

A STUDY OF THE STUDENT PERSONNEL SERVICES AT
MICHIGAN COLLEGE OF MINING AND TECHNOLOGY

Thesis for the Degree of Ed. D
MICHIGAN STATE UNIVERSITY
ORMSBY L. HARRY
1960





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**A STUDY OF THE STUDENT PERSONNEL SERVICES AT
MICHIGAN COLLEGE OF MINING AND TECHNOLOGY**

By

Ormsby L. Harry

A DISSERTATION

**Submitted to the School for Advanced Graduate Studies
of Michigan State University in partial
fulfillment of the requirements
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AN ABSTRACT

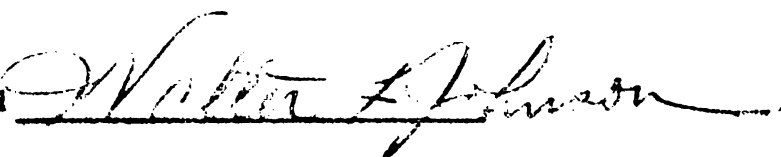
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ABSTRACT

The Problem

The purpose of this study was to investigate the student personnel program at Michigan College of Mining and Technology through an examination of the problems of students as they perceived them, and the means by which they received assistance in resolving them. The study also investigated faculty awareness of the kinds of problems that students face, as well as faculty knowledge of available student personnel services where students could be referred.

Methodology

The instruments administered to the student sample included the Mooney Problem Check List and a Student Questionnaire. The faculty perceptions of (1) available student personnel services, and (2) problems of students, were ascertained by their responses to two faculty questionnaires. In addition three student personnel consultants were asked to react to the existing student personnel services in terms of strengths and weaknesses.

The statistical procedures used for analysing the data collected, included Chi-square Median Test, Spearman Rank Correlation Coefficient, and Kendall Coefficient of Concordance.

Findings

The principle findings of the study:

1. Significant differences were found between faculty and engineering science seniors of where students may obtain help with problems of "Finances, Living Conditions, and Employment." Similar differences were found between faculty and mineral industries students

in perceptions of sources of help with problems relating to "Social and Recreational Activities."

2. Single male students in all sample groups studied showed no significant differences with respect to number and type of problems underlined and total problems circled.

3. Married students indicated a statistically significantly greater concern with problems relating to "Finances, Living Conditions, and Employment" than did single students.

4. Differences between students' perceptions of their problems and faculty perceptions of the students' problems were not statistically significant.

5. There were no differences between Michigan College of Mining and Technology students' perception of their problems from the perceptions of students enrolled in non-technical curricula at two other institutions.

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CHAPTER I

I. THE PROBLEM

Introduction

Recent technological and scientific achievements of the United States and other countries of the world have focused the attention of the layman and the educator toward the scientific and engineering programs offered in the educational institutions of higher education. Many and varied suggestions have deluged the administrator. Some of the suggestions have acceptable merit, and some of the suggestions are but the hysterical cries of the frightened.

Long before the first satellite was launched the institutions of science and engineering were giving careful thought and consideration to the needs and problems of the individual they were training. The curricula were being evaluated and revised. The projected enrollments of the future presented additional problems to be considered in planning the total program of an institution. Such has been the situation at Michigan College of Mining and Technology, Houghton, Michigan.

In 1855 the State Legislature enacted a law establishing what was then known as the Michigan Mining School. (14:68) The year 1927 marked the beginning of a new era of progress when the curricula, previously restricted to the minerals industries, were enlarged to include most of the major fields of engineering and science. The college was then officially designated "The Michigan College of Mining and Technology."

There has been steady expansion of both its facilities and its enrollment. New departments have been created to implement the curricula. Consideration of service areas to assist in the total education of the student has also had the honest concern of the administration. One of these service areas was formally created in 1954 with the establishment of the Office of the Dean of Students. Because of this expanding interest in student services, studies of the needs of its students are important and timely.

Statement of the Problem

1. This study attempts to assess a student personnel program as visualized by those it serves. The study is based on the premise that it is important for all members of the student body, faculty, and administration to know, understand, and utilize fully student personnel services.

2. More specifically, the present student personnel program is investigated through an examination of the problems of students as they perceive them, and the means by which they receive assistance in resolving them.

3. The investigation includes also, the question of faculty awareness of the kinds of problems that students experience, as well as faculty knowledge of the available campus agencies, offices, organizations, or persons to whom students could be referred.

4. Finally, on the basis of an intensive analysis of the nature of the student problems, in relation to the current student personnel program at Michigan College of Mining and Technology, modifications in the student personnel program are proposed.

Purpose of the Study

"The need of a more sophisticated and complex administration structuring and functioning are evident in most institutions. Such need will be even more pressingly evident in the immediate future."

E. G. Williamson (1:vi)

If the goals of an institution are to be met, the institution will require that all programs be integrated. This will mean that the student personnel program as well as the other programs are to be understood by the students and the faculty-administration. Complete understanding will not be possible until a clear, definitive description is made of the student personnel services. Without understanding, cooperation of all may be difficult to obtain.

It is the hope that this study will provide much information that will assist in the restructuring of the student personnel program at Michigan College of Mining and Technology in order that it might be more effective in assisting its students to resolve their problems.

Null Hypotheses

1. There are no significant differences between the freshmen and seniors and the seniors and faculty in their perceptions of the available student personnel services.

2. There are no significant differences in the number of problems indicated on each sub-area of the Mooney Problem Check List by single freshmen or upperclass male students in Engineering Sciences, Mineral Industries, and General Sciences.

3. There are no significant differences in the number of problems indicated on the sub-area of the Mooney Problem Check List by married freshmen or upperclassmen male students in Engineering Sciences, Mineral Industries, and General Sciences.

4. There are no significant differences between students' perceptions of their problems and the faculty perceptions of the students' problems.

5. The ranking of problems by the students enrolled in the technical curricula at Michigan College of Mining and Technology will not differ significantly from the rankings of students enrolled in non-technical curricula at two other institutions of higher learning selected for comparison.

Definition of Terms

The following definitions were provided in order to clarify the meaning of words and phrases in this study.

Three general academic areas. For purposes of this study, the data have been grouped by three academic divisions: (1) engineering sciences, (2) mineral industries, and (3) general sciences. Table I, page , Chapter III, presents the specific curricula that make up each general area.

Expressed problems. Throughout this study the use of the phrase, expressed problems, shall be interpreted as meaning those problems indicated by the students to be of concern to them.

Problems. The term problems used in this study refers to related groups of indicated personal concerns and are classified into eleven separate areas on the Mooney Problem Check List. Students indicate by underlining those problems of concern to them in each of the eleven areas. In the tables the reference problems underlined will be identified as "total."

Problems of Most Concern. After the participants had underlined problems of concern, they were asked to circle those items underlined which were of most concern within each of the eleven areas

on the Mooney Problem Check List. In the tables the reference to problems of most concern will be identified as circled.

Limitations of Study

1. The study will be limited by factors inherent in the use of the questionnaire. These include the difficulties in tabulating, validating, and in securing the complete cooperation of the respondents; as well as the limitations that result from the bias of the respondents, their interest in the study, and the truthfulness of their replies.

2. A further limitation might be indicated by the method used in the sample selection. Because it was not feasible nor possible to use a purely random method of selection, it was necessary to obtain the data from students enrolled in classes held from eleven a.m. to twelve noon. This hour provided an opportunity for the maximum number of students to be selected for the study.

Outline of the Study

Chapter One provides a statement of the problem along with an indication of its purpose, definition of terms, and limitations.

Chapter Two presents a review of the studies in which the Mooney Problem Check List has been utilized.

Chapter Three describes the methodology used in this study.

Chapter Four depicts the existing student personnel services at the Michigan College of Mining and Technology.

Chapter Five presents an analyses of the perceptions of the student personnel services of (1) personnel consultants, (2) administrators, (3) freshmen, (4) seniors, and (5) faculty.

Chapter Six provides for analyses of the problems of students as: (1) students see them, (2) faculty see them, and (3) as they

compare with students at other institutions of higher learning.

Chapter Seven includes a summary of findings, the conclusions, and the implications for further study.

CHAPTER II

A SURVEY OF THE LITERATURE

It is the purpose of this Chapter to present a review of the literature germane to this study.

Studies Using the Mooney Problem Check List

In 1942 Congdon found, in a study at the University of Colorado, that college students tend to indicate problems in the following areas: (1) "Adjustment to College Work" (IX), (2) "Personal-Psychological Relations" (V), and (3) "Social and Recreational Activities" (III). The areas in which the least number of problems were indicated were: (10) "Home and Family" (VII) and (II) "Morals and Religion" (VIII). (5:367-75)

The 1943 study by Mooney, reporting on the administration of the Check List to freshman girls living in a dormitory, found the rank order to be as follows: (1) "Adjustment to College Work" (IX) and (2) "Personal-Psychological Relations" (V). (12:84-90)

Two studies using the Check List were made at Illinois State Normal University. The first study was made by Houston and Marzolf. The Check List was administered to 404 freshmen. "Adjustment to College Work" ranked first, while "Morals and Religion" ranked eleventh. (9:325-8) The success of this faculty-initiated study motivated the second study which was made by Hibler and Larsen at the same institution. This time the Check List was administered to

upperclassmen. (3:246-53) "Social and Recreational Activities" (III) ranked first, with "Personal-Psychological Relations" (V) second, and "Adjustment to College Work" (IX) third. At the remote end of the ranking was "Home and Family" (VII) tenth, and "Morals and Religion" (VIII) eleventh. The authors reported that the faculty members who studied the answers to the questions on the Check List were impressed with the objectivity and the clarity that was almost universally present in the statements of this group of upperclassmen. (8:251)

Several findings of value were reported:

- (1) "The underlined items in general tend to be irritations more than major problems."
- (2) "The circled items, or items of most concern to the student, have proved the more diagnostic of the two, both in the screening process and as indicating the areas in which major conflicts lie." (3:253)

Students at River Falls State Teachers College, Wisconsin, (18:404-16) and at the University of Illinois (10:447-8) indicated "Adjustment to College Work" as the first area of concern.

At Ohio State University a study was made in 1948 with a group of veterans. (7:128) The most frequently indicated problem areas of this group were: (1) "Finances, Living Conditions, and Employment," (2) "Adjustment to College Work," and (3) "College Teaching Procedures." This group of veterans indicated their areas of least concern were: (10) "Courtship, Sex and Marriage."

Singer and Steffire suggest in their study of the Check List that "a high score on the Check List may accompany other manifestations of the presence of problems in adjustment, and that these adjustment

difficulties may be more basic than the situational aspect of the Check List would suggest." (15:301)

In 1955 another study was made of Home Economics students, comparing their problems to those of women enrolled in (1) the arts, (2) commerce, (3) education, (4) journalism, (5) liberal arts and sciences, and (6) physical education. As in most of the other studies, the results were similar. "Adjustment to College Work" was the area of greatest concern. (15:216)

Similar findings were found in the two studies made at the University of Florida in 1955. "Adjustment to College Work" was the area of concern of all freshman included in the sample. (17:128) (4:202)

In 1958 Parrott reported his study of student personnel services made at six liberal arts church-related colleges. His findings revealed the need for better communication in that all students and faculty were not aware of the available student personnel services when help is needed. "Adjustment to College" was the principle problem area indicated. (13:190)

The same problem area of "Adjustment to College" was reported by Cullison in her study of freshmen students enrolled at Shepherd College. (6:17)

There is a paucity of published literature relating to the problems faced by students enrolled in an engineering curriculum. The librarian of Purdue University was consulted concerning the possibility of studies relating to the characteristics and personality of engineers. The report received indicated no such studies are on record at their institution.

CHAPTER III

METHODOLOGY

In Chapter One, the problem of this study with indications of its purpose, limitations, and organization, was presented. The literature and studies involving the use of the Mooney Problem Check List in colleges and universities were reviewed in Chapter Two. The present Chapter is a discussion of the methods and procedures which were followed in conducting the study. The Chapter is divided into the following sections: I. The Sample and Method of Selection, II. The Instruments used in Obtaining Data for the Study, and III. The Procedures for Analyzing Data.

I. The Sample and Method of Selection

Michigan College of Mining and Technology, as a State supported institution, derives 72.2% of its enrollment from students whose homes are within the State of Michigan. Unlike the other State supported institutions of Michigan, its enrollment is drawn from a wide geographical area. Of this group, 47% reside in counties located in the Upper Peninsula. The remaining 53% of the Michigan students come from homes located in counties in lower Michigan.

The derivations of the members of the student body who were enrolled on October 1, 1958, at Michigan College of Mining and Technology is found in Appendix A. There are twenty-nine states and United States possessions represented in the enrollment. In addition, 191 students are enrolled from foreign countries. Of this group of

foreign students, 133 are from Canada. This large Canadian enrollment may be attributed to the close proximity of Canada to the College and to the availability of curricula in the mineral industries.

Table I presents the enrollment by the eighteen curricular areas. The largest number of students (64 per cent) are enrolled in the engineering sciences, which include chemical, civil, electrical, mechanical, and engineering physics. The second largest major division, referred to as the mineral industries, includes metallurgical engineering, mineral dressing, mining engineering, geological engineering, and geophysics. The students enrolled in this area constitute 14.9 per cent of the student body. The remaining areas include such pure and applied sciences as: chemistry, geology, mathematics, physics, forestry, medical technology, business administration, pre-medical, and pre-dentistry. The inclusion of these students, along with those who have not expressed a preference for any academic program, provides a group comprising 21.1 per cent of the student body. For the purposes of this study, the data have been grouped by these three academic divisions: (1) engineering sciences, (2) mineral industries, and (3) general sciences.

The Executive Committee of the College, which is composed of the five chief administrative officers and the heads of the eighteen departments, approved the use of classes meeting at 11 o'clock a.m. on Wednesday, November 19, 1958. The classes scheduled for that hour were ranked according to class size and numbered one through fifty-five. The odd numbered classes were then selected for the administration of the Mooney Problem Check List and Student Questionnaire. This procedure provided for a total sample of 747 students, of which 489, or 65.5 per cent of the sample population, were enrolled

TABLE I

Enrollment by General Curricula Areas - October 1, 1958

	No.	Sub- Total	Per- cent	Sub Total
Engineering Sciences				
Chemical	194		7.5	
Civil	439		17.0	
Electrical	446		17.3	
Engineering Physics	56		2.2	
Mechanical	517		20.0	
Sub-Total		1652		64.0
Mineral Industries				
Geological Engineering	94		3.6	
Geophysics	19		0.7	
Metallurgical Engineering	155		6.0	
Mineral Dressing	36		1.4	
Mining Engineering	80		3.1	
Sub-Total		384		14.8
General Sciences				
Business Administration	149		5.8	
Chemistry	71		2.8	
Forestry	116		4.5	
Geology	34		1.3	
Mathematics	33		1.3	
Medical Technology	31		1.2	
Physics	54		2.1	
Pre-Medical and Pre-Dental	6		0.3	
Unclassified	49		1.9	
Sub-Total		543		21.2
TOTAL		2579		100.0

in engineering science curricula; 143, or 19.1 per cent of the student body, were enrolled in mineral industries curricula; and 115, or 15.4 per cent of the student body, were enrolled in the general sciences curricula. The instructors of the classes in which the Check List and the Questionnaire were to be administered were provided instructions for administering the instruments. Students were permitted to use additional time if necessary; in only a few isolated instances did a student make use of this privilege.

II. The Instruments Used in Obtaining Data for the Study

Mooney Problem Check List.¹ The Mooney Problem Check List originated in the desire of Doctor Ross L. Mooney to systematize a group method for discovering the problems of young people. In 1942 the first published edition appeared. From various sources the editors selected 330 items from a master list of over 5,000. In 1950 the present revision of the Check List was prepared and published. The selection and phrasing of each item used were based on the following criteria:

The items were to be

1. In the language of the students;
2. Short enough for rapid reading;
3. Self-sufficient as individual phrases;
4. Common enough to be checked frequently in large groups of students, or serious enough to be important in an individual case;

¹A copy of the Mooney Problem Check List and the Manual is in the Appendix B.

5. Graduated in seriousness from relatively minor difficulties to major concerns;

6. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide his specific problems in later conferences if he chooses to do so;

7. Centered within the student's own personal orientation rather than in general social orientation. (11:11-12)

In addition, a spontaneous rather than a deliberate reaction was sought. The 1950 College Form used was developed from a detailed analysis of about 1200 college students. (11:12)

The administration of the Problem Check List is simple. The directions needed are on the cover page. Students read through the Check List and mark in the right column the problems which are of concern to them. The students then go back through the List and mark in the appropriate left column the problems of most concern.

While the Check List does not label the problems by area, the summarizing process results in a count of responses made in the following problem areas:

- I. Health and Physical Development (HPD)
- II. Finances, Living Conditions, and Employment (FLE)
- III. Social and Recreational Activities (SRA)
- IV. Social-Psychological Relations (SPR)
- V. Personal-Psychological Relations (PPR)
- VI. Courtship, Sex and Marriage (CSM)
- VII. Home and Family (HF)
- VIII. Morals and Religion (MR)
- IX. Adjustment to College Work (ACW)
- X. The Future: Vocational and Educational (FVE)
- XI. Curriculum and Teaching Procedure (CTP)

The items are grouped in sets of five by problem areas. Each area contains thirty items.

The Problem Check List is not a test but is an inventory, and thus, does not measure the scope or intensity of student problems. The responses of the student are limited by his awareness of his problems and his willingness to reveal them.

Four assumptions that should be considered in the administration of the Problem Check List are:

(1) The great majority of students will be responsive to the items listed. (2) The students will accept the task with a constructive attitude. (3) The students will find that the Check List covers reasonably well the range of personal problems with which they are concerned. (4) The student will consider that administrators and counselors will use the results from the administration of the Check List for practical purposes which will affect the well-being of the student.

The Problem Check List is not a personality test designed to predict definite patterns of behavior, thus a validation process is not possible. Inasmuch as the data must be considered in terms of particular people in a specific situation, a single, over-all index of validity of the Check List would be meaningless.

The problems of reliability of the Problem Check List will not be the same as those of a test for which scores are obtained. The Check List was designed to reflect the problems which a student senses and is willing to express at a particular time.

The Check List yields a count for each person for each of the areas and for the total list of items. It is not a score, but a count of the problems which the student has identified as matters of concern to him.

The Manual does not include a table of norms, but suggests that for all practical purposes local norms are the most valuable. (11:9) The authors further state: "National norms based on many communities could be useful in telling a given community whether its own group seems to have more or fewer problems in each of the Problem Check List areas. Such comparisons, however, are not nearly as important as the discovery of relatively numerous or few problems in each area in relation to what the community may be able or willing to do about the problems." (11:10)

Student Questionnaire. One phase of this study was to determine the awareness of the student of the student personnel services that have been provided at the College for obtaining help with his problems.

Parrott (13:43), in a recent study, reported a simple Student Questionnaire that he developed to obtain this information. Using the Mooney Problem Check List as his guide, he devised a questionnaire with the following instructions printed:

"One authority has divided the problems of students into eleven areas listed below. What provisions have been made on this campus for you or your fellow students to get help with problems in these particular areas? Under each heading below, please identify the offices, agencies, organizations, or persons, to whom you might go." (13:49)

While the Student Questionnaire has some limitations, Parrott found that it did tend to elicit reactions resulting from what the student had observed or experienced. Parrott further found since complete freedom of answer was provided, the Student Questionnaire tended to overcome the tendency of individuals to give approved answers. (13:50)

The evaluation of student personnel services through the use of a questionnaire must consider certain precautions. (1) Have the questions been designed to obtain reactions resulting from what the

individual has observed or experienced? (2) Has allowance been made for bias or for a tendency to give approved responses? The most significant precaution of all is (3) the observation of the principles that opinions are only one source of information, and data of an objective and verifiable nature must be gathered independently to supplement opinion data whenever the latter are used. (20:499) It is important to know what someone believes as an attitude, but it should not be mistaken for fact. For this reason, additional data of an objective nature was obtained from the administrative officers on the student personnel services made available at the College.

In order to determine if the Student Questionnaire would elicit responses and reactions as found by Parrott, it was administered by this investigator to fifty students at Michigan College of Mining and Technology. Shortly after the beginning of the Fall Term 1958, the students selected were interviewed and asked to complete the Student Questionnaire. In each case, the individual indicated the instrument as being clear in its instruction. The instrument was adopted with only a few minor changes.²

Faculty Questionnaires. A Faculty Questionnaire A³ was constructed which conformed to the original Student Questionnaire. The instructions were changed in order to make it applicable. In addition a second Faculty Questionnaire E⁴ was developed to provide information on the types of problems students face, as perceived by members of the faculty and administration. This scale asked selected members of the faculty to rank the problem areas of the

²A copy of the Student Questionnaire is in Appendix C.

³Copies of both Faculty Questionnaires are in Appendix D.

⁴Ibid.

students. The eleven areas followed the design of the Mooney Problem Check List. The rank of (1) indicated the problem area of most concern to the student, while (11) represented the problem area of least concern to the students.

The two Faculty Questionnaires were presented during a personal interview with faculty members selected as follows: A listing of faculty members was compiled according to academic rank, and each member was assigned a number. Using a table of random numbers, a 20 per cent sample was selected from each academic rank; this provided ten instructors, ten assistant professors, eight associate professors, and thirteen professors.

To obtain the administrators' perceptions of student personnel services, five top administrative officers were interviewed in a similar manner. These administrative officers included, President, Dean of Students, Dean of Faculty, Registrar and Controller.

The Evaluation Report Form for Student Personnel Services. Three evaluations of the student personnel services of the College were obtained through the use of professionally trained student personnel workers from three different institutions of higher education. The Evaluation Report Form for Student Personnel Services⁵ as developed by Robert B. Kamm and C. Gilbert Wrenn (20:541) was the instrument used by the evaluators.

Arbuckle states that "there is no one standard of evaluation for services, for programs, or for institutions. Any predictions or recommendations based on the results of an evaluation will be tempered with the thought that even the best of methods and techniques of evaluation available to personnel workers are subject to many limitations." (2:20)

⁵A copy of the Evaluation Report Form for Student Personnel Services is in Appendix E.

The bias of the rater of his own program and the bias of the outside rater is one limitation. Another is the inability of the rater to determine if the service rated is doing the job intended. The mere existence of a service does not show its effectiveness. The Kamm-Wrenn instrument attempts to provide some indication of the effectiveness of the service in that it provides for the rater to show the source of the information used in the evaluation of fourteen student personnel services. This aids in making the evaluation meaningful.

III. The Procedures for Analyzing the Data

Analysis of the Data Relating to Faculty and Student Perception of Student Personnel Services. The College catalog, various annual reports submitted to the President by the existing student personnel services, the student handbook Tech Tips, plus other gathered data, were used to give a clear picture of the existing student personnel services available at the College. The data collected were cataloged according to the problem areas obtained in the Problem Check List. In doing this, certain limitations were understood. (1) The printed catalog and student handbook material, the reports to the President and other written reports, may tend to produce a "halo-effect" on each service presented. (2) The operation of a student personnel service as described on paper may not conform to the perception of the service by students and faculty.

Chi-square was the analysis procedure appropriate for analysing this type of data. Because of the possible small frequency counts in the contingency table, the Yates correction factor was used. (19:105-106) This was applied because the usual Chi-square method yields a larger value than might be realistically expected.

Statistical Hypothesis. The generalized null hypothesis being tested was as follows:

Ho: There are no differences between the observed and the expected frequencies between the two rows and the two columns of the table.

For analysis, the preparation of these data into two contingency tables is appropriate. The diagrams of these contingency tables are presented in Figure 1.

The perceptions of student personnel services as indicated by the freshmen, seniors, and faculty through their responses on the appropriate Questionnaire were divided into two groups, (1) Yes, and (2) No. The responses of "Yes" were those which correspond with the perceptions of the administration of the student personnel services. The responses of "No" were those which do not correspond with the perceptions of the administration of the student personnel services. The frequency counts resulting from this tabulation were entered in the proper spaces on the contingency tables.

Since it may be assumed that seniors are more aware of the availability of student personnel services, their perceptions were contrasted with those of the freshmen. Since faculty awareness of student personnel services was important, their perspectives were contrasted to those of seniors.

Analysis of the Data Relating to Student Perceptions of Their Own Problems. The students' responses to the Mooney Problem Check List were divided into three groups: (1) male students enrolled in engineering sciences curricula, (2) male students enrolled in the mineral industries curricula, and (3) male students enrolled in the general sciences curricula. A further sub-grouping was obtained by dividing the students enrolled in the three general academic areas

FIGURE 1

Chi-square Contingency Tables

	Freshmen	Seniors		Faculty	Seniors
YES	a	b	YES	a	b
NO	c	d	NO	c	d

FIGURE 2

Extension of Median Test Table

	Engineering Sciences		Mineral Industries		General Sciences	
Problem Underlined	Freshmen	Upper-Classmen	Freshmen	Upper-Classmen	Freshmen	Upper-Classmen
<u>1</u>						
<u>2</u>						
<u>3</u>						
<u>4</u>						
<u>27</u>						
<u>28</u>						
<u>29</u>						
<u>30</u>						

into three sub-groups: (1) single male freshmen, (2) single male upperclassmen (sophomores, juniors, and seniors), and (3) all married male students. The three groups with their three sub-groups are of enough distinct separateness to make measurable contrasts of their perceptions of their own problems possible.

Statistical Hypothesis. The null hypotheses being tested are:

1. H_0 : There are no significant differences in the number of problems indicated on each sub-area of the Mooney Problem Check List by single freshmen or upperclass male students in Engineering Sciences, Mineral Industries, and General Sciences.
2. H_0 : There are no significant differences in the number of problems indicated on each sub-area of the Mooney Problem Check List by married freshmen and upperclass students in Engineering Sciences, Mineral Industries, and General Sciences.

To determine whether the observed sample differences indicate differences among the groups or whether they are merely chance variations, the Extension of the Median Test was conducted. Figure 2 contains an illustration of a 6 x 2 table.

To apply the Extension of the Median Test, the common median number of problems indicated for all six groups was found. The number of individuals who fell above and below the common median were cast into a 6 x 2 table.

To test the null hypothesis that k samples were derived from the same populations with respect to median, the following formula was applied:

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Analysis of the Data Relating to Perceptions of the Rank of Student Problems by Faculty. The problem areas as indicated by student responses were ranked one through eleven in descending order. In the same manner, the faculty responses of the student problems were ranked.

Statistical hypothesis. The generalized null hypothesis being tested is:

H₀: When ranked one through eleven, there are no differences between the students' perceptions of their problems and the faculty perceptions of the students' problems.

To determine the degree of association between the two variables measured and transformed to ranks, the Spearman Rank Correlation Coefficient was applied. Such a measure is particularly appropriate for a study that requires that both variables be measured for association.

To compute r_s , make a list of N subjects. Next to each subject's entry, the rank is entered for the X variable and the rank for the Y variable. The various values of d_i (the differences between the two ranks) are determined. Each d_i is squared and then all values of d_i^2 are totalled. The formula is:

$$r_s = 1 - 6 \frac{\sum_{i=1}^N d_i^2}{N^3 - N}$$

Analysis of the data relating to students perceptions of their own problems at three colleges or universities. From the several studies using the Mooney Problem Check List it was possible to obtain a rank order listing of the problem areas of students at their respective college or university. The rank of (1) indicated the problem area of

most concern to a student, while (11) represented the problem area of least concern to a student.

Statistical hypothesis. The generalized null hypothesis being tested is:

H₀: When ranked one through eleven, there are no differences between the students' perceptions of their problems from selected institutions studied.

To determine the degree of association between the institutions measured and transformed to ranks, the Kendall Coefficient of Concordance was applied. Such a measure is particularly appropriate for a study that requires that more than two variables be measured for association.

To compute W, find the sum of ranks R_j in each column of a K x N table. Sum the R_j, and divide that sum by N to obtain the mean value of R_j. The R_j is expressed as a deviation from the mean value. The sum of squares of these deviations, s, is found. The formula is:

$$W = \frac{S}{\frac{1}{12} k^2 (N^3 - N)}$$

Level of significance. For purposes of this study the .05 level of significance was accepted.

This chapter has briefly presented the professional curriculum of the College, the student sample, the instruments used for collecting the data, and the statistical procedure for analyzing the data which was collected.

Having presented the problem, described the methodology for the study, and having collected and analyzed the data, the next part of this study will be an examination of its content.

CHAPTER IV

THE PROGRAM OF THE STUDENT PERSONNEL SERVICES AT THE MICHIGAN COLLEGE OF MINING AND TECHNOLOGY

The evaluation of a student personnel program is quite difficult since no dependable formulas are readily available. The "Program and Plans" criterion suggested by Feder, et al. (1:41) has merit and was the technique used in this study in describing the established personnel program of the College. Reporting the prevailing program not only clarifies the function and purpose of each activity and each staff member, but also acknowledges existing failings in both organization and operation. The program of the Student Personnel Services at Michigan College of Mining and Technology is presented according to the arrangement suggested by Feder, et al. (6:6).

ADMISSIONS

High School Students. To qualify for admission as freshmen, applicants must be graduates of high schools accredited to the College by a recognized regional accrediting agency. The secondary school preparation should include a full four-year curriculum of at least fifteen units of acceptable entrance credits. Table II presents the certain unit requirements that the applicant must have among the fifteen required.

TABLE II
Secondary School Credit Required for Admission

Students enrolled in:	UNITS				
	Algebra	Plane Geometry	English	Chemistry or Physics	Solid Geometry
Science, Engineering, Forestry	1-1/2	1	3	1	1/2
Medical Technology					
Pre-Medicine and Pre-Dentistry	1	1	3	1	
Business Administration	1-1/2	1	3	1	

COLLEGE AGREEMENT

The College subscribes to the agreement made by the Michigan College Association of Ann Arbor in 1946. The agreement states:

The College agrees to disregard the pattern of subjects pursued in considering for admission the graduates of selected accredited high schools, provided they are recommended by the school from among the more able students in the graduating class. This agreement does not imply that students must be admitted to certain college courses of curricula for which they cannot give evidence of adequate preparation. (3:21)

Transfer Students. Students who have completed satisfactory work of one or more terms at another college may be accepted as transfer students. Credits for courses completed at another institution may be granted on a provisional basis provided that (1) the grades received in those courses are C grade or better, and (2) comparable courses are included in the curricula of this college.

THE COUNSELING FUNCTION

Counseling Office. The Counseling Office, a department of the Office of the Dean of Students, was conceived as a source of aid to students in solving their educational, vocational, and social problems; as a screening service protecting both student and college by timely referral of personality disorders to the proper psychiatric agencies; and as a source of essential psychometric information to students and to the various departments of the College.

During the 1958-59 academic year, over 10,000 tests were administered to students either during Orientation Week, at the request of individuals, or to students in six public high schools in the community. A strong attempt is made to see each new student during his first

term enrollment and to discuss with him his strengths and his weaknesses as revealed by the guidance examinations. This information is discussed in order that the individual may more effectively profit by his college opportunities. A constant effort is made to increase the counseling contacts with those students who may be potential failures. An even more important effort is made to contact individuals whose academic performance is below the standard predicted by the guidance examinations. Diagnostic analysis of the individuals who have failed out and who have applied for readmission is accomplished for the Committee on Scholastic Standards, and an evaluation of the individual's ability assists the Committee in its decisions as to the advisability of permitting the dismissed student to re-enroll.

A summary of the results of the guidance examinations is forwarded to the faculty adviser of each student. In this way, it is hoped that the student's academic program may be geared to his capabilities. In addition, the Counseling Office has provided supervision and the facilities for testing students for the Graduate Record Examination, Selective Service Tests, and Nursing School Examinations. The Counseling Office also provides its services for the various community agencies which include such activities as the Probate Court, Houghton County Social Welfare Department, Michigan Office of Vocational Rehabilitation, and the Civil Service Departments of Wisconsin, Illinois, and Pennsylvania. During the past several years, the staff members of the Counseling Office have provided limited guidance services to the local high schools.

A permanent personnel record, established in 1948 and re-designed in 1954, is maintained for every student who enrolls in the College. This cumulative record contains information concerning test results, personal data, and a record of the activities in which

the student participates during the time he is enrolled at the College. All pertinent information is maintained in this record which may assist the faculty or prospective employers with information on an individual as he develops outside the classroom.

Testing Program. Tests administered to all new students include the following:

- (1) School and College Ability Test, Form 1-A.
- (2) Educational Testing Service, Cooperative English Tests, single booklet edition, Form R (Higher Level), Reading Comprehension.
- (3) Educational Testing Service, Cooperative Intermediate Algebra, Form Y.
- (4) Otis Mental Abilities, Gamma Test, Form Em.
- (5) New Purdue Placement Test in English, Form E.
- (6) Kuder Preference Record, Form CM.
- (7) Algebra Placement Test (M. C. M. & T. Edition).

Additional tests are made available upon request of individuals and counselors.

HEALTH SERVICE FUNCTION

College Health Service. Full time students are entitled to unlimited consultation and advice. Medical examinations are given by appointment. Minor treatment, first aid, and recuperating hospitalization is also available at the Health Center. Six dollars of the activity fee is set aside for financing this service.

The Student Council has made arrangements for students to enroll voluntarily in a group health plan. This service covers expenses incurred at hospitals for room and for surgery costs.

Number of Students Served. During the academic year 1958-59, the following number of students were treated at the Health Center:

<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>	<u>January</u>	
329	670	483	328	755	
<u>February</u>	<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>TOTAL</u>
803	479	1372	1047	439	6705

Physical Examination. No student enrolling for the first time is permitted to register until the Registrar has been notified that the record of examination is on file at the College Health Center. The results of the examination are not considered as criteria for admission to the College, but only as an aid in the consideration of the health of the student and in the treatment of the student should such be necessary by the College Health Center.

THE HOUSING FUNCTION

Student Housing. The College first entered into the business of student housing with the construction of Douglass Houghton Hall in 1937. Prior to that time, the Registrar's Office had maintained lists of available community housing for students to use in securing their own accommodations. Since the construction of the first unit of Douglass Houghton Hall, which accommodated 179 men, the College has continued to expand its housing facilities to the present capacity of 1,363 single students and ninety-four student families. Most of this growth has taken place within the past two years.

With the increased enrollments following World War II, the College found it necessary to screen the community carefully to secure housing off campus for single and married students.

As enrollments continued to grow in the early fifties, it became apparent that the College would again be confronted with a shortage of adequate housing for single students.

Thus, planning was begun on the first group of new residence halls, with the first unit of Wadsworth Hall being occupied in the Fall of 1955. Meanwhile, the College took on the responsibility of providing housing for single women students, and at present operates two residence halls for women.

While the on-campus housing developments were taking place, a Housing Committee was formed in the summer of 1954. The primary assignment of the new Committee was that of studying the off-campus housing situation, and of recommending standards of housing facilities that should be met by local householders in the interest of health and safety for the student. The Committee was also empowered to co-ordinate the handling of both on and off-campus housing in the attempt to centralize the administration of housing for the convenience of both prospective and current students.

With the creation of the Office of the Dean of Students in 1954, student housing was established as a function of that office. The centralization of the various housing activities enables one office to provide information to students concerning residence halls, on-campus apartments for married students, and off-campus facilities for both single and married students.

The men's residence halls are under the leadership of a resident adviser who directs a staff of student counselors assigned at a ratio of 1 to 25/30 residents. Periodically a training program is held for the counselors.

THE STUDENT ACTIVITIES FUNCTION

Student Activities. An important phase of college life consists of development in "human relations." Learning to live and work with others, and the development of leadership qualities, are largely the result of student participation in a wide variety of student activities.

The student government at the College is carried out through the Student Organization, to which all students belong. The governing body of the Student Organization is the Student Council, whose voting members are elected by classes. The President of the Council is elected at large and is an ex-officio member of the Council. The Student Organization fee is used to defray, in whole or part, the expenses of official student activities.

The College recognized the value of a well rounded program for student development, and it encourages students to participate in student activities. Students are cautioned to carefully consider their choices of activities according to their special interests.

The following organizations operate with College approval:

Fraternities. Five fraternities maintain houses for their members. Two are local; two are chapters of national social fraternities; and one is a chapter of a national professional organization. New students may not pledge themselves for fraternity membership until the third term of their attendance at the College. Pledges may not be initiated during a term in which their pledge began. No student may be pledged or initiated whose weighted average is below 2.0.

Sororities. Two local sororities operate on a somewhat limited scale from fraternities. During the spring term, 1959, one group went inactive when it failed to obtain a large enough pledge class to warrant continuation.

Independents. A poorly organized group of men students functions as an Independent Association. Their purpose and activities are so loosely defined that it is difficult for them to maintain traditions.

Honor Societies. Eight general or departmental honor societies play an important part in the recognition and encouragement of scholarship.

Special Interest Groups. Each degree-granting department encourages its students to take an active part in its established professional societies. Programs of interest to the professional growth of its members are the well-defined purpose of these societies.

A wide variety of activities are offered in groups that are avocational in purpose.

Religious Organizations. Six denominational church-affiliated organizations play an important part in student life. Encouragement of continued church attendance is stressed with all students. An inter-denominational fellowship group offers additional stimulus toward the religious stimulation of the college student. The sponsorship of an annual Religion-in-Life Week is a group project of all religious organizations.

Community Activities. Many students take part in the numerous outdoor activities available in the area. Good hunting and excellent fishing are found within a few miles of the campus. Favorite winter sports are ice skating, hockey, snowshoeing, tobogganning, and skiing. Spring and fall recreational activities include golf, boating, swimming, and tennis.

Major Campus Events. All campus groups participate in an annual Winter Carnival which features an Ice Revue, a Variety Show, a Queen Contest, snow sculpture competition, and winter sports events.

Every two years the professional societies and the Student Council present an Engineering Show, which highlights student projects and exhibits supplied by industrial firms.

Student Publications. The Lode is the official student newspaper of the Student Organization. It is published once each week during the academic year. The yearbook The Keweenaw is published annually. Both publications provide opportunities for students to obtain experience in writing and editing.

During the 1958-59 academic year, a Board of Publications was established. Its first project was the establishment of a sound financial reporting system. Approval of salaried positions of the publications staff must be obtained from this Board.

Faculty Advisers. With the exception of the professional societies, most of the organizations, including the Student Council and the Interfraternity Association, operate with little or no faculty sponsorship. Almost weekly the student newspaper calls for closer communication between administrators and students. Advisers would aid in this call for communications; however, strong resistance is met when the suggestion is made that faculty advisers be invited to meet with the organizations.

THE FINANCIAL AID FUNCTION

Scholarship Loan Funds. Long term loans payable after the student leaves school are available. During the 1958-59 academic year, \$22,800.00 was loaned to fifty-nine students. This is an average of \$386.44 per student. An interest rate of five per cent is applied on these loans when the student leaves college. On June 30, 1959, \$55,263.26 was outstanding in loans.

National Defense Student Loans. Under the provision of Public Law 85-864 entitled National Defense Education Act of 1958, the College received \$25,665.00 for loans for worthy students. To this amount the College added \$2,853.00, making a total loan fund of \$28,518.00. The provisions of this loan fund are:

1. Currently enrolled full time students must have and maintain a 2.5 all-college grade point average and make normal progress toward the degree for which they are working.

2. New students must have ranked in the upper quarter of their high school graduating class.

A maximum of \$1,000.00 may be borrowed during any academic year. It must be used for legitimate educational purposes such as room, board, tuition, and books. During the 1958-59 academic year, forty students received loans that totalled \$16,125.00. This is an average of \$403.13 per student. This loan does not draw interest until one year after a student leaves college, when a three per cent rate is applied. Ten equal yearly payments may be used to repay this loan.

Short Term Loans. Students in need of emergency cash may apply for a short time loan, usually not to exceed \$150.00, and to be repaid in 30 to 90 days. These loans were originally established to assist veterans in meeting expenses until receipt of their first government check. However, a student need not be a veteran to obtain a short term loan. During the 1958-59 academic year \$28,473.00 was loaned to 207 students for an average of \$137.55. A service charge of one per cent is made for each loan.

On June 30, 1959, the total amount available for college long and short term loans was \$20,886.00.

Scholarships and Awards

New Students. During the 1958-59 academic year, 171 Michigan High School or Junior College scholarships were awarded. The cash value of these awards amounts to \$20,626.00. One award is made available to each accredited high school and junior college in the State. The recipient is nominated by the high school principal or junior college dean. In addition, a scholarship is available in each State and United States territory. This award is based upon the recommendation of the State Superintendent of Public Instruction, or his equivalent. During 1958-59, fifteen State awards were made with a total cash value of \$2,028.00.

Twenty-four scholarships having a total cash value of \$3,244.00 were made available to entering students from foreign countries. These scholarships are renewable yearly, provided the student's academic achievement is satisfactory.

Five freshmen athletic awards totaling \$1,115.00 are made available each year to entering freshmen athletes.

Various companies and organizations made available \$10,889.00 in 1958-59 for scholarship awards to twenty-six outstanding prospective students. A competitive scholarship examination was given to assist in the selection of the individuals. These awards varied in amounts from \$200.00 to \$800.00 per year. Many of these awards may be continued from year to year if the recipients' academic records are maintained at a B average or better.

Enrolled Students. Currently enrolled students were considered for seventy-eight awards amounting in 1958-59 to \$34,488.00. These awards are normally given to the top scholar in the respective class and department for which the award was established. The donors of

these awards include both industry and interested organizations. In many cases the donors of the awards provide summer employment for the recipient.

Campus Employment. The College maintains a student employment service whereby students may secure employment in the community. In addition, there is opportunity for on-campus work in the various College food service departments, and as student janitors, counselors, and student assistants. Applications for these part-time jobs are made at the activity concerned. No co-ordination has been accomplished to determine the amount of financial assistance any one person may be receiving through loans, scholarships, and part-time work.

THE SPECIAL SERVICES FUNCTIONS

New Student Orientation. All new students accepted for admission for the fall term are expected to be present on campus for participation in the Orientation Week activities. Activities of this week are designed to help the student in his adjustment to the campus and community and to provide a basis for a satisfactory transition to college work. Included in the week's activities are entrance examinations, consultations with departmental advisers and faculty members, conferences covering various phases of academic and extra-class activities. Student services are described in detail and suggestions on study techniques are offered during one activity.

The program begins with the President's reception and is concluded with actual class attendance.

Senior Placement. Placement services are also administered by the Dean of Students, who is Director of Placement. During 1958-59,

two hundred industrial organizations sent recruiters or recruiting teams to the College to interview senior students.

As part of the Placement Office, active files are maintained on both seniors and alumni, many of whom avail themselves of the placement service in securing different positions. Sophomores and juniors are also assisted in finding summer employment in industry.

Following a meeting with seniors in the fall term, the Placement Director schedules industrial interviews during the winter term. Interview schedules are published regularly so that all seniors may register an appointment with Company representatives of their choice. Interviews are concluded at the end of winter term and many seniors use the spring holidays to visit industrial concerns, by invitation, for further interviews.

The Placement Director works closely with industrial personnel officers throughout the year. Table III presents a tabulation of the placement and initial salary for students who received their degrees in June, 1959. These students provided the information on a voluntary basis as they were interviewed prior to graduation.

Religious Activities. One of the activities of the Orientation Week program for new students is devoted to the religious life of the students. A member of the faculty, active in a student religious organization, discusses with the new students the desirability of continuing their religious experiences at the church of their choice. An opportunity is then made possible for the student to meet with a minister, priest, or representative of the Jewish faith. Here the student religious organizations have an opportunity to present the program offered by their group. Following this group meeting a church picnic is held at a state park. The College furnishes the food and provides the leadership for recreational activities.

TABLE III

SALARY AND JOB OFFERS FOR 1959 GRADUATES, MICHIGAN
COLLEGE OF MINING AND TECHNOLOGY

Curriculum	No. Grads 1959	No. Offers	No. Salary Given	No. Grad. School	No. Into Service	No. Report Salary	Total Report	Total Salary	Average Salary
Engineering Science									
Chemical	47	6	1	3	1	30	41	87 \$15,002	\$500.02
Civil	87	4	8	2	5	50	69	79 \$24,175	\$483.50
Electrical	53	1	8	4	2	33	48	91 \$16,826	\$509.88
Engineering Physics	7	0	0	0	0	4	4	57 \$ 2,125	\$531.25
Mechanical	106	16	2	0	3	62	83	78 \$30,951	\$499.21
Mineral Industries									
Geological Engineering	14	3	0	1	1	2	7	50 \$ 870	\$435.00
Geophysics	3	0	1	0	0	2	3	100 \$ 915	\$457.50
Metallurgical Engineering	38	2	3	4	5	24	38	100 \$12,142	\$505.92
Mineral Dressing	10	0	1	0	0	0	1	10 --	--
Mining Engineering	17	2	0	1	3	4	10	59 \$ 1,810	\$452.50
General Sciences									
Business Administration	32	9	4	2	2	9	26	81 \$ 3,861	\$429.00
Chemistry	6	2	0	0	0	3	5	83 \$ 1,459	\$486.33
Forestry	19	2	0	1	1	7	11	58 \$ 2,742	\$391.71
Geology	4	1	0	0	0	1	2	50 \$ 450	\$450.00
Mathematics	5	0	0	1	1	1	3	60 \$ 487	\$487.00
Physics	7	0	0	3	1	1	5	71 \$ 520	\$520.00
TOTAL	455	48	28	22	25	233	356	78 \$114,335	\$490.71

Religion-in-Life Week. The student religious organizations sponsor each fall a program that emphasizes the importance of a religious experience. Outstanding denominational representatives who have strong student appeal appear on campus for workshops, seminars, and fireside activities.

Special Clinics. One major remedial service is that offered in a non-credit course entitled Development of Reading Abilities. Study skills are included in the presentation of the course. Non-credit classes in algebra are offered to those individuals who find they are having difficulty in freshman mathematics.

Staff. The staff personnel who provide assistance and guidance in the performance of student personnel services include:

Office of the Dean of Students

Dean of Students

- (1) Senior Placement
- (2) Student Activities
- (3) Scholarships, Awards and Loans
- (4) Readmission of Dismissed Students
- (5) Discipline
- (6) Co-ordination of Total Program

Assistant Dean of Students

- (1) Director of Counseling and Testing
 - a. Counseling--Personal, Vocational and Educational
- (2) Housing Co-ordinator
- (3) Orientation Week Director
- (4) Registration of Social Events
- (5) Supervisor of Coed Residence Halls
- (6) High School Testing for Six Schools
- (7) National Defense Loans

Counselors (2)

- (1) Counseling--Personal-Vocational and Educational
- (2) Resident Adviser--Men's Residence Halls
- (3) In-service training of Sixteen to Twenty Student.

Counselors

- (4) Off-campus Housing Inspection
- (5) Social Programs of Residence Halls
- (6) Student Government and Judiciary of
Residence Halls
- (7) Staff Studies

Psychometrist

- (1) Administration and Scoring of Tests
(Guidance and Employment)
- (2) Staff Studies

Secretaries (4)

- Dean of Students and Placement 2
- Counseling 1
- Housing 1

Student Assistants (1)

- (1) National Defense Loans
- (2) Clerical Help

Office of Registrar

- (1) Admissions
- (2) Term Scheduling
- (3) Records and Reports

Office of Director of Admissions

- (1) Admissions
- (2) High School Visitation

College Health Service**Physicians (2)**

- (1) Maintain Regular Office Hours during
Scheduled Sessions**

- (2) Emergency Calls**

Registered Nurses (2)

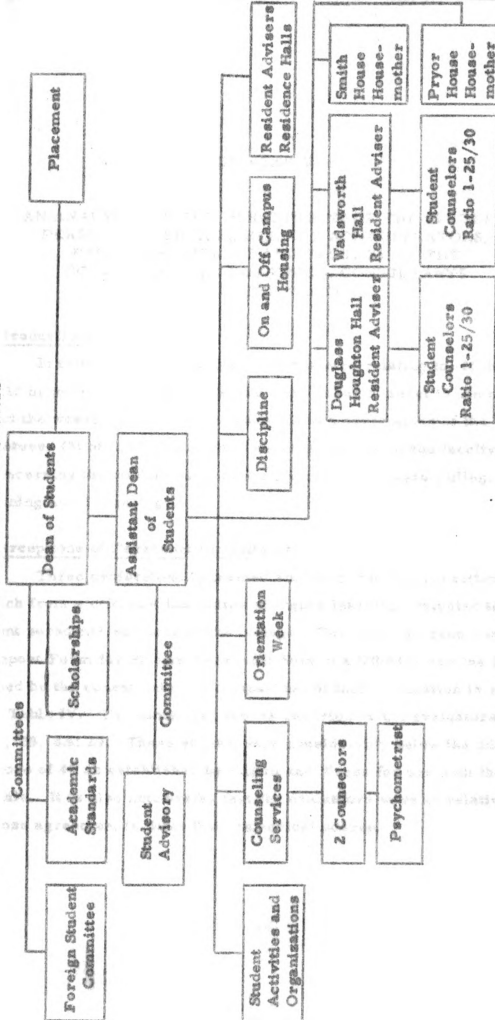
The organization plan for the office of Dean of Students is depicted in Figure 3.

Summary

The existing student personnel areas were presented to indicate the activity which provided specific services. The duties of the staff members were outlined. The next step in the study is to analyze the perceptions of the faculty and students of the student personnel services.

FIGURE 3

ORGANIZATIONAL CHART
OFFICE OF THE DEAN OF STUDENTS



CHAPTER V

AN ANALYSES OF THE PERCEPTIONS OF THE STUDENT PERSONNEL SERVICES HELD BY ADMINISTRATORS, FRESHMEN, SENIORS AND FACULTY OF THE COLLEGE AND BY PERSONNEL CONSULTANTS VIEWING THE PROGRAM

Introductions

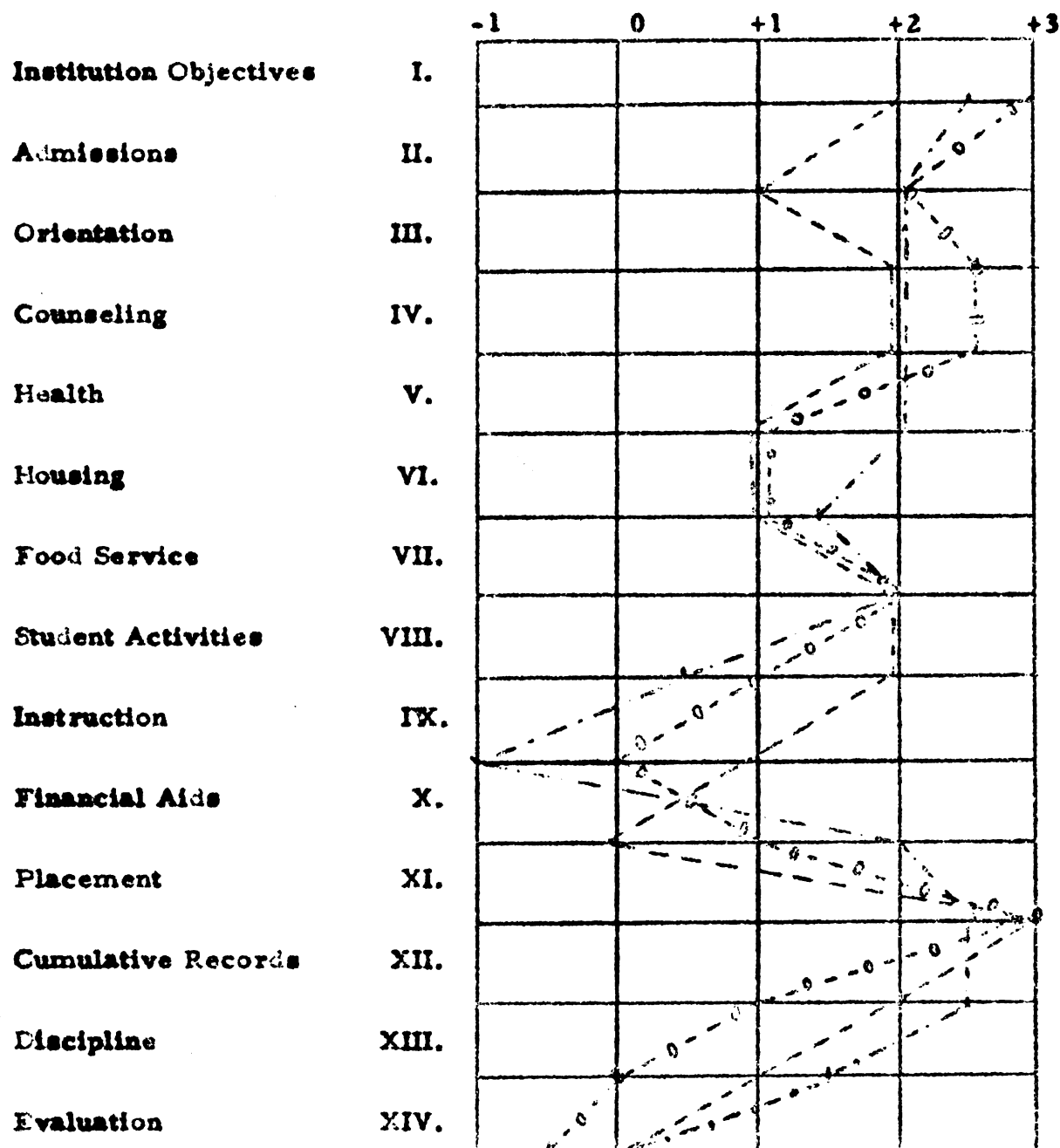
In this chapter an analysis is presented relating to (1) the views held by personnel consultants who were asked to react to the strengths and the weaknesses of the program; (2) the perceptions of the administrators, (3) of the freshmen and seniors, and (4) of the faculty, concerning the student personnel services at Michigan College of Mining and Technology.

Perceptions of Personnel Consultants

Three professionally trained student personnel consultants, each from a different institution of higher learning evaluated the student personnel services of the college. The Kamm-Wrenn Evaluation Report Form for Student Personnel Services (20:541) was the instrument used by the consultants. A comparison of their evaluation is reported in Table IV. The numerical scores reported by the evaluators were 35, 35, and 29. These scores were considerably below the adequacy score of 46 as established by Kamm and Wrenn for use with their scale. It is also noteworthy that the evaluators were in relatively close agreement in their final numerical scores.

TABLE IV

**EVALUATION OF STUDENT PERSONNEL SERVICES
MICHIGAN COLLEGE OF MINING AND TECHNOLOGY**



Score 35

Rater 1 -----

Score 35

Rater 2 --o--o--

Score 29.5

Rater 3 -----

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The evaluation by student personnel consultants of the existing student personnel provides a better perspective of the nature of the program as it does exist. While those who work within the student personnel program are cognizant of its strengths and weaknesses, a self-evaluation would certainly reflect a "halo" opinion based on the individuals' special interests. In other words each person would want to believe he is doing an excellent job in his particular responsibility.

Financial aids, instruction, student activities, discipline and evaluation were the areas the consultants have indicated needing improvement.

Perceptions of Administrators

Five top administrators of the college were contacted and asked to identify the established student personnel that students could go for help with their problems. These top administrators included the president, dean of students, dean of faculty, registrar, and controller. The administrators were in complete agreement as to the student personnel services that had been established to meet the problems of the type included in the eleven areas of the Mooney Problem Check List. Their perceptions of the student personnel services are presented in Table V.

These data form the bases for contrasting the perceptions of students and faculty. Chapter III, page 23 reported the statistical procedure followed.

Perceptions of the Freshmen and Seniors and of the Seniors and Faculty

An analysis of data related to the perceptions of students for each of the three general areas of study and the perception of the

TABLE V

**TABULATION OF ADMINISTRATORS' PERCEPTIONS OF
AVAILABLE STUDENT PERSONNEL SERVICES**

Area	Available Personnel	Student Service
I. Health and Physical Development	Student Health Service	
II. Finances, Living Conditions, and Employment	Dean of Students	
III. Social and Recreational Activities	Counseling Office	
IV. Social-Psychological Relations	Counseling Office	
V. Personal-Psychological Relations	Counseling Office	
VI. Courtship, Sex, and Marriage	Counseling Office	
VII. Home; and Family	Counseling Office	
VIII. Morals and Religion	Church	
IX. Adjustment to College Work	Counseling Office	
X. The Future: Vocational and Educational	Counseling Office	
XI. Curriculum and Teaching Procedure	Counseling Office	

faculty for the student personnel services at Michigan College of Mining and Technology is reported.

The null hypothesis to be tested was:

There are no significant differences between the freshmen and seniors and the seniors and faculty in their perceptions of the available student personnel services.

The data collected through the administration of the student and faculty questionnaires were the basis for testing this hypothesis.

The faculty perceptions were contrasted with the senior perception, and the freshmen perceptions were contrasted with those of the seniors.

The statistical analysis appropriate for this type of data is Chi-square.

A summary of the resulting Chi-square Values is reported in Table VI.

Significant Findings

For the student sample enrolled in a program of study in the area of Engineering Sciences:

1. There was a significant difference between the reported perception of faculty and seniors pertaining to available student personnel services related to problems in the area of "Finances, Living Conditions, and Employment."

2. There was a significant difference between the reported perceptions of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Finances, Living Conditions, and Employment."

For the student sample enrolled in a program of study in the area of Mineral Industries:

TABLE VI

CHI-SQUARE VALUES WHICH RESULT WHEN FACULTY, FRESHMEN, AND SENIOR PERCEPTION OF STUDENT PERSONNEL SERVICES ARE CONTRASTED

Fa - S = Faculty Versus Seniors FR - S = Freshmen Versus Seniors

	Engineering		Mineral Industries		General Science	
	FA - S	FR - S	FA - S	FR - S	FA - S	FR - S
I. Health and Physical Development	.392	.002	.257	.042	1.785	3.191
II. Finances, Living Conditions, and Employment	14.798***	37.833***	.121	1.325	.147	.111
III. Social and Recreational Activities	3.704	.230	10.130**	1.505	3.315	4.169*
IV. Social-Psychological Relations	1.884	.395	.005	.041	.447	4.840*
V. Personal-Psychological Relations	.066	3.254	2.184	.372	2.030	6.183**
VI. Courtship, Sex, and Marriage	.958	.12	.432	.927	.376	8.951**
VII. Home and Family	.113	.065	.022	.220	.606	4.087*
VIII. Morals and Religion	.045	.553	.847	.909	.043	.000
IX. Adjustment to College Work	.052	1.712	.128	.382	1.646	2.665
X. The Future: Vocational and Educational	1.915	.634	.949	.189	2.806	2.968
XI. Curriculum and Teaching Procedure	1.090	2.118	3.15	1.055	.014	4.444*

* Significant at .05 level

** Significant at .01 level

*** Significant at .001 level

1 - Chi-square computed with Yates Correction

Degrees of Freedom - 1

1. There was a significant difference between the reported perception of faculty and seniors pertaining to available student personnel services related to problems in the area of "Social and Recreational Activities."

For the student sample enrolled in a program of study in the area of General Sciences:

1. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Social and Recreational Activities."

2. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Social-Psychological Relations."

3. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Personal-Psychological Relations."

4. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Courtship, Sex, and Marriage."

5. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Home and Family."

6. There was a significant difference between the reported perception of freshmen and seniors pertaining to available student personnel services related to problems in the area of "Curriculum and Teaching Procedure."

It is noteworthy that between freshmen and seniors enrolled in the General Sciences area significant differences existed in six problem areas as to the student personnel service to which they can turn for help. It is possible that students enrolling in this academic area needs special attention during orientation week.

7. No significant Chi-square differences were found in the other areas concerning the faculty and senior perception and freshmen and seniors concerning available student personnel services. This indicated that both students and faculty apparently were aware of the personnel services available on the campus.

Summary

The analysis of the findings relating to the awareness of faculty and students to the available student personnel services logically leads to the next procedure, and analysing of the stated student problems as indicated in the Mooney Problem Check List. Chapter VI will assume this task.

CHAPTER VI

ANALYSIS OF THE PROBLEMS OF STUDENTS AS PERCEIVED BY THEMSELVES, AS PERCEIVED BY FACULTY, AND AS COMPARED WITH STUDENTS AT TWO OTHER INSTITUTIONS OF HIGHER LEARNING

Preparation of Data

The statistical procedures appropriate for analyzing the data presented in this Chapter are: (1) the Extension of the Median Test, (2) Spearman Rank Correlation Coefficient, and (3) Kendall Coefficient of Concordance. These three procedures were described in Chapter III, Methodology.

All of the student responses to the Mooney Problem Check List administered on November 19, 1953, at Michigan College of Mining and Technology were tabulated and the data used to test the null hypotheses. A presentation of a percentage summary of each area study is in Appendix F.

The statistical tests were employed (1) to test whether significant differences exist in the number of problems indicated on each sub-area of the check list by male single students and male married students in the three general academic areas, (2) to test if significant differences exist between students' perceptions of their problems and faculty perceptions of the students' problems, and (3) to test if significant differences exist between students' perceptions of their problems at Michigan College of Mining and Technology and students' perceptions of their problems at two other institutions of higher learning.

Differences in the Number of Problems of Male Single Students in the Three General Areas of the College for the Eleven Areas of the Mooney Problem Check List

The null hypothesis to test differences obtained in the frequency of responses for students indicating problems is:

There are no significant differences in the number of problems indicated on each sub-area of the Mooney Problem Check List by male single freshmen or upperclassmen in the three general academic areas.

A summary of the Chi-square values resulting from the extension of the median test is presented in Table VII. Also included in this table is a summary of the median for each of the eleven areas.

For all practical purposes the single male students of the sample may be considered as being relatively homogeneous in the number and type of total problems underlined and total problems circled. Only one significant disproportionate grouping of problems appeared. In relation to other groups, single male engineering sciences students underlined a proportionately larger number of problems in the area of "Personal-Psychological Relations" while the single male upperclassmen enrolled in the general sciences curricula underlined proportionately fewer problems.

Differences in the Number of Problems of Male Married Students in the Three General Areas of the College for the Eleven Areas of the Mooney Problem Check List

The null hypothesis to test the differences obtained in the frequency of responses for students indicating problems is:

There are no significant differences in the number of problems indicated on each sub-area of the Mooney Problem Check List by male married freshmen or upperclassmen in the three general academic areas.

TABLE VII

SUMMARY OF MEDIAN FOR EACH AREA OF THE MOONEY PROBLEM CHECK LIST AND OF
 MEDIAN TEST OF SIGNIFICANCE OF DIFFERENCES BETWEEN SINGLE MALE FRESHMEN
 AND UPPERCLASSMEN ENROLLED IN ENGINEERING SCIENCES,
 MINERAL INDUSTRIES, AND GENERAL SCIENCES

Area	Median		Median	
	Number of Total Problems	Chi-Square of Total Problems	Number of Circled Problems	Chi-Square of Circled Problems
I Health and Physical Development	2.66	7.53	1.25	5.20
II Finances, Living Conditions, and Employment	3.46	1.81	2.59	7.02
III Social and Recreational Activities	4.45	8.84	1.83	7.30
IV Social-Psychological Relations	2.62	5.80	1.56	1.92
V Personal-Psychological Relations	3.55	12.26*	1.77	5.30
VI Courtship, Sex, and Marriage	2.83	8.16	1.21	5.08
VII Home and Family	1.92	1.74	1.25	5.37
VIII Morals and Religion	2.56	3.84	1.32	3.22
IX Adjustment to College	6.67	10.68	2.71	1.84
X The Future: Vocational and Educational	3.26	11.04	1.63	6.70
XI Curriculum and Teaching Procedure	3.68	.78	1.54	4.12

Level of Significance - * .05

Degrees of Freedom - 5

A summary of the Chi-square values resulting from the extension of the median test is presented in Table VIII. Also included in this table is a summary of the median for each of the eleven areas of the Mooney Problem Check List.

1. In relation to other groups, married male general sciences students underlined a proportionately larger number of problems in the area of "Finances, Living Conditions, and Employment," while the married male students enrolled in engineering sciences underlined proportionately fewer problems.

2. For problems of most concern (circled) the disproportionality reverses with the married general sciences students showing fewer problems in the area of "Finances, Living Conditions and Employment," while the married students enrolled in engineering sciences indicated many problems.

3. In relation to other groups, married male students enrolled in the general sciences curricula underlined a proportionately larger number of problems in the area of "Adjustment to College," while the married male student enrolled in mineral industries indicated fewer problems.

4. In relation to other groups, married male general sciences students underlined a proportionately larger number of problems in the area of "The Future: Vocational and Educational," while the married male student enrolled in the mineral industries curricula indicated fewer problems.

These findings should be considered with caution because the expected cell frequencies are less than ten.

5. There are no significant differences among the groups studied, with respect to the total problems underlines for the following areas of the Mooney Problem Check List:

TABLE VIII
SUMMARY OF MEDIAN FOR EACH AREA OF THE MOONEY PROBLEM CHECK LIST AND OF
MEDIAN TEST OF SIGNIFICANCE OF DIFFERENCES BETWEEN MARRIED MALE
FRESHMEN AND UPPERCLASSMEN ENROLLED IN ENGINEERING SCIENCES,
MINERAL INDUSTRIES, AND GENERAL SCIENCES

	Median		Median	
	Number of Total Problems	Chi-Square of Total Problems	Number of Circled Problems	Chi-Square of Circled Problems
I Health and Physical Development	2.50	5.10	.80	+
II Finances, Living Conditions, and Employment	2.27	7.08*	1.31	6.43*
III Social and Recreational Activities	2.61	2.80	.91	+
IV Social-Psychological Relations	1.82	.79	1.20	+
V Personal-Psychological Relations	2.53	1.36	1.30	+
VI Courtship, Sex, and Marriage	.65	+	.50	+
VII Home and Family	.89	1.35	1.13	+
VIII Morals and Religion	1.55	.94	.92	+
IX Adjustment to College	4.70	7.06*	2.17	.28
X The Future: Vocational and Educational	1.77	8.08*	1.30	+
XI Curriculum and Teaching Procedure	3.14	3.83	1.40	.45

Level of Significance - * .05

Degrees of Freedom - 2

+ χ^2 fundamental assumption is violated because expected frequency is below five.

- (a) Health and Physical Development, I
- (b) Social and Recreational Activities, II
- (c) Social-Psychological Relations, IV
- (d) Personal-Psychological Relations, V
- (e) Home and Family, VII
- (f) Morals and Religion, VIII
- (g) Curriculum and Teaching Procedure, XI

Differences Between the Faculty Perceptions of the Problem Areas of Students and the Responses of the Students Ranked Proportionately

The problem areas of the students were ranked one through eleven in descending order. The faculty members who participated in the study, ranked the problem areas as they perceived them. A tabulation of faculty perceptions of the problems of students is presented in Table IX.

To determine the degree of association, the Spearman Rank Correlation Coefficient was applied. This type of measure is appropriate for a study that requires that both variables be measured for association.

The generalized null hypothesis tested was:

H₀: When ranked one through eleven, there are no differences between students' perceptions of their problems and the faculty perceptions of the students' problems.

The coefficient of correlations found for single students and faculty, married students and faculty, and single students and married students, are summarized in Table X.

All of the coefficients of correlation are significant and the null hypothesis can be accepted with considerable assurance.

TABLE IX

TABULATION OF FACULTY PERCEPTIONS OF STUDENT PROBLEM AREAS

Area	Rank		
	Single Students	Married Students	Faculty
I Health and Physical Development	8	7	11
II Finances, Living Conditions, and Employment	5	3	2
III Social and Recreational Activities	2	5	6
IV Social-Psychological Relations	9	8	7
V Personal-Psychological Relations	4	4	5
VI Courtship, Sex, and Marriage	7	11	8
VII Home and Family	11	10	9
VIII Morals and Religion	10	9	10
IX Adjustment to College Work	1	1	1
X The Future: Vocational and Educational	6	6	4
XI Curriculum and Teaching Procedure	3	2	3

TABLE X

A SUMMARY OF THE SPEARMAN RANK COEFFICIENT OF CORRELATION BETWEEN GROUPS OF STUDENTS AND FACULTY

Group	Coefficient of Correlation
Single Student and Faculty	$r_s = .78$
Married Student and Faculty	$r_s = .84$
Single Student and Married Student	$r_s = .85$

Differences Between Students Perceptions of Problem Areas at Michigan College of Mining and Technology and Two Other Institutions of Higher Learning

From the several studies using the Mooney Problem Check List it was possible to obtain a rank order listing of the problem areas of students at Illinois State Normal University, Shepherd College, and Michigan College of Mining and Technology. A tabulation of students' perceptions of their problems is presented in Table XI.

To determine the degree of association, the Kendall Coefficient of Concordance: W was applied. This type of measure is appropriate for a study that considers relationships among several (more than two) rankings of subjects or individuals.

The generalized null hypothesis tested was:

H_0 : When ranked one through eleven, there are no differences between the students' perceptions of their problems from selected institutions studied.

The agreement among the students at the three institutions is expressed by $W = .838$. In testing the significance of W , $\chi^2 \geq 25.14$

TABLE XI

TABULATION OF STUDENTS PERCEPTIONS OF THEIR PROBLEMS AT THREE INSTITUTIONS

Area	Rank		
	Ill. State Normal Univ.	Shepherd College	Mich. Col. Min. & Tech.
I Health and Physical Development	4	7	8
II Finances, Living Conditions, and Employment	7	6	5
III Social and Recreational Activities	1	2	2
IV Social-Psychological Relations	6	4	9
V Personal-Psychological Relations	2	3	4
VI Courtship, Sex, and Marriage	9	8	7
VII Home and Family	10	11	11
VIII Morals and Religion	11	10	10
IX Adjustment to College Work	3	1	1
X The Future: Vocational and Educational	5	5	6
XI Curriculum and Teaching Procedure	8	9	3

has the probability of occurrence under H_0 : of $p. < .001$. It can be concluded with considerable assurance, that the agreement among the ratings of problems of the students at three institutions studied is higher than it would be by chance.

It is noteworthy that the rank order of problem areas for students at Michigan College of Mining and Technology follows closely the pattern of problems students are concerned with at other institutions. The literature reporting studies at institutions of higher learning making use of the Mooney Problem Check List almost always report adjustment to college as the number one concern of the students.

CHAPTER VII

SUMMARY AND CONCLUSIONS

I. SUMMARY

The Problem

It was the primary purpose of this study to investigate the student personnel program at Michigan College of Mining and Technology through an examination of the problems of students as they perceived them, and the means by which they received assistance in resolving them. This study also investigated faculty awareness of the kinds of problems that students face, as well as faculty knowledge of available student personnel services to whom students could be referred.

A review of the literature pertaining to the Mooney Problem Check List revealed a similarity of conclusions concerning the problems of students. "Adjustment to College" appeared as the number one concern of students on other campuses.

Methodology

The sample of the study was selected from students who were enrolled in the eleven a.m. to twelve noon classes. This hour provided an opportunity to locate the maximum number of students.

The Mooney Problem Check List and a student questionnaire were administered to all students. The faculty sample was selected randomly with a twenty per cent representation from each academic rank. In addition, the top five administrative officers participated.

The student personnel consultants were asked to react to strengths and weaknesses of the existing program.

The statistical procedures used for analyzing the data collected, include Chi-Square, Median Test, Spearman Rank Correlation Coefficient, and Kendall Coefficient of Concordance.

Findings

The principal findings of the study are summarized under five headings.

I. Perceptions of the student personnel services held by administrators, freshmen, seniors, and faculty of the college.

1. Significant differences were found between faculty and engineering science seniors perceptions of where students may obtain help with problems of "Finances, Living Conditions, and Employment." Similar differences were found between faculty and mineral industries students in perceptions of sources of help with problems relating to "Social and Recreational Activities."

2. Significant differences were found between engineering science freshmen and seniors perceptions of where students may obtain help with problems of "Finances, Living Conditions and Employment."

3. Significant differences were found between general science freshmen and seniors perceptions of where students may obtain help with problems relating to: (a) "Social and Recreational Activities," (b) "Social-Psychological Relations," (c) "Personal-Psychological Relations," (d) "Courtship, Sex, and Marriage," (e) "Home and Family," and (f) "Curriculum and Teaching Procedure."

II. Differences in the number of problems of male single students in the three general areas of the college for the eleven areas of the Mooney Problem Check List.

For all practical purposes, the single male student of the sample may be considered as being relatively homogeneous in the number and type of total problems underlined and total problems circled. Only one significant disproportionate grouping of problems appeared. In relation to other groups, single male engineering science students underlined a proportionately larger number of problems in the area of "Personal-Psychological Relations," while single male upperclassmen enrolled in the general sciences curricula underlined proportionately fewer problems.

III. Differences in the number of problems of male married students in the three general areas of the college for the eleven areas of the Mooney Problem Check List.

1. In relation to other groups, married male students enrolled in the general sciences curricula underlined a proportionately larger number of problems in the area of "Finances, Living Conditions, and Employment," while the married male students enrolled in engineering sciences underlined proportionately fewer problems.

2. For problems of most concern (circled), the disproportionately reverses with the married students enrolled in the general sciences curricula showing fewer problems in the area of "Finances, Living Conditions, and Employment," while the married engineering sciences students indicated many problems.

3. In relation to other groups, married male students enrolled in the general sciences curricula underlined a proportionately larger number of problems in the area of "Adjustment to College," while the married male mineral industries student indicated fewer problems.

IV. Differences between the faculty perception of the problem areas of students and the responses of students ranked proportionately.

No differences between students' perceptions of their problems and the faculty perceptions of the students' problems were found when ranked one through eleven in considering frequency of concern.

V. Differences between student perception of problem areas at Michigan College of Mining and Technology and two other institutions of higher learning.

When ranked one through eleven, there were no differences between the students' perceptions of their problems from selected institutions studied.

II. CONCLUSIONS

The conclusions based upon the research, are as follows:

1. Students and faculty do not agree in their perceptions of the student personnel service that had been established for students to receive help for problems that relate to the area of "Finances, Living Conditions and Employment." It is possible, that the misunderstanding existed because several offices handled problems that fell within this problem area. Less confusion would result for the student, as well as for the faculty, if the total financial aid program (including part-time employment) would be supervised or coordinated from the office of the Dean of Students. An effort was being made, during the period of this study, to place the responsibility for initiating long-term loans with the Dean of Students.

2. Within the academic area of general sciences, the freshmen and seniors were not in agreement as to the student personnel services that were available for assistance in six of the eleven problem areas.

It is possible that the orientation activities may not have been presented in a way that was meaningful for students in all of the academic areas. It may be that the seniors were more sophisticated in finding other sources of help.

3. Married students are more concerned over problems relating to "Finances, Living Conditions, and Employment." While this might be expected in married students, the location of the college could well be the influencing factor.

4. Based on the findings of this study, it can be concluded that the student personnel staff of this college should be aware that "Adjustment to College" is a principle area of concern to the student.

5. The problems expressed by students enrolled in technical curricula follows closely the problems expressed by students enrolled in non-technical curricula; consequently, the nature of the student personnel program need not vary in content and structure from that found in a more heterogeneous institution.

III. IMPLICATIONS FOR FURTHER STUDY

1. It should be important for the student personnel staff at Michigan College of Mining and Technology to make a periodical evaluation of its student personnel services following the pattern reported in this study.

2. Many times statements have been given concerning the proposition that engineering students have different problems than the non-engineering students. The fact that results obtained by checking of problems by students at this institution, primarily an engineering college, were essentially the same as the results obtained by the checking of problems by students at other types of institutions.

It is suggested that a replication study be made using institutions that enroll primarily engineering students. This would provide for a verification or rejection of the findings of this study.

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APPENDICES

APPENDIX A

**Geographic Distribution of All Students Enrolled at Michigan College
of Mining and Technology as of October 1, 1958 - Fall Term**

County	No.	County	No.	County	No.
Alcona	3	Gratiot	16	Missaukee	1
Alger*	25	Hillsdale	3	Monroe	13
Allegan	13	Houghton*	321	Montcalm	9
Alpena	15	Huron	5	Montmorency	3
Antrim	4	Ingham	11	Muskegon	48
Arenac	4	Ionia	8	Newaygo	11
Baraga*	27	Iosco	6	Oakland	74
Barry	3	Iron*	46	Oceana	5
Bay	18	Isabella	2	Ogemaw	3
Benzie	5	Jackson	12	Ontonagon*	21
Berrien	23	Kalamazoo	11	Osceola	5
Branch	2	Kalkaska	4	Oscoda	0
Calhoun	16	Kent	49	Otsego	3
Cass	4	Keweenaw*	9	Ottawa	26
Charlevoix	6	Lake	1	Presque Isle	10
Cheboygan	5	Lapeer	6	Roscommon	2
Chippewa*	49	Leelanau	2	Saginaw	51
Clare	6	Lenawee	19	Sanilac	6
Clinton	4	Livingston	4	Schoolcraft*	11
Crawford	1	Luce*	7	Shiawassee	4
Delta*	45	Mackinac*	9	St. Clair	16
Dickinson*	67	Macomb	40	St. Joseph	7
Eaton	6	Manistee	8	Tuscola	10
Emmet	6	Marquette*	112	Van Buren	13
Genesee	39	Mason	9	Washtenaw	8
Gladwin	3	Mecosta	6	Wayne	220
Gogebic*	81	Menominee*	37	Wexford	9
Grand Traverse	8	Midland	21	TOTAL-MICHIGAN	1861

UNITED STATES AND POSSESSIONS

California	3	Maryland	2	Oklahoma	1
Connecticut	9	Massachusetts	12	Oregon	1
District of Columbia	3	Minnesota	59	Pennsylvania	14
Florida	1	Missouri	2	Rhode Island	1
Georgia	1	Nebraska	2	South Carolina	1
Illinois	68	New Hampshire	3	Texas	1
Indiana	11	New Jersey	24	Wisconsin	197
Iowa	2	New York	80	Canal Zone	3
Kansas	2	Ohio	14	Hawaii	7
				TOTAL	527

FOREIGN COUNTRIES

TOTAL 191

TOTAL ENROLLMENT 2579

APPENDIX B

1950
REVISION

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Assisted by LEONARD V. GORDON

Bureau of Educational Research
Ohio State University

C COLLEGE
FORM

Age..... Date of birth..... Sex.....

Class in college..... Marital status.....
(Freshman, Sophomore, etc.) (Single, married, etc.)

Curriculum in which you are enrolled.....
(Electrical Engineering, Teacher Education, Liberal Arts, etc.)

Name of the counselor, course or agency
for whom you are marking this check list.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face students in college—problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and make a summary interpretation in your own words. More specifically, you are to take these three steps.

First Step: Read the list slowly, pause at each item, and if it suggests something which is troubling you, underline it, thus “34. Sickness in the family.” Go through the whole list, underlining the items which suggest troubles (difficulties, worries) of concern to you.

Second Step: After completing the first step, look back over the items you have underlined and circle the numbers in front of the items which are of *most concern* to you, thus,

“ 34. Sickness in the family.”

Third Step: After completing the first and second steps, answer the summarizing questions on pages 5 and 6.

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Cir.	Tot.
HPD	
FLE	
SRA	
SPR	
PPR	
CSM	
HF	
MR	
ACW	
FVE	
CTP	
TOTAL . . .	

1. Feeling tired much of the time
2. Being underweight
3. Being overweight
4. Not getting enough exercise
5. Not getting enough sleep
6. Too little money for clothes
7. Receiving too little help from home
8. Having less money than my friends
9. Managing my finances poorly
10. Needing a part-time job now
11. Not enough time for recreation
12. Too little chance to get into sports
13. Too little chance to enjoy art or music
14. Too little chance to enjoy radio or television
15. Too little time to myself
16. Being timid or shy
17. Being too easily embarrassed
18. Being ill at ease with other people
19. Having no close friends in college
20. Missing someone back home
21. Taking things too seriously
22. Worrying about unimportant things
23. Nervousness
24. Getting excited too easily
25. Finding it difficult to relax
26. Too few dates
27. Not meeting anyone I like to date
28. No suitable places to go on dates
29. Deciding whether to go steady
30. Going with someone my family won't accept
31. Being criticized by my parents
32. Mother
33. Father
34. Sickness in the family
35. Parents sacrificing too much for me
36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Doubting the value of worship and prayer
41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training
46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree
51. Hard to study in living quarters
52. No suitable place to study on campus
53. Teachers too hard to understand
54. Textbooks too hard to understand
55. Difficulty in getting required books
56. Not as strong and healthy as I should be
57. Allergies (hay fever, asthma, hives, etc.)
58. Occasional pressure and pain in my head
59. Gradually losing weight
60. Not getting enough outdoor air and sunshine
61. Going in debt for college expenses
62. Going through school on too little money
63. Graduation threatened by lack of funds
64. Needing money for graduate training
65. Too many financial problems
66. Not living a well-rounded life
67. Not using my leisure time well
68. Wanting to improve myself culturally
69. Wanting to improve my mind
70. Wanting more chance for self-expression
71. Wanting a more pleasing personality
72. Losing friends
73. Wanting to be more popular
74. Being left out of things
75. Having feelings of extreme loneliness
76. Moodiness, "having the blues"
77. Failing in so many things I try to do
78. Too easily discouraged
79. Having bad luck
80. Sometimes wishing I'd never been born
81. Afraid of losing the one I love
82. Loving someone who doesn't love me
83. Too inhibited in sex matters
84. Afraid of close contact with the opposite sex
85. Wondering if I'll ever find a suitable mate
86. Parents separated or divorced
87. Parents having a hard time of it
88. Worried about a member of my family
89. Father or mother not living
90. Feeling I don't really have a home
91. Differing from my family in religious beliefs
92. Failing to see the relation of religion to life
93. Don't know what to believe about God
94. Science conflicting with my religion
95. Needing a philosophy of life
96. Forgetting things I've learned in school
97. Getting low grades
98. Weak in writing
99. Weak in spelling or grammar
100. Slow in reading
101. Unable to enter desired vocation
102. Enrolled in the wrong curriculum
103. Wanting to change to another college
104. Wanting part-time experience in my field
105. Doubting college prepares me for working
106. College too indifferent to student needs
107. Dull classes
108. Too many poor teachers
109. Teachers lacking grasp of subject matter
110. Teachers lacking personality

111. Poor posture
112. Poor complexion or skin trouble
113. Too short
114. Too tall
115. Not very attractive physically
116. Needing money for better health care
117. Needing to watch every penny I spend
118. Family worried about finances
119. Dilking financial dependence on others
120. Financially unable to get married
121. Awkward in meeting people
122. Awkward in making a date
123. Slow in getting acquainted with people
124. In too few student activities
125. Boring weekends
126. Feelings too easily hurt
127. Being talked about
128. Being watched by other people
129. Worrying how I impress people
130. Feeling inferior
131. Unhappy too much of the time
132. Having memories of an unhappy childhood
133. Daydreaming
134. Forgetting things
135. Having a certain nervous habit
136. Being in love
137. Deciding whether I'm in love
138. Deciding whether to become engaged
139. Wondering if I really know my prospective mate
140. Being in love with someone I can't marry
141. Friends not welcomed at home
142. Home life unhappy
143. Family quarrels
144. Not getting along with a member of my family
145. Irritated by habits of a member of my family
146. Parents old-fashioned in their ideas
147. Missing spiritual elements in college life
148. Troubled by lack of religion in others
149. Affected by racial or religious prejudice
150. In love with someone of a different race or religion
151. Not spending enough time in study
152. Having too many outside interests
153. Trouble organizing term papers
154. Trouble in outlining or note-taking
155. Trouble with oral reports
156. Wondering if I'll be successful in life
157. Needing to plan ahead for the future
158. Not knowing what I really want
159. Trying to combine marriage and a career
160. Concerned about military service
161. Not having a good college adviser
162. Not getting individual help from teachers
163. Not enough chances to talk to teachers
164. Teachers lacking interest in students
165. Teachers not considerate of students' feelings

166. Frequent sore throat
167. Frequent colds
168. Nose or sinus trouble
169. Speech handicap (stuttering, etc.)
170. Weak eyes
171. Working late at night on a job
172. Living in an inconvenient location
173. Transportation or commuting difficulty
174. Lacking privacy in living quarters
175. Having no place to entertain friends
176. Wanting to learn how to dance
177. Wanting to learn how to entertain
178. Wanting to improve my appearance
179. Wanting to improve my manners or etiquette
180. Trouble in keeping a conversation going
181. Being too envious or jealous
182. Being stubborn or obstinate
183. Getting into arguments
184. Speaking or acting without thinking
185. Sometimes acting childish or immature
186. Losing my temper
187. Being careless
188. Being lazy
189. Tending to exaggerate too much
190. Not taking things seriously enough
191. Embarrassed by talk about sex
192. Disturbed by ideas of sexual acts
193. Needing information about sex matters
194. Sexual needs unsatisfied
195. Wondering how far to go with the opposite sex
196. Unable to discuss certain problems at home
197. Clash of opinion between me and parents
198. Talking back to my parents
199. Parents expecting too much of me
200. Carrying heavy home responsibilities
201. Wanting more chances for religious worship
202. Wanting to understand more about the Bible
203. Wanting to feel close to God
204. Confused in some of my religious beliefs
205. Confused on some moral questions
206. Not getting studies done on time
207. Unable to concentrate well
208. Unable to express myself well in words
209. Vocabulary too limited
210. Afraid to speak up in class discussions
211. Wondering whether further education is worthwhile
212. Not knowing where I belong in the world
213. Needing to decide on an occupation
214. Needing information about occupations
215. Needing to know my vocational abilities
216. Classes too large
217. Not enough class discussion
218. Classes run too much like high school
219. Too much work required in some courses
220. Teachers too theoretical

221. Frequent headaches
222. Menstrual or female disorders
223. Sometimes feeling faint or dizzy
224. Trouble with digestion or elimination
225. Glandular disorders (thyroid, lymph, etc.)
226. Not getting satisfactory diet
227. Tiring of the same meals all the time
228. Too little money for recreation
229. No steady income
230. Unsure of my future financial support
231. Lacking skill in sports and games
232. Too little chance to enjoy nature
233. Too little chance to pursue a hobby
234. Too little chance to read what I like
235. Wanting more worthwhile discussions with people
236. Disliking someone
237. Being disliked by someone
238. Feeling that no one understands me
239. Having no one to tell my troubles to
240. Finding it hard to talk about my troubles
241. Afraid of making mistakes
242. Can't make up my mind about things
243. Lacking self-confidence
244. Can't forget an unpleasant experience
245. Feeling life has given me a "raw deal"
246. Disappointment in a love affair
247. Girl friend
248. Boy friend
249. Breaking up a love affair
250. Wondering if I'll ever get married
251. Not telling parents everything
252. Being treated like a child at home
253. Being an only child
254. Parents making too many decisions for me
255. Wanting more freedom at home
256. Sometimes lying without meaning to
257. Pretending to be something I'm not
258. Having a certain bad habit
259. Unable to break a bad habit
260. Getting into serious trouble
261. Worrying about examinations
262. Slow with theories and abstractions
263. Weak in logical reasoning
264. Not smart enough in scholastic ways
265. Fearing failure in college
266. Deciding whether to leave college for a job
267. Doubting I can get a job in my chosen vocation
268. Wanting advice on next steps after college
269. Choosing course to take next term
270. Choosing best courses to prepare for a job
271. Some courses poorly organized
272. Courses too unrelated to each other
273. Too many rules and regulations
274. Unable to take courses I want
275. Forced to take courses I don't like

276. Having considerable trouble with my teeth
277. Trouble with my hearing
278. Trouble with my feet
279. Bothered by a physical handicap
280. Needing medical advice
281. Needing a job during vacations
282. Working for all my expenses
283. Doing more outside work than is good for me
284. Getting low wages
285. Dissatisfied with my present job
286. Too little chance to do what I want to do
287. Too little social life
288. Too much social life
289. Nothing interesting to do in vacations
290. Wanting very much to travel
291. Too self-centered
292. Hurting other people's feelings
293. Avoiding someone I don't like
294. Too easily led by other people
295. Lacking leadership ability
296. Too many personal problems
297. Too easily moved to tears
298. Bothered by bad dreams
299. Sometimes bothered by thoughts of insanity
300. Thoughts of suicide
301. Thinking too much about sex matters
302. Too easily aroused sexually
303. Having to wait too long to get married
304. Needing advice about marriage
305. Wondering if my marriage will succeed
306. Wanting love and affection
307. Getting home too seldom
308. Living at home, or too close to home
309. Relatives interfering with family affairs
310. Wishing I had a different family background
311. Sometimes not being as honest as I should be
312. Having a troubled or guilty conscience
313. Can't forget some mistakes I've made
314. Giving in to temptations
315. Lacking self-control
316. Not having a well-planned college program
317. Not really interested in books
318. Poor memory
319. Slow in mathematics
320. Needing a vacation from school
321. Afraid of unemployment after graduation
322. Not knowing how to look for a job
323. Lacking necessary experience for a job
324. Not reaching the goal I've set for myself
325. Wanting to quit college
326. Grades unfair as measures of ability
327. Unfair tests
328. Campus activities poorly co-ordinated
329. Campus lacking in school spirit
330. Campus lacking in recreational facilities

TOTAL . . .

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Pages 5 and 6

Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?
Yes.No. If any additional items or explanations are desired, please indicate them here.

2. How would you summarize your chief problems in your own words? Write a brief summary.

3. Whether you have or have not enjoyed filling out the list, do you think it has been worth doing?
Yes.No. Could you explain your reaction?

4. If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff?Yes.No. If so, do you know the particular person(s) with whom you would like to have these talks?Yes.No.

Manual

1950 Revisions

THE MOONEY PROBLEM CHECK LISTS

FORMS

C—College

H—High School

J—Junior High School

ROSS L. MOONEY

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Ohio State University

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The Mooney Problem Check Lists

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[This manual is for the three *educational* forms —
C, H, and J. There is a separate manual for the
Adult form.]

PURPOSES OF THE *PROBLEM CHECK LISTS*¹

Modern educational practice is based on the philosophy that the school is concerned with the "whole person." This idea has led to changes both in the curriculum and in the varieties of personnel services which a school or college provides its students. At the center of this emphasis on the mental hygiene and pupil personnel points of view is the idea that to understand students better the school should employ methods of systematically discovering what problems are bothering them. Knowing these problems—those of each individual and those characteristic of the group itself—the school can mobilize its counseling services and adapt its curricular offerings to meet these needs. The *Problem Check Lists* can contribute to this process of fact-finding which undergirds intelligent plans for action.

Mooney's *Problem Check Lists* were developed during the early 1940's to help students express their personal problems. The procedure is simple. Students read through the appropriate *Problem Check List*—Junior High School, High School or College form—underline the problems which are of concern to them, circle the ones of most concern, and write a summary in their own words.

There is nothing mysterious about the check-list method of observing student problems. A competent counselor can elicit an expression of a counsellee's problems over a period of interviews. Observant teachers and principals infer problems from the run-of-the-day behavior of the student and from his conversations on ordinary matters. By means of the *Problem Check List* both of these slower methods of analyzing the student's problems can be accelerated, and previously overlooked areas needing attention can be brought to light.

The *Problem Check List* is not a test. It does not measure the scope or intensity of student problems in such a way as to yield a test score. There is a temptation to treat the number of items checked as a score, but such counts must be regarded only as a "census count" of each student's problems—limited by his awareness of his problems and his willingness to reveal them. The sections on interpretation and on research methods will outline the proper uses of these counts.

The usefulness of the *Problem Check List* approach lies in its economy for appraising the major concerns of a group and for bringing into the open the problems of each student in the group. The reasons for which the

Problem Check List is administered fall into five broad classes.

I. To facilitate counseling interviews

1. To prepare students for an interview by giving them an opportunity to review and summarize their own problems and to see the full range of personal matters they might discuss with their counselor or teachers.
2. To save time for the interviewer by providing him with a quick review of the variety of problems which are the expressed concern of the student.

II. To make group surveys leading to plans for individualized action

1. To find out what problems young people are concerned with in their personal lives.
2. To help locate students who want and need counseling or other personal help with problems relating to health, school, home, social relationships, personality, or other personal problems.
3. To help locate the most prevalent problems expressed within a student body as a basis for new developments and revisions in the curricular, extra-curricular, and guidance programs of a school.

III. As a basis for homeroom, group guidance and orientation programs

1. To stimulate each student to quicker recognition and analysis of his needs.
2. To indicate discussion topics and group activities which are related to the personal interests and needs of the students in any given group.

IV. To increase teacher understanding in regular classroom teaching

1. To suggest approaches by which a teacher can establish a more personalized relationship with each of his students.
2. To enable special analysis of students who are hard to "reach" or understand.

V. To conduct research on the problems of youth

1. To show changes and differences in problems in relation to age, sex, social background, school ability, interest patterns, and the like.
2. To discover clusters of associated problems.
3. To measure changes brought about by a planned problem-reduction program.

¹ Acknowledgment is due Dr. Mary Alice Price, Research Associate, Bureau of Educational Research, Ohio State University, for extensive work in the preparation of the manuals published in 1948, from which much of the material in the present manual is taken.

DESIGN OF THE PROBLEM CHECK LISTS

Each of the three forms in the educational series is printed on a six-page folder in a way that provides for ease of marking by the student and ease of summarizing by the counselor or research analyst. The present format has proved itself practical with hundreds of thousands of cases.

When the student is through checking the items, the summarizing process results in a count of checks made in the following problem areas.

COLLEGE AND HIGH SCHOOL FORMS²

330 items, 30 in each area

- I. Health and Physical Development (HPD)
- II. Finances, Living Conditions, and Employment (FLE)
- III. Social and Recreational Activities (SRA)
- IV. Social-Psychological Relations (SPR)
- V. Personal-Psychological Relations (PPR)
- VI. Courtship, Sex, and Marriage (CSM)
- VII. Home and Family (HF)
- VIII. Morals and Religion (MR)
- IX. Adjustment to College (School) Work (ACW) (ASW)
- X. The Future: Vocational and Educational (FVE)
- XI. Curriculum and Teaching Procedure (CTP)

JUNIOR HIGH SCHOOL FORM

210 items, 30 in each area

- I. Health and Physical Development (HPD)
- II. School (S)
- III. Home and Family (HF)
- IV. Money, Work, the Future (MWF)
- V. Boy and Girl Relations (BG)
- VI. Relations to People in General (PG)
- VII. Self-centered Concerns (SC)

THE 1950 EDITIONS

The 1950 revisions of the three forms have resulted from a series of studies and analyses made over a decade. A technical and historical review of the development of the several editions appears later in this manual.

The earlier editions of each form were printed and distributed for several years by the Ohio State University Press. When The Psychological Corporation undertook the publication, the authors were ready to make changes in some of the items of the various forms, none of which alter the character or substance of the forms in any important way. The present editions, however, are de-

scribed as the "1950 Revisions" to distinguish them from their immediate predecessors.³

CRITERIA FOR CLASSIFYING ITEMS INTO AREAS

While developing and selecting items for the various editions of the forms, categories for the items were also developed. The criteria for the classification schemes were that the categories should:

1. Cover the range of problems collected;
2. Allow for a relatively equal number of problems in each area;
3. Be few enough in number for convenience in summarization;
4. Be pragmatic in pointing the data as much as possible in directions which would suggest programs of action related to the kinds of services which tend to be available in schools (see sections on interpretation);
5. Present a homogeneity of problem content that would facilitate meaningful interpretation by the counselor or teacher.

In each of the eleven categories in the current College and High School forms and the seven categories in the Junior High School form, 30 items are listed. After experimentation on the trial forms, 30 seemed the number best suited to cover the range of problems in each area without stretching some areas too far and compressing others too much. Although some items are apparently related to two or more classifications, each of these is listed only under the one area to which it has been found to be most relevant.

³ Users of earlier editions will find no difficulty in changing to the current forms as far as counseling students is concerned. If a school has been keeping a count of checked problems for local research purposes, the research analyst should observe that (1) several items have had minor changes in wording, (2) several items have been replaced, and (3) the order of some items has been changed.

In undertaking the present revision, the goal was to increase the utility of the instrument, to increase its reliability, and to attain a greater homogeneity within areas. This was based on the analysis of thousands of check lists filled in by young people in schools in many parts of the country. Published studies are listed in the Bibliography. Item counts were used to eliminate those problems which were of little concern to most young people, unless such items were diagnostic of particularly serious problems. For the College form, the test-retest method was used to determine the stability of the items. Items which were unstable were eliminated. A cluster analysis of the items led to the reallocation of some items to other areas, resulting in a greater homogeneity within areas and greater independence between areas. Finally, new items were obtained and rewording was suggested by the write-in statements on the back of the check lists. New items were obtained for the College form through the administration of a preliminary edition of the Adult form (9) to a college population. Items were moved from one educational form to another when studies of age trends with respect to particular items recommended such a change. In summary, the 1950 revisions are the result of extensive research based on large surveys, coupled with expert judgment and long experience with these instruments.

² The order in which the areas are listed is that used on the College form. The order differs somewhat on the High School form, though the areas are the same.

ADMINISTRATION OF THE *PROBLEM CHECK LISTS*

GENERAL

The *Problem Check Lists* are self-administering. All the directions needed are on the cover page. College students sometimes mark the lists outside of class. Junior high school and high school students usually mark them during a class period. When the lists are marked in class, it is convenient to read the directions out loud while the group listens. After work begins, it is well to have supervision to protect each student from interference by others. In supervising the group, however, the teacher should take care not to give the impression to the students that he may be curious about the problems they are marking. The students are making a personal report and will do best under conditions in which their private relationship to the task is carefully respected.

TIME

Experience indicates that about two-thirds of a group will finish the checking in 35 minutes and practically all of the group in 50 minutes. Individuals who are much slower should be given an opportunity to complete the check list; these persons might be just the ones most deeply involved in their problems.

ANONYMITY

For many survey and research purposes, it may be desirable to secure responses without requiring the student to reveal his identity. Class, age, sex, or other educational and social variables often are all that are needed. Where clerks and teachers, in general, are to count the problems, such anonymity may be greatly desired and in these instances the students should be so informed at the time the purpose of the study is explained to them.

If the student is filling out the *Problem Check List* for a particular counselor (dean, teacher, principal, or other adviser), he will, of course, need to provide his

identity. This causes no difficulty in situations where rapport is such that the student trusts the promise of confidential treatment of his problems.

An intermediate situation arises in which the whole student group is to be studied for survey or research purposes and those persons whose "problem-levels" are high are to be screened out for prompt counseling. It is suggested that the counseling office prepare a set of cards bearing code numbers beginning with, say, 1001. A card is passed out with each check list. The student writes his *name on the card* and his *number on the check list*. The students should be told that only the counseling office will have access to the code, and that teachers and clerks who "score" the papers will not know the identity of any paper.⁴

COUNTING PROBLEMS

The checked problems are summarized very easily because of the format of the check lists and the arrangement of items. Open the sheet so the three center pages are visible. The six blocks of five items each across the top are the items for the first problem area which is coded in the box at the right-hand edge of page 4. Count the circled items and enter the number in the box. Then count the items which are only *underlined*, add this count to the number circled, and enter the sum in the *total* box. (In the Junior High School form items are only underlined.) Do this for each of the problem areas, i.e., for each set of six blocks of five items each. Then total the counts for all the areas and record at the bottom. If desired, these values can be transferred to the spaces on the front cover.

⁴ As a matter of fact, it is probably highly desirable to provide for anonymity, or a semblance of it, wherever possible in group situations. In a recent study (7) with the *Problem Check List*, Fischer indicated that "the use of signatures on personal questionnaires (particularly in the case of highly personal items or serious problems)" appears to have "a relative inhibitory effect on the honesty and frankness of the people responding to them." The same results were found by Gordon in an unpublished study.

COUNSELING WITH THE *PROBLEM CHECK LISTS*

When using the *Problem Check List* to understand an individual case, the aim is to analyze the student's problems in relation to his total life situation and to develop some plan of action, where necessary, for the guidance of the individual or for the improvement of his situation. The significance of the items which the student marks on the check list becomes apparent only when they are considered in relation to the whole case record of the student. The process of interpretation is similar to that

required in the use of data from a free interview or free writing.

At all times the counselor must keep in mind that the *Problem Check List* is not a test. It does not yield scores on traits or permit any direct statements about the adjustment status of the person who made the responses (see below). Rather, the *Problem Check List* is a form of simple communication between the counselee and counselor designed to accelerate the process of understanding the student and his real problems.

Ordinarily, the counselor will want to study the counselee's responses prior to the counseling interview in which these problems may become the focus of the discussion. A useful procedure in preparing to interpret the *Problem Check List* data in relation to other available data is as follows.

1. Examine the identifying data on the first page.
2. On the three pages of problems count and record the number of items marked in each area and the total number of marked items.
3. Note the areas having the greater concentration of problems marked, and those with the lesser.
4. Examine the items marked, one area at a time, noting in particular the circled items.
5. Read the answers to the summarizing questions to secure a better understanding of the student's attitudes and conception of himself.
6. Examine the relationship between the summarizing statements and the items marked.
7. Examine any additional data that may be available, such as age, grade, family background, academic record, aptitude and achievement test scores, extra-curricular activities, interests, etc.⁵
8. Interrelate all this material and set up some hypothesis as to the direction that the counseling situation may most profitably take. Formulate some tentative plans for helping the student to meet his difficulties more adequately.

The use of the *Problem Check List* does not assume any single counseling technique. The data from the check lists are useful in counseling which must be short and necessarily limited, in counseling which is deeper and more therapeutic, and in counseling with directive or nondirective orientation.

The *Problem Check List* facilitates understanding of the case by the counselor. Furthermore, the counselor has, in the problems marked, a "green light" for discussion. He has a reasonable certainty that little resistance will be encountered in bringing up these problems in the counseling situation.

For the counselee, the process of "sorting out" his problems often may be immediately helpful to him in understanding himself. In fact, in the summarizing statements many students have spontaneously attested to the value of merely filling out the check list. Students characteristically remark—"Just seeing what my problems are, on paper, has been a big help," and "I have obtained a much better understanding of my problems through filling out the check list." Equally often, the students express relief in realizing how few problems they really have.

⁵ A case in point here is to note the nature of the problems of students who are not in the usual school grade for their age.

When the *Problem Check List* is used as an aid in understanding the individual, or as a basis for counseling, a number of points should be kept in mind.

1. The items marked by the individual should be considered as symbols of the experiences and situations which comprise his problem world. The items or problems checked should not be mistaken for the problem world itself.
2. Two students may mark the same problem or an identical pattern of problems, and yet the problem world of the two would not be identical because the orientation of each is in terms of his unique experience.
3. Some problems may be marked with only vague notions as to their specific meaning in concrete situations, while others may be marked with very clear reference to specifics.
4. Problems marked are not of equal significance; one item may prove to be more indicative of a substantial blockage in the life of an individual than a dozen others which he may also have marked.
5. The fact that a student has a problem is not in itself "bad." Whether a problem is to be taken as "bad" or "good" or "neutral" in an individual case depends on whether it signifies a point in progression toward growth or signifies a point of imbalance toward excessive frustration. The same item in one case may be "bad" and in another case "good."
6. Students who cannot recognize their problems or who fear to express them may well be in a worse situation than those who are free in their recognition and expression.
7. An outside observer may see that a given problem exists for a student, though the student himself may not recognize that such a problem exists for him.
8. Students will check only those problems which they are willing to acknowledge under the specific circumstances in which the *Problem Check List* is given. If they are afraid the data will not be treated fairly, if they become confused by some extraneous circumstances at the time of administration, or if they generally misunderstand what they are to do with the check list or the purposes for which the data are to be used, they will limit their responses.

In the light of such points, it is clearly necessary to evaluate the problems marked by the individual in terms of his particular environmental and psychological situation and in terms of the particular circumstances under which the *Problem Check List* was given. Only then can interpretation result in a realistic appreciation of the individual's problem world and, subsequently, in guidance that is appropriate in concrete situations. Merely counting problems is not enough for these purposes.

THE SCREENING FUNCTION OF THE *PROBLEM CHECK LISTS*

The number of problems checked is of value when the *Problem Check List* is used as a screening device to discover students for whom personal counseling seems desirable or necessary. Four cues are available for *selecting students for counseling*, depending on the purposes of screening and the training and availability of counselors. Students may be located by these indications.

1. **By their responses to the last question.** This question asks whether they wish to confer with someone on the checked problems or any other problems. Students who say they want to talk to someone about their problems are logical choices for counseling, since they are presumably more ready to receive help. If they know the particular person with whom they wish to talk, opportunity can be afforded them to see this person. Otherwise, an assigned counselor can conduct the interviews, with the check list at hand as a good starting point for the consultation.

2. **By the number of problems marked on the check list.** Students whose total number of problems is in the upper 25 per cent of the local distribution may be likely candidates for counseling. These students have shown themselves to be expressive about many problems and are likely to be appreciative of the opportunity for further exploration through conferences. Gordon (9)

found that a direct relationship exists between the number of problems marked and the desire for counseling; *all* of those students in the upper 10 per cent in number of problems marked desired counseling and the *large majority* of those in the upper 25 per cent desired it.

3. **By the number of problems marked in a particular area.** Students who mark unusually large numbers of problems in any particular area may also be helped by counseling, especially in situations where there are counselors who are equipped to deal with the specific types of problems appearing in special areas. For example, students who lack motivation for academic work because they do not have a definite vocational goal may be referred to the vocational counselor for information and for help in formulating more definite plans.

4. **By responses to particular items.** Some items are clear-cut in their implication that aid may be given by the school or community to any student marking them. For example, a student who marks "needing to decide on an occupation" may, on this basis alone, be screened out for referral to a vocational counselor. Students marking "poor teeth" may be selected for initial referral to the school's dentist. Other items are similarly useful in selecting particular cases for referral to special services which may be available.

VALIDITY

If the *Problem Check Lists* were personality tests designed to predict definite patterns of behavior, the process of validation would be simply that of determining the extent to which the predicted behavior patterns corresponded with actual behavior as judged by other criteria. The check lists, however, are not built as tests. They are used for a variety of purposes and are so constructed that the obtained data must be considered in the light of many other factors. Several general uses for the check lists are suggested earlier in this manual, and for each of these the data must be studied in terms of particular people in specific situations. A single over-all index of the validity of the check lists would be therefore quite meaningless.

Experience with the *Problem Check Lists* enables us, however, to evaluate certain aspects of their usefulness in terms of the assumptions on which they were built and the purposes for which they were intended. When the check lists were devised, it was assumed that:

1. The great majority of students would be responsive to the items;
2. They would accept the task with a constructive attitude;

3. They would find that the check lists covered reasonably well the range of personal problems with which they were concerned;

4. School administrators, teachers and counselors would find the results usable;

5. Research workers would find the check lists useful in various lines of inquiry.

Certain studies concerning these assumptions are digested below. The annotated bibliography mentions other relevant studies. Although these studies were all based on the pre-1950 editions, they apply in general terms to the current forms.

1. **Responsiveness.** Students check a wide range of number of items. For example, among 553 boys and girls who marked the High School form, the median number of items checked was 23; the fifth and ninety-fifth percentile numbers were 3 and 72 problems. Among 1,689 Michigan ninth graders using this same High School form (15), the mean number of items for the eleven separate problem areas ranged from 1.5 to 4.0 items. The mean number of items checked on the entire list was about 25. In the 1950 revisions many of the items

which drew relatively few responses have been rewritten or replaced.⁶ The power of an item to elicit responses will naturally vary somewhat with communities.

2. Constructive attitude. In the pre-1950 editions, there appeared questions of this kind: "Have you enjoyed filling out the list?"; "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?"; "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?"

For various groups, usually over 85 per cent of those responding have said "Yes" to the first question and over 70 per cent of those responding have said "Yes" to each of the last two questions.⁷ These responses indicate that if the opportunity is given to students to express their problems and to be helped with them, it would be constructively appreciated by the great majority.

The second question invites the student to request counseling services. It is typical, in the various groups which have been analyzed, to find an affirmative answer from about half of the students. This indicates that if the opportunity were given to the students to express their problems and to be helped with them, it would be constructively appreciated by the majority of those who responded to this question. Those students who say "No" to the questions above give such reasons as: "I think my personal problems should be solved by me"; "I feel I should discuss these problems at home"; "I would not like to discuss personal matters except with certain teachers"; "No—not unless there is something done about it. In my opinion there is nothing but a waste of paper if you put these things out and do nothing." These reasons are not so much evidence of reaction against the check list, per se, as they are evidence that the students doubt the ability of the school staff to concern itself with the personal problems of students. This should provide a healthy caution. Mere use of the check lists is not enough — both intention and ability of the school staff to follow through are essential.

3. Coverage of problems. One kind of evidence is in terms of responses to the first summarizing question of

⁶ In the *Problem Check Lists*, the drawing power of the items is a direct reflection of their personalized nature and the threshold of response set by the instructions. The authors have found that the responsiveness to items could be increased considerably by making the problems refer to conditions outside the immediate personal life of the individual. It was felt, however, that the personalized frame of reference was the more significant and meaningful in coming to understand the individual.

⁷ From 15 to 25 per cent of most groups overlook answering the questions at the close of the list. This may be due, in part, to unwillingness to reply, but is probably due primarily to the fact that their attention has been centered on the three pages of items and they have overlooked instructions to proceed to the back page to answer the questions. In administering the list, it is therefore wise to call attention to the questions as the last step in completing the work.

the pre-1950 editions of the check lists: "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?" In an unpublished study⁸ of college students, 92 per cent of those who responded to the question felt that the items they had marked gave a fairly complete picture of their problems. This conclusion has been supported by the results of other studies at the college, high school and junior high school levels.

Another approach is to ask whether the responses of selected groups, known by other criteria to have specific problems, show evidence that their problems are reflected by the check list data. For example, Stogdill and Denton⁹ compared a remedial study skills class with a mental hygiene class, each composed of 35 undergraduates matched with respect to age, sex, Ohio State Psychological Examination percentile rank, veteran status, college, and class year. Analysis of the data indicated that a significantly greater proportion of the remedial study group than the mental hygiene group marked such items as "don't know how to study effectively," "fearing failure in college," "not doing anything well," "daydreaming," "teachers lack interest in students," "needing to know vocational abilities," "unable to concentrate well," "slow in reading," and the like. The mental hygiene class, on the other hand, marked a significantly greater proportion of such items as, "going into debt for college," "feeling inferior," "confused in my religious belief," "parents expecting too much of me," "not enough time to myself," and "wanting courses I am not allowed to take." The trends shown by this study indicate that problems one would expect to be characteristic of these two volunteer remedial groups are reflected by the *Problem Check List*.

Problems can change, even over a few days or weeks. A worthwhile method of research is to determine the degree to which the *Problem Check List* reflects statements of problem changes from one administration to a later one, the problem changes being determined by an independent measure. Using this method with college students, Gordon (8) administered the check list twice to a group of 70 men and 46 women with a nine-day interval. After the second administration, the students were asked to indicate on a special mimeographed form whether any of their problems had been solved, or whether new problems had arisen during the previous nine-day period, and if so, what these problems were. The check list reflected about 83 per cent of the changes reported on the mimeographed form.

⁸ By Leonard V. Gordon, Ohio State University.

⁹ An unpublished study by Emily L. Stogdill and Jack E. Denton, entitled "Differences in Responses of Selected College Groups to Items on the Mooney Problem Check Lists"; Department of Psychology, Ohio State University, 1947.

4. Acceptance by educators and counselors. Validity by popularity is of dubious scientific merit, but it is sometimes relevant. Without any promotional effort, over a half million of the various pre-1950 *Problem Check Lists* have been used in a great variety of schools and colleges throughout the nation. The simple, straightforward check-list technique seems to fill a need in the area of personal evaluation.

RELIABILITY

The problems of reliability of an instrument like the *Problem Check List* are not quite the same as those of a test for which scores are obtained.

The check list is designed to reflect the problems which a student senses and is willing to express at a *given time*. Since the problem world of any individual is a dynamic interrelation of changing situations and experiences, one would expect the number of items and the specific items checked to be somewhat different at each administration of the check list — *if* the instrument does what it has been designed to do. The well-known methods of estimating reliability, such as the test-retest, split-half and Kuder-Richardson formulas, assume that scores on the whole test or on the half-tests are meaningful measures which reflect the standing or the competence of the individual in the area measured. It is quite clear that a *Problem Check List* count determined by the number of checks does not necessarily reflect the various intensities of the problems marked by the student; it is not a score in the usual sense of the term. Furthermore, it is obvious that two items like "too tall" and "too short" (which appear consecutively in the Health and Physical Development area) cannot reasonably be placed into halves for a split-half reliability study.

If the data are to be used to implement understanding of the *individual* case, they must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward these circumstances. Shifts in item responses which reflect these changes do not invalidate the data, and may well facili-

5. Usefulness in researches. The Bibliography at the end of the manual presents brief descriptions of a few of the numerous theses and studies in which the *Problem Check Lists* have been among the principal research tools used for collecting data of sociological, psychological and educational import to school administrators, student counselors, psychologists, and others.

tate the purpose for which the check list is given.¹⁰

If, however, the data are to be used for *survey* purposes, there must be some assurance that they reflect concerns of the group which remain reasonably stable over a period of time. Evidence on this point comes from two sources. The first is an unpublished study by Gordon in which the College form of the pre-1950 revision of the *Problem Check List* was administered twice to 116 college students. The frequency with which each of the items was marked on the first administration was correlated with the frequency with which each of the same items was marked on the second administration. A correlation coefficient of .93 was found.

The second source is a study of four educational groups in which the *Problem Check List* was repeated from one to ten weeks after a first administration. The rank order of the eleven problem areas, arranged by size of mean number of problems checked in the area, remained virtually the same from one administration to the other for each of the groups. The rank order correlation coefficients varied from .90 to .98.

It can therefore be concluded that, while the *Problem Check Lists* must be, and are, so designed as to reflect changing situations and experiences in the *individual* case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of *survey* results.

¹⁰ Frequently, the process of giving expression to problems results in a different orientation and better organization of thinking so that the number of problems is reduced on a second administration of the check list. For example, when a student uses the check list for the first time he may mark three items: "poor teeth," "needing money for better health care," and "needing a part-time job now." On readministration of the check list he may mark only one problem, "needing a part-time job now," because he feels that a part-time job is the solution to the other two.

NORMS—SURVEY METHODS—RESEARCH ANALYSIS

The *Problem Check Lists* yield a count for each person for each of the areas, and for the total list of items. However, it should be remembered that this count is *not* a real score; it is *not* a sum of points on a trait scale or a total of "maladjusted" choices on some trait key. *It is simply a count of the problems which the student has identified as matters of concern to him.*

The user quite naturally will look for a table of norms

to permit comparison of a student's number of checks with a distribution of other students who may be thought of as a normative group. No such table is presented. It is believed that for such purposes local norms are the most valuable. In the earlier manual of the *Problem Check Lists* there were percentile tables and tables giving the means of groups. These were presented only to illustrate the way in which a school system or research

investigator might organize the data secured from mass administration of a check list to a population of students. In this edition of the manual, not even *illustrative* norms are presented because not enough is known yet of the drawing power of some of the new and revised items to permit an assumption that the older tables are still applicable.

Counselors should be continuously aware that the importance of the number of checks made by a *single person* cannot be known except from the total counseling situation. A person with many checked problems is *likely* to have more real problems for which counseling might be helpful, although this is not necessarily so.

Similarly the importance of the mean number of checks made by a group and the frequency distribution thereof resides, not in the magnitude of these statistics, but to a considerable extent in the purposes for which the survey of student problems was instituted. National norms based on many communities could be useful in telling a given community whether its own group seems to have more or fewer problems in each of the *Problem Check List* areas. Such comparisons, however, are not nearly as important as the discovery of relatively numerous or few problems in *each area* in relation to *what the school and community may be able or willing to do about the problems*.

ANALYZING THE CHECKED PROBLEMS FOR A GROUP

Suppose that a school has decided to survey the problems of its eleventh grade students with the *Problem Check List*. The purpose is a very broad and multiple one; namely, to identify those students most in need of help and to find the major topics of student concern so that some intelligent thinking may be devoted to what the school might do to improve its services. In earlier editions of the manuals and in various published articles there are numerous examples of such analyses of the data collected from members of groups. Space prohibits their reproduction here. A competent research analyst should be able to plan work sheets for properly bringing together in concentrated form the numerous checks made by individual pupils. Because local clerical and analytical facilities differ, no very detailed plan is given here. Instead a few major suggestions will be made.¹¹

The steps outlined below are the clerical-statistical phases of a rather complete survey. The counselor and survey administrator will want to consider the entire process before deciding which of these steps (or others) to include. Also, it is assumed that they will want to decide when it will be most valuable to review the emerging summary data for possible immediate use. For example, before turning the lists over to the analysis clerks, they may wish to go over the questions on the

back page to discover those students whose responses indicate the need for immediate counseling. Similarly, as soon as the distribution of total checks is made (steps 2 and 3 which follow), they may wish to identify those students in the upper quarter in terms of number of problems checked in order to assign them to counselors.

If the data are primarily part of a comprehensive survey, step 7 may well become the first step. If responses by individual students can be punched into IBM cards, enriched analyses can be made economically — provided careful planning is done in advance of punching.

SUGGESTED STEPS

1. For each student the number of items checked in each problem area and the total for all areas should be computed and prepared in roster form. These are the raw data for most of the analyses which follow.
2. From 1 construct a distribution of the number of checks for each area and for the total.
3. From 2 compute, for each area and for the total, the median and quartile points.
4. From 2 compute the mean and such measures of variability as may be desired for each area and for the total.
5. All the foregoing should be done separately for boys and girls since the evidence is that they show different concentrations of problems. Similarly, since student problems vary with grade and age, the analyses should be either by age or grade as well.
6. The above analyses can also be made along any other relevant splits of the population, depending on the purposes of the research survey. One might want to separate college preparatory, commercial and general course students. One might wish to study the differences in problems of those who are succeeding well (e.g., above the class median) and those doing less well. There are many socio-economic divisions of the population which may be of local importance.
7. A most laborious but very fruitful type of analysis involves the tabulation of the frequency with which *each of the items* has been checked. Then a summary is made ranking the items in order of frequency of mention. Those problems marked by more than 30, 20 or 10 per cent of the students (whatever per cent the school decides on) may be considered for immediate solution, or at least evaluation and careful description in terms of causes and effects.
8. If the school administrator suspects that there are serious morale differences between schools or sections of the school system, the *Problem Check Lists* can provide objective data both for appraising the over-all level of problems and for more precise spotting of the

¹¹ If 1,000 or more cases are to be studied and an IBM test scoring machine is available, the use of a separate IBM answer sheet and the graphic item counter may prove practicable. The publishers will be glad to advise on this subject.

more serious problems, many of which will be directly related to the morale situation.

Other kinds of statistical analyses will suggest themselves to the investigator who has a clearly thought-out purpose for making a problem survey. It is obvious that in any survey — not only with the *Problem Check Lists* but with achievement tests and any other evaluative measure — a *design for the study* is imperative if the study is to yield significant data with a minimum of administrative and clerical cost.

AS A SCREENER

The *Problem Check Lists* are justified as a screening procedure even though no formal analytical research is to be carried out. On the basis of a simple distribution of the number of checks in an area and for the total list, the counseling staff can identify and assign for counseling those students who seem to have the most problems. (See page 7.)

AS A CHECK ON THE EFFECTIVENESS OF A PROGRAM

If a school has evidence of a serious concentration of student concern in a particular area, it may wish to test the effectiveness of its remedial processes by giving the

Problem Check List before and after the application of the remedial program.

An ironic fact arises in this connection, however. A remedial program in some areas of student problems may result in a more generally "permissive" atmosphere. On the second marking of the check list the students may be more emotionally free to express their problems, with the result that there is an apparent increase in problems! Even in an anonymous situation, the students may be inhibited in expressing problems in some or all areas. The specific corrective measure may actually *reduce the real problems* but the changed atmosphere may lead to an *increase in expressed problems*.

This situation is not peculiar to the *Problem Check List* but is inherent in any check list, personality inventory or attitude scale. It illustrates forcefully the dangers in any "nose-counting" type of statistical analysis of data without a critical understanding of the psycho-social forces in a situation. For example, School A may have an average of 24 problems per pupil, School B an average of 32. It is not certain that School B students actually have more problems; it is only certain that its students *checked* more problems. Awareness of this qualifying fact should help the school staff avoid jumping too quickly to conclusions about the conditions in the school.

DEVELOPMENT OF THE *PROBLEM CHECK LISTS*

The *Problem Check Lists* originated in the desire of the senior author to systematize his methods of discovering the problems of young people. In connection with his work as an administrator and educational and psychological counselor, he felt a need for more efficient group methods of identifying problems. The possibilities of a check list approach in surveys of students in school and young people in communities were explored.

In 1941 and 1942 the first published editions of the three educational forms were ready. Two other forms — for "Students in Schools of Nursing" and for "Rural Youth" — were published in 1945 and 1946.¹²

The Bibliography partially reflects the great range of studies which have involved the *Problem Check Lists*. Some of these studies have been aimed at refinement of the check lists, others report actual surveys. Numerous other schools and colleges are known to have used the appropriate check lists in local studies, but since these have not been published or are not known to be available generally, they cannot be listed. Data from several such surveys have been shared with the author for his development of the revised forms.

SOURCE OF ITEMS

The items for the pre-1950 editions of the various

forms were selected and developed from a master list of over 5,000 items from the following sources.

1. Experiences of the author as counselor and administrator.
2. Analysis of case records and counseling interviews with school and college students.
3. Review of the literature on student problems.
4. Analysis of paragraphs written by 4,000 high school students describing their personal problems.
5. Intensive analyses of expressed problems of 250 students in grades 7 through 12.
6. Review of 5,000 cards itemizing the "personal-educational" needs expressed by 950 students in grades 6, 9 and 12.
7. Other miscellaneous sources.

For the 1950 revisions the senior author and his collaborators had, in addition, frequency counts of checked problems from various samplings of grades 5 through college, write-in statements from completed check lists, and data on responses to a preliminary edition of the Adult form.

CRITERIA FOR SELECTION OF ITEMS

Selection and phrasing of the particular items used in the *Problem Check Lists* were based on the following criteria. The items were to be:

1. In the language of the students;
2. Short enough for rapid reading;
3. Self-sufficient as individual phrases;

¹² These forms are available from the Ohio State University Press.

4. Common enough to be checked frequently in large groups of students, or serious enough to be important in an individual case;

5. Graduated in seriousness from relatively minor difficulties to major concerns;

6. Vague enough in "touchy" spots to enable the student to check the item and still feel that he can hide his specific problems in later conferences if he chooses to do so;

7. Centered within the student's own personal orientation rather than in general social orientation.

An additional aim was to select items which would secure a naive, rapid "feeling" response from the student. Spontaneous rather than deliberate reaction was sought.

A BRIEF DESCRIPTION OF THE EARLIER FORMS

Using the criteria for the selection of items noted above, judges assisted in the selection of items for the first edition of the *College Form*, which contained 370 items. This edition was administered and an analysis was made of the results obtained from 200 students of a small college, and a second edition of 320 items was prepared. This edition was then administered to students in remedial study classes and in mental hygiene courses at Ohio State University and to selected groups of students in other colleges. On the basis of an analysis of these results, a third edition containing 330 items was prepared and published in 1941 by the Ohio State University Press.

A similar procedure was used in developing the *High School Form*. Three hundred seventy items were tried out on about 200 students, and on the basis of the results the number was reduced to 320 items in a second edition. This edition was then administered to 110 students in a rural school and to 237 students in a city school. On the basis of these results a third edition of 330 items was prepared and published in 1941 by the Ohio State University Press.

For the *Junior High School Form*, 225 items were first tried out on 684 pupils in four junior high schools in a large Ohio city. Of these students, 337 were girls, and 347 were boys; 302 were in the seventh grade, 203 were in the eighth grade, and 179 were in the ninth grade. In addition, a modified form of 124 items was tried out with 650 fifth and sixth grade pupils in three school systems (24).

On the basis of these studies a third edition of 210 items was prepared, and after conferences with teachers and use in a school, more revisions were made so that a fourth edition was finally printed and published in 1942 by the Ohio State University Press. The use of the forms at the fifth and sixth grade levels was practicable in the sense that the students could read and understand the items, but their attitude toward their problems was found to be so different from that of junior high school students that it is generally advisable not to use the lists below the seventh grade.

STUDIES WHICH GUIDED THE 1950 REVISIONS

College Form. In addition to data from the preliminary editions, information was available from the following sources.

1. 168 men and 112 women in Ohio State University courses in 1948, reported in the 1948 manual (34).

2. Entwistle's study (6) of veterans in 1948, including 95 married and 100 single men.

3. Mooney's study (22) of 171 freshman women in 1941.

4. An unpublished study by Bruce Bennett of 300 men in a hygiene course at Ohio State University in 1950.

5. 97 men and 150 women from Gordon's research in connection with developing the Adult Form.

6. A study in 1950 by Ryder of 153 men and 126 women at Purdue University (27).

7. An unpublished cluster analysis of items by Gordon on 280 college students in 1948.

8. An unpublished item-reliability study by Gordon on 243 college students in 1948.

In all, detailed analyses of responses by about 1,200 college students, mostly freshmen, were considered in the 1950 revisions. The data from the upper grade levels on the High School Form, particularly age-trend data (16), were also considered relevant to guide the author and collaborators in revising the items.

High School Form. The 1950 revision of this form was based on the original 1941 data and on the following studies.

1. The Illinois study of Lovelass (16), including the following sample, with items analyzed for sex and grade of the students: eighth grade, 6 schools, 393 cases; ninth grade, 9 schools, 1,067 cases; tenth grade, 3 schools, 264 cases; twelfth grade, 57 schools, 6,719 cases. The grand total was 8,443 cases—4,082 boys and 4,361 girls. The High School Form was used in the junior high school grades.

2. Cowan's study (5) of Asheville, North Carolina students included 196 eighth grade, 155 ninth grade, 152 tenth grade, and 100 eleventh grade pupils in a negro school. Of the 603 cases, 230 were boys and 373 were girls. The High School Form was used in the junior high school grades.

3. Chun's study (2) of Honolulu, Hawaii students—1,182 boys and 1,316 girls, a total of 2,498—in the tenth (893), eleventh (830), and twelfth (775) grades.

4. A Louisiana study by Jameson (14) and Mooney (20) including 202 boys and 223 girls, a total of 425 cases, in the eleventh grade in five communities.

5. From the 1948 manual (37) 553 cases representing nine rural and small-town communities: 205 were in grade ten, 203 in grade eleven, and 145 in grade twelve; 236 were boys and 317 were girls.

The authors had available to them the frequencies with which items were checked by these 12,522 students (5,932 boys and 6,590 girls) in grades eight through twelve, in 75 schools.

Junior High School Form. For this form, the original data from 1942 were supplemented by these studies.

1. The Illinois study noted above.

2. The Cowan study noted above.

3. Young's study (30) of Pittsburgh, Pennsylvania school children. There were 1,085 cases (546 boys and 539 girls) from 8 schools in grades seven and eight.

4. An unpublished study by Esther Abrams in Columbus, Ohio, 1950, involving 622 cases (332 girls and 290 boys) in grades seven, eight and nine.

5. 191 cases (88 boys and 103 girls) in grades eight and nine, as reported in the 1948 manual (39).

In all, 3,854 cases in 20 schools contributed data helpful in the 1950 revision.

THE QUESTION OF FORMAT

Gordon and Mooney (10) studied the degree to which students "discover" the horizontal groupings of items in sets of five, by problem areas. Although the homogeneity of the groups of five was apparent to some

students, relatively few discovered the horizontal grouping of items by area, even though this grouping was described at the bottom of page 6 in the pre-1950 editions. This is an important feature of the *Problem Check Lists* since, in instruments where the groupings are obvious, students and counselors report a tendency for the individual to skip entire areas that appear inappropriate to them without bothering to read the items. In such cases there is also a tendency to avoid marking too many items in areas that they feel have lower social acceptability, such as the sex or personality areas. The format of the *Problem Check Lists* overcomes these difficulties while presenting groupings of problems which are convenient for the counselor and survey analyst.

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7. FISCHER, R. P. Signed versus unsigned personal questionnaires. *J. appl. Psychol.*, 1946, 30, 220-225.

A study of the effect of signatures on freedom of response to personal questionnaires.

8. GORDON, L. V. The reflection of problem changes by the Mooney Problem Check List. *Educ. Psychol. Meas.*, 1949, 9, 749-752.

A study of the validity of the Check List in reflecting problem changes over a nine-day interval.

9. ————. The problems of two university populations. *Educ. Res. Bull.*, 1950, 29, 209-215, 224.

A survey of the problems of university coeds and wives of student-veterans living at the G.I. Village using the preliminary Adult form of the Problem Check List. A comparison of the problems of the two groups is made.

10. GORDON, L. V., and MOONEY, R. L. A note on the organization of the Problem Check List. *Educ. Res. Bull.*, 1949, 28, 212-214.

A study showing that relatively few students discover the organization of items by area in the Check List.

11. HAND, H. C. Principal findings of the 1947-1948 basic studies of the Illinois secondary school curriculum program. Curricular series A, No. 51; Illinois Secondary School Curriculum Program Bulletin

No. 2. Superintendent of Public Instruction, Springfield, Illinois, 1949. Pp. 77.

Reports rank order of problem areas and most frequently marked items for nearly 7,000 twelfth grade students in an Illinois survey.

12. HIBLER, F. W., and LARSEN, A. H. Problems of upperclass students in a teachers college. *J. appl. Psychol.*, 1944, 28, 246-253.

A study of the clinical significance of items marked on the Check List by 110 juniors and 94 seniors at the Illinois State Normal University. Underlined problems tend to reflect minor problems whereas the circled items tend to be diagnostic of major conflicts. The authors did not find a "typical pattern" for serious cases of maladjustment.

13. HOUSTON, V. M., and MARZOLF, S. S. Faculty use of the Problem Check List. *J. higher Educ.*, 1944, 15, 325-328.

Uses made of Problem Check List results on 404 entering freshmen by a faculty interested in improving the program of their college for meeting the problems of students.

14. JAMESON, A. The high school student speaks. *Louisiana Educational Survey*, Chap. X, Sec. 6. Louisiana State University, 1942 (mimeographed).

Part of the mental hygiene section of the Louisiana Educational Survey; reports results by items on 425 eleventh graders in schools from five selected communities as a sampling of the state; includes quotations from students; point to implications for mental hygiene.

15. LEACH, K. Michigan high school testing program—tests and results. Bulletin No. 1, 1949, Bureau of School Services, University of Michigan. Pp. 36.

Summary of data on 3,716 high school students in schools of various sizes.

16. LOVELASS, H. D. Illinois secondary school curriculum program: A study of guidance services. Part II, summary of the Mooney Problem Check List. Illinois Secondary School Curriculum Program, University of Illinois, 1949. Pp. 181 + 11.

Item data, by sex and grade, from 57 schools in Illinois.

17. MARSH, C. J. The worries of the college woman. *J. soc. Psychol.*, 1942, 15, 335-340.

A study of 370 college women at Stephens College during 1938-1940, using an experimental mimeographed form of the Problem Check List. The category of "personality problems" received the largest proportion of the checks; "academic problems" and "social problems," next.

18. MARZOLF, S. S., and LARSEN, A. H. Statistical interpretation of symptoms illustrated with a factor analysis of problem check list items. *Educ. Psychol. Meas.*, 1945, 5, 285-294.

An illustration of how factor analysis may be used to clarify the clinical syndromes. Using the 10 items marked most frequently by 205 upper-class college students, two syndromes appeared which the authors believe are "typical of the usual college counseling cases."

19. MOONEY, R. L. Surveying high school students' problems by means of a Problem Check List. *Educ. Res. Bull.*, 1942, 21, 57-69.

Survey of 603 students, illustrating the kind of results obtained and some of the uses to which the data can be put in counseling and curriculum building.

20. —————. Community differences in the problems of high school students: A survey of five communities by means of a Problem Check List. *Educ. Psychol. Meas.*, 1943, 3, 127-142.

Presents results from 425 eleventh grade students in five communities in a southern state showing the differences in the patterns of response among the communities and indicating the potential usefulness of the Problem Check List as a means of studying the effect of community conditions on the personal problems of youth. See also Jameson (14).

21. —————. Exploratory research on students' problems. *J. educ. Res.*, 1943, 38, 218-224.

Briefly describes the Check List, outlines its major uses, and lists 14 basic research problems which are opened for investigation.

22. —————. Personal problems of freshman girls. *J. higher Educ.*, 1943, 14, 84-90.

A survey of 171 freshman girls in dormitories; illustrates kind of results obtained; shows implications for the organization of a personnel program.

23. MOONEY, R. L., and HICKMAN, M. M. War at our door. *Clearing House*, 1943, 17, 457-461.

Quotes from the writing of 275 seniors in a large city high school, who, after filling out the Problem Check List, wrote about personal problems which had been created by the war.

24. OUTLAND, R. W. Worry—a common problem of elementary school children. Master's thesis, Ohio State University, 1942.

Reports an experiment with an adaptation of the Junior High School Check List for use with Grades 5 and 6; the form contains 124 items, arranged in eight categories; includes area and item results on 650 students in Grades 5 and 6 from three communities.

25. PFLIEGER, E. F. Pupil adjustment problems and a study of relationships between scores on the California Test of Personality and the Mooney Problem Check List. *J. educ. Res.*, 1947, 41, 265-278.

This is a study to determine: the relationship between the number of problems marked on the Check List and the degree of adjustment indicated by the California Test of Personality; the relationship between the parts and total of each instrument; the extent to which these instruments supplement each other for guidance uses; the areas in which students show need for counseling; and the areas in which students have relatively few problems. Fifty boys and 78 girls in grade 8A from two Detroit city schools were used as subjects.

26. PRIEUR, M. A guidance point of view and its practical applications. *Practical Home Economics*, 1944, 22, 328-329. (Abbreviated treatment in *Educ. Res. Bull.*, 1943, 22, 118-122.)

Follows through case treatment of an individual student, showing initial problems on the Check List and how problems shifted under the influence of activities taking place in home economics classes, extracurricular activities, living arrangements and individual conferences. Presented as an illustration of a way in which the total resources of a school may be used by a teacher in an educational program related to the problems of individual students.

27. RYDER, E. R. Mooney Problem Check List results. For the Committee on Student Guidance and Selection, Purdue University. Mimeographed report, June 10, 1950.

Uses the College form to survey problems of 279 students in educational psychology classes at Purdue.

28. SMITH, C. B. A study of pupils dropping out of a midwestern high school. *The School Review*, 1944, 52, 151-156. (Digest in *The Educational Digest*, 9, 18-19.)

Uses the Check List and other data to study the differences between students dropping out of high school (26 cases) and those remaining in school (approximately 425 cases).

29. WILLIS, J. E. A survey of the personal adjustment problems of one hundred homemaking students and the contribution of the school to their solution. Master's thesis, the University of Texas, 1945.

An abbreviated check list was prepared, with opportunities provided the students to show problems of concern to them and whether they sought help, source in the school from which they sought help, type and value of help given, reasons for not seeking help when help was not sought. The items were taken from the 89 marked by ten per cent or more of students in an Asheville, North Carolina school, added to by local suggestions, revised and submitted as a list of 107 items classified in eleven areas similar to but not identical with those used on the High School form. The subjects were 100 girls in homemaking classes in Huntsville, Texas. It is an exploration in the development of an instrument which relates students' problems to means within the school for doing something about them.

30. YOUNG, H. A. The personal-social problems of youth in relation to curriculum planning. PhD. dissertation, University of Pittsburgh, 1945.

A study of the responses of 1,220 seventh and eighth graders from eight elementary schools picked to represent different communities in Pittsburgh. The findings are grouped to show differences according to community, normal age versus over-age, level of intelligence and ethnic background. Recommendations are made with relation to procedure in curriculum building and with relation to the management of schools to take the problems of youth more effectively into account in the educational program.

REFERENCES TO VARIOUS FORMS AND EDITIONS OF THE MOONEY PROBLEM CHECK LIST

Adult Form

31. GORDON, L. V., and MOONEY, R. L. *Mooney Problem Check List, Adult Form, and Manual*. New York: The Psychological Corporation, 1950.

College Form

32. MOONEY, R. L. *Problem Check List, College Form*. Columbus: Bureau of Educational Research, Ohio State University, 1941. Pp. 6. Out of print; see 1950 Revision.
33. ————. *Manual to accompany the Problem Check List, College Form*. Columbus: Bureau of Educational Research, Ohio State University, 1942. Pp. 101 + 4 (mimeographed). Out of print.
34. MOONEY, R. L. and PRICE, M. A. *Manual to accompany the Problem Check List, College Form*. Columbus: Bureau of Educational Research, Ohio State University, 1948. Pp. 29 + 4. Out of print.

High School Form

35. MOONEY, R. L. *Problem Check List, High School Form*. Columbus: Bureau of Educational Research, Ohio State University, 1941. Pp. 6. Out of print; see 1950 Revision.
36. ————. *Manual to accompany the Problem Check List, High School Form*. Columbus: Bureau of Educational Research, Ohio State University, 1943. Pp. 95 + 6 (mimeographed). Out of print.
37. MOONEY, R. L. and PRICE, M. A. *Manual to accompany the Problem Check List, High School Form*. Columbus: Bureau of Educational Research, Ohio State University, 1948. Pp. 23 + 4. Out of print.

Junior High School Form

38. MOONEY, R. L. *Problem Check List, Junior High School Form*. Columbus: Bureau of Educational Research, Ohio State University, 1942. Pp. 6. Out of print; see 1950 Revision.
39. MOONEY, R. L. and PRICE, M. A. *Manual to accompany the Problem Check List, Junior High School Form*. Columbus: Bureau of Educational Research, Ohio State University, 1948. Pp. 20 + 4. Out of print.

Rural Youth Form

40. BENDER, R. E. *Problem Check List, Form for Rural Youth*. Columbus: Bureau of Educational Research, Ohio State University, 1946. Pp. 6.

To be used with rural youth, ages 16 to 30; opens with about 50 items on socio-economic status; lists 300 problems, 30 in each of 10 areas; at the end, space is provided so that the student has opportunity for free response, summary and evaluations. Adapted from Problem Check Lists developed by Ross L. Mooney.

41. PRICE, M. A., BENDER, R. E., and MOONEY, R. L. *Manual to accompany the Problem Check List, Rural Youth Form*. Columbus: Bureau of Educational Research, Ohio State University, 1948. Pp. 28 + 4.

Schools of Nursing Form

42. MORISON, L. J. *Problem Check List, Form for Schools of Nursing*. Columbus: Bureau of Educational Research, Ohio State University, 1945. Pp. 7.

To be used with students in schools of nursing; contains 364 items, 28 in each of 13 areas. Adapted from Problem Check Lists developed by Ross L. Mooney.

43. MORISON, L. J., PRICE, M. A., and MOONEY, R. L. *Manual to accompany the Problem Check List, Form for Schools of Nursing*. Columbus: Bureau of Educational Research, Ohio State University, 1948. Pp. 28 + 4.



APPENDIX C

STUDENT QUESTIONNAIRE

AGE _____ DATE OF BIRTH _____ SEX: M F
(circle)

CLASS IN COLLEGE: FR SOPH JR SR MARITAL STATUS _____

YOUR NAME _____

MAJOR DEPARTMENT _____

INSTRUCTIONS: One authority has divided the problems of students into eleven areas listed below. What provisions have been made on this campus for you or your fellow students to get help with problems in these particular areas? Under each heading below, please identify the offices, agencies, organizations, or persons to whom you might go. (Do not name persons, only their position such as President, Academic Dean, Instructor, etc.)

- I. **HEALTH AND PHYSICAL DEVELOPMENT** (Not getting enough exercise.....poor posture
.....frequent headaches.....and similar problems)

- II. **FINANCES, LIVING CONDITIONS, AND EMPLOYMENT** (Needing a part-time job.....
going in debt for college expenses.....dissatisfied with my present job.....and similar
problems)

- III. **SOCIAL AND RECREATIONAL ACTIVITIES** (Too little time to myself.....not using my leisure
time well.....in too few student activities.....and similar problems)

- IV. **SOCIAL-PSYCHOLOGICAL RELATIONS** (Being ill at ease with other people.....being left
out of things.....too self-centered.....and similar problems)

V. **PERSONAL-PSYCHOLOGICAL RELATIONS** (Nervousness.....too easily discouraged.....
lacking self-confidence.....and similar problems)

VI. **COURTSHIP, SEX, AND MARRIAGE** (No suitable placed to go on dates.....breaking up a
love affair.....needing advice about marriage.....and similar problems)

VII. **HOME AND FAMILY** (Sickness in the family.....parents separated or divorced.....wishing
I had a different family background.....and similar problems)

VIII. **MORALS AND RELIGION** (Losing my earlier religious faith.....needing a philosophy of life
.....confused on some moral questions.....and similar problems)

IX. **ADJUSTMENT TO COLLEGE WORK** (Not knowing how to study effectively.....getting low
grades.....fearing failure in college.....and similar problems)

X. **THE FUTURE: VOCATIONAL AND EDUCATIONAL** (Restless at delay in starting life work.....
doubting college prepares me for working.....choosing best courses to prepare for a job.....
and similar problems)

XI. **CURRICULUM AND TEACHING PROCEDURE** (Hard to study in living quarters.....college too
indifferent to student needs.....not having a good college adviser.....and similar problems)

APPENDIX D

FACULTY QUESTIONNAIRE A

YOUR NAME.....FACULTY RANK.....DEPT.....

INSTRUCTIONS: One authority has divided the problems of students into eleven areas, listed below. What provisions have been made on this campus for you to refer students to for help with problems in these particular areas? Under each heading below, please itemize the offices, agencies, organizations or persons to whom you might go. (Do not name persons, only their positions; such as, President, Dean of Faculty, Dean of Students, etc.)

- I. HEALTH AND PHYSICAL DEVELOPMENT (Not getting enough exercise...poor posture...frequent headaches...and similar problems.)
- II. FINANCES, LIVING CONDITIONS, AND EMPLOYMENT.
(Needing a part-time job...going in debt for college expenses ...dissatisfied with my present job...and similar problems.)
- III. SOCIAL AND RECREATIONAL ACTIVITIES (Too little time to myself...not using my leisure time well...in too few student activities...and similar problems.)
- IV. SOCIAL-PSYCHOLOGICAL RELATIONS (Being ill at ease with other people...being left out of things...too self-centered... and similar problems.)
- V. PERSONAL-PSYCHOLOGICAL RELATIONS (Nervousness... too easily discouraged...lacking self-confidence...and similar problems.)
- VI. COURTSHIP, SEX AND MARRIAGE (No suitable places to go on dates...breaking up a love affair...needing advice about marriage...and similar problems.)
- VII. HOME AND FAMILY (Sickness in the family...parents separated or divorced...wishing I had a different background... and similar problems.)
- VIII. MORALS AND RELIGION (Losing my earlier religious faith... needing a philosophy of life...confused on some moral questions...and similar problems.)

FACULTY QUESTIONNAIRE A - Continued

IX. ADJUSTMENT TO COLLEGE WORK (Not knowing how to study effectively...getting low grades...fearing failure in college...and similar problems.)

X. THE FUTURE: VOCATIONAL AND EDUCATIONAL
(Restless at delay in starting life work...doubting college prepares me for working...choosing best courses to prepare for a job...and similar problems.)

XI. CURRICULUM AND TEACHING PROCEDURE (Hard to study in living quarters...college too indifferent to student needs...not having a good college adviser...and similar problems.)

FACULTY QUESTIONNAIRE B

YOUR NAME _____ FACULTY RANK _____ DEPT. _____

INSTRUCTIONS: One authority has divided the problems of students into eleven areas, listed below. From your experience with students enrolled at Michigan College of Mining and Technology, will you rank the problem areas one through eleven, one being the area of most concern to the student, and eleven being the area of least concern to the student.

_____ **HEALTH AND PHYSICAL DEVELOPMENT (I)** (Not getting enough exercise, poor posture, frequent headaches and similar problems.)

_____ **FINANCES, LIVING CONDITIONS AND EMPLOYMENT (II)**
(Needing a part-time job, going in debt for college expenses, dissatisfied with present job and similar problems).

_____ **SOCIAL AND RECREATIONAL ACTIVITIES (III)** (Too little time to myself, not using my leisure time well, in too few student activities and similar problems).

_____ **SOCIAL-PSYCHOLOGICAL RELATIONS (IV)** (Being ill at ease with other people, being left out of things, too self-centered and similar problems).

_____ **PERSONAL-PSYCHOLOGICAL RELATIONS (V)** (Nervousness, too easily discouraged, lacking self-confidence and similar problems).

_____ **COURTSHIP, SEX, AND MARRIAGE (VI)** (No suitable place to go on dates, breaking up a love affair, needing advice about marriage and similar problems).

_____ **HOME AND FAMILY (VII)** (Sickness in the family, parents separated or divorced, wishing I had a different family background, and similar problems).

_____ **MORALS AND RELIGION (VIII)** (Losing my earlier religious faith, needing a philosophy of life, confused on some moral questions, and similar problems).

_____ **ADJUSTMENT TO COLLEGE WORK (IX)** (Not knowing how to study effectively, getting low grades, fearing failure in college and similar problems).

FACULTY QUESTIONNAIRE B - Continued

- _____ **THE FUTURE: VOCATIONAL AND EDUCATIONAL (X)**
(Restless at delay in starting life work, doubting college prepares me for working, choosing best courses to prepare for a job and similar problems).
- _____ **CURRICULUM AND TEACHING PROCEDURE (XI)** (Hard to study in living quarters, college too indifferent to student needs, not having a good college adviser, and similar problems).

APPENDIX E

EVALUATION REPORT FORM FOR STUDENT PERSONNEL SERVICES

- Introduction -

An attempt is made in the present form to secure both a quantitative and a qualitative report of a student personnel program.

As bases for report, weighted statements of fourteen student personnel services are presented. Following each of the fourteen statements are the following sub-headings:

Part A provides opportunity to indicate the philosophy of the administration with regard to each specific service. This is a qualitative judgment, made after the evaluator has discussed the personnel service with college administrators and personnel leaders.

Part B lists the specific provisions made in the institution for the service under consideration. An analysis of each major personnel service led to the formation of this list. In its construction, it was kept in mind that the primary purpose of student personnel services is to meet student needs. The items in B are not to be checked unless they actually exist in the institution being studied.

Pertinent data not elsewhere presented may be recorded under "Remarks" in Parts A and B. Statements with regard to strengths, weaknesses, or uniqueness of service may be listed here.

To make this report meaningful, it is essential to consider the specific sources from whom the data were secured. Part C provides opportunity to indicate the contributors of information reported in Parts A and B.

Part D consists of a rating scale. It is designed to provide indices of the degree to which each of the fourteen student personnel services is carried out in meeting the needs of students. Through a combination of the purely qualitative report in Part A and the quantitative statement of actual provisions in Part B, a check mark is to be placed at the proper point on the scale in D.

Provision is made in Part E to multiply the given weight of the service under consideration (this has been assigned in terms of "best judgment" as to relative importance of the service) by the

by the numerical rating granted in Part D. The products so derived for each of the fourteen services are then to be totaled. The resulting sum may be regarded as an index of the institution's total effort with regard to student personnel services. The total score is to be recorded on Page 3 of this form. The highest possible total score which an institution may receive is 69 and the total score for an adequate program is 46.

Total score earned	
Total score of adequacy	<u>46</u>
Highest possible total score	<u>69</u>

GENERAL INFORMATION

1. Name of institution.....
2. Type of institution.....
3. Location of institution.....
4. Enrollment (Fall term).....
5. Name and title of person(s) in charge of student personnel
services.....
6. In what manner are the various personnel services coordinated?
.....
7. Number of persons from whom total of information was secured:
 - a. Number of administrators:.....
 - b. Number of faculty members:.....
 - c. Number of students:.....

(Individual Reporting)

(Date)

STUDENT PERSONNEL SERVICE I (WEIGHT = 1)

"Interpreting institutional objectives and opportunity to prospective students, their parents, and to workers in secondary education"

A. Philosophy of the institution studied, with regard to the above services:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly... ()

B. Provisions for the above service:

1. Informational counseling services are available to prospective students and their parents.....()
2. Circulars and bulletins are disseminated to high schools in the immediate area served.....()
3. Field representatives and visiting teams contact prospective students.....()
4. College and high school personnel workers meet periodically and regularly to consider articulation needs.....()
5. College initiates Senior Days, conferences, field days, and other activities on the campus for high school students.....()
6. College ascertains who are the good college prospects (Actually goes out and hunts for high ability students).....()
7. College actively encourages good college prospects to continue their education; (e.g., tuition exemptions are granted to worthy students).....()

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service I is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE II (WEIGHT = 1)

"Admitting students in cooperation with secondary schools"

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration seemingly is undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly... ()

Remarks:

B. Provisions for the above service:

1. The College provides registration, counseling, and testing facilities for new students..... ()
2. College secures from the high school-
 - a. transcript.....()
 - b. test results (may be from state-wide testing program)..... ()
3. Admissions office utilizes known data regarding factors necessary for success..... ()
4. College admits non-high school graduates who have a good prognosis of success..... ()
5. College provides for advanced standing of veterans on the basis of evaluation of in-service training and experiences. (This may include testing to determine educational achievement..... ()
6. College provides for advanced standing of all students on the basis of evaluation of educational achievement..... ()

Remarks:

C. Information secured from:

1. Member of the personnel staff..... ()
2. Member of the administrative staff..... ()

3. Member of the family.....()
 4. Member of the student body..... ()

D. Degree to which Student Personnel Service II is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service pro- jected	Need present; Some service but inade- quate	Need present; Service meets minimum re- quirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE III (WEIGHT = 1)

"Orienting the new student to his college environment"

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development..... ()
2. The administration is seemingly undecided as to the merits of the service..... ()
3. The administration believes in the service whole-heartedly.. ()

Remarks:

B. Provisions for the above services:

1. Orientation program is extended throughout the student's first term in residence..... ()
2. Orientation program is conducted for each group of new students entering throughout the year..... ()
3. Transfer students, as well as freshmen, are served by the program..... ()
4. Program includes group conferences with student leaders... ()
5. Program provides for religious and social activities..... ()
6. Provision is made to acquaint new students with student activities on campus..... ()
7. Selected upper classmen are utilized to help new students... ()
8. A handbook is provided for all new students..... ()
9. Orientation course of some form is offered..... ()
10. Orientation course reaches freshman and transfer students. ()

Remarks:

C. Information secured from:

1. Member of the personnel staff..... ()
2. Member of the administrative staff..... ()
3. Member of the faculty..... ()
4. Member of the student body..... ()

D. Degree to which Student Personnel Service III is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE IV (WEIGHT = 3)

"Providing counseling service which, with the aid of diagnostic facilities and other referral agencies, assist the student in adjusting to and planning for his educational, vocational, emotional, social and religious growth."

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. There is a clinical counselor (or counselors) in an all-campus capacity prepared to do general counseling, such as the analysis of occupational or educational aims or the relation of emotional problems to social, educational, religious, financial, and vocational adjustment.....()
2. In addition to the above, there are resource people available for specialized information and help in the following areas...()
 - a. Educational.....()
 - b. Vocational.....()
 - c. Religious.....()
 - d. Emotional.....()
 - e. Social.....()
3. There is a group of faculty members (not necessarily trained in counseling) who spend part of their time offering personalized services such as registration and curriculum advising, or acting as general sponsor for a group of students.....()
4. Some of the faculty act more fully as counselors and are given some release from teaching load or given extra compensation.....()
5. An in-service training program is carried on for faculty sponsors and/or faculty counselors.....()
6. Test result interpretation is available to faculty members...()
7. Diagnosis and remedial attention in the areas of study skills and speech are available.....()

8. There is active use of occupational information available at a central agency.....()
9. Group testing programs are utilized for counseling purposes.....()
10. There is a system of articulation between campus personnel services and faculty counselors.....()
11. Systematic effort is made to inform students and faculty of counseling services.....()
12. Research is carried on to determine the effectiveness of counseling procedures, remedial services, and testing instruments.....()

Remarks: (Please indicate here the number of clinical counselors who spend one-half or more of their time counseling students.)

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service IV is carried out in meeting the needs of students:

$\overset{\cdot}{-1}$	$\overset{\cdot}{0}$	$\overset{\cdot}{+1}$	$\overset{\cdot}{+2}$	$\overset{\cdot}{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE V (WEIGHT = 2)

"Determining the physical and mental health status of the student and providing appropriate health service."

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly... ()

Remarks:

E. Provisions for the above service:

1. Students, at least on entrance, receive clinical examination by a staff doctor.....()
2. Systematic attention is given to screening individuals with regard to emotional factors.....()
3. Complete records are kept of the findings of the physical and mental health examinations.....()
4. The school provides adequate dispensary service.....()
5. Emergency hospital-service is available.....()
6. The health-service reports physical limitations to the academic counselor, the athletic department and the vocational counselor.....()
7. Systematic efforts are made to inform students on both physical and mental hygiene.....()
8. Regular inspection is made of the plumbing and sanitation of college buildings; attention is paid to the health of institutional employees.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service V is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE VI (WEIGHT = 1)

"Providing and supervising an adequate housing program for students"

A. Philosophy of the institution studied, with regard to the above services:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. All students live in college-owned or approved residences...()
2. There is regulation and supervision of health and safety measures in student residences.....()
3. A placement service exists to place all students in college-owned or approved residences according to the need of the individual student--with special regard for handicapped persons, foreign students, and students of racial or religious minority groups.....()
4. There is a personnel direction and emphasis in the counseling program in student residences. This may include:
(a) Personnel training programs for resident counselors, and (b) an educational program for private householders.....()
5. A program of social and cultural development exists as part of the group life in the student residences.....()
6. There is student government within residences.....()
7. An adequate referral system is in operation, relating special student problems to the appropriate academic or personnel agency.....()
8. The college or university has effective administrative supervision of non-university-owned residences--fraternities and sororities and private rooming houses.....()
9. There is systematic evaluation and change in the housing program.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff..... ()
3. Member of the faculty..... ()
4. Member of the student body..... ()

**D. Degree to which Student Personnel Service VI is carried out
in meeting the needs of students:**

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but adequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE VII (WEIGHT = 1)

"Providing and evaluating an adequate food service for students"

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly. .()

Remarks:

B. Provisions for the above service:

1. College provides and/or supervises non-commercial food service.....()
2. The above food service is adequate for all students who need it.....()
3. Member of health staff makes weekly inspection of good service.....()
4. Food planning and preparation is supervised by a trained dietician.....()
5. Medical examination is made annually and after illness of all food service employees.....()
6. Food services are available for student groups.....()
7. Some attempt is made to socialize the meal hours (e. g., playing of appropriate music).....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service VII is carried out in meeting the needs of the students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE VIII (WEIGHT = 3)

"Providing, developing and evaluating a program of student activities"

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. There is a program of student activities which effectively meets the needs of students in the following areas:
 - a. Student government.....()
 - b. Social organizations.....()
 - c. Publications.....()
 - d. Athletics.....()
 - e. Music.....()
 - f. Dramatics.....()
 - g. Religious and social services.....()
 - h. Departmental or special interests.....()
 - i. Honoraries.....()
 - j. Political organizations.....()
2. Students give reasonable support to the student activities program.....()
3. The institution is making a systematic effort to evaluate and to improve its over-all program.....()
4. An agency systematically coordinates the student activity....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service VIII is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE IX (WEIGHT = 2)

"Assembling and making available information to be used in improvement of instruction and in making the curriculum more adjustable to the needs of individuals."

A. Philosophy of the institution studied, with regard to the above services:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly. .()

Remarks:

B. Provisions for the above services:

1. Objectives of the institution are clearly formulated and made known to the faculty and to the students through lectures, bulletins, and other communications..... ()
2. Syllabi giving objectives of the courses are provided for at least a majority of the courses..... ()
3. Student and former student population is studied as a basis for curricular revision..... ()
4. Experimental attitudes and procedures are encouraged as shown by course revisions, instructional experiments and committee studies..... ()
5. Student and alumni opinion regarding curriculum and instruction is systematically collected..... ()
6. Academic programs and class sections are arranged to meet individual abilities, needs, and interests of students..... ()
7. Instructors are supplied with test and background data on students in their classes..... ()

Remarks:

C. Information secured from:

1. Member of the personnel staff..... ()
2. Member of the administrative staff..... ()
3. Member of the faculty..... ()
4. Member of the student body..... ()

D. Degree to which Student Personnel Service IX is carried out in meeting the needs of students:

Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements
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E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE X (WEIGHT = 1)

"Providing and coordinating the financial aid and part-time employment of students, and counseling the student who needs to obtain such help."

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly. ...()

Remarks:

B. Provisions for the above service:

1. Program of student aid is centralized or coordinated.....()
2. Loan funds are available.....()
3. Scholarships and fellowships are available and their administration is coordinated.....()
4. Part-time employment services are available to those who need it.....()
5. Direct aid is provided for the needy student.....()
6. Careful records of 2, 3, and 4 (above) are kept.....()
7. Aggressive search is made for part-time jobs.....()
8. Financial counseling is available.....()
9. Aid program is related to the academic program of students. .()
10. Aid program is coordinated with the placement program.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel X is carried out in meeting the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inade- quate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE XI (WEIGHT = 2)

"Assisting the student to find appropriate employment when he leaves the institution and following up the student after he has left the institution."

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. Placement service is available for all students.....()
2. Placement services for different divisions and college are coordinated.....()
3. Personnel records used in placement are complete and available.....()
4. Surveys of employment opportunities and job solicitation are carried out annually.....()
5. All students who desire placement services are given adequate instruction on application procedure.....()
6. All students registered for placement services are interviewed and counseled as necessary by the director or competent assistants.....()
7. Current records are maintained on former students for continued service to them.....()
8. There is a well-organized and continuing program of follow-up and evaluation for improvement of the service.....()
9. The service interprets to the institution the needs of the employment areas which it serves.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service XI is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE XII (WEIGHT = 2)

"Keeping student personnel records and making them available to the proper persons."

A. Philosophy of the institution studied, with regard to the above services:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. Personnel records are centralized for optimum use.....()
2. Pre-college data are included in the record.....()
3. Personnel records are brought up-to-date at least once per term.....()
4. Training is given in the meaning and use of records.....()
5. Student activity participation is part of the record.....()
6. Systematic attempt is made to disseminate information.....()
7. Record is organized for convenience.....()
8. Record system is flexible and changes are made.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service XII is carried out in meeting the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inade- quate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE XIII (WEIGHT = 1)

"Regulating student conduct to the end that the individual will be strengthened and the welfare of the group advanced."

A. Philosophy of the institution studied, with regard to the above service:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly..()

Remarks:

B. Provisions for the above service:

1. The school accepts responsibility for the improvement of social and moral conduct of its students.....()
2. Disciplinary measures are remedial rather than punitive in nature.....()
3. The school is sensitive to student opinion in regulations pertaining to college community life.....()
4. The institution provides for varying degrees of individual responsibility.....()
5. Personnel officers contribute to the preliminary investigation of cases of discipline.....()
6. Subsequent disciplinary action is an administrative function..()
7. Final disciplinary action in serious matters is in the hand of a group rather than an individual.....()
8. Group welfare is not sacrificed during the treatment of an individual.....()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body.....()

D. Degree to which Student Personnel Service XIII is carried out in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

STUDENT PERSONNEL SERVICE XIV (WEIGHT = 2)

"Carrying on research designed to evaluate and improve personnel functions and services. "

A. Philosophy of the institution studied, with regard to the above services:

1. The administration does not consider the service as essential for student adjustment and development.....()
2. The administration is seemingly undecided as to the merits of the service.....()
3. The administration believes in the service whole-heartedly. ..()

Remarks:

B. Provisions for the above service:

1. The objectives of the personnel program are clear to the cooperating staff members and are available for evaluation... ()
2. Institutional provisions has been made for periodic evaluation of personnel services..... ..()
3. In so far as possible, objective measures are used in evaluating personnel services..... ()
4. Results of the evaluation are interpreted for those concerned with the program..... ()
5. Results of evaluation are used to improve the existing program..... ()
6. Procedures are practical for the particular evaluating staff which must use them..... ()
7. Objective data are analyzed by accepted statistical procedures()
8. The institution publicizes significant findings..... ()

Remarks:

C. Information secured from:

1. Member of the personnel staff.....()
2. Member of the administrative staff.....()
3. Member of the faculty.....()
4. Member of the student body..... ()

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D. Degree to which Student Personnel Service XIV is carried out
in meeting the needs of students:

$\dot{-1}$	$\dot{0}$	$\dot{+1}$	$\dot{+2}$	$\dot{+3}$
Need present; No service	Need present; Service projected	Need present; Some service but inade- quate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

E. Weight x numerical rating.....()

APPENDIX F

APPENDIX F,

THE PERCENT OF RESPONSES INDICATED BY STUDENTS ENROLLED IN THE
ENGINEERING SCIENCES CURRICULA FOR EACH OF THE ELEVEN AREAS
OF THE MOONEY PROBLEM CHECK LIST

	Freshmen		Sophomore		Junior		Senior	
	Total	Circled	Total	Circled	Total	Circled	Total	Circled
I Health and Physical Development	10	4	12	4	9	2	9	2
II Finances, Living Conditions, and Employment	12	5	16	6	12	4	11	3
III Social and Recreational Activities	17	5	19	5	17	4	16	4
IV Social-Psychological Relations	10	3	11	3	9	3	9	2
V Personal-Psychological Relations	13	5	15	4	13	4	14	3
VI Courtship, Sex, and Marriage	9	4	11	4	8	2	7	1
VII Home and Family	7	2	8	3	5	2	5	1
VIII Morals and Religion	9	2	11	4	8	2	7	2
IX Adjustment to College Work	29	11	24	8	23	7	24	8
X The Future: Vocational and Educational	17	6	12	4	12	4	18	5
XI Curriculum and Teaching Procedure	12	4	13	5	16	4	22	4

APPENDIX F.

THE PERCENT OF RESPONSES INDICATED BY STUDENTS ENROLLED IN THE
MINERAL INDUSTRIES CURRICULA FOR EACH OF THE ELEVEN AREAS
OF THE MOONEY PROBLEM CHECK LIST

Area	Freshmen		Sophomore		Junior		Senior	
	Total	Circled	Total	Circled	Total	Circled	Total	Circled
I Health and Physical Development	13	5	10	3	10	4	9	2
II Finances, Living Conditions, and Employment	15	6	12	3	16	7	12	2
III Social and Recreational Activities	20	7	19	4	21	6	15	3
IV Social-Psychological Relations	13	5	13	3	11	3	6	1
V Personal-Psychological Relations	18	6	16	4	16	6	11	3
VI Courtship, Sex, and Marriage	13	5	11	4	9	2	6	1
VII Home and Family	10	4	7	2	6	2	2	0
VIII Morals and Religion	11	4	10	2	12	4	8	2
IX Adjustment to College Work	27	11	22	7	23	7	21	5
X The Future: Vocational and Educational	17	7	10	3	15	4	11	3
XI Curriculum and Teaching Procedure	17	6	12	3	18	5	14	3

APPENDIX F,

THE PERCENT OF RESPONSES INDICATED BY STUDENTS ENROLLED IN THE
GENERAL SCIENCES CURRICULA FOR EACH OF THE ELEVEN AREAS
OF THE MOONEY PROBLEM CHECK LIST

Area	Freshmen		Sophomore		Junior		Senior	
	Total	Circled	Total	Circled	Total	Circled	Total	Circled
I Health and Physical Development	13	5	10	3	10	4	9	2
II Finances, Living Conditions, and Employment	15	6	12	3	16	7	12	2
III Social and Recreational Activities	20	7	19	4	21	6	15	3
IV Social-Psychological Relations	13	5	13	3	11	3	6	1
V Personal-Psychological Relations	18	6	16	4	16	6	11	3
VI Courtship, Sex, and Marriage	13	5	11	4	9	2	6	1
VII Home and Family	10	4	7	2	6	2	2	0
VIII Morals and Religion	11	4	10	2	12	4	8	2
IX Adjustment to College Work	27	11	22	7	23	7	21	5
X The Future: Vocational and Educational	17	7	10	3	15	4	11	3
XI Curriculum and Teaching Procedure	17	6	12	3	18	5	14	3

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