship in five New England land-grant universities

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A SURVEY OF SELECTED PRACTICES RELATED TO LOW SCHOLARSHIP IN FIVE NEW ENGLAND LAND-GRANT UNIVERSITIES

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CHAPTER I

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1. Introduction

An educational philosophy.-- There appears to be general agreement that higher education has a social responsibility in the preservation of the freedom which is gained by satisfying basic common needs of youth. In defining the task of education as "Impressing on people the guiding ideals and norms of our civilization," Fromm[1/] stresses the necessity of doing away with the harmful separation of theoretical and practical knowledge, implying the need for at least two types of educational effort. The path of education at the college level which leads to freedom of the individual and society may have somewhat parallel branches, some with the characteristics of general education, others with greater emphasis on specialized areas of interest. Agreement on this point can be observed in the report of the Harvard Committee on Objectives of a General Education in a Free Society,[2/] The California Study of General Education in the Junior College,[3/] and also in a review of objectives

1/Erich Fromm, The Sane Society, Rinehart & Company, Inc., New York, 1955, p. 345.

2/Harvard University Committee on the Objectives of a General Education in a Free Society, General Education in a Free Society, Cambridge, Harvard University Press, 1945, pp. xix-267.

3/B. Lamar Johnson (Director of the Study), General Education in Action, American Council on Education, Washington, D. C., pp. 3-45.

and purposes at a western university.[1/]

Such forces as the world conflict of political ideologies, the accelerated growth of population in the United States, the economic realities related to the cost and support of education, and the changes in educational philosophy are making themselves felt alongside those influences which have deeper roots in the history of the development of education at the college level. The presence and force of these pressures, although not always of conscious concern to the college student, do affect the practices of the institution he is attending and also his academic career.

The way in which the student is helped toward maximum self-realization through understanding of his environment and his adjustment to the processes through which lasting satisfactions can be obtained, may contribute to the survival of our free society. This is emphasized in the Second Report to the President.[2/] Arbuckle,[3/] in pointing out that the most dominant and drastic factor emphasizing the need for student personnel services in colleges is the high rate of withdrawal, pictures this as a serious national loss. Numerous authoritative statements give evidence of awareness and acceptance of these challenges to our colleges

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1/Huston Smith, The Purposes of Higher Education, Harper & Brothers, New York, 1955, pp. 59-79.

2/Devereux C, Josephs (Chairman), The President's Committee on Education Beyond the High School, Second Report to the President, United States Government Printing Office, Washington, D. C., 1957, pp. xiii-108.

3/Dugald S. Arbuckle, Student Personnel Services in Higher Education, McGraw-Hill Book Company, Inc., 1953, pp. 2-5.

and universities. The unqualified statements and recommendations of The President's Committee on Education Beyond the High School,[1] and M. T. Harrington, former President of the American Association of Land-Grant Colleges and State Universities[2] will serve as examples of the reaction of educational leadership in the United States.

Statement of the problem.-- The purpose of the present study is to survey selected guidance practices in five New England land-grant universities as these practices relate to low-scholarship students. The actual practices related to official actions taken by the five universities will be determined by means of a survey of student and faculty-administrator groups. The homogeneity of the practices as reported by the students within the group of five universities will be tested and the actual practices compared with:

A. The practice recommended by a jury of nationally recognized guidance authorities and

B. The actual practice in another selected group of land-grant institutions.

The jury of experts will establish the practice to be recommended. The actual practice in the selected group of 30 land-grant institutions, not including the five subjects of the present study, will provide a

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1/Devereux C. Josephs (Chairman), The President's Committee on Education Beyond the High School, First Interim Report to the President, United States Government Printing Office, Washington, D. C., 1956, pp. 1-12.

2/Charles P. McCurdy (Editor), Proceedings of the American Association of Land-Grant Colleges and State Universities, Seventy-First Annual Convention, Executive Committee of the Association, Washington, D. C., 1957, pp. 19-26.

basis for comparison of acceptance of responsibility for change in practice. The measurement of homogeneity of student response to particular practice may reveal the status of an individual institution as it compares with others in this same New England group.

Importance of the problem.-- The present study has been undertaken because it is probable that land-grant institutions will be asked to provide educational service to increasingly large numbers of students and will also feel the obligation to continue a policy of admissions which is relatively less selective than in other observable types of institutions. Having chosen to admit these students, it would appear that there is some obligation to coordinate the practices as they relate to the portion of the group admitted which attains only low scholarship (with desirable personnel services point of view).

2. Background of the Problem

In the approach to the present study of practices within a group of universities, it has been thought necessary to review the background of the problem briefly in three areas: (1) Some Historical Origins and Influences in Higher Education, (2) The Development of the "Personnel Point of View" Philosophy, and (3) The Pressure of Population Increase on Colleges and Universities.

Some Historical Origins and Influences in Higher Education.-- From the point of view of origin and control, five more or less distinct types of college level institutions can be observed in the early development of higher education in the United States, although a considerable

amount of interaction has, undoubtedly, attended the growth of each type. In theory, all these institutions have acquired, to some degree at least, their corporate status and degree-granting authority from the states.

Early colonial colleges and universities were characterized by ecclesiastical or religious emphasis and control. This was attended by a real interest in the social, religious, moral and intellectual development of students. State-sponsored universities, first in the south and then in the new western states, were next to appear, in response to apparent educational needs in these areas. A third group, founded through the gifts of individuals, exemplified organizations which had little, if any, dependence upon state control and were not predominantly denominational in character. The creation, by the Pope, of the Catholic University in Washington, D. C. revealed a fourth influence in the development of a broadening concept of university education.

In 1862, during the Civil War, the national government gave expression to an interest in a system of higher education when President Lincoln signed the First Morrill Act. This legislation provided that the interest from certain funds, derived from land-grants or script, was to be used to endow, support, and maintain at least one college in each state. "The term, 'land-grant college or university' is applied to any institution of higher education that has been designated by the legislature of the State in which it is located as being qualified to

receive the benefits of either or both of the Morrill funds."[1] The five universities, subject of the present study, are all land-grant institutions. In Section 4 of the act, the statement is made,

> "....the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."[2]

The intent of this legislation was clarified even more by Mr. Morrill[3] in a speech before the Vermont Legislature. His remarks stressed the purposes of developing, at the college level, instruction relating to the professions of life, and offering a liberal education to greater numbers. To some extent the later development of these institutions appears to have been a protest against the educational philosophy of that time which emphasized pure intellectualism and disregard, except incidentally, for social, moral and ethical needs of students. Crowley[4] has shown how, up until almost the time of the Civil War, teachers maintained personalized relationships with students and, in the best English tradition, were concerned with more than classroom

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1/George A. Works and Barton Morgan, The Land-Grant Colleges, Staff Study Number 10 (Prepared for The Advisory Committee on Education), United States Government Printing Office, Washington, D. C., 1939, p. 5.

2/12 Stat. L. 503-505 (1862).

3/Justin S. Morrill, An Address in Behalf of the University of Vermont and State Agricultural College, Free Press Association, Burlington, Vermont, 1888, p. 6.

4/W. H. Crowley, "European Influences upon American Higher Education," Educational Record (1939), 20:165-190.

learning. He has also suggested that the shift to depersonalized teaching in higher education, in the middle of the nineteenth century, led to reversal of the philosophy and practice of impersonalism and to the development of the student personnel work.[1/]

The Development of the Student Personnel Point of View Philosophy.--John Dewey[2/] stated in part,

> "Since education is the process through which the needed transformation may be accomplished and not remain a mere hypothesis as to what is desirable, we reach a justification of the statement that philosophy is the theory of education as a deliberately conducted practice."

The present study is concerned with certain practices, hence philosophies, of five land-grant universities. A basic and authoritative statement, related to a widely accepted philosophy has been issued by the American Council on Education in the brochure entitled, "The Student Personnel Point of View."[3/]

It is apparent that a sizeable proportion of the personnel in higher education, although increasingly aware of the existence of student personnel services, has not always understood or accepted the underlying philosophy. Cannom[4/] expressed this point in a report of

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1/W. H. Crowley, "A Preface to the Principles of Student Counseling," Occupations (1938), 16:724-727.

2/John Dewey, Democracy and Education, The Macmillan Company, New York, 1916, p. 387.

3/E. G. Williamson (Chairman), The Student Personnel Point of View, Series 6, American Council on Education Studies, Vol. 13, Number 13, Washington, D. C., 1949, pp. 11-13.

4/Paul J. Brower, Student Personnel Services in General Education, American Council on Education, Washington, D. C., 1949, p. 274.

the American Council on Education, when he made the statement, "That philosophy has any relation to the theory and practice of personnel work will doubtless surprise some readers." Stroup[1/] selected a single sentence in the 1938 edition of the brochure mentioned above as the basis for the suggestion that the philosophy expressed therein might be "vapid and sentimental rather than precisely theoretical in intention and analysis."

An analysis of the literature reveals that there have been numerous and quite uniform expressions of the philosophy of student personnel work which can be found dating back more than thirty years. W. H. Crowley,[2/] one of the outstanding pioneers in personnel work, emphasized the all-around development of the individual as opposed to the limitation of effort to intellectual training in institutions of higher education. He stated that "The personnel point of view is a philosophy of education which puts emphasis upon the individual student and his all-around development as a person rather than upon his intellectual training alone...." E. G. Williamson,[3/] another distinguished educator who has had a strong influence on the development of this philosophy, described the changes in philosophy as a revolt from intellectualism to

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1/Herbert Stroup, "Theoretic Constructs in Student Personnel Work," The Journal of Higher Education (June, 1957), pp. 319-326.

2/W. H. Crowley, "The Nature of Student Personnel Work," Educational Record (April, 1936), 18:222.

3/E. G. Williamson, How to Counsel Students, McGraw-Hill Book Company, Inc., New York, 1939, p. 9.

a personalistic point of view which individualizes the dealings with the student.

For many years the American Council on Education has evidenced keen interest in the basic philosophy of student personnel work in Series VI of the Studies, "The Student Personnel Point of View," first published in 1938 and revised in 1949 under the leadership of the same chairman, Dean E. G. Williamson.[1/] The central theme of the philosophy is the development of the student as a whole person. Another definitive statement of philosophy may be found in "Student Personnel Programs in Transition,"[2/] a brochure which expresses the continuation of interest in the underlying philosophy of this work. The last brochure in the series, the work of the Commission on the College Student with Dean Daniel D. Feder[3/] as Chairman, contains only a reference to the philosophy expressed in the earlier studies, implying that leaders in this field found no need for change or amendment. Other references to the underlying philosophy of student personnel work include such authorities

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1/E. G. Williamson (Chairman), The Student Personnel Point of View, Series 6, American Council on Education Studies, Vol. 13, Number 13, Washington, D. C., 1949, p. ii.

2/A. J. Brumbaugh and Ralph F. Birdie (Chairmen), Student Personnel Programs in Transition, Series 6, American Council on Education Studies, Number 16, Washington, D. C., 1952.

3/Daniel D. Feder (Chairman), The Administration of Student Personnel Programs in American Colleges and Universities, Series 6, American Council on Education Studies, Vol. 22, Number 19, Washington, D. C., 1958.

in the field as Arbuckle,[1] Brower,[2] Lloyd-Jones,[3] Strang,[4] and Wrenn.[5]

Recently, an increase in the emphasis on the role of teaching and the teacher as a central figure in personnel work can be observed in several publications including those by Lloyd-Jones and Smith[6] and Arbuckle.[7]

Recently, Lloyd-Jones,[8] in presenting a series of case studies, has suggested that, in the philosophy of student personnel work, the emphasis on self-realization of the individual has shown the need for the integrated effort of all members of the college community directed toward improvement of interpersonal relationships. These studies demon-

1/Dugald S. Arbuckle, Student Personnel Services in Higher Education, McGraw-Hill Book Company, Inc., New York, 1953, pp. 21-26.

2/Paul J. Brower, Student Personnel Services in General Education, American Council on Education, Washington, D. C., 1949, pp. 274-282.

3/Esther M. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education, McGraw-Hill Book Company, Inc., New York, 1938, pp. 3-25.

4/Ruth Strang, Personal Development and Guidance in College and Secondary School, Harper & Brothers, New York, 1934, pp. 11-12.

5/Gilbert C. Wrenn, Student Personnel Work in College, The Ronald Press, New York, 1951, pp. 4-7.

6/Esther M. Lloyd-Jones and Margaret Ruth Smith (Editors), Student Personnel Work as Deeper Teaching, Harper & Brothers, New York, 1954, pp. 8-14, 348-349.

7/Dugald S. Arbuckle, Teacher Counseling, Addison-Wesley Press, Inc., Cambridge, Massachusetts, 1950, pp. 10-14.

8/Esther M. Lloyd-Jones (Editor), Case Studies in College Student-Staff Relationships, Bureau of Publications, Teachers College, Columbia University, New York, 1956, pp. 5-8.

strate the desirability of utilizing the increased understanding of the "personnel point of view" by teachers, administrators, personnel workers and even students, to gain acceptance of responsibility for improvement of human relationships. The extension of this concept will have far-reaching effects on refinement of practices in student personnel work.

Increased professionalization can continue to characterize student personnel work, but Shoben 1/ has also urged emphasis on the part of student personnel workers on intra-institutional communication as a means of demonstrating the mutual basis for respect which can exist between these workers and members of the instructional and administrative personnel in higher education. Recognition of service toward common goals can come about as a result of general acceptance of increased social responsibility to the individual student. This, in turn, can facilitate the efforts toward articulation with the rest of the educational enterprise.

If, as has been suggested by many authorities, the "personnel point of view" becomes thoroughly a part of the philosophy of an educational institution, this fact will be reflected in the policies and practices of the institution, particularly as it may relate to practice with low-scholarship students. Taking an inventory of services, even though they may be part of a coordinated program, will not necessarily

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1/Edward Joseph Shoben, Jr., "A Rationale for Modern Student Personnel Work," Personnel-O-Gram (March, 1958), Volume 12, Number 3, The American College Personnel Association, p. 11.

permit the study of effectiveness of practices. Moreover, such practices are not always administered or completely controlled by the university personnel who head up a part, or even the whole, of the personnel program. Therefore, the practices must be considered in the light of how they should and actually do operate in reference to problem areas. However, authorities in the area of personnel services are able to provide useful judgments on those practices which reflect optimum application of the philosophy of student personnel work. With the widening scope of services the writer fervently hopes that the emphasis will continue to provide help for those whose needs, as expressed by the students themselves, are the greatest--the low-scholarship student.

The pressure of population increase.-- Based upon accelerating increases in the birthrate since 1940, over sixty per cent increase in the college-age group is predictable in twelve years, and it is anticipated that this will result in roughly doubling the size of college student populations. "College enrollments are expected to rise from the present three million to six million plus, by 1970."[1/] The 69 land-grant institutions represented slightly over one fifth of the total degree-credit enrollment in four-year college institutions as of November, 1955. The percentage increase for the year ended in 1956 in the land-grant colleges and universities corresponded closely to the

1/Devereux C. Josephs (Chairman), The President's Committee on Education Beyond the High School, Second Report to the President, United States Government Printing Office, Washington, D. C., 1957, p. 39.

percentage increase in all four-year institutions.[1] It appears reasonable to assume that land-grant colleges and universities will be called upon to absorb the present percentage, if not a larger proportion, of the anticipated increase in general four-year college enrollments.

John T. Caldwell, President of the University of Arkansas, in a statement entitled, "Higher Education and the States," presented at the Annual Meeting of the American Council on Education, October 11-12, 1956, said,[2]

> "Tax-supported institutions in every state have generally been non-selective in admissions policy.... The public college feels an obligation to meet the demand, and it does so, with a resulting strain on its accommodations in faculty, facilities, and housing, and hence, on its instructional standards."

Hopefully, the confidence and understanding of the taxpayers will lead to the measure of financial support which will be necessary to absorb increases and maintain reasonable standards of academic work and student personnel services.

Organization of the study.-- A review of research related to the present study is offered in Chapter II. Chapter III is devoted to a brief description of the research procedures used in the investigation. The results of the study are presented in Chapter IV. Chapter V contains a summary of the purpose, procedures, findings, conclusions, and recommendations related to the study.

1/Doris C. Holladay, Statistics of Land-Grant Colleges and Universities, United States Department of Health, Education, and Welfare, United States Government Printing Office, Washington, D. C., 1957, pp. iv-109.

2/Raymond F. Howes (Editor), Higher Education and the Society It Serves, American Council on Education, Washington, D. C., 1957, pp. 77-78.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

1. Introduction

In this chapter the literature and research related to the present investigation will be reviewed. Although there is a paucity of both research and other publications directly related to the practices of college-level institutions in dealing with low-scholarship students, the wealth of background material made it necessary to select for review the work in areas which appeared to be most pertinent to the objectives of the present study. This material has been classified in four basic areas of interest: (1) Evaluation of Student Personnel Programs; (2) Counseling; (3) Effectiveness of Remedial Programs; and (4) The Identification of Characteristics of Low-Scholarship Students. The review of the related research and literature will be presented in this order.

2. Research Related to Evaluation of Student Personnel Programs

The problem of development of criteria and related instruments has slowed the efforts of researchers attempting to evaluate student personnel programs. Theorizations, suggestions, and criticisms, while undoubtedly helpful, have outnumbered the actual efforts in this area of

evaluation. Basic objectives and the related processes appear to be well defined in the literature and generally accepted by professional workers. The complexity of the individual and the variables within institutional organizations create almost insurmountable barriers to generalizations derived from the study of groups.[1] However, Arbuckle has pointed out that "In the long run the student who experiences the counseling is the one who must come to evaluate what that counseling has meant for himself." In addition, there appears to be general agreement that the judgments of students and professional personnel workers often contribute valid evidence which is helpful in efforts to evaluate a program of student personnel services.[2] One of Dressel's suggestions is that as many professional personnel workers as possible should be involved in an evaluation study.

Noteworthy positive contributions, in the form of actual efforts at evaluation, have been made by Hopkins,[3] Arbuckle,[4] Rackham,[5]

1/Dugald S. Arbuckle, Student Personnel Services in Higher Education, McGraw-Hill Book Company, Inc., New York, 1953, p. 15.

2/Paul L. Dressel, "Personnel Services in High Schools and Colleges," Occupations (February, 1951), 29:335-337.

3/L. B. Hopkins, "Personnel Procedure in Education: Observations and Conclusions Resulting from Visits to Fourteen Institutions of Higher Learning," The Educational Record Supplement (October, 1926), 7:3-4.

4/Dugald S. Arbuckle, Student Personnel Services in Colleges and Universities in the Chicago Area, Unpublished Doctoral Dissertation, University of Chicago, 1947.

5/Eric N. Rackham, The Determination of Criteria for the Evaluation of Student Personnel Services in Institutions of Higher Learning, Doctoral Dissertation, University of Michigan, 1950. (University Microfilms, Ann Arbor, Michigan, Publication No. 2447, 1950.)

a commission of the National Association of Student Personnel Administrators,[1] and the American Association of Colleges for Teacher Education.[2]

Mahler,[3] in his doctoral study at the University of Minnesota, investigated the possibility of using faculty opinion in evaluating student personnel programs. This research included a 60-item inventory to be used with both students and staff and used Rackham's inventory as a criterion instrument. Both faculty and student ratings agreed closely with the independent evaluation on six scales.

Hage[4] reported the development of a revision of Rackham's 848-item instrument which had a high degree of correlation with the original, +.96, when used in 19 Kansas colleges. His instrument contained 328 items covering the same areas and compared favorably with another evaluation instrument.

Kauffman[5] also recently surveyed personnel services in liberal

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1/Robert B. Kamm (Chairman), "Evaluation Aids," Commission on Program and Practices Evaluation, National Association of Student Personnel Administrators, 1953.

2/American Association of Colleges for Teacher Education, "Standards for Personnel Services," The Association, a Department of the National Education Association, Oneonta, New York, 1950, p. 23.

3/Clarence Angus Mahler, A Study of Student and Faculty Reactions to Student Personnel Work, Doctoral Dissertation, University of Minnesota, 1955. (Dissertation Abstracts, University Microfilms, Publication No. 14, 533, Ann Arbor Michigan, 1955, 15:9:2571.)

4/Robert Silvers Hage, A Revision of the Rackham Student Personnel Services Inventory, Doctoral Dissertation, State University of Iowa, 1957. (Dissertation Abstracts, 1958, 18:1:119.)

5/Joseph Kauffman, A Study of Student Personnel Services as Found in Liberal Arts Colleges, Doctoral Dissertation, Boston University, 1958.

arts colleges. Aside from the efforts described above, it appears that a considerable amount of research has been concerned with the existence of the various services which make up the programs. Unfortunately, however, these efforts do not always extend to the evaluation of the effectiveness of the various services.

Criteria for evaluation of each of such services as are generally coordinated in a student personnel program are set forth in some detail in a recent publication of the American Council on Education.[1/] In the description of the various services which make up the program it is interesting to observe that Counseling appears to retain its central role. "Exit interviewing" and work related to scholastic inefficiency of students are listed as functions of the counseling office. Moreover, the inclusion of remedial reading and study habits within the activities of Special Clinical Services is noteworthy since these efforts relate directly to the help provided low-scholarship students.

2. Research Related to Counseling

Reference to Cottle, Collis, and Polmantier's[2/] listing of research studies in counseling cannot fail to impress the reader with the present broad scope of research in this field. Berdie[3/] has recently suggested

1/Daniel D. Feder (Chairman), op. cit., pp. 9-27.

2/William C. Cottle, Robert Collis, and Paul C. Polmantier (Chairmen), Subcommittee of American Psychological Association, Division of Counseling Psychology Research Committee, "Theses in Counseling and Student Personnel Work," Journal of Counseling Psychology (Winter, 1956), 3:4:272-279.

3/Ralph F. Berdie, "A Program of Counseling Interview Research," Educational and Psychological Measurement (Summer, 1958), 18:2:255-274.

a plan for changing of the emphasis from studies related to the evaluation of the entire process to research more specificially directed toward information about the interview itself and the relationships of the individuals concerned.

However, besides the research on evaluation of relative effectiveness of techniques, there are studies devoted to systematic diagnostic categorization of interviews, to counselor training, and to perception of counselors and clients of these complex relationships which come about in counseling work.

In the area of evaluation, Forgy and Black[1/] concluded that "No significant differences could be found between 'client-centered' and 'counselor-centered' groups in any measure of satisfaction with counseling obtained in the present follow-up."

Hoyt[2/] has added his conclusion that neither the counselor, the method, nor the problem had very much effect on outcomes obtained. This might lead one to examine the importance of individual client relationship with renewed interest.

In reference to methodology of evaluation effort, Berdie,[3/] in

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1/E. W. Forgy and J. D. Black, "A Follow-up After Three Years of Clients Counseled by Two Methods," Journal of Counseling Psychology (Winter, 1954), 1:1:1-8.

2/Donald P. Hoyt, Differential Outcomes of Counseling with College Men, Doctoral Dissertation, University of Minnesota, 1954. (Dissertation Abstracts, University of Michigan Microfilms, Publication No. 10,028, Ann Arbor, Michigan, 1954, 14:2126.)

3/Ralph F. Berdie, "Changes in Self-Rating as a Method of Evaluating Counseling," Journal of Counseling Psychology (Winter, 1954), 1:1:49-50.

support of self-ratings as a method, has concluded that the actual methods and criteria must depend upon the systematic framework of counseling prevailing in the program.

Carlson and Rothney[1/] express doubt as to the effectiveness of questionnaires in evaluation studies principally because of variations in the interpretations of responses. There is little doubt, however, that this weakness in research design can be overcome.

Mowrer[2/] appears to lend support to the eclectic views of Thorne and others, in expressing the opinion that the validity of results will be determined by the skill with which any method is used rather than the method itself.

Rogers and Dymond[3/] coordinated a program of research which, although criticized in reference to control groups, represents noteworthy studies of the process and outcomes of client-centered therapy.

Rogers[4/] and others have also stressed the importance of empathy in the counseling relationship. Moreover, it appears that the readiness

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1/Carol R. Carlson and John W. M. Rothney, "An Examination of a Method for Evaluating Counseling," The Personnel and Guidance Journal (May, 1957), 35:9:584-586.

2/O. Hobart Mowrer, "Neo-Analytic Theory," in "Behavior Theories and a Counseling Case--A Symposium," Edward J. Shoben (Chairman), Journal of Counseling Psychology (Summer, 1956), 3:2:107.

3/Carl R. Rogers and Rosalind F. Dymond (Editors), Psychotherapy and Personality Change, The University of Chicago Press, Chicago, March, 1954.

4/Carl R. Rogers, Client-Centered Therapy, Houghton Mifflin Company, Boston, 1951.

of the client for counseling has a particularly important bearing on the effectiveness of client-centered counseling. The emphasis on diagnosis in the counselor-centered technique would appear to introduce a variable in measurement of effectiveness which would be related to the extent of support which might be available from psychometric facilities.

Coombs,[1] who defines counseling as a learning process which involves personality reorganization in face-to-face relationships, points out the central role of perception of client and counselor.

Downey and McManus[2] have conducted interesting research in this area. McGowan's[3] research is related to the initial interview. Wicas[4] developed an instrument useful in counselor training.

Strupp[5] used a system of interaction process analysis in comparing Rogerian and psychoanalytical techniques and found that differences tended to diminish with the greater experience of the counselor.

1/Arthur W. Coombs, "Counseling as a Learning Process," Journal of Counseling Psychology (Winter, 1954), 1:1:31-36.

2/Ray Downey and Joan McManus, Client Perception of Counselor Personality, Unpublished Master's Thesis, Boston University, 1955.

3/J. F. McGowan, Client Anticipations and Expectancies as Related to Initial Interview Performance and Perceptions, Unpublished Doctoral Dissertation, University of Missouri, 1954.

4/Edward A. Wicas, The Development and Evaluation of a Free-Response Instrument Measuring Counseling Perception for Use in Counselor Training, Doctoral Dissertation, Boston University, 1955. (University Microfilms, Publication Number 15,041, Ann Arbor, Michigan, 1955.)

5/Hans Strupp, "An Objective Comparison of Rogerian and Psychoanalytic Techniques," Journal of Consulting Psychology (February, 1955), 19:1: 1-7.

Rundquist's[1] study also makes comparisons of analyses.

Koile[2] has constructed a valuable inventory which can be used in the selection of faculty counselors. Further discussion by the same author, relating to faculty counseling methods, is available.[3]

The measurement of student attitudes toward counseling is reported by Form,[4] and again by Jensen.[5] Another example of the current interest in the roles and relationships in counseling efforts can be found in one of the Minnesota Studies in Student Personnel Work.[6]

Huntley[7] and Jamrich[8] have suggested the importance of organized effort in helping students in colleges through counseling and advisement.

1/R. M. Rundquist, A Comparison of the Analyses of Counseling Interviews by Topical Discussion Units and by the Total Case, Unpublished Doctoral Dissertation, University of Missouri, 1952.

2/Earle A. Koile, "A Measure of Interest in Selecting Faculty Counselors," Educational and Psychological Measurement (Spring, 1955), 15:1:47-57.

3/Earle A. Koile, "Faculty Counseling Faculty Style," The Personnel Journal (September, 1954), 33:22-25.

4/Arnold Form, "Measurement of Student Attitudes Towards Counseling Services," The Personnel and Guidance Journal (October, 1953), 32:2:84-87.

5/Ralph E. Jensen, "Student Feeling About Counseling Help," The Personnel and Guidance Journal (May, 1955), 33:9:498-503.

6/Ralph F. Berdie (Editor), "Some Relationship Problems in Counseling," in Roles and Relationships in Counseling, Minnesota Studies in Student Personnel Work, Number 3, University of Minnesota Press, Minneapolis, 1953, pp. 20-30.

7/Charles W. Huntley, "Toward a More Effective Freshman Advisory System," Journal of Higher Education (February, 1955), 26:94-97.

8/John X. Jamrich, "Organizational Practices in Student-Faculty Counseling Programs in Small Colleges," Educational Administration and Supervision (January, 1955), 41:36-40.

Kingston,[1] in recommending effort devoted to early identification of college students experiencing problems, also expressed a generally accepted belief that there is pressing need for a greater degree of co-ordination of the various services and the need to study the route of arrival of various counselor problems.

Serene[2] reported that "The correlation between ability and achievement in Grade XI jumped from +.56 to +.76 at the end of the period of counseling." A significant increase in grade averages from the end of one semester in which counseling occurred to the mid-term grade period of the succeeding semester, was observed by Burris[3] in experiments which included a control group and the assessment of individual college freshmen's achievement motivation from scores on an Achievement Test.

There are personnel workers who accept the idea that, where the students' difficulty can be diagnosed as deficiency in study habits, in reading, English, or mathematics, specific remedial programs should be set up to provide assistance in these areas.

In reviewing the literature related to counseling, the reader can scarcely fail to observe the authoritative clarification of nondirective

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1/Albert J. Kingston, "Identifying the Potential Counselee in College," The Personnel and Guidance Journal (October, 1954), 33:2:99-100.

2/Michael F. Serene, "An Experiment in Motivational Counseling," The Personnel and Guidance Journal (February, 1953), 31:319-324.

3/Russell W. Burris, The Effect of Counseling on Achievement Motivation, Dissertation Abstracts, University of Michigan Microfilms, Ann Arbor, Michigan, 19:3:480.

technique offered by Snyder,[1] Arbuckle,[2] and Rogers.[3] Similar basic material on the directive approach can be found in the work of Williamson[4] and also Pepinsky,[5] whereas Butler[6] and Thorne[7] support eclectic points of view in their writings. The next research which will be reviewed is related to the effectiveness of remedial programs.

3. Research Related to Effectiveness of Remedial Programs

In spite of some shortcomings in research designs of earlier studies, there has been an interesting degree of agreement on some points related to remedial programs in colleges and universities. However, before reviewing the research related to remedial programs, two forces which have often operated apart from the experimental conditions should be noted.

1/William U. Snyder, A Casebook in Non-Directive Counseling, Houghton Mifflin Company, Boston, 1947, pp. 2-5.

2/Dugald S. Arbuckle, Teacher Counseling, Addison-Wesley Press, Inc., Cambridge, Massachusetts, 1950, pp. 32-35.

3/Carl R. Rogers, Counseling and Psychotherapy, Houghton Mifflin Company, Boston, 1942, pp. 30-44.

4/E. G. Williamson, How to Counsel Students, McGraw-Hill Book Company, Inc., New York, 1939, pp. 244-387.

5/Harold B. Pepinsky and Pauline N. Pepinsky, Counseling Theory and Practice, The Ronald Press, New York, 1954.

6/John M. Butler, "On the Role of Directive and Non-Directive Techniques in the Counseling Process," Educational and Psychological Measurement (Summer, 1948), 8:7:201-209.

7/Frederick C. Thorne, "Principles of Personality Counseling--An Eclectic Viewpoint," Journal of Psychology (1950), Brandon, Vermont.

The individual attention given to the low-scholarship student in any program may, in itself, have a therapeutic effect which would be difficult to isolate and evaluate. Moreover, it might be asserted that the fear, created in the student by a report of low achievement and possible action of college authorities, could result in greater effort on the part of students. This, in turn, might result in at least temporarily improved grades used as the basis for measurement of the effectiveness of remedial programs. Nevertheless, the literature reveals that persistent research effort over the last two decades has resulted in greater understanding of the problems of college youth as well as the development of practices aimed at providing help.

Coleman[1] criticized the research of Delong,[2] Sherburne,[3] and Whittenborne[4] for not using control groups to determine what improvement in grades are made by comparable students without the special training in effective study. In evaluating six methods of teaching a student how to study, the design of Delong's study provided for a control group which received no training. Six groups, a total of 454 stu-

1/William Coleman, "The Role of Evaluation in Improving Guidance and Counseling Services," The Personnel and Guidance Journal (March, 1957), 35:7:442.

2/Greta Hultin Delong, Relative Effectiveness of Six Methods of Teaching College Students How to Study, Unpublished Doctoral Dissertation, Ohio State University, 1948.

3/James Wilson Sherburne, Problems and Outcomes of a College Remedial Program, Unpublished Doctoral Dissertation, Ohio State University, 1938.

4/J. R. Whittenborne, "Classes in Remedial Reading and Study Habits," Journal of Educational Research (1944), 37:571-586.

dents in equivalent classes at Wayne University in Detroit, were used in the experimental evaluation of methods of teaching a student how to study. The mere distribution of pertinent literature to a group or this plus a single lecture did not prove to be effective methods although both these procedures are followed in many universities. A series of fifteen lectures to a third group resulted in some improvement. A series of fifteen laboratory-type sessions on how to study produced appreciable improvement in academic achievement. Fifteen laboratory sessions on improvement of reading skills resulted in improvement in that area of study habits but the academic achievement of this group did not improve significantly.

Blake[1/] concluded that probationary students obtained considerable benefits academically as a result of required training received in the experimental study skills programs and also found that the majority of these students recognized the benefits which they had received.

Hackett[2/] carried out his evaluation of a program of counseling by using four major methods. Statistical analysis of objective data, a test-retest procedure using Borow's College Inventory of Academic Adjustment,[3/] securing student opinions regarding counseling, and exam-

1/Walter S. Blake, Jr., A Survey and Evaluation of Study Skills Programs at the University Level in the United States and Possessions, Unpublished Doctoral Dissertation, University of Maryland, 1953.

2/Herbert R. Hackett, Evaluation of a Program of Counseling Students on Probation, Unpublished Doctoral Dissertation, Purdue University, 1954.

3/Henry Borow, College Inventory of Academic Adjustment, Stanford University Press, Stanford, 1949.

ination of counseling records for useful information were methods used in this study. For all variables, the significance of the differences between the means of one group and each of the other groups was tested. He concluded that students who had a real desire to improve academically were helped. He also suggested that attendance at counseling sessions should not be required. This reflects a view somewhat different from that taken by Blake.

Richardson and Perry[1/] concluded that counseling resulted in academic recovery for greater numbers of those who responded over a period of time to a counseling relationship made available than those who received but little counseling.

In a summary of one of the meetings of the American College Personnel Association[2/] there is a brief description of the course in which study skills is taught at Michigan State University. It is reported that reading problems vary from study habits problems and that problem inventories and personal history forms are used as a part of diagnostic testing. It is interesting to observe that motivation is a continuing problem requiring constant attention and that the approach and method of the course seem to be more significant than the content of the course.

1/LaVange H. Richardson and James D. Perry, "Counseling for Academic Recovery," Journal of Counseling Psychology (Summer, 1956), 3:2: 136-139.

2/Personnel-O-Gram, The American College Personnel Association (June, 1957), 11:4:38.

4. Research Related to Identification of Characteristics of Low-Scholarship Students

Stromswold and Wrenn[1] have suggested six characteristics possessed by the well-adjusted student, which include: (1) interest in subject matter, (2) positive attitudes, (3) realistic self-concept, (4) ability to concentrate, (5) stability in goals and emotional life, and (6) enjoyment of life in many areas. These are viewed as better measures of scholastic adjustment than the "passing grades" method of measurement.

Brown[2] used a group of 154 probation students at North Carolina State College and an equal number of honor students in a study of problems of probation students. The administration of Borow's Inventory of Academic Adjustment[3] to the three groups making up the study revealed outstanding differences related to the mastery of study skills. Furthermore, at the 1 per cent level, significant differences were found in Total Adjustment, Curricula Adjustment, and Use of Study Time. He concluded that many of the problems of these students bear direct relationship to effectiveness in academic work. Sullivan[4] has conducted a similar study related to scholarship and nonscholarship students.

1/Stanley A. Stromswold and Gilbert C. Wrenn, "Counseling Students Toward Scholastic Adjustment," Educational and Psychological Measurement (Spring, 1948), 8:1:57-63.

2/William H. Brown, "Analysis and Comparison of Academic Adjustment and Problems of Probation and Honor Students," College and University (1953), 38:389-396.

3/Henry Borow, op. cit.

4/John Lewis Sullivan, A Study of Academic Advisement of Scholarship and Non-Scholarship Students at Ohio University, Unpublished Master's Thesis, The Ohio University, 1954.

Jensen[1] included the Minnesota Multiphasic Personality Inventory among four tests administered to 458 students divided into four groups of achieving and nonachieving students in the entering class at Brigham Young University. The scores on this test suggested that low-scholarship students are at a disadvantage with respect to nonintellectual areas of college life and have a tendency to encounter more adjustment problems. It was pointed out that the variability within a group might far outweigh the differences between groups. The results appear to warrant exercise of caution in the application to individual situations. Recommendations include: (1) early check so as to offer counseling; (2) in-service programs for faculty advisers; and (3) remedial courses in general mathematics. Weitz and Wilkinson[2] found that only children and graduates of military academies were significantly inferior in academic performance although matched on the basis of scholastic aptitude. Graduates of private schools were somewhat inferior to other college freshmen.

The research effort of Drascow[3] was directed toward a study of readiness for counseling of two college student samples. It was sug-

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1/Vern Harmon Jensen, An Analysis and Comparison of the Adjustment Problems of Non-achieving College Students of Low Scholastic Ability and Other Groups of Achieving and Non-achieving Students, Unpublished Doctoral Dissertation, University of Colorado, 1957.

2/Henry Weitz and H. Jean Wilkinson, "The Relationship Between Certain Non-Intellective Factors and Academic Success in College," Journal of Counseling Psychology (Spring, 1957), 4:1:54-60.

3/James Drascow, "Success Through Failure in Counseling," The Personnel and Guidance Journal, American Personnel and Guidance Association (May, 1958), 36:9.

gested that anxiety aroused by failure is mobilizable for counseling. Presumably this use of the term "anxiety" is in the sense of a "mediator state" rather than the condition of continuous dread of unknown threats and resulting helplessness.

Kim's[1] research related to the use of measurements of academic aptitude, study habits, motivation, and personality in the prediction of academic achievement. He concluded that nonintellectual factors appear to play significant roles in the determination of college grades.

Feder[2] recently summarized some of the research by staff members at the University of Denver. Among other interesting results he reported that: (1) Rank in high school graduating class appears to be a good index for forecasting college perseverance and that the lower fourth of graduating classes were not good academic risks although tested ability was adequate; (2) a technique for early identification of adjustment attitudes of underachieving superior male students had been developed; and (3) the power-type verbal test most nearly measures the aptitude required for success in college.

In the research of Shaw and Brown[3] significant differences on the

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1/Ki Suk Kim, The Use of Certain Measurements of Academic Aptitude, Study Habits, Motivation and Personality in the Prediction of Academic Achievement, Unpublished Doctoral Dissertation, Louisiana State University, 1957.

2/D. D. Feder, "Some Factual Backgrounds for Student Personnel Services and Functions," Personnel-O-Gram, The American College Personnel Association (March, 1958), 12:3:13-17.

3/Mervelle C. Shaw and Donald J. Brown, "Scholastic Underachievement of Bright College Students," The Personnel and Guidance Journal (November, 1957), 36:3:195-199.

Social Scale of Bell Preference Inventory were found. It was suggested that underachievers were characterized by an attitude of "hostility or hypercriticalness to people." Although this might not be obvious in overt behavior, it was theorized that this unconscious attitude of hostility might take masochistic form.

The critical ratio of the difference between the means scores of two groups in Woodman's[1/] research was found to be 14.57, which would indicate that the difference was significant and that the instrument developed was effective in early identification of freshmen who will grossly over or underachieve their potential level.

Anderson and Kuntz[2/] have also devoted research effort to the identification of students in need of counseling help because of academic difficulties which, in turn, might result in failure and subsequent probation. They use and recommend the Survey of Study Habits and Attitudes,[3/] developed by Brown and Holtzman, as a tool to identify these students. Anderson and Kuntz found that the voluntary client group does not differ significantly from the nonvoluntary probationers group. However, both of these groups did differ significantly from the general college population. Moreover, they found that some seventeen

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1/Everett M. Woodman, Construction of a Measurement of Certain Non-Intellective Determinants of Academic Success in College, Unpublished Doctoral Dissertation, Boston University, School of Education, 1950.

2/Robert P. Anderson and James E. Kuntz, "The Survey of Study Habits and Attitudes in a College Counseling Center," The Personnel and Guidance Journal (January, 1959), 37:5:365-368.

3/W. F. Brown and W. H. Holtzman, Survey of Study Habits and Attitudes, Psychological Corporation, New York, 1953.

items on the Survey of Study Habits and Attitudes instrument discriminated significantly between the voluntary and the nonvoluntary groups. In a tentative manner they also agreed with the conclusion of previous research where "defensiveness" was found to be characteristic of low-scholarship students.

Summary.-- The related research which has been described in this chapter gives evidence of the wealth of material which is related to the practices of universities in dealing with low-scholarship students. However, if institutions are to develop along generally accepted lines, it is essential that funds be made available for the development of adequate programs of student personnel services and the related practices. The Rhode Island Commission to Study Higher Education[1/] found the average per capita spending for higher education in New England was $9.63, almost 18 per cent lower than the United States average of $11.76. Four of the five states whose land-grant universities were surveyed in the present study ranked in the lower third of the rank order of states according to the per capita dollars of support. Personnel services can no longer be considered to be in the peripheral area of recognized and accepted educational practices. In Chapter III, which follows, the procedures used in the present survey of selected practices will be presented.

1/James K. Sunshine, "R. I. School Spending Half U. S. Average," The Providence Evening Bulletin (November 14, 1958), Volume 96, Number 266.19 (columns 1-5).

CHAPTER III

RESEARCH PROCEDURES AND TECHNIQUES

1. Introduction

Some basic influences on research in this area.-- Practices in education have historically reflected general, but not always unanimous, acceptance by the public of basic views of educational philosophy. These views, in turn, have evolved, to some extent at least, in response to the recognition of problems created by social, political, and economic influences. However, there has almost always been a time lag in the translation of theory and philosophic views into educational practices. It might also be added that the individual institutions have reflected varying degrees of acceptance of these theoretic and philosophic points of view.

It has been recognized that since education, as a social science, has been concerned with individuals, an infinite number of variables have often coexisted and influenced the results of the related research. The rigorous exactitude and controls which have been required in other sciences have been recommended as goals but have been more difficult to achieve in educational research efforts. Moreover, the wide ranges of measurement scores, often overlapping the subject groups under study, have made the attempts to generalize rather dangerous. The recognition of these difficulties has not, of course, precluded either the need for

research, or diligent effort directed toward maintaining reasonably valid and reliable designs of studies.

2. Preliminary Work

Survey of publications.-- A careful survey of the professional literature and research related to student personnel services and practices of college level institutions was considered to be a preliminary step to the formulation of a definite plan of research. However, in addition to a comprehensive review of texts, professional journals, research studies, brochures and pamphlets, publications of universities containing descriptions of personnel services, and statements of regulations related to low-scholarship students, interviews were arranged with approximately twenty-five university personnel at several institutions in order to gain a better understanding of the problems related to practices in dealing with students who had not achieved satisfactory levels of academic achievement.

It was recognized that the success of an effort to study practices would, to a very considerable extent, depend upon the good will and cooperation of the top administration of the universities concerned. If these could be secured, it was also thought necessary to prepare an interview guide to be used when a scheduled visit was made to each institution in preparation for gathering data. However, the careful review made of available publications which described the personnel services and the regulations relating to low-scholarship students in the particular institution also served as a background for each of these

interviews. It was found that the actual practice as described by administrators often differed from the description of the practice in published regulations.

The preliminary instrument.-- The survey of the literature and research, the interviews with university personnel, and the review of regulations provided the basis for the preparation of an instrument which contained a tentative list of policies and practices selected to measure, in a broad sense, optimum coordination of resources of universities in their relationships with low-scholarship students. To insure the validity of the items, prior to expansion into a more specific list of practices, it appeared necessary to submit the list, in the form of a survey, to a group of nationally recognized experts in the field of personnel services at the college level. Appendix B-1 is a sample of the preliminary form which had been prepared to include twenty-four items concerned with broad policies and practices and also a request for the addition of other factors which, in the opinion of the experts, should have been included.

An analysis of the responses of the original group of experts would permit the screening and selection of the items which would, in turn, be the basis for the development of items on the major survey instrument. Thus the items on the major survey instrument were designed to reflect specific practices of universities in their relations with low-scholarship students.

Selection of a jury of experts.-- It was recognized that the quality and worth of a survey of practices would depend, in a large

measure, upon the selection of the jury of experts who could establish valid criteria to be used as the basis for evaluation. The following criteria were used in the selection of an expert:

1. He must be currently concerned with major activities in the field of student personnel services as an author, researcher, administrator, teacher, or a combination of these activities. His present title, and current publications would indicate these activities.
2. He must have established a position in the field both as a theorist and practitioner. This would be revealed by the general acceptance of his writings, positions held in educational institutions, and his participation and leadership in the affairs of professional organizations. The listing in such references as Who's Who in America and Who's Who in American Education would also give some indication of status and recognition.
3. His position in the field must have been recognized for a length of time sufficient to assure the perspective required for status as an expert.
4. He must be known and accepted as an expert by those actually engaged in the field. This could be established by conferring with university personnel whose work is in the area.
5. He must have expressed willingness to participate in the study by completing the preliminary survey form.

In reference to the selection of judges, Rackham[1] stated that "Who replies is far more significant than how many reply, quality is of more importance than quantity." However, the importance of securing an adequate number of responses has been expressed by Guilford[2] in the statement, "....the reliability and validity of rating increases with the number of judges." Appendix A-1 is a listing of the names of judges whose responses were used to establish the validity of the broad policies and practices.

Survey of administrative organization.-- The last step in the preliminary work was a brief survey of the types of administrative organization of the counseling help offered to students who experience academic difficulty in land-grant institutions. This survey effort was undertaken in spite of the warning implied in an authoritative report[3] which described the results of a consultation program concerned with the improvement of the efforts of universities in their relations with students.

The survey form, Appendix B-2, was directed to each of the fifty-one predominantly white land-grant colleges and universities. It was designed to secure information which would permit a comparison of the plan or organization in the five institutions, subjects of the present study, with whatever organizational arrangements were found to be char-

1/Eric N. Rackham, op. cit., p. 219.

2/J. P. Guilford, Psychometric Methods, McGraw-Hill Book Company, Inc., New York, 1936, p. 279.

3/A. J. Brumbaugh and Ralph F. Berdie, op. cit., pp. 13-14.

acteristic of land-grant institutions as a group. This was thought necessary because it had been authoritatively stated that "Only a few of these schools had deans of students, directors of personnel, or people with similar titles."[1/]

The fact that an institution had taken the step of appointing an individual with a particular title was not to be considered as complete assurance that a level of services was available. It may, however, be a clue as to the emphasis which an institution places upon the work of helping low-scholarship students. Appendix A-2 is a list of the organizations to which these forms were sent.

The preliminary steps which have been described were undertaken to provide data and a better understanding of the problems involved in providing assistance to low-scholarship students. The next step was the preparation of the major survey instruments.

3. Development and Use of Major Survey Instrument

Development of the major survey instrument.-- A list of specific practices which an institution might use in its relationships with a low-scholarship student was developed on the basis of the responses of a group of experts. The items were arranged in the chronological sequence in which the practices might apply in a university's effort to help these students, and were then translated into the major survey form. Before it was printed, however, it was submitted to tests and evaluation as to clarity and objectivity, using a pilot group of edu-

1/A. J. Brumbaugh and Ralph F. Berdie, op. cit., p. 13.

cators whose work directly related to these practices, and to a small group of students in one college of one university. It was then revised to incorporate suggested improvements.

After careful revision, the major survey instrument was submitted to a jury of ten experts in order to validate items which might represent practices which should be followed by universities in their relations with low-scholarship students. It was believed to be extremely important that a rather strict cut-off level be set in establishing an item as "validated." The test used for that purpose was that an item must receive at least eight positive responses. This requirement would automatically eliminate items where the judges did not actually respond in a manner which would indicate substantial agreement at the 5 per cent level of confidence or better.

Securing lists of low-scholarship students.-- The reluctance of universities to provide lists containing the names and addresses of students who were experiencing low levels of academic achievement was considered quite understandable. It was necessary that they be assured that data would be handled in a manner which would not reveal the identity of either the institution or the individual respondent. The interest and cooperation of those whose work involved helping these students were secured on the supposition that the related research would prove to be useful to the institution and the future students who would experience academic difficulties.

Drawing the survey sample of students.-- Since it had been suggested in the interviews with several administrators that an accurate reflection

of actual practice could not be obtained from the publications of the institutions or even from any single administrator, the students who had experienced the effect of the various practices and the group of faculty and administrative personnel who gave effect to the practices were considered to be the best sources of data. It had been estimated that roughly 10 per cent of the student population was, at any one time, the subject of some formal action on the part of university personnel as a result of low levels of academic achievement. Out of the total population of slightly over twenty-one thousand, it was estimated that there would be approximately two thousand who, from actual experience, could provide data related to the practices which were subject to study. It was determined that every other student who had been listed as the subject of action by these universities would constitute an adequate sample of over one thousand students. This would be true only if, in drawing the sample, the original lists had been arranged by the various actions taken by the universities, by colleges within the universities, by majors within each college, and by classes within each major. It was also felt to be important that each of these sublists be arranged in alphabetical order, and include male as well as female students in those universities which were coeducational. The result was a sample of 1,173 students.

Since it was felt that it would be dangerous to eliminate a single response, the sample was accepted as it developed, although the percentage of responses to the total number of students surveyed in the five universities varied to some extent. These students would, of course,

represent differences in levels of achievement ranging from those subject to warnings to those who had been dismissed but who had been successful in gaining readmission. It was also anticipated that such students might, because of possible hostile moods and feelings at the time of the investigation, be somewhat reluctant to cooperate in a survey as lengthy as that proposed.

Mailing of survey forms to three groups.-- In order to secure the maximum response from students whose names and addresses appeared on the lists provided by the universities, it was thought necessary to prepare a letter of transmittal which could be addressed to each individual student. In addition to this letter, a general letter from an administrative officer of the university which the student attended was, in some cases, included in the mailing. This letter explained the request, expressed the willingness of the university or, in some instances, a division of the university, to cooperate in the study. If the administrator chose, it also included a request that the student cooperate by responding to the survey form. The prenumbered survey form itself was placed in a prenumbered, stamped, self-addressed envelope which, together with the two explanatory letters, was included in the envelope addressed to each student whose name had been drawn as one of the survey sample population. Three weeks after this mailing, a post card was sent to nonrespondents as a reminder or second request for a response.

In the original interview with the administrative officers at each of the universities it had been necessary to obtain lists of the names and addresses of the faculty members and administrators who were charged

with making decisions as to actions taken on the cases of low-scholarship students. Wide differences in the procedure and practice of assignment of this responsibility appeared to be prevalent from the information obtained in the interviews. As a result, it was necessary to include on the lists the names of all members of scholastic-standing committees, even though this resulted in somewhat disproportionate representation for particular universities. Where a scholastic-standing committee had been established for each college within a university, there were more faculty members to be surveyed than would be found to represent a university where a single scholastic-standing committee had been established to represent the whole university. In a personal letter of transmittal, all of the 86 individuals on the lists were asked to respond to an adaptation of the survey form related to the detailed practices in their respective universities designed to helping low-scholarship students.

Survey of selected administrators.-- The responses to the preliminary survey of types of organization of the counseling help available to low-scholarship students in the 51 land-grant colleges and universities were used to prepare a list containing the names of 36 officials who had been reported to exercise direct supervision of a formal program with this academic counseling as the central goal. Accordingly, the list did not include names of officers at institutions where supervision had been reported as "Informal" or where the Deans of Men or Women exercised supervision. Moreover, since the results were to be used as a basis for comparison with New England institutions, the names of officers at these institutions were not included in the list of 36

officials selected in order to secure data related to actual practices. The survey forms sent to these educators had been adapted to use by them and enlarged to include another page of items related to specific practices. It was then mailed to these officers and a second request sent to nonrespondents.

Tabulation of responses to major survey instrument.-- The number of responses to items on the major survey form totaled well over one hundred twenty thousand. The tabulation of this number of items appeared to require formulation of a definite plan of work if the required degree of accuracy was to be achieved. Accordingly, the following steps in this work were planned:

1. A master code was prepared for use in identifying the source of responses as to university, college within the university, sex, and the individual.
2. A summary control of responses by classifications of responses was prepared.
3. Since the items had been set up on the form in a manner which utilized alphabetical as well as numerical classification, it was necessary to prepare a code for items.
4. Standard summary sheets were prepared for seven and four response groups of items. These provided for horizontal, vertical, and algebraic verification of the accuracy of tabulation of responses from each university by classifications for each item. These could then be verified by reference to the summary control as to both totals and arithmetic accuracy. Where errors

were thus uncovered, the tabulation was repeated until the totals proved.

5. Two teams of individuals, whose education and work experience appeared to offer assurance of accurate effort, were organized and given explicit instructions on the tabulating procedure.

Treatment of the data.-- The percentages of positive responses to each of the items in the survey were determined for the three groups of respondents. It was also thought desirable to examine the homogeneity of the student responses from the five institutions. Accordingly, the chi-square test was applied electronically to coded items where there were either four or seven degrees of freedom of response. This was an effort to bring to light items which might reveal significant differences at either the 1 per cent or 5 per cent level of confidence. Percentage analysis, then more meaningful, would permit attention to be focused on the particular practices of institutions which revealed both significant lack of homogeneity in reported practice as well as differences from the expressed views of experts. It should be pointed out that the reported practice in the thirty selected land-grant institutions would also be available for comparison to the practice at a particular institution.

Additional data secured.-- Part V of the survey form was designed to secure response from the faculty-administrator group and from selected supervisors of counseling services but it was not to be undertaken by student respondents. The results in percentages have been presented after the other data have been offered for consideration.

Plan for presentation of data.-- For each item related to a specific practice, a table was prepared which permitted a comparison to be made of the per cents of positive responses provided by the three groups: (1) the thirty selected supervisors of academic counseling services, (2) the faculty-administrative group in the five universities, and (3) the student groups. It was thought to be important that the results be considered in light of the criteria for the same items provided by the experts and also the homogeneity of the student responses. The discussion which follows the data presented in tables for items has included the presentation of the related judgments of experts and the homogeneity of responses of the student groups at the five universities.

The plan followed in the presentation of the results of the survey of practices has provided for the division of items into four classifications. Items were grouped into the first classification when it was found that the experts unanimously indicated that the practice should be followed. The items which nine experts agreed represented practices which should be followed, were combined in the second classification. Where eight experts agreed that the practice should be followed, the items were considered in the third classification presented. The fourth classification for presentation of items is made up of data in which the responses of more than two of the jury disagreed with their fellow jurors. This classification has been considered to contain those items which were "not confirmed" as practices used in dealing with low-scholarship students. Some specific data related to a few of the practices will also be presented in Chapter IV, which follows.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

1. Preliminary Research Results

Preliminary instrument prepared and used.-- A careful review of the research, literature, special publications containing related student regulations and a personal visit to each of the five New England land-grant universities considered in the present study, constituted the first step in the preliminary work which was undertaken in the effort to survey selected practices related to low-scholarship students. Next, based upon the research and the information obtained in conferences at the universities, the preliminary form, Survey of Expert Opinion on Guidance Practices, Appendix C was prepared. The survey was sent to 22 nationally recognized authorities. It can be stated with considerable assurance that the 19 respondents whose names are listed in Appendix A constitute an authoritative group in the area of college personnel services and guidance. Their code responses have been tabulated and are summarized and presented in Table 49 of Appendix B.

The tests applied to items.-- Three tests have been applied in order to select the items to be considered for use in the final survey form. The chi-square test of items revealed the fact that, with the exception of the last four parts of Item 5 on the preliminary form, the response of the experts provided P values greater than 15.086. Tables

by Fisher and Yates[1/] indicate that the items were, therefore, significant at the 1 per cent level or better. However, if more than two of the group of 19 experts disagreed with what appeared to be the response of the group; or if the algebraic score for the group for any item fell between +11 and -11, the item was considered to lack a sufficiently high degree of validity to justify including it as a part of the final survey form. Both of the qualitative cut-off tests had been established in order to provide assurance that an item which was retained had the support, within a reasonable degree of unanimity, of the group of experts.

In response to the request for suggestions as to additional items on the preliminary form, the experts did not recommend that any specific items should be added. One expert stated specifically that he could not add other items; another commented on the "very timely" nature of the study. However, two of the authorities expressed the thought that some of the items could have been made more specific and possibly expanded. This was undertaken on the final survey form.

It can be observed that, in Table 49 of Appendix B, Item 3, the last four parts of Item 5, Item 6, Item 14, Item 15, and Item 18 have been eliminated as a result of the application of the tests described. After revision and some expansion, the remaining items have been used to prepare the final survey form. It should be noted that the items on the final form have been subject to validation by a jury of experts

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1/R. A. Fisher and F. Yates, "Statistical Tables for Biological, Agricultural, and Medical Research" (Table IV), Biometrika (1942), 32:187-191, Oliver and Boyd, Edinburgh.

a second time when the final form was submitted to them.

Survey of supervision of counseling services at land-grant universities.-- Both the preliminary review of related research and the personal observations of the writer contributed to the conviction that an additional step should be taken prior to the preparation of the major survey instrument. A brochure published over seven years ago reported some of the results of the program of organized consultation sponsored by the American Council on Education.[1/] It contained several statements which reflected concern over methods of organization and the "somewhat chaotic" personnel organizations. The current publication of this same organization had indicated that the "lack of coordination, or of structural administrative plan....has never been completely corrected in many institutions."[2/] The idea is also expressed that "informal" plans represent a loss, both for the academic and nonacademic phases of the educational program. Three classifications of administrative programs are provided for consideration with commentary on the limitations and advantages of each form.

In order to gain greater understanding of the framework in which the selected practices operated, the double postcard survey form, Appen-

1/A. J. Brumbage and Ralph F. Berdie, Student Personnel Programs in Transition, American Council on Education Studies, 1952, Series VI, Volume 16, Number 16, Washington, D. C., pp. 12-13.

2/Daniel D. Feder (Chairman), The Administration of Student Personnel Programs in American Colleges and Universities, American Council on Education Studies, 1958, Series VI, Volume 22, Number 19, Washington, D. C., p. 32.

dix B, had been sent to the 51 predominantly white land-grant institutions. A summarization of the 50 responses to this brief survey is presented in Table 1.

Table 1. Summary of Responses to the Survey of Supervision of Academic Counseling in Land-Grant Institutions[a/]

Title Number	Title of Person(s) Who Directly Supervise Academic Counseling	Frequency	Per Cent
(1)	(2)	(3)	(4)
1.....	Director, Coordinator, Head, or Manager of "Counseling" Service	18	36
2.....	Academic Dean	8	16
3.....	Dean of Students, Student Personnel, or Student Affairs	7	14
4.....	"Informal" (Not headed up by any particular individual)	6	12
5.....	Director, Supervisor, or Coordinator of "Personnel Services"	4	8
	Cooperatively by Title 1 and Title 2	2	4
	Cooperatively by Title 2 and Title 3	2	4
	Cooperatively by Title 2 and Title 5	2	4
	Title 1, Title 2, and Deans of Men and Women	1	2
	Title 2, Title 3, and Deans of Men and Women	1	2
	Total	50[b/]	100

a/The 18 all-negro institutions were not included in this survey.

b/The total of 50 of 51 institutions is a 98 per cent response.

It is somewhat doubtful that the five New England land-grant universities represented in the present study, taken as a group, have accepted the obligation for broad educational objectives by "....making provision for an efficient functional structure for student personnel

services built upon sound principles of administration."[1/] The following data taken from Table 1 lend support to this belief:

1. Two of the New England universities reported that they have "informal" arrangements for the supervision of academic counseling.
2. In another of this group of universities, the Deans of Men and Women are reported to play major roles in the supervision, by a committee or council, of the academic counseling. The supervision of a coordinated personnel services program in this manner is quite usual but the supervision of the counseling service alone by council or group action appears to be an unusual arrangement.
3. The words "Counseling Services" appear in the title of the administrator of academic counseling in the largest number of institutions shown in the summary, Table 1. The term "counseling" appears in the title of only one of the five New England universities which are being studied. Of course, it may be stated that the title of the individual providing the supervision does not necessarily reflect the quality or even the existence of the service. On the other hand, the absence of both personnel and the service may be revealed by this lack of a descriptive word in an administrative title.

1/Daniel D. Feder (Chairman), loc. cit.

The results of this survey did not provide absolute proof of weakness in the area of administrative organization. The test of effectiveness of services and their administration lies in "....how well maximum education for the student is insured."[1/] However, the results of this survey did suggest that at least two of the universities might find it desirable to consider formalizing their administrative organization concerned with the supervision of academic counseling. It might be advantageous to emphasize and publicize academic counseling to a greater extent in four of the universities by the simple step of including the word "counseling" in the title of the officer who does supervise this help to low-scholarship students, provided, of course, that the service is really offered. This brief survey concluded the work which was undertaken preliminary to the preparation and use of the major survey form.

2. Presentation of Major Survey Form Data

Introduction.-- The data obtained from the use of the major survey form, Appendix B-3, will be presented on the pages which follow. Tables 3 through 48 will reveal the comparative percentages of positive responses of three groups to the items of the survey which represent college-level practices related to low-scholarship students. The three groups are:

1. Thirty selected officers who supervise academic counseling in land-grant institutions other than the New England universities.

1/Daniel D. Feder (Chairman), op. cit., p. 35.

2. Sixty-six faculty-administrative personnel charged with responsibility for official actions related to low-scholarship students in the five universities studied.
3. Six hundred students who make up groups subject to official actions as a result of low scholarship at the five universities. The identification of a particular university must be avoided. For the student groups a range of per cents of positive responses was presented. The lack of homogeneity to a significant extent, as revealed by a chi-square test applied to these groups, has been referenced in the tables when it applied.

The response of the low-scholarship students to the major survey form.-- Table 2 below was prepared to permit the presentation of an analysis of the student response to the major survey form.

Table 2. Analysis of Student Response to Survey of Practices Relating to Low Scholarship in New England Land-Grant Institutions a/

Action Taken	Sample of Students	Per Cent of Total Sample	Number of Responses	Per Cent of Total Number of Responses
(1)	(2)	(3)	(4)	(5)
Warning.....	233	19.9	99	16.5
Probation.....	554	47.2	311	51.8
Suspension.....	28	2.4	11	1.8
Dismissal.....	253	21.5	115	19.2
Readmission.....	105	9.0	64	10.7
Total	1173	100.0	600	100.0

a/The percentage of response from the total sample was 51.2 per cent.

It is noteworthy that, although low-scholarship students are often characterized as somewhat hostile and uncooperative, both the "Probation" and the "Readmission" groups responded in higher per cents of the total response than these groups represented as per cents of the total of groups surveyed. The percentages of responses revealed that the relative proportion of responses is, to an interesting degree, quite similar to the proportion of forms which were sent to the five groups. Although the groups to be sampled would possibly be the least able and tend to have more difficulty in following directions than the average student, the over-all response is shown to be over 51 per cent in Table 2.

There were over 20 unsolicited personal letters, which students sent along with their completed inquiry forms. They expressed keen interest in the research; three volunteered to help secure additional information; one commented, "I appreciate someone taking an almost personal interest in someone with a low scholarship standing"; and most attempted to justify, to some extent, the academic difficulty they were experiencing. There was one antagonistic reply, from a dismissed student, who felt that the survey form implied that he was experiencing some form of psychiatric disorder. He also wished to express his indignation at the audacity of the writer in sending the form to him. The expression was very poor, confused, and exhibited what was interpreted to be strong resentment toward the institution he had previously attended.

The four classifications of practices considered by the jury.--

1. Items which the jury of ten experts are said to have "unani-

mously validated." Unanimous agreement has been required for this classification of an item.

2. Items which have been classified as "strongly validated" when nine of the experts gave positive responses.
3. When eight of the jurors gave positive responses to an item, it was classified as "validated."
4. When more than two of the experts disagreed with the response of the others, the items were classified as "not confirmed" as a practice.

First in order of presentation are the data for items related to administrative practices applicable to all students.

Practice related to administration.-- The data presented below led to the conclusion that there is a definite need for greater administrative emphasis on the use of guidance services in the New England universities studied. In Table 3 below, it can be observed that, in reporting on actual practices, the per cents of the faculty-administrative group were generally lower than the group of supervisors. Moreover, with one exception, the student groups reported even lower per cents of positive responses to this practice. This exceptional group score, of 64 per cent, explained the significant lack of homogeneity which was reported in reference to these student groups.

At the 1 per cent level, this means that the percentage responses of one student group differed from percentages response of other student groups to an extent which could, from a statistical point of view, be explained by chance once in one hundred instances..

Table 3. Comparative Percentages of Positive Responses--Emphasis on Use of Guidance Service

IIA1. College administrative officers emphasize to students the use of guidance services:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups Range of Per Cents
(1)	(2)	(3)	(4)
a. At assemblies.....	67%	56%	29-64[a/]
b. In conferences.....	83%	70%	30-51
c. In communications.....	77%	42%	17-37
d. With parents.....	70%	47%	9-21

a/Significant lack of homogeneity at the 1 per cent level.

In comparison with the report of actual practices in Table 3, the jury of experts unanimously validated the practice of emphasis in conferences and strongly validated the practice of emphasis at assemblies and in communications by the administrators. The practice of emphasis with parents was not confirmed. The specific number of observations of each of the groups is reported in Table 4 which follows.

The lack of homogeneity, as shown by the significant differences in percentages of positive responses of one or more student groups from the responses of the other groups, made it appear that students reported significantly different practices were used in one or more of the five institutions, when these were compared with others in the same group of five universities.

Table 4. Responses of Three Groups--Frequencies of Administrative Emphasis on the Use of Guidance Services by Students

Administrative Emphasis on Use of Guidance Services Observed	DNK	No Answer	Times in Semester			
			0	1	2-4	4+
(1)	(2)	(3)	(4)	(5)	(6)	(7)
At assemblies by:						
Supervisors.....	4	5	2	5	7	7
Faculty-Administrators	2	26	7	15	13	3
Students.....	4	80	304	104	87	21
In conferences by:						
Supervisors.....	3	1	1	4	6	15
Faculty-Administrators	3	22	5	2	6	28
Students.....	4	83	256	121	109	27
In communications by:						
Supervisors.....	3	3	0	2	3	19
Faculty-Administrators	4	26	9	3	7	17
Students.....	8	83	283	122	86	8
With parents by:						
Supervisors.....	4	4	3	1	2	16
Faculty-Administrators	3	26	11	3	6	17
Students.....	11	108	353	63	41	24

The proportionate numbers of students who reported that they had observed the practices was smaller than either the supervisor or the faculty-administrative groups. It has been observed in the tables that the student groups, with one exception, have not compared in either percentages or numbers with either of the other groups or given large per cents of positive responses to the practices which experts have validated. It was the students who were to be impressed with the idea of using guidance services. The data presented support the conclusion that greater administrative emphasis should be placed on the use of guidance services by students in the five universities studied.

Practices related to admissions procedures.-- The practice of using information and/or data obtained from admissions procedures was strongly validated by the experts as the basis for suggested remedial work. Although the experts did not confirm the practice, it is observable in Table 5 that 63 per cent of the supervisor group and 33 per cent of the faculty-administrative group reported that, in actual practice, remedial work based on admissions procedures was required.

Table 5. Comparative Percentages of Positive Responses Reported on Practices Related to Use of Admissions Data

Information and/or data obtained from admissions procedures are used as a basis for:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Suggested remedial work.....	67	53	20-40
b. Required remedial work.....	63	33	14-37

The per cents in the ranges for the student groups were all so much lower than the per cents in the other two groups that it appears doubtful that the students are aware that the practice of suggesting remedial work has been followed to any great extent in the five universities. The judgment of the experts and the data presented point to the need for the use of suggested remedial work based on admissions data in the five New England universities studied.

Specific remedial services offered.-- The jury of experts unanimously validated the practices of offering psychological and academic

counseling based on admissions procedures; strongly validated the practices of offering remedial reading, remedial English and speech therapy; validated the practice of offering remedial mathematics and remedial study habits. However, the jury did not confirm the practice of offering psychiatric counseling, medical or dental advisement, or religious advisement based on admissions procedures.

Table 6. Comparative Percentages of Positive Responses to the Practice of Offering Remedial Work Based on Admissions Procedures

Remedial work based on admissions procedures includes the following:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Psychiatric counseling.....	20	11	2-8
b. Psychological counseling.....	50	23	6-16
c. Academic advisement.....	67	62	51-56
d. Medical or dental advisement.....	47	15	13-23
e. Religious counseling.....	10	11	16-21
f. Remedial reading.....	57	56	18-52 a/
g. Remedial English.....	47	32	22-66 a/
h. Remedial mathematics.....	57	27	24-43
i. Remedial study habits.....	40	32	17-41 a/
j. Speech therapy.....	27	18	6-36 a/

a/Significant lack of homogeneity at the 1 per cent level.

The data in Table 6 revealed that all groups reported low per cents related to the actual practice of offering psychiatric counseling based on admissions procedures. It appeared reasonable to assume that the attitude of all groups was that the offering of this service at this early point in the student's academic career was beyond the

scope of responsibility which college-level institutions have customarily undertaken.

Counseling by trained individuals is often considered to be the central point in a program of student personnel services. The extremely low percentages reported by both faculty-administrative and student groups in reference to the practice of offering psychological counseling based on admissions procedures at the five universities suggested that prompt attention should be given to this need.

Table 6 also revealed that the student groups at the five universities reported wide ranges but usually lower per cents of positive responses to the practice of offering remedial reading, remedial English, remedial study habits, and speech therapy than the per cents reported by the supervisors and the faculty-administrative groups. The highest and most homogeneous ranges of per cents related to student groups were for academic advisement. Even in this area the per cents represented only slightly more than half the groups.

The development of various services in each of the five universities appears to have followed different patterns, possibly influenced by special interests, if the reported per cents of the student groups are accepted. The significant lack of homogeneity in the reported per cents of the student groups for four areas supported the thought that emphasis on particular services differed in the five universities.

With the exception of psychiatric and religious counseling, the table revealed that the faculty-administrative group reported lower

per cents of positive responses than the supervisors on all validated practices. The student groups reported even lower per cents than the faculty-administrative group on many of the practices. It would appear to be important that steps be taken by the five universities to adopt the practice of offering the validated remedial services based upon admissions procedures.

Slightly more than half the student groups reported that academic advisement was offered at the five universities. Other data to be presented have not convinced the writer that the academic advisement was part of a coordinated program of services at the universities.

Use of admissions data.-- It has not been established that College Board examinations are generally used as part of the admissions procedures at land-grant institutions. In the New England area it is known that these examinations are optional at two institutions and required at one of the five universities. The lack of homogeneity in Table 7 might be explained by the fact that the examination is not required by one or more of the universities and, therefore, the results were not available for use.

Specific test scores secured as part of admissions procedures, the high school record, or a combination of these are data which would be useful to those who offer help to low-scholarship students. The data were reported to be actually used by from 14 to 30 per cent less of the faculty-administrative group than the supervisors' group. The reader should also be informed that the experts unanimously validated these practices.

Table 7. Comparative Percentages of Positive Responses to the Practice of Use of Psychometric Information Gained from Admissions Procedures

The following information gained from admissions procedures was used in remedial work:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. College Board scores.....	23	41	7-22 a/
b. Specific test scores.....	80	50	21-43 a/
c. High school record.....	80	53	21-31
d. A combination of these.....	73	59	15-26

a/Significant lack of homogeneity at the 1 per cent level.

Relatively little expense or effort would be required to establish the practice of making such information available to those who offer help to low-scholarship students. If, however, students have been assigned to academic advisers whose educational philosophy does not accept the importance of coordinated student personnel services programs, it is possible that the material would not be used even if it were made available.

Use of data obtained during orientation efforts.-- In Table 8 below, the per cents of both the faculty-administrative group and the student groups, reporting on the use of orientation data as a basis for suggested remedial work, are considerably lower than the comparable per cent for the supervisors' group.

Table 8. Comparative Percentages of Positive Responses to the Practice of Use of Orientation Data

Information and data obtained from the orientation efforts by the university are used as a basis for:	Responses to: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Suggested remedial work.....	67	38	25-42
b. Required remedial work.....	63	21	12-47 a/

a/Significant lack of homogeneity at the 1 per cent level.

The jury of experts validated the practice of having suggested remedial work offered to students on the basis of orientation data or information, but they did not confirm the use of orientation data as the basis for required remedial work. The data presented and the judgment of the experts pointed to the need for much greater emphasis at the five universities on the practice of suggesting remedial work based upon orientation data.

Specific remedial services based on orientation work.-- The experts did not confirm the practice of offering either psychiatric or religious counseling based on orientation effort. These judgments did not conflict with the very low per cents of positive responses reported by all groups for these items in Table 9.

Table 9. Comparative Percentages of Positive Responses to the Practice of Offering Remedial Services Based on Orientation Efforts

Remedial work undertaken as a result of orientation efforts includes the following:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Psychiatric counseling.....	27	17	1-6
b. Psychological counseling.....	70	23	2-12
c. Academic advisement.....	77	53	38-51
d. Medical or dental advisement...	53	23	6-14
e. Religious counseling.....	27	14	6-18
f. Remedial reading.....	67	42	17-50 a/
g. Remedial English.....	63	33	18-62 a/
h. Remedial mathematics.....	73	24	17-43 a/
i. Remedial study habits.....	60	24	17-48 a/
j. Speech therapy.....	40	26	7-27 a/

a/Significant lack of homogeneity at the 1 per cent level.

The reader's attention is directed to the low per cents of positive responses reported by the faculty-administrative and student groups, compared to the 70 per cent response of the supervisors' group, on the practice of offering psychological counseling based on orientation effort. This practice was strongly validated by the jury of experts. This wide a difference between the practice in New England universities and the practice reported by the supervisory group, representing thirty land-grant institutions in other states, in as important a practice as this one, should be the cause for concern in all five institutions. It is recognized, however, that the development of a coordinated plan of student personnel services is a problem which has

unique aspects in each institution and cannot be accomplished overnight. The literature in this area suggests the need for almost continuous efforts at evaluation. This in turn is very difficult to accomplish when budget and staff are pressed by the demands of immediate work in the specific services areas.

The jury of experts strongly validated including academic advisement, remedial reading, remedial English, and speech therapy in the plan of remedial work undertaken as a result of orientation effort of a university. They validated including medical and dental advisement and remedial mathematics, but did not confirm the practice of including either religious counseling or remedial study habits as remedial work which should be offered as a result of orientation effort.

There were sizeable differences in the per cents of positive responses which supervisors reported for the strongly validated practices of academic advisement, remedial reading, and remedial English and the lower per cents reported by faculty-administrative and student groups for the same items of practice. This comment also applies to the validated practices of offering medical or dental advisement and remedial mathematics based on orientation efforts.

Although three of the ten experts did not recommend including remedial study habits as work which should be undertaken as a result of orientation effort, there was evidence in the report of one of the student groups that some of this work was actually being carried on in at least one of the five universities. In fact, the range of scores of

the student groups on all of the last five services reflected some attention to each service at one or more of the five universities. Little or no attention was given to the same service at the other universities in the New England group studied. A significant lack of homogeneity was determined to exist for the five items.

The over-all picture of lower per cents for the five New England universities suggest that a study of specific weaknesses at each of the five institutions in the development of the program of coordinated services might be helpful.

Orientation test scores.-- The practice of using individual test scores obtained during orientation was validated by the experts, whereas the use of individual test scores obtained in orientation work was not confirmed. The possibility exists, however, that experts felt that the usual arrangements or plans for orientation work would not provide the opportunity for the work involved in individual testing. Data related to the use of test scores are presented in Table 10.

Table 10. Comparative Percentages of Positive Responses to the Practice of Use of Test Scores Obtained in Orientation Programs

The following information resulting from orientation efforts was used in remedial work:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Individual test scores.....	53	26	7-27 a/
b. Group test scores.....	73	36	11-42 a/

a/Significant lack of homogeneity at the 1 per cent level.

The 36 per cent positive response from the faculty-administrative group and the range of from 11 to 42 per cent for the student groups are comparatively low figures when the reader observes that 73 per cent of the supervisors gave positive responses to the use of group test scores. The significant lack of homogeneity of the student group can be explained by the relatively high score of 42 per cent from one university, whereas in one other university only 11 per cent of the student group gave positive responses.

Based on the data in Table 10, the conclusion was reached that if testing, preferably using group instruments, could be made a more important part of the orientation work, the results should be used as the basis for remedial work in the five New England universities.

Publicity related to guidance services.-- In Table 11 below, it can be seen that the supervisors and faculty-administrative groups gave higher per cents of positive responses related to the adequacy of publicity of guidance services than any of the five student groups. Since the objective of the publicity was student awareness, the difference was noteworthy, particularly for the institutions where student groups reported the lower per cents in the range shown in the table.

Table 11. Comparative Percentages of Positive Responses to the Practice of Adequately Publicizing Guidance Services

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Publicizing guidance service adequately.....	67	61	36-53

The data appeared to suggest that greater effort should be expended by the universities toward achieving student awareness of guidance services.

Methods of publicizing guidance services.-- The experts strongly validated the practices of using the freshman manual, other publications of student rules, as well as the discussion methods, as the means of making students aware of guidance services which were available.

Table 12. Comparative Percentages of Positive Responses to the Practice of Use of a Variety of Methods of Publicizing Guidance Services

Students learn that guidance services are available as a result of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. A freshman manual.....	80	50	48-70 a/
b. Other publication of student rules.....	63	26	32-50 b/
c. The college newspaper.....	77	24	16-28
d. Direct notice from the service...	70	30	17-33 b/
e. Other published notices.....	37	14	9-19
f. Notices at student assemblies....	60	41	26-55 a/
g. Discussions with students.....	100	70	47-69 b/
h. Discussions with faculty.....	93	80	49-65
i. Discussions with other college personnel.....	97	64	36-53

a/Significant lack of homogeneity at the 1 per cent level.

b/Significant lack of homogeneity at the 5 per cent level.

A combination of several generally accepted methods would also appear to be used at the institutions on which the supervisors reported. In Table 12, the comparatively lower per cents of positive response of the faculty-administrative and student groups suggested that greater use should be made at least of the freshman manual, the other publications of student rules, and the discussion methods in order to publicize guidance services more effectively in the five land-grant universities studied.

Assignment to faculty advisers.-- The jury of experts strongly validated the practice of assignment of every student to a faculty ad-

viser. In respect to this practice, Table 13 shows that this has been done at the five New England universities.

Table 13. Comparative Percentages of Positive Responses to the Practice of Assignment of Every Student to a Faculty Adviser for Consultation on Academic Problems

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Every student is assigned to a faculty adviser who is available for consultation on academic problems.....	77	85	94-100

The per cents of positive responses are higher for students than for the faculty-administrative group. Both of these groups reported higher per cents than the supervisors who reported on practices outside the New England area. The assignment of every student to a faculty adviser is a step in the right direction. However, this should not be considered to be a substitute for a coordinated program of personnel services which is needed to provide help for low-scholarship students.

Existence of staff philosophy related to student development.--The jury of experts strongly validated the concept that trained counselors should have all aspects of the students' development as a primary objective.

Table 14. Comparative Percentages of Positive Responses to the Practice of Creating a Staff Philosophy Concerned with All Aspects of the Students' Development

All aspects of the students' development appear to be a primary objective of the following:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Teaching faculty.....	37	50	34-50
b. Academic advisers.....	57	68	59-79 a/
c. Trained counselors.....	93	44	23-44 a/
d. Director of housing units.....	53	32	15-39 a/
e. Director of dining units.....	23	3	2-7
f. Religious advisers.....	47	33	25-36
g. Vocational counselors.....	83	23	26-34
h. Student activities director.....	67	18	6-18
i. Admissions personnel.....	57	32	32-42
j. College personnel who make decisions on low-scholarship actions.....	67	64	28-49

a/Significant lack of homogeneity at the 1 per cent level.

It can be observed in Table 14 that 93 per cent of the supervisors agreed with the experts. Both the 44 per cent response of the faculty-administrative group, and the student groups' response range of from 23 to 44 per cent, were comparatively low values. Did this response reveal the absence of trained counselors, or the lack of this philosophy, as the two groups interpreted the work of the trained counselors at their institutions? There was no way of determining which interpretation should be placed upon the responses. However, there was also no way of interpreting this low per cent response in a manner which inspired faith that many trained counselors at the five New England uni-

versities actually did have all aspects of the students' development as a primary objective.

The jury of experts validated the concept that the vocational counselor and the student activities director should have, as a primary objective, all aspects of the students' development. The per cents of both the faculty-administrative and the student groups which reportedly observed the philosophy of these two personnel workers, were as low or lower than the per cents observed for the trained counselors. These responses suggested that there was a need for the acceptance of this desirable philosophy by student personnel service officers at the five New England universities. The jury did not validate the adoption of this philosophy by other members of the college staff. Nevertheless, there is evidence in the table that the members of each of the three groups have observed acceptance, in varying degrees, of this philosophy by other staff members.

The survey items which attempted to secure data in specific numbers of observations of philosophic attitudes by members of the three groups appeared to lack a high degree of reliability because of the small number of responses and the critical comment which they received from three supervisors.

Explanation of rules related to low scholarship.-- Explanation, early in the academic year, of the rules related to low-scholarship action was a practice which was strongly validated by the experts as a group. One of the ten experts did, however, express the feeling that this practice was a "somewhat negative approach."

Table 15. Comparative Percentages of Positive Responses to the Practice of Providing Explanation of Rules Related to Low-Scholarship Students

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Rules of the institutions related to the "Warning," "Probation," "Suspension," "Dismissal," and "Readmission" actions are provided and explained early in the academic year..	77	65	61-76 b/

b/Significant lack of homogeneity at the 5 per cent level.

From the data presented in Table 15 for student groups, it can be observed that the positive per cent responses vary significantly for the five groups. While the upper limit of 76 per cent roughly corresponds to the per cent of positive response from the supervisors' group, there was still the possibility that greater emphasis should be placed on explanation of scholastic rules early in the semester. Unless the explanation of the rules was made in a manner which implied threat and hostility, the practice might be compared to the explanation of the rules which apply to the control of society, which is offered to students in law courses.

Responsibility for explanation of rules.-- The jury of experts validated the practice of assigning responsibility for explanation of the rules related to low scholarship to both faculty advisers and academic deans. In Table 16 below, the three groups, representing the

land-grant institutions, report that several individuals have been assigned to this task but that the most frequent choices were the academic dean and the faculty adviser.

Table 16. Responses of Three Groups--Responsibility for Explanation of Rules Related to Scholastic Actions

Respondent Group	Faculty Adviser	Dean of Admissions	Academic Dean	Director of Guidance	Others
(1)	(2)	(3)	(4)	(5)	(6)
Supervisors.....	18	4	18	7	10
Faculty-Administrative.....	31	11	34	5	15
Students.....	142	89	182	40	145

It would seem that the assignment might be influenced by the planning of other orientation work which might be offered to students and by the kind of orientation programs in effect.

Plans for explanation of rules related to scholastic action.--In reference to the practice discussed prior to this one, it might have been suggested that the academic dean would be the logical person to assign to the task of explanation of rules if orientation work was conducted entirely as a large group effort. If, on the other hand, small groups were arranged as part of an orientation plan, the faculty-advisers might be persuaded to undertake the task, or to attempt to supplement the group effort in the explanation of rules in discussion groups with the groups made up of students who had been assigned to him as advisees.

Table 17. Comparative Percentages of Positive Responses to the Practice of Providing Explanation of Rules Related to Scholastic Actions

Explanation of rules is given:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Prior to admission.....	30	8	10-27 a/
b. At the beginning of the first semester.....	70	50	47-74 a/
c. As part of orientation.....	77	48	52-63
d. During the first semester.....	63	42	51-63
e. When an action is imminent.....	73	39	36-59
f. After the action has been taken.	53	32	36-56 a/
g. To parent(s) or guardian(s).....	63	52	32-42

a/Significant lack of homogeneity at the 1 per cent level.

Table 17 is still another example of the same pattern of response which has been frequently observed in the data presented in the chapter. The supervisors gave a relatively high per cent of positive responses, 77 per cent, to the practice of explaining, as part of the orientation program during the first semester, the university rules related to low scholarship. However, the faculty-administrative group, and a number of the student groups at the five universities, conformed to the pattern observed up to this time in this research, when they reported lower per cents of positive responses to the practice which was strongly validated by the jury of experts.

The supervisors gave a high per cent of positive response to the practice of providing explanation of rules when an action is imminent.

The experts did not confirm this practice and the per cent of positive responses from the faculty-administrative and student groups are, as has been the situation so frequently, both much lower than the supervisors' group.

The data which were presented for faculty-administrative and student groups suggested that greater emphasis would be desirable in the practice of explaining, during first semester orientation, the student rules related to low scholarship. Somewhere between 51 and 63 per cent of the student groups reported that this practice was followed. They also reported, in a manner which suggested the lack of uniformity in practice among the universities, that explanations were given at other times. A coordination and concentration of effort might be suggested in this situation.

It was also interesting to observe that data presented in the table revealed that explanation of rules is given to parents or guardians to some extent in the land-grant universities. The jury of experts did not confirm this practice.

Offering low-scholarship students opportunity for conferences.--The experts strongly validated the practice of providing the opportunity for low-scholarship students to have conferences, in which a complete review of academic difficulties is undertaken, prior to all four of the official scholastic actions.

Table 18. Comparative Percentages of Positive Responses to the Practice of Offering Low-Scholarship Students Opportunity for Conferences Prior to Official Actions

Low-scholarship students are offered the opportunity for a conference prior to the following action:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Probation.....	63	58	15-51 a/
b. Suspension.....	67	62	17-47 a/
c. Dismissal.....	73	64	18-42 a/
d. Readmission.....	93	65	22-64 a/

a/Significant lack of homogeneity at the 1 per cent level.

There is a very significant lack of homogeneity in practice as reported by the students at the five land-grant universities. Higher per cents of both the supervisory and the faculty-administrative groups reported that the practice is actually being followed. There appear to be notable exceptions to the acceptance of these practices at particular universities which more detailed data would reveal since there is such a wide range of per cents of positive responses of the student groups. At those universities where students reported the very low per cents of positive response to this practice, the administration of the university should review its practice, considering the possibility of change, since the practice reported did not appear to conform to the judgments of experts or to the usual pattern of practice in other similar institutions outside the New England area.

Requirement of student conferences prior to scholastic action.--

The data in Table 19 below made it quite apparent that a practice which requires student attendance at such conferences is not actually followed in many of the land-grant universities.

Table 19. Comparative Percentages of Positive Responses to the Practice of Requiring Low-Scholarship Students to Attend Conferences Prior to Official Actions

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Low-scholarship students are required to attend a conference providing for a complete review of the academic difficulties before "Probation," "Suspension," "Dismissal," or "Readmission" action is taken.....	37	21	9-46

The experts do not confirm such practice. The higher percentage of the range of per cents of student groups, 46 per cent, may be caused by the feeling of students in one group that the pressure which is created by an "invitation" to attend a conference of this kind amounts to a "requirement" of attendance. The data presented in this chart do not suggest that a practice should be adopted of requiring students to attend such a conference. The reader may remember that the data for the practice discussed just prior to this suggested that the student should be offered the opportunity for such conferences.

Observed frequency of practice of assignment of personnel to conferences.-- Seventy per cent of the experts favored a practice of having

the academic dean confer with the student prior to all actions. Data in Table 20 revealed that, in actual practice, a few members of the three groups noted that the faculty adviser handled the work. However, many more members of these three groups reported that the academic dean had assumed the task.

Table 20. Reports of Three Groups--Practice of Assignment of Personnel to Conferences with Students Prior to Various Scholastic Actions

Group Reporting on:	Frequencies of Various Responses				
	No Answer	DNK	Faculty Adviser	Academic Dean	Others
(1)	(2)	(3)	(4)	(5)	(6)
Warning Action by:					
Supervisors	6	1	9	8	9 a/
Faculty-Administrative	29	3	11	17	6
Student	177	95	145	115	44
Probation Action by:					
Supervisors	7	0	3	12	8 a/
Faculty-Administrative	25	4	5	18	14
Student	202	114	77	127	80
Suspension Action by:					
Supervisors	6	3	2	10	9
Faculty-Administrative	20	4	4	19	19
Students	207	144	19	125	105
Dismissal Action by:					
Supervisors	7	0	4	10	9 a/
Faculty-Administrative	18	2	3	22	21
Student	189	141	18	145	107

a/Seven of these were counselors or members of the staff of the Counseling Service classified as "Others."

The data presented did not indicate very strong or uniform adherence to any particular practice. The number of respondents who either did not answer this item or indicated that they did not know was large and created considerable doubt in the writer's mind whether the practice was actually followed in many institutions. Although the experts did not confirm the practice of having the academic dean handle this work, as noted above, there was evidence that more of the group favored this procedure than any of the alternatives.

Referral by advisers to various services.-- The jury of experts strongly validated the practice of referral for psychological counseling, medical services, remedial reading, remedial English, remedial study habits, and speech therapy when an adviser recognized the need of low-scholarship students. Referral for psychiatric counseling and remedial mathematics was validated as a practice, but referral for religious counseling was not confirmed as a practice by the jury of experts.

Table 21. Comparative Percentages of Positive Responses to the Practice of Referral of Low-Scholarship Students by Advisers to Various Personnel Services

If the need is recognized, low-scholarship students are referred by an adviser for the following:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Psychiatric counseling.....	50	50	3-11
b. Psychological counseling.....	80	53	8-16
c. Medical services.....	67	64	2-12 b/
d. Religious counseling.....	73	53	4-10
e. Remedial reading.....	77	70	15-43 a/
f. Remedial English.....	60	38	13-33 a/
g. Remedial mathematics.....	70	27	13-24
h. Remedial study habits.....	83	53	23-38
i. Speech therapy.....	43	42	4-28 a/

a/Significant lack of homogeneity at the 1 per cent level.

b/Significant lack of homogeneity at the 5 per cent level.

The relatively low percentages of positive responses from both the faculty-administrative and the student groups at the five universities leave doubt if either referrals to these services are actually made by many advisers or, if the services actually exist as part of an effective program. The significant lack of homogeneity, which the student response from the five universities revealed, may be explained by outstanding effort in particular services at one or more of the universities. Each of the lower scores in the ranges for student groups suggested the need for greater attention to a particular service at one institution if the low-scholarship students were to receive the help they needed.

Permitting students the opportunity to appeal scholastic actions.--The jury of experts unanimously validated this practice when a student was faced with "Dismissal" and strongly validated it when he faced "Probation," "Suspension," or "Readmission" actions.

Table 22. Comparative Percentages of Positive Responses to the Practice of Providing Students with the Opportunity to Present Their Cases When Low-Scholarship Actions Are Taken

Students are given the opportunity to present their cases in an interview with college personnel:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Probation.....	57	58	21-65 a/
b. Suspension.....	73	65	23-59 a/
c. Dismissal.....	67	74	27-54 a/
d. Readmission.....	90	67	36-51

a/Significant lack of homogeneity at the 1 per cent level.

The wide range of per cents of positive responses from student groups caused the significant lack of homogeneity. This might be explained by a lack of understanding on the part of the students or a real variation in practice between the universities. In one university it is known that the opportunity is available for the student to present his case by preparing and submitting a written form. In another one of the five universities the opportunity is offered for a personal appeal to the committee which is charged with responsibility for making such decisions.

Provisions should be made for the appeals of the student to be communicated to the scholastic committees and in some situations, provision for personal appearance should be made. While this is the age of automation, problems related to people are not always susceptible to such techniques.

Interpretation of psychological test results to students.-- This survey item was prepared to enable the writer to compare the relative desirability of a practice which included compulsory conferences providing students with information to a practice which included voluntary conferences. The data secured convinced the writer, however, that even the voluntary service of interpreting psychological tests has not been undertaken at one or more of the New England universities.

Table 23. Comparative Percentages of Positive Responses to the Practice of Providing for Interpretation of Psychological Tests in Conferences with Students

Interpretation of results of psychological tests which might be helpful in formulation of academic plans is:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Offered to all students.....	87	42	13-34 a/
b. Offered to low-scholarship students.....	73	39	12-27 a/
c. A part of a compulsory conference with all students.....	10	9	1-6 b/
d. A part of a compulsory conference with low-scholarship students.....	37	9	0-7

a/Significant lack of homogeneity at the 1 per cent level.

b/Significant lack of homogeneity at the 5 per cent level.

The response pattern for actual practices from the three groups is very similar to that pattern presented for several previous items related to personnel services beyond the point of providing an academic adviser. Even though the voluntary practice related to all students was strongly validated by the experts, and 87 per cent of the supervisors reported that the practice was in effect in their colleges, the faculty-administrative group reported only 42 per cent positive response and the student groups reported even lower per cents. This is a situation which again suggests the need for investigation and action on the part of at least one of the New England universities and possibly all of them, since none of the per cents of positive responses reported gives much assurance of the operation of a strong testing program which is generally accepted and used by the students at any of the five universities.

The practice of having "compulsory conferences" with students was not confirmed by the experts. The low per cent of positive responses suggested that it was not generally used at very many institutions.

The practice of offering only the low-scholarship students the service of interpretation of results of tests did not receive as high a per cent of positive response as offering the service to all students. It appeared to the writer that, since most of the thirty supervisors reported that all students were offered this service, the difference represented a few supervisors who reported that the service was not limited to just low-scholarship students. The practice of providing

for the service on a voluntary basis to all students is suggested as most appropriate for adoption.

Additional tests given to low-scholarship students.-- The response to this item was one of the most surprising parts of the results obtained. The data in Table 24 reveal that there is very little support for this practice in the land-grant institutions. It was more surprising, however, that the experts did not confirm this practice.

Table 24. Comparative Percentages of Positive Responses to the Practice of Giving Additional Psychological Tests to Low-Scholarship Students

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Psychological tests are given to low-scholarship students in addition to those already taken as a regular procedure with all students.....	27	6	2-7

The practice of having an administrative officer determine scholastic actions.-- The response to this survey item indicated that the practice of assigning responsibility for scholastic action to an administrative officer was not approved by the experts and was not found to be used extensively.

Table 25. Comparative Percentages of Positive Responses to the Practice of Assignment of Responsibility for Determination of Action to Administrative Officers

The following actions are determined by an administrative officer rather than a committee or group:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Warning.....	57	41	19-40
b. Probation.....	47	17	11-31 a/
c. Suspension.....	27	6	8-15
d. Dismissal.....	40	8	7-28 a/
e. Readmission.....	27	15	10-17

a/Significant lack of homogeneity at the 1 per cent level.

There is the suggestion in the data for "Warning" that some universities permit such action to be taken, although probably not as an official action, by an individual administrative officer. However, the per cents of positive responses of supervisors, although they reveal only 47 per cent for "Probation" and 40 per cent on "Dismissal," indicated that this practice is followed in more than a few institutions. It was not approved by the experts. The two high per cents for "Probation" and "Suspension" could be the students' interpretation of the practice which they feel is "in effect," rather than an answer based on actual practice. In other words, an administrative officer with jussive mannerisms, possibly acting as chairman of a scholastic standing committee, might give the impression to a student that the decision was essentially that of the administrator, as an individual, rather than the decision of the committee.

Committee or group decisions on scholastic actions.-- The jury of experts validated the practice of using a committee to determine "Warning" and "Probation" actions. They did not agree among themselves to the extent necessary for confirming this as a practice related to "Suspension," "Dismissal," or "Readmission" actions. These actions, if decided by committees, consume an extraordinary amount of time, and it was understandable that there was reluctance on the part of experts to recommend such a practice when universities are faced with increasingly large enrollments. The data related to the actual practice of using committees or groups to decide scholastic actions are presented in Table 26.

Table 26. Comparative Percentages of Positive Responses to the Practice of Assignment of Responsibility for Determination of Action on Scholastic Cases to a Committee or Group

Committee composed of administration and faculty members determine the following actions:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Warning.....	20	33	11-31 a/
b. Probation.....	33	61	17-53 a/
c. Suspension.....	47	64	23-54 a/
d. Dismissal.....	50	77	30-48 a/
e. Readmission.....	67	70	32-62 a/

a/Significant lack of homogeneity at the 1 per cent level.

It was interesting to compare the report of the supervisors as to the practice of having these scholarship decisions made by administrative officers with their report on the practice of assignment of this

responsibility to committees. The combined result for the supervisors' group was that they reported almost three to one that administrators determined "Warning" actions, and "Probation" action in approximately a five-to-three ratio. On the other hand, they reported that committees decided "Suspension," "Dismissal," and "Readmission" actions in five-to-three, five-to-four, and seven-to-three ratios respectively.

The reader is reminded that "Warning" was a low-scholarship action at only one university in the New England group, and that "Suspension" was no longer used to describe scholastic actions, except in rather rare instances.

The faculty-administrative group reported a low per cent of positive response but in approximately a four-to-three ratio revealed that administrative officers decide "Warning" actions, but committees make the decisions on all four of the other actions taken in low-scholarship cases.

The student groups reveal significant lack of homogeneity in their report of all practices. In reference to "Warning" and "Suspension" this is understandable because of the differences in treatment at the different universities. The reports of the student groups related to "Probation," "Dismissal," and "Readmission" can be said to show not only lack of homogeneity in response, but also lack of homogeneity in the understanding or knowledge which different groups have of the actual practice at their respective institutions.

From the facts given, the reader can no doubt conclude that there is confusion in both theory and practice related to the assignment of

responsibility for decisions in low-scholarship cases. The data do not offer clear-cut suggestions and the practices reveal lack of uniformity. The writer can only offer for consideration the following suggestions which have probably become quite obvious to those who have been assigned to work on such scholastic standing committees:

1. As far as possible, the preliminary data in reference to each case which the committee hears should be prepared in advance of the meetings.
2. If clerical personnel can be assigned the task of determining all cases where there is the possibility of action and these in turn referred to the students' faculty advisers, it might be possible to have a preliminary screening job done by the advisers. This might include a recommendation.
3. Although the door should be kept open for appeals in the unusual cases, a body of guiding principles can be established which will make a large number of the committee's decisions somewhat automatic.
4. The jury of experts validated the practice of committee "Warning" and "Probation" actions on cases. This action could certainly be streamlined by establishing a general pattern of actions in reference to groups of students at various academic levels. The committee decision in reference to groups could be relayed to the student through his faculty adviser.
5. A summary of the comments or a report of a member of the trained counseling staff who has had the opportunity to work with a stu-

dent should be included in data presented to these committees when "Suspension," "Dismissal," or "Readmission" decisions are to be made.

Notification of parents of pending actions.-- Notifying parents or guardians when an action appeared to be possible, was not a practice which the experts confirmed. Less than half the supervisors reported, as shown in Table 27, that the practice was followed in their land-grant institutions.

Table 27. Comparative Percentages of Positive Responses to the Practice of Notification to Parents or Guardians of Pending Action Related to Low-Scholarship Students

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Notification of pending action in reference to low-scholarship students is sent to the parent or guardian.....	47	58	21-69 a/

a/Significant lack of homogeneity at the 1 per cent level.

Fifty-eight per cent of the faculty-administrative group gave a positive response in reporting that this practice was followed at the five New England universities and 69 per cent of one of the student groups stated that this practice was followed. However, only 21 per cent of another group, representing another institution, reported that parents were notified of pending actions. It may be thought desirable

to bring the parents or guardians into the picture before action is taken but this may also create problems for the committee, especially when the parent or guardian seeks special treatment for his son or daughter. The data from the student groups, presented in Table 27, revealed a significant lack of homogeneity in the student response to this survey item. There is doubt as to the desirability of this practice. A review of its desirability in individual situations is suggested.

Notification of parents or guardians of scholastic actions taken.--The practice of notifying parents of action taken in reference to low-scholarship students has been unanimously validated by the jury. Of the supervisors of counseling services, 80 per cent reported that this practice was followed. In the New England area, however, only 58 per cent of the faculty-administrative group reported affirmatively that the practice was followed. There was wide disagreement in the response of the student groups at the five universities.

Table 28. Comparative Percentages of Positive Responses to the Practice of Notification to Parents or Guardians of Action Taken Related to Low-Scholarship Students

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Notification of action taken in reference to low-scholarship students is sent to parent or guardian..	80	58	21-69 a/

a/Significant lack of homogeneity at the 1 per cent level.

It must be remembered that the current student population is made up of larger numbers of independent young people over twenty-one years of age and many married students. The parents of these students would not, under the policy of most colleges, receive notification of scholastic action. This fact may explain, to some extent, the lack of homogeneity in the student response. However, the data presented suggested that the five New England universities should review their practices in reference to notification of parents and, if necessary, make those changes which would bring them into closer agreement with the practices which are generally accepted by the universities outside the New England area and with the judgment of the experts.

Form of notification of scholastic action used.-- The data presented in Table 29 revealed that the supervisors reported in approximately a six-to-four ratio that forms were used as notifications that scholastic actions had been taken.

Table 29. Comparative Percentages of Positive Responses to the Practice of Using Forms for Notification of Scholastic Actions

The notifications are:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Forms.....	60	58	13-77 a/
b. Personal letters.....	43	62	11-74 a/

a/Significant lack of homogeneity at the 1 per cent level.

In the five New England universities there is a lack of uniformity in this practice revealed by the reports of the faculty-administrative group and the student groups. The wide range of student responses to both items indicated that both practices are followed by different universities in this same group of five in New England. The experts unanimously validated the practice of using a personal letter rather than a form to notify a student that scholastic action had been taken. This is a time-consuming practice but a necessary one if the students' feelings are to be considered. The student's reaction that he was treated as a statistic rather than an individual should be avoided if possible.

Explanatory comment in notification of scholastic actions.-- The student who receives a notification of scholastic action is often quite severely shocked. Although there is often no real justification for this, he is surprised and seeks explanation. Table 30 is used to present to the reader the reported data from the three groups, related to the actual practice which has been followed in offering explanatory comment in the notifications.

Table 30. Comparative Percentages of Positive Responses to the Practice of Providing Explanatory Comment in Notifications of Scholastic Actions

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Do these notifications offer some explanatory comment on the action?..	70	71	40-59

Experts unanimously validate the practice of including explanatory comment in letters of notification of actions taken with reference to low scholarship. Seventy and seventy-one per cent of the personnel in the land-grant colleges reported that this practice was followed. In four of the five universities in New England, however, less than half of the students reported affirmatively in reference to the observance of this practice. A review of the practice by administrative officers is suggested by the data presented.

Forfeiture of fees by "Suspended" or "Dismissed" students.--

Table 31. Comparative Percentages of Positive Responses to the Practice of Forfeiture of Paid-up Student Fees for Period of Suspension or Dismissal

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Does the student forfeit college fees related to a future period in which he cannot obtain benefit because of "Suspension" or "Dismissal" action?.....	20	3	11-15

This practice was not confirmed by the experts or actually employed by the land-grant institutions according to the reports of the supervisory, faculty-administrative, and student groups. However, the data in Table 32 below suggest two qualifications of this statement.

Table 32. Report of Three Groups Related to Practice of Forfeiture of Specific Fees Paid by Suspended or Dismissed Students

Respondent Group	DNK	No Answer	Fees Forfeited		
			None	Special Deposits	Others
(1)	(2)	(3)	(4)	(5)	(6)
Supervisors.....	5	4	17	4	0
Faculty-Administrative.	21	0	43	2	0
Students.....	362	61	122	16	39

Although the response of the groups indicated that it was not the practice of universities to have students forfeit any large amount in fees, several of the supervisors and faculty-administrative group qualified their responses by adding special comments to the effect that after a specific period, dormitory and tuition fees would be forfeited. A proportionate part of these fees would be refunded up until the end of the specific period established in the rules of the institution.

Warning procedure prior to "Probation" action.-- The data presented in Table 33 revealed that very low per cents of the faculty-administrative and student groups at the New England universities reported that a "Warning" procedure was used prior to placing a student on "Probation."

Table 33. Comparative Percentages of Positive Responses to the Practice Related to "Warning" Procedure Prior to "Probation" Action

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
There is a "Warning" procedure before action is taken placing a student on "Probation".....	77	18	6-18

On the other hand, 77 per cent of the supervisors of counseling reported that a "Warning" procedure was used in land-grant institutions outside the New England area. The experts strongly validated the use of a "Warning" procedure prior to "Probation" action.

The form of "Warning" used prior to scholastic action.-- The experts unanimously validated the practice of issuing an invitation to the low-scholarship student to confer with his adviser when a "Warning" appeared necessary. Since the experts strongly validated the practice of having an administrative officer direct a letter to the student, such an invitation to a conference could be contained in the letter and both practices combined in this manner. Data in Table 34 below revealed that 67 per cent and 60 per cent of the supervisors reported that these two practices were actually followed in their institutions.

Table 34. Comparative Percentages of Positive Responses to the Practice Related to "Warning" Procedures Prior to "Probation" Action

A student receives a "warning," when the level or average of his academic work is below requirements, in the form of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. A letter to the student from a member of the administration of the university.....	67	62	15-93 a/
b. A letter from a member of the administration to parent or guardian.....	37	47	9-82 a/
c. The publication of a list of names of students.....	10	3	1-9
d. An invitation to a conference with an adviser.....	60	42	36-45
e. A required conference with an adviser.....	23	17	3-26
f. A notice which also informs the student of some restriction placed upon his extracurricular activities.....	17	8	2-50

a/Significant lack of homogeneity at the 1 per cent level.

Although 62 per cent of the faculty group reported that administrators do direct a "Warning" letter to the student, the student groups reported a very wide range of practices in this respect. They also revealed a wide range of acceptance of the practice of directing an administrator's letter to the parent or guardian of the low-scholarship student. The exact practices followed are, therefore, not clear from the data obtained.

There is evidence of wide differences in practice and yet both the

experts and a majority of the supervisors favor use of an administrator's letter as a "Warning" and would also favor including in such a letter an invitation to a conference with an adviser. The New England universities should consider the use of this practice if it has not already been adopted.

Providing information as to exact status to low-scholarship students.-- The experts strongly validated the practice of providing the low-scholarship student with information as to his exact status. This could be accomplished at the time that the conference with the adviser took place, if that practice was adopted as suggested previously in this presentation of data on practices. Table 35 revealed that 83 per cent of the supervisors stated that the practice was followed in their land-grant institutions.

Table 35. Comparative Percentages of Positive Responses to the Practice of Informing Low-Scholarship Students of Exact Status

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
The student is given information as to his exact status by means of the "Warning" procedures.....	83	59	43-67 a/

a/Significant lack of homogeneity at the 1 per cent level.

A considerably lower per cent of the faculty-administrative group, 59 per cent, reported affirmatively that this practice was followed in the five New England universities. The wide range of per cent of positive response from the student groups revealed a significant lack of homogeneity and suggested that in the light of the data presented here some of the group of New England universities might review practices in this area.

Practices related to "Probation" action.-- Experts unanimously agreed that "Probation" action should precede "Dismissal" action; strongly validated the practice of placing a student on "Probation" because of a low average, even though a student might be passing all courses; and validated the practice of establishing a requirement of better than passing grades to qualify for removal from "Probation" status. The other practices which were listed in Table 36 were not confirmed by the experts.

Table 36. Comparative Percentages of Positive Responses to the Practice Related to Use of "Probation" Action

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. "Probation" action precedes "Dismissal" action.....	83	62	11-78 a/
b. Under the established rules it is possible for a student to pass all courses and yet be subject to "Probation" because of a low over-all average.....	93	73	51-89 a/
c. The length of time a student remains on "Probation" is determinable from specific rules..	80	58	19-75 a/
d. A student is required to achieve better than passing grades to qualify for removal from "Probation" status.....	77	64	26-87 a/
e. There are exceptions to this rule for students who fall in special classifications.....	33	21	9-17

a/Significant lack of homogeneity at the 1 per cent level.

For each of the practices described (a, b, and e in the table), progressively lower per cents of positive responses were received from the three groups--the supervisors, the faculty-administrative group, and the student groups. The significant lack of homogeneity for the wide range of per cents reported by student groups is also notable. The wide range of per cents of positive responses from student groups suggested the need for the review of the practice by the universities whose students reported the lower per cents in the range of per cents

reported for student groups. The response for this item follows the now familiar pattern of progressively lower per cents reported by supervisors, faculty-administrative, and student groups. This pattern of response seems to apply most often to the survey items which represent practices which are performed by specialized student personnel workers or are related to such services.

The length of time which a student remains on "Probation" is determinable in 80 per cent of the land-grant institutions outside of New England. The data from the five New England universities indicated variations in practice in this respect. Since the experts were definitely unwilling to validate this practice, it is not recommended for further study. Exceptions to the rule requiring better than passing grades to qualify for removal from "Probation" were not recommended by the experts but were actually made in very few cases according to the low per cents of positive responses for the three groups.

Time given students to remove deficiencies which cause "Probation" status.-- The jury of experts was equally divided between the practice which limited "Probation" to one semester and the practice of having "Probation" a status without a definite time limit. They did not, therefore, confirm either practice. In actual practice, as reported in Table 37, a few more supervisors reported that no definite time limit had been established in their institutions.

Table 37. Reports of Three Groups Related to Length of Time Students Are Given to Remove Deficiency Causing "Probation" Status

Respondent Group	DNK	Semesters			Indef-inite	No Answer
		One	Two	Two+		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Supervisors.....	0	11	3	1	14	1
Faculty-Administrative.	14	30	2	2	5	13
Student	218	268	17	30	22	45

Thirty of the faculty-administrative group reported that one semester was the limit. The size of the total of "Do Not Know" and "No Answer" response for this group made the results of doubtful value. This same comment applies to the response from the student group, although the per cent who responded was higher. There appears to be a lack of data on which to base a reliable choice between the practices but if a choice must be made, it would appear to be better not to establish a definite time limit on the "Probation" status.

Special exceptions to rules related to "Probation".-- It would appear from the results shown in the table below that students were not aware that exceptions, under special circumstances, were made to the rules related to "Probation" status. Moreover, the faculty-administrative group did not report that many of such exceptions were granted, and the experts did not favor the practice. The data suggested that granting of exceptions, although at times a necessary practice, should be avoided.

Table 38. Report of Three Groups on the Practice of Permitting Exceptions to Rules Related to "Probation" Status for Special Classifications of Students

Respondent Groups	DNK	No Answer	None	Exceptions			
				Better Average	Health	Foreign	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Supervisors.....	3	2	14	1	7	1	2
Faculty-Administrative...	13	0	40	2	3	2	6
Students.....	403	70	64	16	7	1	39

Practices related to "Suspension" status for low scholarship.--Although the experts strongly validated the practice of making "Probation" an academic action which preceded "Suspension" slightly less than half (47 per cent) of the supervisors and faculty-administrative groups in land-grant institutions reported affirmatively in Table 39 that this practice was followed.

Table 39. Comparative Percentages of Positive Responses to the Practice Related to "Suspension" When Taken in Reference to Low-Scholarship Students

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. "Probation" action precedes "Suspension" action.....	47	47	6-62 a/
b. It is possible to determine from the established rules under what conditions "Suspension" action is probable.....	57	61	32-68 a/
c. "Suspension" action is taken at the end of the first semester..	30	45	23-49 a/
d. "Suspension" action is taken in the middle of a semester.....	3	23	6-25 a/

a/Significant lack of homogeneity at the 1 per cent level.

The very highly significant lack of homogeneity in practice as reported by the student groups led this investigator to examine the regulations of each of the five universities. It was determined that "Suspension" action was a disciplinary practice restricted to disciplinary cases rather than low scholarship at three of the universities. This would appear to invalidate the results obtained from this portion of the survey since this study is concerned only with practices related to low-scholarship students.

Practices in the "Dismissal" process related to help for the student.-- The experts unanimously validated the practice of offering help "in planning his future" to the dismissed student. In Table 40,

it can be observed that 83 per cent of the supervisors but only 70 per cent of the faculty-administrative group reported that this practice was actually followed.

Table 40. Comparative Percentages of Positive Responses to the Practice Related to "Dismissal" of Low-Scholarship Students

As a step in the process of "Dismissal" the low-scholarship student planning his future is:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Offered help.....	83	70	18-36 b/
b. Required to appear for counseling.....	17	21	7-15

b/Significant lack of homogeneity at the 5 per cent level.

The percentages of positive responses from student groups were comparatively low and the range revealed significant differences in the practice as reported by the five student groups. The data presented suggested that each New England university should make greater efforts to offer help to the student as a part of the university's process of "Dismissal." The requirement of counseling as a step in the "Dismissal" process is not confirmed by the experts, or in effect except to a very limited extent according to the reports of the three groups.

Practices related to "Dismissal" procedure.-- In reference to the dismissed student, the experts unanimously validated the practices of:

1. Offering guidance in selection of new educational opportunities.
2. Offering the service of psychological testing in addition to

those tests which are part of regular procedure.

3. Offering interpretation of the results of psychological tests as part of the counseling service adapted to their special problems.

The experts strongly validated the practice of having an adviser or counselor available to help the low-scholarship student plan his future. These authorities validated the practice of offering the assistance of the placement service to dismissed students.

The data in Table 41 presented the report of some of the actual practices from the three groups of representatives of land-grant institutions.

Table 41. Comparative Percentages of Positive Responses to the Practice Related to Dismissal of Low-Scholarship Students

Practice of:	Responses of:		
	Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. An adviser or counselor is available to help the low-scholarship student plan his future.....	97	85	42-68 b/
b. Dismissed students are offered the assistance of the placement service.....	50	20	3-15 b/
c. Dismissed students are offered guidance in the selection of new educational opportunities.....	77	52	7-30 a/
d. Dismissed students are offered interpretation of the results of psychological tests as a part of			

(concluded on next page)

Table 41. (concluded)

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
counseling services adapted to their special problems.....	80	32	6-15
e. Psychological tests are given to dismissed students in addition to those already taken as the regular procedure with all students.....	43	8	1-2

a/Significant lack of homogeneity at the 1 per cent level.

b/Significant lack of homogeneity at the 5 per cent level.

The supervisors reported almost unanimously (97 per cent) that an adviser or counselor is available to help the low-scholarship student plan his future. A relatively high per cent of the faculty-administrative group also gave positive responses to this practice. However, the range of per cents of student responses to the same item indicated a lack of homogeneity in the response of the five groups. The low per cent of the range of per cents for student groups, 42 per cent, suggested the possibilities that either the service was not actually available, or that students were not generally aware that it was available. The result is the same in either case, so that steps should be taken to correct this situation.

The dismissed student at the five New England universities was seldom aware of the possibility that the placement service offered its

assistance to him, since only from 3 to 15 per cent responded affirmatively to this practice. The experts validated the practice of having the placement service offer help. Greater awareness by the students that the service is available should be a goal of the university where the service actually is available. A change in practice should be brought about at those institutions where the service is not available to the dismissed student.

There are very low per cents of positive responses reported in Table 41 from both faculty-administrative and student groups related to offering:

1. Guidance in the selection of new educational opportunities
2. Additional psychological testing beyond that offered as regular procedure to all students
3. Interpretation of the results of psychological tests as a part of counseling services adapted to their special problems.

The responsibility of the university for providing counseling service at the time of dismissal cannot be disregarded by the universities unless they are willing to accept criticism that they lack interest in providing reasonably complete personnel services to all young people who attend these institutions. Psychological testing is another generally accepted student personnel service which should be made available even to the student who is in the process of "Dismissal."

To repeat, if the services are actually available, the universities have the problem of creating much greater awareness of this fact with the students. If the services are not actually available and, as has

been pointed out, experts unanimously recommend that they should be available, steps should be taken to provide these services to these students at the five land-grant universities.

Percentage of dismissed students who use the counseling service to select new educational opportunities.-- The response of the three groups--the supervisors, the faculty-administrative, and the students--yielded some data related to actual practices which might help formulate conclusions and recommendations in reference to the practices with dismissed students. However, for other survey items, the response represented such a small proportion of the groups surveyed that it did not appear to contribute to the study and therefore has not been presented.

The data provided by most of the members of the three groups on the percentages of dismissed students who use counseling services were, of necessity, based upon an estimate of observations rather than records. Over 55 per cent of the faculty-administrative group and over 85 per cent of the students gave no response or indicated that they did not know, as a response to the survey item related to use of counseling by dismissed students in selecting new educational opportunities. These data did not appear to contribute to the study.

The data related to estimated percentages of students who take advantage of the placement services from the faculty-administrative group and student groups also represented too small a per cent of the total population to make it worth presenting to the reader.

Assignment of responsibility for guidance of dismissed students.--In Table 42, the supervisors of counseling services indicated that the counseling services in the land-grant universities outside of New England offer the dismissed student help in the selection of new educational opportunities.

Table 42. Assignment of Responsibility for Guidance of Dismissed Students in the Selection of New Educational Opportunities Reported by Three Groups

Respondent Group	DNK or No Answer	Counselor or Guidance Officer	Faculty Adviser	Other Personnel
(1)	(2)	(3)	(4)	(5)
Supervisors.....	1	25	0	4
Faculty-Administrative.....	21	13	7	25
Students.....	469	18	44	69

If this service is available in the New England universities, subject of the present study, the data presented revealed that the students were not aware of it to the extent that was desirable. It appeared that the faculty advisers and other personnel are attempting to do some of this work at a few institutions. The jury of experts validated the assignment of this work to the counseling service as the primary agency. This practice of assignment of responsibility to specially trained members of a student personnel service, coordinated with the other services including administrative and academic advisement personnel, should be observed by the five New England universities to a greater extent.

Estimates by these groups related to special use of counseling service by dismissed students.-- The data made up of positive responses were considered valueless because of the very small numbers of each of the three groups who provided specific data on:

1. The number of sessions provided for dismissed students seeking new educational opportunities
2. The per cents of dismissed students who take advantage of counseling in planning their future.

The lack of data could be attributed to either the absence of the services or to the lack of awareness of these situations on the part of faculty and students at the five land-grant institutions. If the services do not exist, the suggestion that they should be provided is made here.

Readmission of dismissed students.-- The experts unanimously validated the practice of readmitting dismissed students after a "waiting" period. The data on actual practice in land-grant colleges for all three groups presented in Table 43 revealed that the actual practices in the land-grant institutions substantially conformed to this judgment of the experts.

Table 43. Comparative Percentages of Positive Responses to the Practice of Readmitting Dismissed Students

Practice of:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
Students who have been dismissed may be readmitted after a "waiting" period.....	90	83	64-94 a/

a/Significant lack of homogeneity at the 1 per cent level.

The student group response revealed a lack of uniformity in awareness of the practice followed at the five universities. However, the per cents reported for the supervisors and the faculty-administrative groups suggested that the practice might not always be followed in all land-grant institutions since the per cents, although very high, did not give complete assurance that the practice was followed. The practice of readmitting students should, according to the authorities, be continued.

Length of time required to gain readmission.-- The length of "waiting" time required between "Dismissal" and "Readmission" at land-grant institutions is reported by the three groups in Table 44.

Table 44. Length of Time Required to Gain Readmission as Reported by Three Groups of Respondents

Respondent Group	DNK and No Answer	Number of Respondents Semesters			
		Indefinite 1 or 2	One	Two	3 or 4
(1)	(2)	(3)	(4)	(5)	(6)
Supervisors.....	2	11	9	6	2
Faculty-Administrative.	11	13	18	2	22
Students.....	177	54	244	54	71

The practice in reference to the number of semesters which the dismissed student must wait in order to gain readmission varies so greatly that no conclusion can be reached on the number of semesters which would appear to be the best in practice. There is the possibility that each case should be decided as an individual situation rather than attempting to reduce the problem to one where a specific rule will be applied. The jury of experts did not express any preference for a specific length of time and did not suggest that an indefinite number of semesters be set as the general rule to follow.

The number of times a student may be readmitted.-- It may have been assumed by the reader that once a student had been dismissed this would end the consideration of his activities insofar as practice of universities was concerned. This has not been the case in actual practice. Such students seek, and often succeed, in gaining readmission to the university which dismissed them. Table 45 revealed that there was considerable lack of information on this point among the three groups of individuals who were concerned with the practice.

Table 45. Practice Related to the Number of Times a Student May Be Readmitted

Respondent Group	DNK or No Answer	Once	Twice	Indefinite
(1)	(2)	(3)	(4)	(5)
Supervisors.....	4	6	4	16
Faculty-Administrative.	20	30	11	5
Students.....	380	145	59	16

The response of the jury of experts did not suggest a specific practice or rule, nor did it suggest that the policy be indefinite. A surprisingly large number of the low-scholarship students did not know the related rule in their own university. This might be due to the fact that no rule had been established. In face of this response, and the judgment of the experts, no recommendation can be made. It is suggested that each individual should be treated as an individual, but this suggestion is not based upon data presented to the reader.

Responsibility for counseling prior to readmission.-- The experts validated the practice of using the counseling service as a part of the readmission procedure. However, one expert suggested that the academic dean should be responsible for the counseling effort undertaken when a dismissed student sought to be readmitted. The data on actual practice are presented in Table 46.

Table 46. Responsibility for Counseling Prior to Readmission of Low-Scholarship Students

Respondent Group	Academic Dean	Dean of Students	Faculty Adviser	Counselor	Admissions Officer	DNK and No Answer	Other
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Supervisors....	1	1	2	16	1	4	5 A/
Faculty-Administrative.	11	1	2	4	3	45	--
Students.....	68	15	11	19	21	451	115

A/These supervisors made a special effort, in response to the item, to indicate that there was no requirement for counseling at the time a student was seeking readmission.

Over 70 per cent of the faculty-administrative and student groups at the five universities did not know, or did not give a response to, this item of practice. This created doubt as to the value of the total response, particularly since there was doubt that the counseling service existed in all five universities. It also suggested the possibility of apathy on the part of students as to the use of counseling in these institutions.

Although half of the supervisors stated that the student seeking readmission would have the benefit of actual counseling services, one sixth of this group made a special effort to report that counseling was not "required."

In personal visits to several institutions, the present author has been informed that the practice in effect required that the student seeking readmission schedule conferences with more than one of the

college personnel listed in the table. The academic dean and a staff member of the Counseling Service were often added to the Dean or Director of Admissions, as two others in the succession of individuals a student must interview in order to gain readmission.

Opinions on the possibility of improvement of practices related to low-scholarship students.-- The judges unanimously voiced the opinion that improvements could be made in college level practices in dealing with low-scholarship students.

Table 47. Comparative Percentages of Positive Responses to the Survey of Opinion Related to Possibility of Improvement of Practices Related to Low-Scholarship Students

In your opinion could improvements be made in the practice of dealing with low-scholarship students with reference to:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. "Warning".....	73	52	43-74 a/
b. "Probation".....	70	53	45-55
c. "Suspension".....	43	48	38-51
d. "Dismissal".....	53	48	34-74 a/
e. "Readmission".....	77	52	29-62 a/

a/Significant lack of homogeneity at the 1 per cent level.

The percentages of the faculty-administrative group at the five universities did not reveal a strong feeling that improvements could be made. The student group scores, especially those related to "Warning," "Dismissal," and "Readmission" practices, reveal a lack of homogeneity of response. This reflected various levels of satisfaction

the students experienced with reference to the practices. A few students expressed rather sharp criticisms of the practices and suggested that a lack of understanding of student personnel services existed at their university. To some extent, however, this could have been anticipated as a response from the disgruntled students seeking something or someone to blame for their status.

Rules and regulations related to low scholarship.-- The survey data related to rules and regulations were obtained from the supervisors and faculty-administrative groups, but not from the student groups. In Table 48 the results of their response are presented.

Table 48. Comparative Percentages of Positive Responses to the Practice Related to Rules and Regulations Applying to Low-Scholarship Students

Rules and/or regulations related to practice in dealing with low-scholarship students:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
a. Are available in written or printed form.....	90	91	--
b. Are available as a unit.....	80	59	--
c. Well known and understood but not available as a unit.....	10	15	--
d. Indefinite but determined by basic policies.....	13	11	--
e. Indefinite but rulings are made suited to particular cases.....	13	14	--
f. Annually reviewed for possible revision.....	37	23	--
g. Occasionally revised.....	73	77	--
h. Of a mandatory nature so that judgment is not necessary in most cases.....	43	17	--

(concluded on next page)

Table 48. (concluded)

Rules and/or regulations related to practice in dealing with low-scholarship students:	Responses of: Thirty Supervisors	Faculty-Administrative Group	Student Groups--Range of Per Cents
(1)	(2)	(3)	(4)
i. Have been formulated with the help of students.....	13	9	--
j. Are revised with the help of students.....	10	8	--
k. Are distributed to all faculty..	87	85	--
l. Are distributed to administrative personnel.....	90	80	--

There was agreement between the judgment of the experts and the reported practices in reference to making rules available in written and printed form, and the distribution of rules to both faculty and administrative personnel. The jury strongly objected to the practice of establishing rules "of a mandatory nature, so that judgment is not necessary in most cases." The supervisors and faculty-administrative groups did not report percentages which would indicate that the majority of these groups favored the practice. The practice of revising rules with the help of students was strongly validated by the jury, but accepted by only 10 per cent and 8 per cent of the supervisors and faculty-administrative groups, respectively. It would be a difficult task to convince this strong majority that the help of students should be obtained in the formulation and also in the revision of rules. However, the practice is recommended.

The writer has presented a body of specific data related to items in the survey of practices. The wide differences between the ranges of per cents of positive responses of student groups that reported that faculty academic advisers had been assigned and the much lower per cents that reported that they were aware of several actual practices of these advisers, suggested the need for further more detailed investigation at each university.

The uniqueness of the needs and the student personnel services program of every college level institution is generally accepted. Therefore, evaluation and the efforts devoted to improvement must necessarily be based upon specific analyses of individual situations. However, Rogers[1/] has stated that when the counselee takes the first step of coming for help that this is one of the most significant steps in therapy. The initial action which gives the counselor the opportunity to establish some degree of rapport could come about as a direct result of administrative emphasis and support of the services. The suggestion to the student that this initial meeting might be desirable might also come about as a result of admissions or orientation practices, or even later in the student's academic life, if the academic deans, as a part of a "Warning" practice, referred the low-scholarship student to his adviser. Possibly all of these steps should be included in practices which were established in order to provide help for the low-scholarship

1/Carl R. Rogers, Counseling and Psychotherapy, Houghton Mifflin Company, Boston, 1942, p. 31.

student. The fact that so many students who experienced academic difficulty at the five universities did not indicate that they were aware of either services which might help them, or the rules which might apply to them, might be the result of the failure to establish initial contact with advisers. The practices validated by the experts might result in a larger number of these original contacts which are deemed to be so vital to efforts to help students.

The hope is expressed that some of the items considered in this chapter may have importance and relevance to the situation of readers who are responsible for the program of services and the practices which might help low-scholarship students in universities. Chapter V, which follows, contains a summary of purpose, procedures, findings, implications, and the conclusions and recommendations of this study.

CHAPTER V

A SUMMARY OF PURPOSES, PROCEDURES, FINDINGS, CONCLUSION, AND RECOMMENDATIONS OF THE SURVEY

Purpose of the study.-- It is perhaps unnecessary to point out to the reader that many educational practices, including those related to low-scholarship students, depend heavily on the program of student personnel services. That program has usually been strongly influenced, in turn, by the philosophy, aims, and scope of the college or university in which the program has developed. In different institutions the extent of the development of the programs of services still differs vastly, both in detail and in scope. The practices, which depend upon the effective, coordinated operation of these services, also differ. The major purpose of this study was to investigate and test the validity of the practices which were actually used in five New England land-grant universities in their dealings with low-scholarship students. Validity of practices was tested by means of the judgments of a panel of experts. Secondary purposes included the determination of the extent of acceptance and point of responsibility for guidance of low-scholarship students. The suggestion of certain practices and a possible point of responsibility was another secondary purpose.

Procedures used in the study.-- A study of practices must ultimately rest upon evidence more substantial than theoretic assumptions

or opinions of a few biased individuals. If the usefulness of a particular practice or group of practices could be validated by means of the judgments of a panel of experts, it would still be desirable to test them by obtaining data related to actual use in comparable situations, if this possibility existed. It might be interesting to the reader to note that the subject and method of the present study fit closely suggestions made over twenty-five years ago by Dr. Ruth Strang,[1/] one of the foremost authorities in the fields of guidance and student personnel services and one of the experts whose judgments have been used in the present study. However, the writer was not able to find research in this area which has followed the recommended procedures. Currently, Dr. Paul C. Kelso, president of the Student Personnel Association for Teacher Education, in his response to the original survey form commented, "This is a very timely study. We have been wrestling with some of these statements dealing with suspensions and readmissions. We have a professional screening committee. . . ."

A summary is presented of the steps which were taken in order to investigate the practices related to low scholarship in the five New England universities studied. The preliminary steps which were taken included a careful review of the related research and literature and the published rules and regulations related to low-scholarship practices. In addition, personal visits and interviews were scheduled at each of the five institutions surveyed. A preliminary survey instrument was

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1/Ruth Strang, Personal Development and Guidance in College and Secondary School, Harper and Brothers Publishers, New York and London, 1934, p. 276.

developed and used to screen items. A brief survey of the direct supervision of academic counseling at land-grant institutions was also undertaken as part of the preliminary work. The major survey instrument was then prepared and used to obtain data on the practices from four groups. After tabulation and computation of the per cents of positive responses, comparisons were made of the data from: (1) thirty selected individuals who were reported to directly supervise counseling of low-scholarship students at land-grant institutions outside the New England area; (2) sixty-six faculty-administrative personnel responsible for decisions on low-scholarship cases at the five universities; and (3) six hundred students in five representative groups drawn from lists of those who had experienced some academic action in the last semester. These comparisons, all based on actual practices, were presented in tables, one for each survey item, or group of related survey items. The relative validity of the same practices had been established by means of the judgments of the jury of experts. In order to test the uniformity of the practices, or in some cases, the awareness of practices, within the group of five universities, a chi-square test of homogeneity was applied to the student group responses. The significant differences, at the 1 per cent and the 5 per cent levels, were established and set forth in the same tables which compared the responses related to actual practices.

The reader is reminded that the purposes of the survey did not include the evaluation of particular institutions and that, in receiving data, assurances had been given that specific data would be treated confidentially. The presentation of ranges of per cents of positive

responses of student groups prevents the reader from identifying practices at particular institutions. However, the data related to each university have been offered for the use of administrative officers at each of the universities. The reader is presented with comparisons, in tables, of the practices of the five universities as a group, with both the actual practices outside the New England area and the validated practices established by the jury of experts. He can also observe, from the data presented, the practices where student groups reflected a lack of uniformity among the groups representing the five universities. In reviewing the data presented, the reader may have formulated conclusions of his own in reference to the practices surveyed. Nevertheless, a summary of the major findings of the study follows.

Summary of findings.-- It was difficult to summarize the findings related to the large number of detailed items of practice which were covered by the present survey. Oversimplification and overgeneralization were dangers which could result from the attempt to condense data in the findings. The items which, in the opinion of the writer, were of major importance are listed in the order in which they were presented in the previous chapter.

Although experts validated the following practices, relatively low percentages of faculty-administrative and student groups, when compared to the supervisory group, gave positive indications of observance of these practices:

1. Administrative emphasis on the use of guidance services
2. Use of admissions data, orientation data, test scores, or referral by advisers to needed remedial services

3. Student-faculty discussions, particularly during orientation effort early in the first semester, in order to bring about greater student awareness of personnel services which might be helpful and rules related to low scholarship
4. Voluntary conferences with academic advisers which permitted the student to learn his exact status prior to any scholastic action
5. Provision of opportunity for hearings or appeals prior to low-scholarship action by an administrative officer or a committee
6. Interpretation of psychological test results which might be helpful in formulation of academic plans
7. The use, by academic deans, of personal letters containing explanatory comments to notify students of low-scholarship actions
8. A "Warning" procedure prior to "Probation" which included a letter from the academic dean recommending a conference with academic advisers in order to review academic achievement
9. "Probation" as an action which precedes "Dismissal"
10. Dismissed students offered help in planning their futures, including testing, counseling, and placement services
11. Counseling by trained personnel offered as part of routine suggested to students seeking readmission after a "waiting" period.

"In general, 'Don't Know' is a legitimate category when it is obtained in answer to questions designed to find out the respondent's state of information or decision with respect to certain things:..."[1/]

1/Hans Zeisel, Say It With Figures (Revised, Fourth Edition), Harper and Brothers Publishers, New York, 1957, p. 43.

Zeisel also expresses the idea that this response does not constitute an interviewing failure but is the very thing the investigator seeks to determine.

On survey items related to selected practices which were tested for homogeneity of student response, supervisors of counseling at land-grant institutions outside the New England area gave "Do Not Know" as a response to less than 2 per cent of the items on the survey form. However, of the total possible responses from the faculty-administrative group at the five universities, 15 per cent were "Do Not Know." The students gave this response to slightly over 33 per cent of the total possible responses. If practices and related services actually exist in specific situations, there is the real possibility that there is a lack of good communication of such information to both the students and faculty at the universities.

Again from an over-all point of view, this investigator found that, at the 1 per cent level of confidence, there was a significant lack of homogeneity in 51 per cent of the selected practices related to low scholarship as reported by student groups at the five New England land-grant universities studied.

Implications.-- The findings presented above are related to complex systems of human relations. Simple generalizations might not be applicable to the situation at any one of the five universities where efforts are made to help the low-scholarship students. Instead, the writer suggests that there may be the following possible explanations for the degree of effectiveness or awareness which respondents report

in reference to selected practices:

1. If faculty academic advisers have been assigned to academic advisement duties in addition to already heavy teaching loads, and no provision has been made to compensate them for the extra work, there may be reluctance on the part of some of the advisers to accept responsibility for the work.
2. Lack of administrative emphasis or coordination of the survey practices which the experts recommended with programs of student personnel services may not encourage the vital initial contacts between students and advisers.
3. Although practices and services actually exist, there may be some degree of failure to communicate to the students the facts related to availability and worth.
4. The stage of development of various services at particular universities may not encourage referral by advisers or student usage. The "student personnel point of view" may not be a generally accepted part of the educational philosophy of some of the faculty or administrative personnel at the universities studied.
5. There may be a lack of general financial support of educational efforts at a university and this in turn may have discouraged efforts toward development of coordinated student personnel services programs which included help for low-scholarship students.

The reader will realize that the determination of the specific causes for relative effectiveness at each of the institutions is beyond the scope of the present study. The data obtained by means of the survey will not always point out the causes of situations which exist, but should be helpful in such efforts.

Conclusion.-- Investigation and evaluation of both the selected practices and the related services at each of the five New England land-grant universities might be undertaken and the data presented in this study used in order to make the efforts to help low-scholarship students more effective.

Recommended research.-- The writer found that several areas of needed research were suggested in the course of the present study where a considerable body of theory was reviewed, data obtained from large numbers of students, examination made of the rules and regulations of several institutions, personal interviews secured with those administrative people who had the responsibility of dealing with low-scholarship students, and judgments of a panel of experts secured. The splendid degree of interest and cooperation which was evident in all groups should be mentioned at this point. There appeared to be need for the following research work related to the present study:

1. Surveys of practices related to low scholarship in other groups of college level institutions.
2. Surveys of the emphasis and publicity given to guidance and personnel services at other college level institutions of varying size and type. These studies might consider the effective-

ness of group dynamics in creating student awareness of personnel services.

3. Research related to the value of using a committee to make decisions on low-scholarship cases compared to the value of the practice of assignment of this responsibility to an administrative officer.
4. More intensive research related to the use of the "Warning" procedures suggested in the present study. This should be undertaken at college level institutions of different types and sizes.
5. Studies directed toward the testing of the coordination of student personnel services within universities.
6. Evaluative studies of "In-Service" training programs for academic advisers at colleges and universities.
7. Evaluative surveys of the extent of acceptance and use of various tests of attitudes toward academic work in colleges and universities.
8. Evaluative studies of the effectiveness of relationships between dismissal and readmission practices and the student personnel services at a variety of types and sizes of college level institutions.
9. Research directed toward determination of the relative effectiveness of various practices which might result in the student's making the original contact of coming to a student personnel officer seeking help.

10. If and when changes were made in personnel services programs consisting of adoption of generally accepted practices at each of the five universities, in those areas where the data in this study revealed possible weaknesses, evaluative follow-up studies might be undertaken with profit to these institutions.

Recommendations of the survey.-- The data in this study revealed weaknesses in varying degrees, at the five universities, in several areas of practices related to relations with low-scholarship students when data on those practices were compared with actual practices at land-grant institutions outside the New England area and with the judgments of experts. General major recommendations based upon this survey included the following:

1. Greater emphasis by administrative personnel on the use of personnel services and improvement in related publicity and communications efforts in order to increase the probability that initial contacts will be made by students who need help.
2. More extensive use of admissions and orientation data as the basis for remedial effort.
3. Extension of counseling and testing services, especially for the low-scholarship students.
4. Establishment of multiple techniques and practices to provide students with greater awareness of rules and helpful services.
5. Utilization of both personal letters containing explanatory comments and referrals to advisers by academic deans in notifi-

cations to students that low-scholarship actions had been taken.

In one or more but not all five of the universities it was found that the data suggested the possibility of major improvements in the following areas:

1. Increased emphasis on the referral of probationary students by academic advisers to remedial services.
2. Adoption of the practice of offering the help of counseling, testing, and placement services to dismissed students.
3. Establishment of counseling by trained personnel as a part of the routine for readmission of students.

A detailed study of the data presented in Chapter IV by anyone interested in analyzing the situation at a particular university might bring to light additional practices which would bear investigation with the objective of change and improvement. Specific data, while held confidential, would be available if an institutional representative requested data about his own university.

There are certain rather necessary and obvious restrictions on the research which an individual can undertake. The present study is by no means an exception to this statement. However, the writer sincerely hopes that the work may be useful and helpful to those who seek to improve those practices which are related to low-scholarship students, particularly in the five New England land-grant universities which cooperated so enthusiastically in this study.

APPENDIX A

List of Experts:	Respondents to the Preliminary Form
Land-Grant Colleges and Universities:	Respondents to Survey of Direct Supervision of Academic Counseling
Jury of Experts	
Thirty Selected Supervisors:	Respondents to Survey of Actual Practices at Land-Grant Colleges and Universities

List of Experts

Who Responded to the Preliminary Form

Bernard R. Black	Ohio University
Phillip I. Clark, Jr.	City College of New York
Daniel D. Feder	University of Denver
Clifford R. Froehlich	University of California
Shirley A. Hamrin	Northwestern University
Raymond Hatch	Michigan State College
Walter F. Johnson	Michigan State College
Paul C. Kelso	Iowa State Teachers College
Wesley P. Lloyd	Brigham Young University
Esther M. Lloyd-Jones	Teachers College, Columbia University
Camilla M. Low	University of Wisconsin
Merle M. Ohlsen	University of Illinois
Howard T. Reid	Brigham Young University
Jack Shaw	Colorado State College of Education
Glenn E. Smith	State Department of Public Instruction
Ruth Strang	Teachers College, Columbia University
Roy D. Willey	University of Utah
E. G. Williamson	University of Minnesota
C. Gilbert Wrenn	University of Minnesota

List of Land-Grant Colleges and Universities

Surveyed on Direct Supervision of Academic Counseling

Alabama Polytechnic Institute

University of Alaska

University of Arizona

University of Arkansas

University of California

Colorado State University

University of Connecticut

University of Delaware

University of Florida

University of Georgia

University of Idaho

University of Illinois

Purdue University

Iowa State College of Agriculture and Mechanic Arts

Kansas State College

University of Kentucky

Louisiana State University

University of Maine

University of Maryland

University of Massachusetts

Michigan State University

University of Minnesota

Mississippi State University

University of Missouri

Montana State College

University of Nebraska

University of Nevada

University of New Hampshire

Rutgers University, The State University of New Jersey

New Mexico College of Agriculture and Mechanic Arts

Cornell University

North Carolina State College

North Dakota Agricultural College

Ohio State University

Oklahoma State University for Agriculture and Applied Science

Oregon State College

The Pennsylvania State University

University of Puerto Rico

University of Rhode Island

Clemson College

South Dakota State College of
Agriculture and Mechanic Arts

University of Tennessee

Agricultural and Mechanical College of Texas

Utah State University

University of Vermont and State
Agricultural College

Virginia Polytechnic Institute

State College of Washington

West Virginia University

University of Wisconsin

University of Wyoming

List of Judges Who Assisted in the Study

1. Bernard R. Black--Assistant Dean and Chairman, Human Relations Department, Ohio University

2. Daniel D. Feder--Dean of Students, University of Denver

3. Raymond Hatch--Assistant Dean, College of Education, Michigan State University

4. Walter F. Johnson--Professor of Education, Michigan State University

5. Paul C. Kelso--Coordinator of Counseling, Iowa State Teachers College

6. Camilla M. Low--Professor of Education, University of Wisconsin

7. Merle M. Ohlsen--Professor of Education, University of Illinois

8. Howard T. Reid--Assistant Dean of Students, Brigham Young University

9. Ruth Strang--Professor of Education, Teachers College, Columbia University

10. Edmund G. Williamson--Dean of Students and Professor of Psychology, University of Minnesota

List of Respondents to Survey of Practices

at Selected Land-Grant Colleges and Universities

Sam M. Basta
Dean of Student Affairs
University of Nevada

Dr. Ralph F. Berdie
Student Counseling Bureau
University of Minnesota

Charles H. Bond
Chief Student Counselor
University of Idaho

Collins W. Burnett
Coordinator of Student Personnel
Ohio State University

King Cacy
Director of Counseling Service
Oklahoma State University

Richard B. Caple
Counselor for Men
New Mexico College of Agriculture and Mechanic Arts

Dr. William A. Cass
Director, Student Counseling Center
State College of Washington

Dr. William H. Cato
Director, Office of Guidance and Placement
Virginia Polytechnic Institute

Raymond Y. Chapman
Dean, Student Personnel
South Dakota State College of Agriculture and Mechanic Arts

Dr. Joann Chenault
Acting Director, University Counseling Service
University of Kentucky

Dr. Lewis E. Drake
Dean of Students
University of Wisconsin

John W. Gustad
Director of University Counseling Center
University of Maryland

Dr. Donald Ford
Acting Director of the Division of Counseling
The Pennsylvania State University

Dr. Clayton d'A. Gerken
Director of Counseling
University of Nebraska

D. Whitney Halladay
Dean of Students
University of Arkansas

Oscar R. Hendrix
Director of Personnel and Guidance
University of Wyoming

Dr. Donald P. Hoyt
Director, Counseling and Testing
Kansas State College

Dr. Gladys Jewett
Manager, Student Counseling Center
University of California, Los Angeles

Tom King
Dean of Students
Michigan State University

Barbara A. Kirk
Manager, Student Counseling Center
University of California, Berkeley

Dallas W. Norton
Personnel Coordinator
Oregon State College

Wilfred A. Pemberton
Dean of Students
University of Delaware

C. H. Ramsdell
Director of Student Personnel Services
Agricultural and Mechanical College of Texas

Dr. Marvin Rife
Coordinator of Advisement and Counseling
University of Rhode Island

Dr. Lyle B. Rogers
Director of Counseling
North Carolina State College

Fred H. Turner
Dean of Students
University of Illinois

Dr. Floyd Vallery
Supervisor of the Student Guidance Service
Alabama Polytechnic Institute

Edward Voldseth
Dean of Students
University of Alaska

Annie W. Ward
Director of Testing
University of Tennessee

Joseph A. Williams
Dean of Students
University of Georgia

APPENDIX B

Table 49. Summary of Responses to Items on Preliminary Form Survey of Expert Opinion on Guidance Practices

Item Number	Code Responses of Nineteen Experts						Algebraic Score
	+2	+1	0	-1	-2	No Response	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	15	4	-	-	-	-	+34
2	14	2	1	2	-	-	+28
3	2	9	6	2	-	-	+11 c/
4	6	8	4	1	-	-	+19
5A	5	11	1	1	-	1	+20
B	2a/	10	2	2	-	3	+14
C	3a/	8	3	1	-	4	+13
D	4a/	6	1	3b/	-	5	+11 c/
E	1a/	2	-	-	-	16	+ 4 c/
6	5	8	-	4	2	-	+10 c/
7	8	8	3	-	-	-	+24
8	11	8	-	-	-	-	+30
9	10	8	1	-	-	-	+28
10	16	2	-	1	-	-	+33
11	-	2	3	5	9	-	-21
12	15	4	-	-	-	-	+34
13	9	8	1	-	1	-	+24
14	4	7	3	4b/	1	-	+ 9 c/
15	2	12	-	4b/	-	1	+12 c/
16	14	4	-	1	-	-	+31
17	17	1	-	1	-	-	+34
18	5	5	3	3b/	2	1	+ 8c/
19	5	8	4	1	-	1	+17
20	8	7	2	1	-	1	+22
21	12	7	-	-	-	-	+31
22	13	5	1	-	-	-	+31
23	15	4	-	-	-	-	+34
24	10	9	-	-	-	-	+29

a/Chi-square test eliminated these items.

b/Disagreement by more than two experts eliminated these items.

c/Algebraic scores between +11 and -11 eliminated these items.

Table 50. Homogeneity of Response of Five Student Groups--Chi-Square Scores on Survey of Practices Relating to Low Scholarship in New England Land-Grant Institutions

Survey Form Item	Code Number	Chi-Square Score	Survey Form Item	Code Number	Chi-Square Score
(1)	(2)	(3)	(1)	(2)	(3)
IIB2a	411	7.208	IIE1	449	5.068
b	412	9.139	IIIA1	4101	10.551 b/
c	413	1.627	IIIA3a	4107	17.099 a/
d	414	7.087	b	4108	31.824 a/
e	415	.915	c	4109	4.160
f	416	41.484 a/	d	4110	6.842
g	417	61.136 a/	e	4111	8.794
h	418	7.892	f	4112	14.316 a/
i	419	30.650 a/	g	4113	2,358
j	420	58.370 a/	IIIA15a	4153	78.963 a/
IIB3a	421	14.301 a/	b	4154	19.732 a/
b	422	15.296 a/	IIIA16	4155	9.273
c	423	3.183 a/	IIIA17	4156	.845
d	424	6.896	IIIB2a	4158	117.342 a/
IIC2a	427	7.993	b	4159	134.047 a/
b	428	9.466	c	4160	13.123 b/
c	429	3.951	d	4161	1.923
d	430	5.004	e	4162	41.344 a/
e	431	4.480	f	4163	107.879 a/
f	432	38.702 a/	IIIB3	4164	24.692 a/
g	433	72.756 a/	IIIC2	4166	40.087 a/
h	434	14.906 a/	IIIC3	4167	66.754 a/
i	435	47.475 a/	IIIC5	4169	70.999 a/
j	436	32.483 a/	IIIC6	4170	2.570
IIC3a	437	38.038 a/	IIIE2	4177	10.722 b/
b	438	16.749 a/	IIIE11	4186	2.549
IID2a	440	16.380 a/	IIIF5	4191	10.632 b/
b	441	12.411 b/	IIIF6a	4192	5.824
c	442	7.027	b	4193	15.150 a/
d	443	11.806 b/	c	4194	4.819
e	444	7.530	IVA1	4201	15.901 a/
f	445	17.803 a/	IVA2	4202	2.204
g	446	10.160 b/	IVA3	4203	8.315
h	447	4.569	IVA4	4204	33.144 a/
i	448	6.030	IVA5	4205	24.773 a/

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Table 50. (concluded)

Survey Form Item	Code Number	Chi-Square Score	Survey Form Item	Code Number	Chi-Square Score
(1)	(2)	(3)	(1)	(2)	(3)
IIA1a	71	25.445 a/	IIIA8a	7132	73.905 a/
b	72	6.527	b	7133	56.183 a/
c	73	8.126	c	7134	35.202 a/
d	74	8.725	d	7135	5.193
IIB1a	79	17.527 a/	IIIA9a	7136	21.474 a/
b	710	24.214 a/	b	7137	14.750 a/
IIC1a	725	9.440	c	7138	9.542 b/
b	726	57.307 a/	d	7139	9.253
IID1	739	9.069	IIIA10	7140	6.334
IIE2a	750	4.922	IIIA11a	7141	6.430
b	751	17.232 a/	b	7142	22.115 a/
c	752	14.879 a/	c	7143	4.286
d	753	25.539 a/	d	7144	18.088 a/
e	754	6.125	e	7145	4.256
f	755	4.358	IIIA12a	7146	13.210 a/
g	756	2.190	b	7147	32.389 a/
h	757	4.339	c	7148	21.112 a/
i	758	4.046	d	7149	16.386 a/
j	759	8.043	e	7150	15.336 a/
IIIA4a	7114	27.293 a/	IIIA13	7151	69.743 a/
b	7115	30.710 a/	IIIA14	7152	26.292 a/
c	7116	18.581 a/	IIIB1	7157	83.681 a/
d	7117	37.481 a/	IIIC1	7165	76.011 a/
IIIA5	7118	79.733 a/	IIID1	7171	57.069 a/
IIIA7a	7123	8.907	IIID2	7172	26.278 a/
b	7124	5.552	IIID3	7173	21.747 a/
c	7125	12.775 b/	IIID4	7174	24.316 a/
d	7126	5.496	IIIE1a	7175	12.116 b/
e	7127	27.385 a/	b	7176	5.336
f	7128	25.304 a/	IIIE4	7179	11.261 b/
g	7129	6.365	IIIE6	7181	21.347 a/
h	7130	3.917	IIIE10	7185	7.798
i	7131	34.167 a/	IIIF1	7187	18.582 a/

a/Chi-square at the 1 per cent level is 13.277 or larger.

b/Chi-square at the 5 per cent level is 9.488 or larger.

Table 51. Summary of Responses--Thirty Selected Supervisory Officers of Academic Counseling Services to the Survey of Practices Relating to Low Scholarship in New England Land-Grant Colleges

Survey Form Item	Responses of Thirty Officers							Per Cent Positive Response
	DNK and DNA	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
IIA1a	2	14	6	4	1	2	1	67
b	-	14	11	2	-	2	1	83
c	-	17	6	4	2	-	1	77
d	2	12	9	4	1	1	1	70
IIB1a	3	11	9	2	2	2	1	67
b	2	19	-	1	1	3	4	63
IIC1a	2	13	6	2	2	2	3	63
b	3	17	1	2	1	3	3	60
IID1	1	9	11	4	2	1	2	67
IIE2a	1	2	9	9	5	2	2	37
b	1	3	14	5	3	2	2	57
c	-	26	2	1	-	1	-	93
d	1	8	8	8	2	1	2	53
e	3	-	7	8	5	5	2	23
f	6	10	4	4	2	2	2	47
g	1	19	6	-	-	2	2	83
h	4	15	5	3	-	1	2	67
i	2	7	10	3	3	3	2	57
j	1	10	10	2	2	2	3	67
IIIA4a	1	17	2	3	1	4	2	63
b	2	16	4	2	1	1	4	67
c	1	17	5	2	1	2	2	73
d	-	23	5	2	-	-	-	93
IIIA5	2	7	4	4	2	10	1	37
IIIA7a	-	7	8	3	5	3	4	50
b	-	14	10	3	2	-	1	80
c	-	12	8	6	3	-	1	67
d	4	9	3	8	2	2	2	73
e	-	12	11	4	1	2	-	77

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Table 51. (continued)

Survey Form Item	Responses of Thirty Officers							Per Cent Positive Response
	DNA and DNK	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
IIIA7f	1	13	5	7	2	1	1	60
g	1	12	9	5	2	1	-	70
h	-	9	16	2	1	1	1	83
i	1	9	4	9	3	3	1	43
IIIA8a	2	14	3	2	1	6	2	57
b	2	18	4	1	-	2	3	73
c	-	16	4	2	-	3	5	67
d	-	20	7	2	-	-	1	90
IIIA9a	-	25	1	2	-	-	2	87
b	2	21	1	-	-	-	6	73
c	3	2	1	2	1	15	6	10
d	2	4	7	3	-	10	4	37
IIIA10	-	3	5	10	4	6	2	27
IIIA11a	3	14	3	1	1	6	2	57
b	1	13	1	1	3	9	2	47
c	2	7	1	1	4	12	3	27
d	-	11	1	1	3	11	3	40
e	-	7	1	1	4	16	1	27
IIIA12a	3	6	-	1	-	15	5	20
b	3	9	1	1	-	11	5	33
c	3	12	2	1	-	6	6	47
d	1	13	2	1	-	9	4	50
e	1	17	3	1	-	6	2	67
IIIA13	2	9	5	3	-	9	2	47
IIIA14	-	22	2	1	-	4	1	80
IIIB1	1	19	4	2	1	3	-	77
IIIC1	1	21	4	2	1	-	1	83
IIID1	5	10	4	4	2	1	4	47

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Table 51. (concluded)

Survey Form Item	Responses of Thirty Officers							Per Cent Positive Response
	DNK and DNA	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
IIID2	5	16	1	3	-	-	5	57
IIID3	5	7	2	2	1	8	5	30
IIID4	7	1	-	4	2	11	5	3
IIIE1a	1	15	10	1	1	1	1	83
b	-	1	4	4	7	12	2	17
IIIE4	4	7	8	6	1	3	1	50
IIIE6	1	15	8	1	2	1	2	77
IIIE10	2	15	9	2	-	1	1	80
IIIF1	2	20	7	-	1	-	-	90

Table 52. Summary of Responses--Thirty Selected Supervisory Officers of Academic Counseling Services to the Survey of Practices Relating to Low Scholarship in New England Land-Grant Colleges

Survey Form Item	Responses of Thirty Officers				Per Cent Positive Response
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
IIB2a	3	6	16	5	20
b	3	15	7	5	50
c	3	20	3	4	67
d	4	14	8	4	47
e	7	3	14	6	10
f	3	17	6	4	57
g	3	14	8	5	47
h	3	17	4	6	57
i	3	12	11	4	40
j	3	8	13	6	27
IIB3a	6	7	13	4	23
b	2	24	4	-	80
c	2	24	3	1	80
d	2	22	4	2	73
IIC2a	2	8	13	7	27
b	1	21	4	4	70
c	1	23	3	3	77
d	2	16	4	8	53
e	3	8	11	8	27
f	1	20	5	4	67
g	1	19	7	3	63
h	1	22	5	2	73
i	1	18	6	5	60
j	2	12	11	5	40
IIC3a	3	16	9	2	53
b	1	22	5	2	73
IID2a	1	24	4	1	80
b	2	19	7	2	63
c	-	23	6	1	77
d	1	21	6	2	70
e	2	11	10	7	37

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Table 52. (continued)

Survey Form Item	Responses of Thirty Officers: DNK and DNA	Yes	No	No Answer	Per Cent Positive Response
(1)	(2)	(3)	(4)	(5)	(6)
f	1	18	5	6	60
g	-	30	-	-	100
h	-	28	2	-	93
i	-	29	1	-	97
IIE1	2	23	5	-	77
IIIA1	-	23	5	2	77
IIIA3a	2	9	17	2	30
b	-	21	5	4	70
c	-	23	5	2	77
d	-	19	5	6	63
e	1	22	2	5	73
f	2	16	5	7	53
g	2	19	6	3	63
IIIA15a	2	18	5	5	60
b	2	13	7	8	43
IIIA16	3	21	4	2	70
IIIA17	5	6	17	2	20
IIIB2a	-	20	7	3	67
b	3	11	13	3	37
c	-	3	22	5	10
d	-	18	7	5	60
e	-	7	17	6	23
f	1	5	19	5	17
IIIB3	1	25	2	2	83
IIIC2	1	28	1	-	93
IIIC3	1	24	5	-	80
IIIC5	1	23	3	3	77

(continued on next page)

Table 52. (continued)

Survey Form Item	Responses of Thirty Officers: DNK and DNA	Yes	No	No Answer	Per Cent Positive Response
(1)	(2)	(3)	(4)	(5)	(6)
IIIC6	3	10	15	2	33
IIIE2	-	29	-	1	97
IIIE11	-	13	15	2	43
IIIF5	5	6	18	1	20
IIIF6a	3	3	6	18	10
b	3	5	4	18	17
c	3	1	6	20	3
IVA1	-	22	5	3	73
2	1	21	5	3	70
3	4	13	7	6	43
4	1	16	6	7	53
5	-	23	5	2	77
VA1	-	27	2	1	90
2	-	24	5	1	80
3	9	3	13	5	10
4	8	4	14	4	13
5	9	4	12	5	13
6	5	11	11	3	37
7	2	22	4	2	73
8	-	13	14	3	43
9	3	4	21	2	13
10	4	3	21	2	10
11	1	26	3	-	87
12	1	27	2	-	90
VIA1a	1	22	5	2	73
b	-	25	2	3	83
c	1	10	12	7	33
VIA2	1	19	9	1	63
VIA3a	-	24	2	4	80
b	-	7	14	9	23
c	1	21	3	5	70
d	-	13	10	7	43

(concluded on next page)

Table 52. (concluded)

Survey Form Item	Responses of Thirty Officers				Per Cent Positive Response
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
VIA4	1	23	3	3	77
VIA5	-	19	10	1	63
VIA6	-	3	25	2	10
VIA7a	1	5	16	8	17
b	1	9	13	7	30
c	2	3	16	9	10
d	1	2	18	9	7
e	1	11	13	5	37
f	1	1	17	11	3
VIA8a	1	2	14	13	7
b	1	8	9	12	27
c	1	1	14	14	3
d	1	3	14	12	10
e	1	5	11	13	17
f	1	-	14	15	-
VIA9a	2	5	18	5	17
b	1	10	14	5	33
c	1	2	20	7	7
d	1	4	20	5	13
e	1	7	17	5	23
f	1	1	20	8	3
VIA10a	2	2	17	9	7
b	1	17	8	4	57
c	2	2	17	9	7
d	1	4	18	7	13
e	1	11	13	5	37
f	1	-	19	10	-
VIA11a	3	7	12	8	23
b	2	4	14	10	13
c	2	4	14	10	13
d	2	7	12	9	23
e	4	3	14	9	10
VIB2a	-	26	2	2	87
b	-	18	10	2	60

Table 53. Summary of Responses of the Jury of Experts to the Survey of Practices Relating to Low Scholarship in New England Land-Grant Colleges

Survey Form Item	Responses of Ten Experts							Presentation Classification
	DNK and DNA	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
IIA1a	-	9	-	1	-	-	-	
b	-	9	1	-	-	-	-	1
c	-	9	-	-	-	-	1	
d	-	4	1	1	-	-	4	
IIB1a	-	5	4	1	-	-	-	2
b	1	3	-	3	-	3	-	
IIC1a	1	5	3	-	-	1	-	3
b	-	4	1	1	-	4	-	
IID1	-	4	4	1	1	-	-	3
IIE2a	-	2	5	-	1	-	2	
b	-	3	3	1	-	1	2	
c	-	9	-	-	-	-	1	2
d	-	4	2	1	1	-	2	
e	-	1	4	2	-	1	2	
f	-	3	4	-	-	-	2	
g	-	4	4	-	-	-	2	
h	-	3	5	-	-	-	2	
i	-	2	3	1	2	-	2	
j	1	3	4	-	-	-	2	
IIIA4a	-	9	-	1	-	-	-	
b	1	7	2	-	-	-	-	
c	-	7	2	1	-	-	-	
d	-	8	1	-	-	-	-	
IIIA5	-	5	2	2	-	1	-	
IIIA7a	-	6	2	2	-	-	-	
b	-	8	1	1	-	-	-	2
c	-	8	1	1	-	-	-	
d	-	6		3	1	-	-	
e	-	8	1	1	-	-	-	
f	-	7	2	1	-	-	-	

(continued on next page)

Table 53. (continued)

Survey Form Item	Responses of Ten Experts							Presentation Classification
	DNK and DNA	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
g	-	7	1	1	1	-	-	
h	-	8	1	1	-	-	-	
i	-	7	2	1	-	-	-	
IIIA8a	-	9	-	-	1	-	-	
b	-	8	1	-	-	-	1	
c	-	10	-	-	-	-	-	1
d	1	8	1	-	-	-	-	
IIIA9a	-	7	2	-	-	-	1	2
b	-	5	1	1	-	1	2	
c	-	2	2	2	1	3	-	
d	-	1	1	1	2	3	2	
IIIA10	-	-	3	1	-	1	5	4
IIIA11a	-	-	1	1	3	5	-	
b	-	-	1	2	2	5	-	
c	-	1	1	1	2	5	-	
d	-	1	1	1	2	5	-	
e	-	1	3	2	1	1	2	4
IIIA12a	-	4	4	1	1	-	-	3
b	-	6	2	1	1	-	-	
c	-	4	3	1	1	-	1	
d	-	4	3	1	1	-	1	
e	-	3	4	1	1	-	1	
IIIA13	-	5	2	-	1	-	2	4
IIIA14	-	4	6	-	-	-	-	1
IIIB1	-	3	6	1	-	-	-	2
IIIC1	-	4	6	-	-	-	-	1
IIID1	-	4	5	1	-	-	-	2
2	1	6	1	-	-	-	2	
3	1	3	1	-	3	1	1	
4	2	-	1	1	2	2	2	

(concluded on next page)

Table 53. (concluded)

Survey Form Item	Responses of Ten Experts							Presentation Classification
	DNK and DNA	+2	+1	0	-1	-2	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
IIIE1a	-	5	5	-	-	-	-	1
b	-	-	?	-	-	-	10	
IIIE4	-	4	4	1	1	-	-	
6	-	5	5	-	-	-	-	
10	-	6	4	-	-	-	-	1
IIIF1	-	6	4	-	-	-	-	1

Table 54. Summary of Responses of the Jury of Experts to the Survey of Practices Relating to Low Scholarship in New England Land-Grant Colleges

Survey Form Item	Responses of Ten Experts				Presentation Classification
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
IIB2a	-	6	3	1	
b	-	10	-	-	1
c	-	10	-	-	
d	-	7	3	-	
e	-	4	6	-	
f	-	9	1	-	
g	-	9	1	-	
h	-	8	2	-	
i	-	8	2	-	
j	-	9	1	-	
IIB3a	-	4	6	-	
b	-	10	-	-	1
c	-	10	-	-	
d	-	10	-	-	
IIC2a	1	6	3	-	
b	-	9	1	-	2
c	-	9	1	-	
d	-	8	2	-	
e	-	5	5	-	
f	-	9	1	-	
g	-	9	1	-	
h	-	8	2	-	
i	-	7	3	-	
j	-	9	1	-	
IIC3a	1	7	2	-	
b	1	8	1	-	3
IID2a	-	9	-	1	2
b	1	9	-	-	
c	-	7	1	2	
d	1	5	1	3	
e	1	4	2	3	
f	-	7	1	2	
g	-	9	-	1	
h	-	9	-	1	
i	1	8	-	1	

(continued on next page)

Table 54. (continued)

Survey Form Item	Responses of Ten Experts				Presentation Classification
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
IIE1	-	9	-	1	2
IIIA1	-	9	1	-	2
IIIA3a	1	7	2	-	
b	-	8	1	1	
c	-	9	1	-	2
d	1	9	-	-	
e	1	6	3	-	
f	1	5	4	-	
g	2	7	1	-	
IIIA15a	-	4	6	-	
b	-	10	-	-	1
IIIA16	-	10	-	-	1
IIIA17	4	1	5	-	4
IIIB2a	-	9	1	-	
b	-	7	3	-	
c	-	-	10	-	
d	-	10	-	-	1
e	-	4	6	-	
f	3	3	4	-	
IIIB3	1	9	-	-	2
IIIC2	-	9	1	-	2
IIIC3	-	3	7	-	4
IIIC5	-	8	2	-	3
IIIC6	2	6	2	-	4
IIIE2	-	9	1	-	2
IIIE11	-	10	-	-	1
IIIF5	5	1	4	-	4
IIIF6a	1	2	1	6	4
b	1	2	1	6	
c	1	1	2	6	

(continued on next page)

Table 54. (continued)

Survey Form Item	Responses of Ten Experts				Presentation Classification
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
IVA1	-	10	-	-	1
2	-	10	-	-	
3	-	10	-	-	
4	-	10	-	-	
5	-	10	-	-	
VA1	1	9	-	-	
2	1	7	2	-	
3	4	1	5	-	
4	2	6	2	-	
5	1	5	3	1	
6	-	7	3	-	
7	-	7	2	1	
8	-	1	9	-	
9	-	8	2	-	
10	-	9	1	-	
11	-	10	-	-	1
12	-	10	-	-	
VIA1a	-	10	-	-	1
b	-	10	-	-	
c	1	9	-	-	
VIA2	-	10	-	-	1
VIA3a	-	9	1	-	2
b	-	6	3	1	
c	1	7	1	1	
d	-	5	3	2	
VIA4	-	8	2	-	3
VIA5	1	7	2	-	4
VIA6	1	1	7	1	4
VIA7a	-	8	1	1	3
b	1	6	1	2	
c	1	3	2	4	

(concluded on next page)

Table 54. (concluded)

Survey Form Item	Responses of Ten Experts				Presentation Classification
	DNK and DNA	Yes	No	No Answer	
(1)	(2)	(3)	(4)	(5)	(6)
d	1	3	2	4	
e	1	7	-	2	
f	2	1	3	4	
VIA8a	-	6	1	3	
b	1	8	1	-	3
c	1	2	2	5	
d	1	4	2	3	
e	1	6	-	3	
f	1	1	3	5	
VIA9a	-	5	1	4	
b	-	9	1	-	2
c	1	2	2	5	
d	1	5	2	2	
e	1	4	-	5	
f	1	-	3	6	
VIA10a	-	3	3	4	
b	-	7	2	1	4
c	-	3	2	5	
d	-	3	2	5	
e	-	6	-	4	
f	-	-	4	6	
VIA11a	-	3	7	-	
b	-	2	8	-	
c	-	-	10	-	1
d	2	1	7	-	
e	-	-	10	-	
VIB2a	-	10	-	-	1
b	-	9	1	-	

APPENDIX C

Survey of Expert Opinion on Guidance Practices (Preliminary Form)

Survey of Supervision of Academic Counseling at Land-Grant Institutions

Survey of Practices Relating to Low Scholarship in New England Land-Grant Institutions

Letter of Transmittal--Students

Letter of Transmittal--Faculty-Administrative Group

Letter of Transmittal--Officers Directly Supervising Academic Counseling

Form of Second Request--Students

Form of Second Request--Faculty-Administrative Group

SURVEY OF EXPERT OPINION ON GUIDANCE PRACTICES

After each of the following statements please write the number that best indicates your opinion:

2: You feel strongly that the statement is true or sound.
1: You feel that the statement is probably true.
0: You hold no opinion or have no feeling about the statement.
-1: You feel the statement is probably false.
-2: You feel that the statement is false or unsound.

Please use the space provided after each question if you wish to qualify or comment on your answer.

1. College administrative officers must emphasize in both written and spoken communication, the use of guidance services offered in the institution. _____

2. Personnel workers should have as a primary objective all aspects of the student's development. _____

3. Adequate orientation service may reduce by as much as 10% the number of students whose scholastic achievement is below standard. _____

4. Data obtained from admissions procedures and orientation testing used as the basis for remedial course requirements would reduce by as much as 10% the number of students whose scholastic achievement is below standard. _____

5. If adequate guidance services are available and students do not make use of them it is probably because:
   - The service has not been publicized adequately. _____
   - Timidity on the part of the student. _____
   - Student realized the need too late. _____
   - The reputation of the service deters the student. _____
   - Other (s) _____

6. Faculty members, unless specifically trained, should limit their guidance efforts to academic advice and refer other student problems to administrative personnel in charge of personnel services. _____

7. A "warning" procedure should be established as a preliminary to probation action. _____

8. In almost all cases probation action should precede dismissal action. _____

9. In almost all cases probation action should precede suspension. _____

10. The rules of the institution relating to warning, probation, suspension, and dismissal actions should be provided and explained to all students early in the freshman year. _____

11. An administrative officer should determine warning, probation, suspension and dismissal actions rather than faculty committees. _____

12. Low scholarship students should be offered interpretation of the results of psychological tests to help them with their academic plans. _____

13. A student faced with probation, suspension or dismissal action should be required to confer with a special adviser for a complete review of his difficulties before any action is taken. _____

14. Freshmen should be given more than one semester probationary warning of scholastic difficulty prior to suspension or dismissal. _____

15. A one semester probationary warning is adequate for upperclassmen prior to suspension or dismissal action. _____

16. Students on probation should be offered additional and specialized guidance service. _____

17. Students should be given the opportunity to interview the appropriate authority in order to present their cases when dismissal or suspension action is being considered. _____

18. If students are granted interview as a part of suspension, or dismissal actions their parents should also be invited to attend. _____

19. Students who have been dismissed should be re-admitted at least once after a "waiting" period. _____

20. Dismissed students should be offered the assistance of the placement service. _____

1. Dismissed students should be offered guidance in the selection of new educational opportunities. _____

2. Dismissed students offered interpretation of the results of psychological tests as a part of counselling service. _____

3. As a step in the process of dismissal, the college or university should provide "exit counselling". _____

4. A copy of any administrative action taken with reference to low scholarship should be sent to the parent or guardian of the student. _____

Other factors which should have been included are:

(Facsimile of double post card form)

Survey of Supervision of Academic Counseling
at Land-Grant Institutions

September xx, 1958

Dear

In connection with a study of some of the practices of the land-grant universities being conducted by me under the direction of Dr. Dugald S. Arbuckle of Boston University, the information on the attached card will help materially. Since it will take less than half a minute of your time, will you please complete and return the card to me?

Yours sincerely,

Brooks A. Sanderson
Associate Professor
University of Rhode Island

P.S. Your reply is particularly important to this research effort related to your group of universities.

(Self-addressed portion)

The work of counseling students who experience academic difficulty and who might seek help is:

PLEASE CHECK THE APPROPRIATE SPACE AND COMPLETE

a. Not undertaken at this university. .....

b. Handled informally and not headed up by any particular individual. .....

c. Under the direct supervision of:

NAME .....

TITLE .....

SURVEY OF PRACTICES RELATING TO LOW SCHOLARSHIP IN NEW ENGLAND LAND-GRANT INSTITUTIONS

By

Brooks A. Sanderson, College of Business Administration
University of Rhode Island, Kingston, Rhode Island

NSTRUCTIONS FOR RESPONSES TO THIS SURVEY (in reporting results, identity of individuals or institutions will *not* be revealed.

A. GENERAL

1. After reading the initial *statement (s)* concerning the practice in an area, please encircle the appropriate symbol or number in the code below:

   DNA: Does Not Apply.
   DNK: Do Not Know.
   2: This practice is followed.
   1: This practice is usually followed.
   0: There is no definite practice.
   —1: This practice is usually not followed.
   —2: This practice is not followed.

2. Check or encircle your answer to the *question (s)* which you will find below many of the statements or give specific data.

B. INSTRUCTIONS FOR STUDENTS

1. Your response to statements about practices using the code above, should be made in accordance with your own experience, not guesses or hearsay. In other words if you circle 2 in IIA1a below this will be taken to mean that you personally have heard administrative officers "emphasize to students the use of guidance services" at assemblies.

2. Please respond to Section IV but *not* to Section V.

C. INSTRUCTIONS FOR COLLEGE PERSONNEL

1. In responding to statements, please use the code above.
2. Please respond to both Sections IV and Section V.

PRACTICES APPLICABLE TO ALL STUDENTS

A. Administration

1. College administrative officers emphasize to students the use of guidance services: (encircle)

001 a. At assemblies — DNA DNK 2, 1, 0, —1, —2
002 b. In conferences — DNA DNK 2, 1, 0, —1. —2
003 c. In communications — DNA DNK 2, 1, 0, —1, —2
004 d. With parents — DNA DNK 2, 1, 0, —1, —2

2. During the past semester how many examples of this emphasis have you observed: (check)

		(0)	(1)	(2-4)	(4+)
005	a. At assemblies?	____	____	____	____
006	b. In conferences?	____	____	____	____
007	c. In communications?	____	____	____	____
008	d. With parents?	____	____	____	____

B. Admissions

1. Information and/or data obtained from admissions procedures are used as a basis for: (encircle)

009 a. Suggested remedial work — DNA DNK 2, 1, 0, —1, —2
010 b. Required remedial work — DNA DNK 2, 1, 0, —1, —2

2. Does the remedial work based on admissions procedures include any of the following: (encircle)

011 a. Psychiatric counseling? — DNA DNK Yes No
012 b. Psychological counseling? — DNA DNK Yes No
013 c. Academic Advisement, — DNA DNK Yes No
014 d. Medical or dental advisement. — DNA DNK Yes No
015 e. Religious counseling? — DNA DNK Yes No
016 f. Remedial reading? — DNA DNK Yes No
017 g. Remedial English? — DNA DNK Yes No
018 h. Remedial mathematics? — DNA DNK Yes No
019 i. Remedial study habits? — DNA DNK Yes No
020 j. Speech therapy? — DNA DNK Yes No

3. Was any of the following information, gained from admissions procedures, used in remedial work: (encircle)

021 a. College board scores? — DNA DNK Yes No
022 b. Specific test scores? — DNA DNK Yes No
023 c. High school record? — DNA DNK Yes No
024 d. A combination of these? — DNA DNK Yes No

C. Orientation

1. Information and/or data obtained from the orientation efforts by the university are used as a basis for: (encircle)

025 a. Suggested remedial work — DNA DNK 2, 1, 0, —1, —2
026 b. Required remedial work — DNA DNK 2, 1, 0, —1, —2

2. Does the remedial work undertaken as a result of orientation efforts of the university include any of the following: (encircle)

027 a. Psychiatric counseling? — DNA DNK Yes No
028 b. Psychological counseling? — DNA DNK Yes No
029 c. Academic Advisement, — DNA DNK Yes No
030 d. Medical or dental advisement, — DNA DNK Yes No
031 e. Religious counseling? — DNA DNK Yes No
032 f. Remedial reading? — DNA DNK Yes No
033 g. Remedial English? — DNA DNK Yes No
034 h. Remedial mathematics? — DNA DNK Yes No
035 i. Remedial study habits? — DNA DNK Yes No
036 j. Speech therapy? — DNA DNK Yes No

3. Was any of the following information resulting from orientation used in remedial work. (encircle)

037 a. Individual test scores? DNA DNK Yes No
038 b. Group test scores? DNA DNK Yes No

D. Publicity

039 1. Guidance services are adequately publicized. (encircle)
DNA DNK 2, 1, 0, —1, —2

2. Do students learn that guidance services were available as a result of the following: (encircle)

040 a. A freshman manual? DNA DNK Yes No
041 b. Other publication of student rules DNA DNK Yes No
042 c. The college newspaper? DNA DNK Yes No
043 d. Direct notice from the service? DNA DNK Yes No
044 e. Other published notice (s)? DNA DNK Yes No
(specify) . . . . . .
045 f. Notice (s) at student assembly? DNA DNK Yes No
046 g. Discussions with students? DNA DNK Yes No
047 h. Discussions with faculty? DNA DNK Yes No
048 i. Discussions with other college personnel? DNA DNK Yes No

E. General

049 1. Every student is assigned to a faculty adviser who is available for consultation on academic problems.
DNK Yes No

2. All aspects of the student's development appears to be a primary objective of the following members of the college staff: (encircle)

050 a. Teaching faculty DNA DNK 2, 1, 0, —1, —2
051 b. Academic advisers DNA DNK 2, 1, 0, —1, —2
052 c. Trained counselors DNA DNK 2, 1, 0, —1, —2
053 d. Director of housing units DNA DNK 2, 1, 0, —1, —2
054 e. Director of dining units DNA DNK 2, 1, 0, —1, —2
055 f. Religious advisers DNA DNK 2, 1, 0, —1, —2
056 g. Vocational counselors DNA DNK 2, 1, 0, —1, —2
057 h. Student activities director DNA DNK 2, 1, 0, —1, —2
058 i. Admissions personnel DNA DNK 2, 1, 0, —1, —2
059 j. College personnel who make decisions on low scholarship actions DNA DNK 2, 1, 0, —1, —2

3. How many examples of this attitude have you observed during the past semester exhibited by each of the members of the staff listed above? (Specify)

060 a. —— 065 f. ——
061 b. —— 066 g. ——
062 c. —— 067 h. ——
063 d. —— 068 i. ——
064 e. —— 069 j. ——

III. PRACTICES RELATED TO LOW SCHOLARSHIP STUDENTS

A. General

101 1. Rules of the institution related to the "Warnings", "Probations", "Suspension", "Dismissal", and "Re-admission" actions are provided and explained to all students early in the academic year. (encircle)
DNA DNK Yes No

2. If these rules are explained, who, on the college does this? (check)

102 a. Faculty Adviser 103 b. Dean of Admissions —
104 c. Academic Dean 105 d. Director of Guidance —
106 e. Other (specify) . . . . . .
Title

3. Is the explanation of rules given: (encircle)

107 a. Prior to admission? DNA DNK Yes
108 b. At the beginning of first semester? DNA DNK Yes
109 c. As part of an orientation course? DNA DNK Yes
110 d. During the first semester? DNA DNK Yes
111 e. When an action is imminent? DNA DNK Yes
112 f. After the action has been taken? DNA DNK Yes
113 g. To parent (s) or guardian (s)? DNA DNK Yes

4. Low scholarship students are offered the opportu for a conference providing a complete review of acad ic difficulties prior to the following actions: (encir

114 a. Probation DNA DNK 2, 1, 0, —1,
115 b. Suspension DNA DNK 2, 1, 0, —1,
116 c. Dismissal DNA DNK 2, 1, 0, —1,
117 d. Re-admission DNA DNK 2, 1, 0, —1,

118 5. Low scholarship students are required to attend a c ference providing for a complete review of the acade difficulties before "Probation", "Suspension", "Disn sal", or "Re-admission" action is taken. (encircle)
DNA DNK 2, 1, 0, —1,

6. If a low scholarship student has a conference prior any action taken by the college, with whom does confer? (specify title)

119 a. In "Warning" cases? . . . . . .
120 b. In "Probation" cases? . . . . . .
121 c. In "Suspension" cases? . . . . . .
122 d. In "Dismissal" cases? . . . . . .

7. If the need is recognized, low scholarship students referred by an adviser for the following: (encircle)

123 a. Psychiatric counseling DNA DNK 2, 1, 0, —1, -
124 b. Psychological counseling DNA DNK 2, 1, 0, —1, -
125 c. Medical services DNA DNK 2, 1, 0, —1, -
126 d. Religious counseling DNA DNK 2, 1, 0, —1, -
127 e. Remedial reading DNA DNK 2, 1, 0, —1, -
128 f. Remedial English DNA DNK 2, 1, 0, —1, -
129 g. Remedial mathematics DNA DNK 2, 1, 0, —1, -
130 h. Remedial study habits DNA DNK 2, 1, 0, —1, -
131 i. Speech therapy DNA DNK 2, 1, 0, —1, -

8. Students are given the opportunity to present their ca in an interview with the college personnel charged wi making decisions in the following actions: (encircle)

132 a. Probation DNA DNK 2, 1, 0. —1, -
133 b. Suspension DNA DNK 2, 1, 0, —1, -
134 c. Dismissal DNA DNK 2, 1, 0, —1, -
135 d. Re-admission DNA DNK 2, 1, 0, —1, -

9. Interpretation of results of psychological tests which might be helpful in formulation of academic plans is: (encircle)

136 a. Offered to all students DNA DNK 2, 1, 0, —1, —2

137 b. Offered to low scholarship students DNA DNK 2, 1, 0, —1, —2

138 c. A part of a compulsory conference with all students DNA DNK 2, 1, 0, —1, —2

139 d. A part of a compulsory conference with low scholarship students DNA DNK 2, 1, 0, —1, —2

140 10. Psychological tests are given to low scholarship students *in addition* to those already taken as a regular procedure with all students. DNA DNK 2, 1, 0, —1, —2

11. The following actions are determined by an administrative officer rather than a committee or group. (encircle)

141 a. "Warning" DNA DNK 2, 1, 0, —1, —2

142 b. "Probation" DNA DNK 2, 1, 0, —1, —2

143 c. "Suspension" DNA DNK 2, 1, 0, —1, —2

144 d. "Dismissal" DNA DNK 2, 1, 0, —1, —2

145 e. "Re-admission" DNA DNK 2, 1, 0, —1, —2

12. Committees composed of administration *and* faculty members determine the following actions. (encircle)

146 a. "Warning" DNA DNK 2, 1, 0, —1, —2

147 b. "Probation" DNA DNK 2, 1, 0, —1, —2

148 c. "Suspension" DNA DNK 2, 1, 0, —1, —2

149 d. "Dismissal" DNA DNK 2, 1, 0, —1, —2

150 e. "Re-admission" DNA DNK 2, 1, 0, —1, —2

151 13. Notification of *pending* action in reference to low scholarship students is sent to the parent or guardian. (encircle) DNA DNK 2, 1, 0, —1, —2

152 14. Notification of action *taken* in reference to low scholarship students is sent to the parent or guardian. (encircle) DNA DNK 2, 1, 0, —1, —2

15. Are the notifications (encircle)

153 a. Forms DNA DNK Yes No

154 b. Personal letters DNA DNK Yes No

155 16. Do these notifications offer some explanatory comment on the action? (encircle) DNA DNK Yes No

156 17. Does the student forfeit college fees related to a future period in which he cannot obtain benefit because of the "Suspension" or "Dismissal" action? (encircle) DNA DNK Yes No

Specify fee (s) .....

B. Warning

157 1. There is a "Warning" procedure before action is taken placing a student on "Probation". (encircle) DNA DNK 2, 1, 0, —1, —2

158 2. Does a student receive a "warning" when the level or average of his academic work is below that required by the university in the form of: (encircle)

a. A letter to the student from a member of the administration of the university? DNA DNK Yes No

159 b. A letter from a member of the administration to parent or guardian? DNA DNK Yes No

160 c. The publication of a list of names of students? DNA DNK Yes No

161 d. An invitation to a conference with an adviser? DNA DNK Yes No

162 e. A required conference with an adviser? DNA DNK Yes No

163 f. A notice which also informs the student of some restriction placed on his extra-curricular activity? DNA DNK Yes No

164 3. Is the student given information as to his exact status by means of the above procedures? (encircle) DNA DNK Yes No

C. Probation

165 1. "Probation" action precedes "Dismissal" action. (encircle) DNA DNK 2, 1, 0, —1, —2

166 2. Under the established rules is it possible for a student to pass all courses and yet be subject to "Probation" because of a low overall average. (encircle) DNA DNK Yes No

167 3. Is the length of time a student remains on probation determinable from specific rules? (encircle) DNA DNK Yes No

168 4. If the rules are established, how long a period of time is a student given to remove the deficiency on his academic record which caused "Probation"? (encircle) DNA DNK Yes No

169 5. To qualify for removal from "Probation" status is a student required to achieve better than passing grades? (encircle) DNA DNK Yes No

170 6. Are there any exceptions to the above rules for students who fall in special classifications? (encircle) DNA DNK Yes No

Specify classification (s) .....

D. Suspension

171 1. "Probation" action precedes "Suspension" action. (encircle) DNA DNK 2, 1, 0, —1, —2

172 2. Is it possible to determine from established rules under what conditions "Suspension" action is probable? (encircle) DNA DNK 2, 1, 0, —1, —2

173 3. Is "Suspension" action taken at the end of the first semester? (encircle) DNA DNK 2, 1, 0, —1, —2

174 4. Is "Suspension" action ever taken in the middle of a semester? (encircle) DNA DNK 2, 1, 0, —1, —2

E. Dismissal

1. As a step in the process of dismissal the low scholarship student planning his future is: (encircle)

175 a. Offered help DNA DNK 2, 1, 0, —1, —2

176 b. Required to appear for counseling DNA DNK 2, 1, 0, —1, —2

1772. Is there an adviser or counselor available to provide this help? (encircle) DNA DNK Yes No

1783. What would you estimate as the percentage of dismissed students who take advantage of this service? (specify) ———%

1794. Dismissed students are offered the assistance of the placement service. (encircle)
DNA DNK 2, 1, 0, —1, —2

1805. What would you estimate as the percentage of dismissed students who take advantage of this service. (specify) ———%

1816. Dismissed students are offered guidance in the selection of new educational opportunities. (encircle)
DNA DNK 2, 1, 0, —1, —2

1827. If this guidance is offered, who on the college staff offers this assistance? (specify title) ....

1838. What is the usual number of interview sessions provided for this purpose? (check) 0 1 2-4 5+

1849. What would you estimate is the percentage of dismissed students who take advantage of this service? (specify) ———%

185 10. Dismissed students are offered interpretation of the results of psychological tests as a part of counseling services adapted to their special problems. (encircle)
DNA DNK 2, 1, 0, —1, —2

186 11. Are psychological tests given to dismissed students in addition to those already taken as the regular procedure with all students? (encircle) DNA DNK Yes No

F. Re-admission

1871. Students who have been dismissed may be readmitted after a "waiting period". (encircle)
DNA DNK 2, 1, 0, —1, —2

1882. How long a period is required: (specify)
———Week (s) ———Month (s) ———Semester (s)

189 3. How many times may a student be re-admitted? (encircle) DNA DNK Once Twice Indef.

1904. If the student must experience counseling before he is re-admitted, who does this counseling? (specify)
Title. . . ..

1915. Are there any exceptions made for veterans? (encircle)
DNA DNK Yes No

6. If yes, do these exceptions include: (encircle)

192 a. Clearing his record DNA DNK Yes No

193 b. Course credits for service? DNA DNK Yes No

194 c. Partial credit or clearing his record? DNA DNK Yes No

IV. RESPONDENT'S OPINION

A. In your opinion could improvements be made in the practice of the college in dealing with low scholarship students with reference to the following: (encircle)

2011. "Warning" procedure? DNA DNK Yes No

202 2. "Probation" actions? DNA DNK Yes

203 3. "Suspension" actions? DNA DNK Yes

204 4. "Dismissal" actions? DNA DNK Yes

205 5. "Readmission" actions? DNA DNK Yes

STUDENTS STOP HERE

V. PRACTICE INVOLVING COLLEGE PERSONNEL

A. Rules and/or regulations related to practice in dealing w low scholarship students: (encircle)

301 1. Are available in written or printed form? DNA DNK Yes

302 2. Are available as a unit? DNA DNK Yes

303 3. Well known and understood but not available in written form? DNA DNK Yes

304 4. Indefinite, but determined by basic policies? DNA DNK Yes

305 5. Indefinite, but rulings are made suited to particular cases? DNA DNK Yes

306 6. Annually reviewed for possible revision? DNA DNK Yes

307 7. Occasionally revised? DNA DNK Yes

308 8. Of a mandatory nature so that judgment is not necessary in most cases? DNA DNK Yes

309 9. Have been formulated with the help of students? DNA DNK Yes

310 10. Are revised with the help of students? DNA DNK Yes

311 11. Are distributed to all faculty? DNA DNK Yes

312 12. Are distributed to administrative personnel? DNA DNK Yes

B. Based upon the rules and/or regulations in effect in yo college, please respond by using the following code to speci the *basis* for each of the various actions listed below:

a. Low average
b. Number of low grades
c. Number of courses failed
d. Quality point deficiency
e. Other

313 1. "Warning (Use code) ———
a. If "e, other", specify.....

314 2. "Probation" (Use code) ———
a. If "e, other", specify.....

315 3. "Suspension" (Use code) ———
a. If "e, other", specify.....

316 4. "Dismissal" (Use code) ———
a. If "e, other", specify.....

UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS ADMINISTRATION
Kingston, Rhode Island

Dear Student:

Like most students you will probably be very interested in helping in a research study which is concerned with the practices of universities in their relations with students. Your response to the short survey form, which you will find in the enclosed envelope, will probably take less than twenty minutes. However, it is very important to the successful conclusion of this research that every student selected complete it to the best of his ability and mail it directly to me. Although the president of each of the six land-grant universities has graciously designated an administrative officer for me to contact, the project is actually being conducted independently.

You may feel confident that, under no circumstances, will your identity or the identity of your institution be revealed in the summarization and reporting of results. Will you please try to confine your responses on the survey form to your own personal experience, not guesses, and not hearsay, even though it may be necessary to respond to a point, "Do Not Know"?

I deeply appreciate your contribution of time and hope that later you will learn of the significant results of your constructive effort. The self-addressed, stamped envelope is enclosed for your convenience in mailing the completed form directly to me. Again, thank you!

Yours sincerely,

s/ Brooks A. Sanderson
Associate Professor
of Accounting

ys
enclosure

P.S. Your reply is important and may, in the future, be indirectly helpful to someone you know well.

UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS ADMINISTRATION
Kingston, Rhode Island

Dear Colleague:

I have been informed that you are charged with the responsibility of applying policies and the rules of your university to official actions in reference to low scholarship students. You will probably, therefore, be very interested in a research study which is related to the practices of universities in their relations with these students. The short survey form which you will find in the enclosed envelope will probably take less than twenty minutes to complete. However, it is very important to the successful conclusion of this research that every official concerned in the six New England land-grant universities complete and mail it directly to me.

The president of each of the institutions has graciously designated an administrative officer for me to contact, however, you may feel confident that, under no circumstances will the identity of any respondent or institution be revealed in the summarization and reporting of results. Since this survey covers a fairly wide range of practices please feel free to respond "Does Not Apply" or "Do Not Know" where your personal experience at this institution makes this an appropriate response.

I deeply appreciate your contribution of time and hope that later you will learn of significant results of your cooperation. The self-addressed, stamped envelope is enclosed for your convenience in mailing your completed form directly to me. Again, thank you!

Yours sincerely,

s/ Brooks A. Sanderson
Associate Professor
of Accounting

ys
enclosure

UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS ADMINISTRATION
Kingston, Rhode Island

Dear

The survey form enclosed in the stamped self-addressed envelope is related to a research effort conducted by me under the direction of Dr. Dugald S. Arbuckle of Boston University. If the responses of six hundred twenty-one low scholarship students of the twelve hundred fifty contacted and over seventy per cent of the faculty-administrative group can be accepted as evidence, then there is need for this study of the coordination of personnel services and administrative efforts in dealing with these students. I feel that you will be particularly interested since this research is concerned with land-grant universities. The judgments of nineteen nationally recognized experts are incorporated in the form, which I would appreciate your completing and returning to me, in order that I may secure greater measurement validity.

You will recognize of course that this form was originally designed, not for yourself as a person thoroughly versed in the area of personnel services, but for those more directly concerned with the problems. Therefore, will you keep in mind that your responses as indicated in the instructions should reflect <u>both</u> actual practice at your university and the best current practices which you,
would recommend?

I deeply appreciate your contribution of time and effort and I will be happy to send to you an abstract of the study when completed.

Yours sincerely,

Brooks A. Sanderson
Associate Professor

P.S. <u>Your</u> reply is particularly important since only one representative in each of the land-grant institutions is to be contacted.

BAS:mc
enc.

(Facsimile of Post Cards)

Form of Second Request--Students

Dear Student:

Recently you received from me a survey form dealing with the practices of certain colleges in their relations with students. The response from students has indicated that they appreciate that the research may, in the future, be helpful to someone they know well. Won't you contribute the short time required to complete and return the form to me in the stamped, self-addressed envelope which was enclosed? Many thanks!

Brooks A. Sanderson
21 Moses Brown Street
Providence 6, R. I.

P.S. Your answer is important.

Form of Second Request--Faculty-Administrative Group

Dear

Recently you received from me a survey form dealing with the practices of certain universities in their relations with students. The replies from some of the leading educators have expressed keen interest in the results of the related research. Won't you complete the picture by contributing the short time required to fill out and return the form to me in the stamped, self-addressed envelope which was enclosed? Many thanks!

s/ Brooks A. Sanderson
21 Moses Brown St.
Providence 6, R. I.

P.S. Your return is important.

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