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A FOLLOW-UP STUDY OF THE CLASS  
OF 1973 IN U. S. D. #323  
IN KANSAS

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by

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A MASTER'S REPORT

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requirements for the degree

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## INTRODUCTION

Education today has been given one of the high priorities in our society. It is valuable both in itself and as a means of reaching other goals. It is, therefore, necessary that high on the list of priorities a never ending process of evaluation be carried on. This educational evaluation, in terms of the philosophy and objectives of our schools, includes academic subjects, in-service training, guidance services and other facets of our educational school system.

In a program of evaluation there are different sources of information. One of these sources is the follow-up study of graduates from our schools. The information obtained from these graduates, people in the community, professional personnel and other interested persons in the school will help in ascertaining that the school and persons associated with it meet their objectives. The follow-up and evaluation should be a part of the total school's program.

## THE PROBLEM

Purpose of Study. It was the purpose of this study to follow-up the graduated seniors of the class of 1973 of the Westmoreland High School and St. George High School, both attendance centers in U. S. D. #323. The information obtained should be of value to the school, possibly improving the present school system and for use in future educational evaluation.

Importance of Study. As desirable as follow-up studies are, many schools omit them because of a lack of time, money, or personnel that are needed for that purpose. At the present time, there have been

no formal or regular follow-up studies of the graduates of U. S. D. #323. In an attempt to get such an evaluation started, the graduated class of 1973 was chosen. Emphasis was placed on feelings of the graduate, how the school prepared him for what he was doing or planned to do in the near future. The information asked was about his present job and location, how the courses offered at the school helped him in his employment or present situation and his feelings as to whether the size of the school affected his future plans.

It was hoped that this information would be beneficial to the school, staff, and future graduates of U. S. D. #323.

#### SURVEY OF LITERATURE

Educational Evaluation. To evaluate is to ascertain the value of some process or thing. Thus educational evaluation involves the passing of judgment on the degree of worthwhileness of some teaching process or learning experience.<sup>1</sup>

Evaluation is a necessary and an important part of the total school program. Every educational institution exists to fulfill certain purposes, and evaluation enables the administration to make sound judgments regarding the extent to which these purposes are being met. It should be a continuous process, not of the guidance services alone, but of the entire school program to see that the needs, interests and abilities of the students are being satisfactorily provided for.

The major purposes of evaluation have been stated as:

- (1) to check on the effectiveness of the program,

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<sup>1</sup>Georgia Adams, Theodore L. Torgerson and Ernest Wood, Measurement and Evaluation (New York: The Dryden Press, 1956), p. 8.

- (2) to clarify and validate hypotheses on which the schools are operating,
- (3) to provide information for curriculum revision and for guidance services development,
- (4) to increase the psychological security of staff members by letting them appraise the results of their efforts,
- (5) to provide data upon which can be built a sound program of public information and public relations.<sup>2</sup>

It is generally considered by most people in the field of education that the purpose of schools is more than acquisition of factual knowledge. Most would now agree that the objectives of education go beyond this. But we sometime evaluate schools as though the academics were the only objectives of our schools. Before an adequate job of evaluation can be attempted there must be clarification and agreement on what the school to be evaluated has as its objectives. Hatch and Stefflre suggested that objectives may be determined by an analysis of the experiences given children under the supervision of the school and through professional and lay committees meeting together to arrive at agreement on the purposes of the school.<sup>3</sup>

Statements of educational objectives have been proposed by the Educational Policies Commission, the Seven Cardinal Principles, and the National Associations of Secondary School Principals.<sup>4</sup> Although many excellent lists of objectives are available, they tend to be so

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<sup>2</sup>Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (New Jersey: Prentice-Hall, 1958), p.254.

<sup>3</sup>Ibid., p. 255.

<sup>4</sup>Paul Leonard, Developing the Secondary School Curriculum (New York: Rineburt and Company, 1953), p. 369.

generalized that they provide little guidance in the selection of curricular activities and the development of evaluation instruments.<sup>5</sup> More important, would be those objectives determined by the staff of the particular school. Ready made objectives, such as those just mentioned, could be used as examples or guidelines.

After developing statements of objectives, there is the task of establishing criteria to be used as evidence relating to the objectives. Whatever the criteria are to be, they must be defined in terms that are measureable.<sup>6</sup>

Having established criteria, ways must be found to measure them. This is begun by a study of existing tests or other instruments to see whether the tools are present to do the job that is desired. If not, the staff will need to construct appropriate instruments for the particular situation.<sup>7</sup>

Gruhn and Douglas contend that educational aims and objectives are of no value in giving purpose to the curriculum of school unless they are thoroughly understood by members of the teaching staff. Teachers should be stimulated to study the formulated objectives, and to examine their meaning in relation to the curricular program of the school.<sup>8</sup>

They also feel that it should be kept in mind that a criterion for judging anything whatsoever represents only a condensation and

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<sup>5</sup>Adams, Torgerson and Wood, op. cit., p. 491.

<sup>6</sup>Hatch and Stefflre, op. cit., p. 256.

<sup>7</sup>Ibid., p. 257.

<sup>8</sup>William Gruhn and Karl Douglas, The Modern Junior High School (New York: The Roland Press, 1947), p. 92.

generalization of the opinions of persons who are presumably competent to act as judges of the particular quality.<sup>9</sup>

To have an effective program of evaluation, Adams, Torgerson and Woods have given four characteristics of such a program stated as follows:

- 1...evaluation must...be compatible with purpose...
- 2...A program of evaluation must be comprehensive. It should not be limited to a few isolated goals, or objectives, but should include all major objectives of the institution.
- 3...for a variety of major objectives of the institution, no adequate methods or instruments for collecting reliable evidence are available. Until valid and reliable techniques are evolved such objectives must be appraised by as careful a subjective means as possible.
- 4...a variety of means and techniques must be used for gathering evidence. New techniques must be developed and old techniques must be revised and modified to meet new needs.<sup>10</sup>

Wrightstone sees four questions that are applicable in discussing the characteristics of an adequate program of evaluation in the modern school:

1. Is the design of the evaluation program comprehensive, so that it includes not only abilities, skills, and understandings, but also the less tangible objectives of learning and instruction?
2. Are changes in an individual's behavior the basis for evaluating his growth and development?
3. Are the results of evaluation organized and integrated into a meaningful interpretation?
4. Is the evaluation program continuous and integrated with the curriculum?<sup>11</sup>

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<sup>9</sup>Ibid., p. 443.

<sup>10</sup>Adams, Torgerson and Wood, op. cit., p. 9.

<sup>11</sup>Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), pp. 21-24.

Since this paper is a follow-up and deals with one phase of the total evaluation process, it is appropriate to determine the follow-up in the total scope of educational evaluation.

The Follow-Up. The follow-up service is an organized effort to keep in constant touch with former students. It concerns itself with the total school program. It concerns itself with the successes, failures, attitudes and opinions of former students. The service applies to school leavers and may also be applied any time while the student is enrolled in school. Regardless of when the information is collected, it provides the school with that information which makes educational offerings more meaningful to present and future students.<sup>12</sup> Troyer's view of the follow-up is that the suggestions drawn from it can contribute to the guidance program, the general education program and the professional program. It can contribute to the staff members' understanding of in-service needs. It can help students gain a keener appreciation of what is likely to face them after they leave school.<sup>13</sup>

Crow, feels that the follow-up service is concerned with the impact of the guidance program and personnel on the pupil's personal social and education development. Teachers, counselors and administrators are concerned with what is happening to pupils while in school and after they leave school. Without the knowledge and data gathered from the follow-up, neither the instructional program of the school nor guidance services can be evaluated in terms of the effect they have on

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<sup>12</sup>Raymond H. Hatch, Paul L. Dressel and James W. Costar, Guidance Services in the Secondary School (Iowa: Wm. C. Brown Company, 1963), p. 150.

<sup>13</sup>Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education (Washington D. C.: American Council on Education, 1944), p. 233.

the lives of the pupils.<sup>14</sup>

Desirable and necessary as the follow-up is, it is all too often omitted because a school lacks the time, money, personnel or procedures that are needed for this purpose. The main reason for the failure to follow-up, as just mentioned, is that the school doesn't have sufficient resources to render continuing services to its school leavers over an extended period of time.<sup>15</sup> It would seem many schools are undertaking guidance programs without doing the follow-up needed to appraise the program and obtain the information that may be needed to improve it.

Follow-up work is not just a haphazard service in the school program. If it is to be successful, it needs to be planned carefully so that the results will be of value to both the individuals and the school. It will include all school leavers. Follow-up studies done on a year-to-year basis will provide more valuable data than sporadic attempts at follow-up by allowing the school to determine trends in the responses or reaction of school leavers.<sup>16</sup> Other characteristics of a follow-up plan are suggested by Traxler and stated as:

- (1) It begins before the student leaves school.
- (2) Each class is followed up for at least five years.
- (3) A representative sampling of each group is interviewed in order to obtain more extensive and detailed information than can be acquired from a questionnaire.
- (4) Responsibility for making the follow-up study is decentralized

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<sup>14</sup>Lester Crow and Alice Crow, Organization and Conduct of Guidance Services (New York: David McKay Company Inc., 1965), p. 391.

<sup>15</sup>Anthony Humphreys and Arthur Traxler, Guidance Services (Chicago: Science Research Association Inc., 1954), p. 207.

<sup>16</sup>Frank Miller, Guidance Principles and Services (Ohio: Charles Merrill Publishing Company, 1968), p. 269.

so that each class adviser follows up his own class as they leave school.

5. The adviser's analysis of the data is made available to other school functionaries and is combined with those of other advisers in order to give a complete picture for the school system.
6. Conclusions concerning casual relations are drawn with caution.
7. The significant items from each individual's return are transferred to his cumulative record.
8. The follow-up plan is co-ordinated with a post school counseling service.
9. So far as possible, the cooperation of lay citizens is obtained in collecting, studying and using the follow-up data.<sup>17</sup>

Before any follow-up or any form of evaluation is done, it is suggested to proceed with specific objectives in mind. Smith has proposed such objectives to the information sought from former students through follow-up studies as:

1. To determine the holding power of schools.
2. To discover grade levels at which most drop-outs occur.
3. To learn why pupils leave school before graduation.
4. To seek information which will provide clues for identifying potential drop-outs.
5. To determine the mobility of former students.
6. To determine the percentage of drop-outs and graduates who seek further training after leaving school, and whether the secondary school should provide training of the kind pupils seek later.
7. To determine the percentage of pupils who enter college and what college.
8. To determine what percentage of former pupils who enter employment immediately after leaving school.

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<sup>17</sup>Arthur E. Traxler, Techniques of Guidance (New York: Harper Brothers, 1957), pp. 297-298.

9. To evaluate the effectiveness of school's placement activities.
10. To discover employment opportunities for young workers in the local community.
11. To discover the barrier to employment and occupational adjustment encountered by former pupils.
12. To obtain the opinion of former pupils concerning the efficacy of the guidance program.
13. To obtain opinions concerning needed modifications of the curriculum in light of the experiences of former students.
14. To compare the occupational interests of former pupils with those expressed by them before leaving school.
15. To compare the occupational stability and adjustment of graduates and drop-outs.
16. To identify former pupils who need further counseling to aid them in making more adequate personal, educational, or occupational adjustment.
17. To identify former pupils for whom the school might offer additional educational, training, or other needed services.<sup>18</sup>

The purposes of follow-up studies have been suggested by many different authors in the field. These purposes tend to be similar to others if the kind of information sought is used as the basis for improving the curriculum or school. Traxler has mentioned three purposes of the follow-up study. First, there is the altruistic desire to help the individual with problems of vocational, educational, and social adjustment after he goes from the school and while he is getting himself established elsewhere. As a rule, more attention is given to vocational adjustment than to other types, although not infrequent adjustment to a vocation depends in part upon the successful resolution

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<sup>18</sup> Glen Smith, Principles and Practices of Guidance Program (New York: The Macmillian Company, 1951), pp. 309-310.

of personal factors in the individual's make-up.

The second purpose is to gather data for use in evaluating the instructional and guidance program of the local school. The chief criterion of the value of a guidance program is its influence on the post school lives of the individuals who have received the counseling service.

The third purpose of the follow-up studies of school leavers is to gather information of general interest concerning those who have left. Such studies are intended to help all agencies concerned with youth to help deal with their problems more intelligently.<sup>19</sup>

Various kinds of information can be expected from the follow-up studies and have been listed as follows:

1. Reasons given by drop-outs for leaving school prior to graduation.
2. Suggestions by the drop-out as to ways of increasing the school's holding power.
3. Kinds of problems faced by former students and the grade level at which the problem arose.
4. Present location of former students with emphasis on both residence and employment.
5. Types of training taken by former students after they left the school.
6. Changes which should be made in the curriculum to bring about maximum benefits for today's students.
7. Additions or deletions needed in the co-curricular activities.
8. Kinds of problems faced by students when they first left school.
9. Weaknesses in the present school and community relationship and suggestions for improving it.

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<sup>19</sup>Arthur Traxler, op. cit., p. 289.

10. Vocational data which can be used to describe local employment conditions.<sup>20</sup>

It is not difficult to get the agreement of the staff that follow-up studies are important. The problem is in implementing the study. Such problems as leadership, time, money and method of sampling are a few examples of obstacles to overcome. But because so many techniques can be used in gathering information, a master plan is impossible. Hatch, Dressel and Costar suggested five steps of approach to implementing a follow-up study.

The first step in the development of the follow-up program is the identification of the staff to give the work interested and qualified leadership. Some characteristics of this leadership may be interest, willingness to help and a determination to complete the task. Once the committee has been selected, the guidance staff can furnish the necessary materials and explanations needed for understanding the technique to be used.

The second step in developing the follow-up study is to determine the sample to be studied and the method to be used. The initial study usually sets a pattern which is followed for a number of years. So certain decisions need to be made as to the width and breadth of information, which students' opinions the study should reflect, and the recentness of graduates that are to be included. If classes are small, contacting all of these is advisable, if over a hundred students, a sampling procedure is advisable.

The method of conducting the follow-up usually includes one or more of the following techniques: the interview, the postcard survey or

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<sup>20</sup>Hatch, Dressel and Costar, op. cit., p. 150.

the questionnaire. Each approach has certain advantages and disadvantages. The interview results in the most valid information, but it is the most time consuming and expensive. The post card is inexpensive and easy to conduct, but the results are limited. The questionnaire accomplishes some of the objectives of the other techniques and overcomes some of the limitations of the other approaches.<sup>21</sup>

The third step in carrying out the follow-up study is the development of the proper forms. The main forms are the cover letter, the questionnaire, and the interviewing form. The cover letter should be brief and personalized. The questionnaire should provide space for brief and objective answers. If a structured interview is planned, the questions which the interviewer is to ask should have more space for the entry of longer answers.

The fourth step in the development of the follow-up is the compilation of addresses of former students. To accomplish this task is quite a chore. The following are suggestions as means to this end:

1. Cooperate with alumni associations.
2. Sponsor contests and give awards for the greatest number of up-to-date alumni addresses.
3. Have regular meetings with school leavers to explain the purposes of the follow-up information.
4. Contact direct-mail advertising agencies for the loan of mailing lists.
5. Have each member of the succeeding class keep track of one of the graduating seniors.
6. Use the last address given by the student before he left school.

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<sup>21</sup>Hatch and Stefflre, op. cit., p. 227.

These suggestions may be helpful for recent graduates, but for those graduated or drop-outs over an extended length of time, a more effective way will need to be implemented.

The fifth step in implementing the follow-up study is that of tabulating and utilizing the results. When all the returns have been tabulated, a summary report of the findings should be prepared. The report should include a brief description of the purpose and procedures of the study, a simple table of the responses of each, and conclusions and recommendations.<sup>22</sup>

Baer and Roeber also suggest ways to arrange various survey activities in the form of a pattern to meet the needs of the local school. These are:

1. Pre-Survey Activity and Consideration.
2. Providing the spark and leadership.
3. Determine the purpose of the follow-up study.
4. Determine the techniques and personnel.
5. Provide a budget for the follow-up study.
6. Preparing forms, letters and other contact material.
7. Obtain maximum returns. Those who performed high while in school respond better. Girls respond better than boys. Length of time after graduation seems to affect the percentage of responses. Graduates respond better than drop-outs.
8. Provide for publicity.
9. Prepare a list of school leavers.<sup>23</sup>

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<sup>22</sup>Hatch, Dressel and Costar, op. cit., pp. 151-157.

<sup>23</sup>Max E. Baer and Edward C. Roeber, Occupational Information Its Nature and Use (Chicago: Science Research Associates Inc., 1951), pp. 278-300.

It was with some of the points mentioned previously that this follow-up survey was undertaken. It was hoped that the results would be reviewed by the board of education, the superintendent, principals and all persons interested in the future of the students in U. S. D. #323. If this study proves to be helpful to present and future students in the district, then it has served its purpose.

The Questionnaire. In doing a follow-up study, it is necessary to determine how the information necessary for the study is to be gathered. For this study, a questionnaire was thought to be most feasible. Since most of the seniors were living and working in the area, it was decided to visit all, or at least as many as possible, of the graduated seniors of the class of 1973 and have them fill out the questionnaire while the writer was present. It was felt that this would cut down on the slowness of getting the returns back and increase the number of returns.

Many people feel that the construction of a questionnaire is simple. If it is simple, the person who constructed it took little time in formulating the questions and providing for answers. To formulate the questions, many factors are involved. Careful study and wording of the questions make the difference between a good and bad questionnaire.

Research in the field of questionnaires reveal that most authors agree to the basics about the structure and content of the questionnaire. Some of these features should be kept in mind when constructing a questionnaire.

A major consideration in planning the types of items in the questionnaire is the degree of objectivity necessary or desired in

tabulating the responses. All item forms may be divided into two main classes: (1) items to which the respondent supplies the word, number, or the symbols which constitute the response, and (2) items to which the respondents select responses from among those presented with the items. The major form of items may be classified as the free-response, open-end, or short answer, which represent the supply type; and the yes-no, true-false or multiple choice, which represent the selection type.<sup>24</sup>

The free-response, open-end, or short answer form is characterized by the presence of a blank on which the respondent writes the information called for by directions. It may provide a verbal picture of how the respondent feels about a topic, what it means to him and the background of his answer. This form is often difficult to tabulate and summarize due to the variety of different answers that may be given by respondents. It is nearly impossible to phrase a free response question so that you receive the same response from all the respondents.<sup>25</sup>

Yes-no, right-wrong, or true-false forms consist of a statement to be answered categorically as yes or no, right or wrong, or to be judged true or false. It is essentially a form to which only one of the possible alternatives is explicitly stated. A statement, to meet the standards of objectivity, must be so precise in phrasing and so universal in application that it requires no additional qualifications and admits no possible exceptions. Since many responses cannot be answered truthfully as being entirely this way or that way, this requirement tends to

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<sup>24</sup>J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper Brothers, 1958), p. 89.

<sup>25</sup>Ibid., p. 90.

limit the applicability and validity of items of this nature. Even qualifying the responses as being "usually yes" or "usually no" does not avoid a degree of ambiguity.<sup>26</sup>

The multiple choice form consists of an introductory question and two or more suggested answers. It has less of the weaknesses of the preceding forms and is adaptable to a wide variety of questions. In this form a respondent merely checks the suggested answer that applies to him. It is the easiest to use and most objective for tabulating results.<sup>27</sup>

To get the respondent to cooperate in answering a questionnaire requires a little skill. Most respondents are not thrilled with the idea of filling out a questionnaire. In an attempt to establish the "desire" to fill out the questionnaire, the following characteristics have been suggested.

First, the content of the questionnaire should appeal to the less successful school leaver as well as the more successful school leaver. The content of the questionnaire should appeal to men as well as women, to drop-outs as well as graduates.<sup>28</sup>

It has been suggested by Rummel that "warm up" questions be included at the beginning of a questionnaire to (1) get the respondent's mind on the topic. This type of item should be entirely neutral with respect to the respondent's emotions. (2) To allow the respondent to "let off steam." These items are for the purpose of getting the respondent

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<sup>26</sup>Ibid., p. 91.

<sup>27</sup>Ibid., p. 92.

<sup>28</sup>Baer and Roeber, op. cit., p. 290.

in a better mood for the rest of the questionnaire, and (3) to avoid the respondent's opinion that the questionnaire is not adequate. It is not desirable to ask questions to which answers can be found elsewhere. But, in some instances, they are included only for the purpose of eliciting responses to the entire questionnaire.<sup>29</sup>

Second, the questionnaire should be reasonable in length. It should be short enough not to be rejected completely or take too much time of the respondent, but it should be long enough to include the information essential in the study. The length of the questionnaire depends entirely upon the extensiveness of the data required. Sometimes the length of the questionnaire will appear to be long or short. Printed forms appear shorter than typewritten or mimeographed forms. Also, in regard to appearance, it may be desirable to group the items into sections and begin numbering them in each section starting with number one. In this way the last item on the last page will not have a large number.<sup>30</sup>

Third, the questionnaire properly spaces the items in it. It is better to shorten the questionnaire and improve its appearance than to crowd more items together and thus decrease participation in the survey.<sup>31</sup>

Fourth, the questionnaire should be relatively easy to fill out. Questions which can be answered as multiple choice or suggested answers,

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<sup>29</sup>Rummel, op. cit., p. 93.

<sup>30</sup>Rummel, op. cit., p. 107.

<sup>31</sup>Baer and Roeber, op. cit., p. 291.

help a school leaver to respond quickly and to also complete the questionnaire.<sup>32</sup>

Fifth, the questionnaire can be numbered, and these numbers can be assigned to the name of school leavers on the master list. This system gives the information a degree of anonymity. It also permits a follow-up of all who did not fill out and return questionnaires in a reasonable length of time.<sup>33</sup>

Sixth, whatever the technique involved in gathering data, a questionnaire schedule can be tried out with a few prospective respondents and revised before it is printed or mimeographed in final form. This method tends to reveal ambiguities, duplications and other weak points in the items. Such items can be changed accordingly before final printing.<sup>34</sup>

The questionnaire has to be accompanied by some letter or note of explanation to the prospective respondent. This initial letter explains the purpose of the study, and urges a prompt reply from the person receiving it. To add to the increase in the number of responses the letter can be made more attractive in appearance. It can be made personal in its appeal. If the salutations of such letters are impersonal, they tend not to respond as readily. It is also suggested that the letter emphasize that all information supplied on the questionnaire will be kept confidential. As a final suggestion, the letter provides

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<sup>32</sup>Ibid., p. 291.

<sup>33</sup>Ibid., p. 294.

<sup>34</sup>Ibid., p. 296.

an excellent opportunity to invite former students to visit the school. Such letter may state the time and place school counselors are available to assist these ex-students and their post school adjustments.<sup>35</sup>

There is no general rule that applies to all situations regarding the size of the sample from whom information is to be collected. The nature of the research will determine the kind of sampling procedure and to whom the questionnaire should be sent. Even with precautions taken there are often serious sample losses due to a failure of questionnaires not being returned. Some losses occur through change of address or death. Even the familiar wastebasket will automatically receive some questionnaires.<sup>36</sup>

There is no actual percentage of returns that a researcher must have to make a study valid. It has been suggested that 90-100 percent be strived for in returning questionnaires, but this is generally not the case. The higher the percentage of returns, the better the chance of an adequate number of representative returns. There is the need for an adequate number of representative returns to have a proper analysis of the data. Conclusions based upon small percentages of returns are often suspected of bias, although this may not be true.

As desirable as a questionnaire may be, as carefully as it may be constructed, as thorough a job of sampling as can be done, there are always those educators who argue the advantages and disadvantages of the

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<sup>35</sup>Baer and Roeber, op. cit., p. 289.

<sup>36</sup>Rummel, op. cit., p. 108.

<sup>37</sup>Ibid., p. 109.

questionnaire. Perhaps the greatest adverse criticism has come about through the overuse of the method when other means of obtaining the desired data could be used. Other criticism concerns the carelessness with which many questionnaires have been formulated and with which the results have been handled. These criticisms are not inherent in the method itself, but only in the use that has been made of that method and therefore could be easily overcome by the research workers.<sup>38</sup>

#### U. S. D. #323 BOARD OF EDUCATION PHILOSOPHY

The Board of Education believes that its common goal shall be to offer the best possible schooling for the children and youth of the district. It believes that in order to achieve this goal that cooperation between the superintendent, administrators, classroom teachers, non-professional personnel and the Unified School Board is of the utmost importance.

The Board of Education believes that the welfare of the children is paramount in the operation of the schools and that it is its responsibility to provide equal educational opportunity for all students, regardless of race, color, creed and sex. The ability of the people of this district and their willingness to give financial support must be considered in the scope of our educational program.

In the practical application of this philosophy, the objectives of the district are as follows:

1. To develop within each individual the ability to think rationally and to become self-directive.

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<sup>38</sup>Henry Smith and Johnnie Smith, An Introduction to Research in Education (Indiana: Educational Publication, 1958), p. 206.

2. To instill within each individual an appreciation or the development and desire for the democratic way of life.
3. To provide opportunities for each person to realize his potential abilities.
4. To formulate character for living in our society.
5. To develop the understanding and acceptance for active and responsible citizenship.
6. To provide for participation in healthful activities.
7. To develop the understanding of oneself in relation to his natural environment.
8. To guide the development of those characteristics essential to good home life.
9. To instill an appreciation for American culture and the fine arts.
10. To foster the development of skills for economic competency and wholesome physical activity.<sup>39</sup>

#### PROCEDURE AND RESULTS

For purposes of this study, a few points need to be noted. First, this was basically an individual effort rather than a staff or committee effort. The superintendent of U. S. D. #323 and the principals at the two high school attendance centers, Westmoreland and St. George, were consulted. Secondly, as this class was not an especially large one, the counselor, with the assistance of one of the graduated seniors, went to the homes of the seniors of the class of 1973 and had them fill out the questionnaires rather than mail them out and wait for returns. This simplified the task of getting back the returns. Reminders did not have to be sent out. The major

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<sup>39</sup>Board of Education, Board of Education Policies, U. S. D. #323 p. iii.

problem with this system was that most of the graduates worked and were home only in the evenings or mornings. This made it necessary to return a few days later and pick up the questionnaire that was left to be filled out.

A copy of the questionnaire can be found in Appendix A and a copy of the cover letter can be found in Appendix B.

The questionnaire was taken to a total of forty-five graduates of U. S. D. #323 from the class of 1973. There was a total of forty-nine graduates, four were not contacted because two had graduated at the semester and moved out of the state. One moved out of the state about one month before graduation, but got permission from the principals at U. S. D. #323 and the school she was attending, to graduate in Kansas. The other graduate moved twice since school closed and the address was not available. The total number of graduates from each of the two schools in the districts were listed below:

St. George		Westmoreland		Total
Boys	Girls	Boys	Girls	
11	14	16	8	49

The questionnaire was taken to a total of forty-five graduates. All of these graduates filled out the questionnaire at the time it was delivered or, if the graduate was not home at the time, the writer, or one of the graduates who helped distribute the questionnaire, picked it up a few days later. It was necessary to "pump" a few of these graduates to get them to fill out the return, not because they refused to do so, but because they didn't take the time. For an example, one graduate dug the questionnaire out of the wastebasket and filled it out.

The response was as good as it was because the counselor had known these graduates for at least two years and also because they had graduated the preceding spring, and were more likely to help in a survey of this nature.

Not all the graduates filled out the complete questionnaire. Regardless, the answers and tabulations of those questionnaires, completely filled out or otherwise, are included in the results of this study.

In the following section a tabulation of responses, through the use of tables, was given.

In response to the first three questions, all the graduates gave their name, address, and social security number, if they had one. The reader may be in a quandry as to why the social security number was put on the questionnaire. The writer checked with the principals and found that a few forms that are turned in to the superintendent have this information on them. Because this information was not attained from these graduates during school, it was decided to add the question to the questionnaire.

Question four of the questionnaire asked for the employment status of the graduate. Table I shows that thirty-six graduates were employed, twenty-one were employed full time and fifteen were employed part time. A total of nine were still unemployed or had other plans.

The percentages used in Table I were rounded off to the nearest full number so that the percentages would total one hundred per cent. Percentages in additional tables in this report were also rounded to the nearest full number.

TABLE I  
EMPLOYMENT STATUS OF GRADUATES

	Boys Yes No	Girls Yes No	Part Time Boys Girls	Full Time Boys Girls	Total Boys Girls	Grand Total Yes No
Employed	24 3	12 6	8 7	16 5	24 12	36 9
% of Students	67% 33%	33% 67%	33% 58%	67% 42%	67% 33%	80% 20%

In Table II the graduates were classified by job titles as listed in the Dictionary of Occupational Titles. There was a total of thirty-one responses to this question and to the question on hourly wage. Total salaries received averaged \$1.84 per hour. The lowest salary was \$1.00 per hour and the highest salary was \$2.60 per hour. In the different title groupings the highest salaries tended to be in the skilled and semi-skilled area; the lowest were in the clerical and services occupations. This was also the occupational title area where most of the graduates were employed.

It can be noted in Table II from a total of thirty-six responses, that the major response to the question, "If employed, how did you obtain your present position?" was "found it yourself" with the second largest "friend or relative." It appeared that the school, the newspaper and public employment agencies were not used much in trying to become employed. The two persons who answered "other" did not specify how they obtained their employment.

In Table IV, the tabulations to questions six, seven, and eight were combined into one table. The graduates were asked to reply to the degree of satisfaction with high school courses offered in U. S. D. #323 in relation to plans, interests and abilities. A total of thirty-five chose to respond to this question. The results of responses can be seen on the table, with the response "no better than could be expected" as the favored choice to the degree of satisfaction in relation to plans. "Reasonably well satisfied" was the favored choice in regard to the students' ability and interest.

TABLE II  
JOB CLASSIFICATION OF GRADUATES OF 1973

Occupational Titles	Number of Responses
Professional and Managerial	0
Clerical and Sales	2
Services	8
Agricultural; Fishery, and Forestry	5
Skilled	1
Semi-skilled	8
Unskilled	<u>7</u>
Total	31

TABLE III  
SOURCE FROM WHICH PRESENT  
POSITION WAS OBTAINED

Source	Number of Responses	Total
Family or Relative	6	17%
Friend or Acquaintance	8	23%
Public Employment Agency	-	-
School Official	2	5%
Paper	-	-
Found it Yourself	18	50%
Other	2	5%
Total	36	100%

TABLE IV  
DEGREE OF SATISFACTION WITH HIGH SCHOOL COURSES  
IN RELATION TO PLANS, ABILITIES AND INTERESTS

	Greatly Dissatisfied		Mildly Dissatisfied		No Better Than Could Be Expected		Reasonably Well-Satisfied		Highly Satisfied		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
PLANS												
Number Reporting	2	-	2	2	11	8	11	8	-	1	26	19
% of Students	8%	-	8%	11%	42%	42%	42%	42%	-	5%	100%	
ABILITIES												
Number Reporting	1	2	5	1	9	6	11	9	-	1	26	19
% of Students	4%	11%	19%	5%	35%	32%	42%	47%	-	5%	100%	
INTEREST												
Number Reporting	2	-	4	4	12	2	8	11	-	2	26	19
% of Students	8%	-	15%	21%	46%	11%	31%	57%	-	11%	100%	

In any evaluation, one needs to know how the graduates feel about the subjects they took in high school. Table V should be helpful to understand the responses given by the graduates. On the questionnaire the graduates were asked to check the answer either "4" Very helpful; "3" Helpful; "2" Little help; "1" No help; "0" Didn't take the course. The "0" was used to indicate the lack of popularity of the course. It also indicated that a course was not required for graduation.

A total of forty responses were received from the graduates. The highest number of responses were given to courses that were required, English, American History and Government, and the lowest number of responses came to courses that were a little more specialized, such as Advanced Math and Shorthand. It should be noted here, also that Industrial Arts, Mechanical Drawing, Physics, Work Study were not offered at the St. George School. Sociology was offered when the graduates were freshman. The one person taking Advanced Biology did so at another school.

The "average rating" was tabulated by adding the number assigned to the responses in each of the four categories and dividing the total responses. The average rating helped to clarify what the graduates felt the class meant to them. A rating of 3.3 to 4 indicated a very helpful rating; 2.5 to 3.2 indicated a helpful rating; a 1.7 to 2.4 indicated a little help rating and a rating of 1 to 1.6 indicated a no help rating. One must keep in mind that the answers were of a personal nature and expressed the feeling of the graduate at the time he answered the question. A few years from now he may feel differently.

The table shows that two students rated two courses, Physics, taken by eleven students, and Work Study, taken by seven students, as being very helpful. Two courses, Spanish, taken by twenty-two students and French, taken by fourteen students, were rated as of no help to them. The other courses were considered basically helpful at this time.

The graduates felt that the courses taken in high school had basically some relationship to their present job or situation. A total of forty-three responses were given to this question. Table VI shows that a total of eighty-six percent of the boys and girls felt "some relationship" of their high school training to their present job. A total of fifty-six per cent felt that there was "some" degree of relationship between their high school plans and their high school training. It can be noted also that there is a high percentage for "no relationship" between their job, their plans and the training received in school.

Some courses the graduates wished they had been offered while in school are listed in Table VII. Two courses, Mechanics and German, were listed four and three times respectively. One question that might come to mind here is, "Why the suggestion for a third Foreign Language when other languages were rated as "not helpful" in Table V?" As a possible answer, the students may have been required to take a Foreign Language that they didn't want but would have preferred German.

Of the other courses listed on this table, Speech has been offered in the curriculum one year. Not all students who would like to have taken it may have had the chance because of a schedule problem. Drama has been added to the curriculum for the coming school year. Physics, Work Study and Mechanical Drawing were offered at Westmoreland but not at St. George. This problem has been discussed and is being worked on.

TABLE V  
 RATING OF HIGH SCHOOL SUBJECTS OF GRADUATES  
 OF U. S. D. #323

SUBJECT	Very Helpful	Helpful	Little Help	No Help	Total	Didn't take course	Average Rating
English	8	18	11	3	40	-	Helpful
Am. History	1	13	18	8	40	-	Little Help
Government	6	21	11	2	40	-	Helpful
Gen. Science	8	10	14	8	40	-	Little Help
Phys. Ed.	14	10	10	5	39	1	Helpful
Drivers Ed.	20	11	5	3	39	1	Helpful
Typing	13	15	6	4	38	2	Helpful
Biology	8	11	12	7	38	2	Helpful
Algebra	8	13	8	1	30	10	Helpful
Art	5	10	10	4	29	11	Helpful
Chorus	1	3	10	11	25	15	Little Help
Home Ec.	10	11	4	-	25	15	Helpful
Spanish	1	1	5	15	22	18	No Help
Vo Ag.	9	7	2	1	19	21	Helpful
Bookkeeping	6	4	3	4	17	23	Helpful
Geometry	5	9	2	1	17	23	Helpful
Chemistry	8	4	4	-	16	24	Helpful
Psychology	3	8	4	-	15	25	Helpful
Ind. Arts	3	7	2	2	14	26	Helpful
French	-	-	6	7	14	26	No Help
Gen. Math	4	8	2	-	14	26	Helpful

TABLE V (continued)

World History	-	2	5	5	12	28	Little Help
Speech	5	4	1	1	11	29	Helpful
Physics	5	6	-	-	11	29	Very Helpful
Band	1	2	4	2	9	31	Little Help
Shorthand	1	2	3	1	7	33	Little Help
Work Study	6	-	1	-	7	33	Very Helpful
Mech. Drawing	-	4	1	-	5	35	Helpful
Adv. Math	2	2	1	-	5	35	Helpful
Sociology	-	-	1	-	1	39	Little Help
Teacher Aid	-	1	-	-	1	39	Helpful
Adv. Biology	-	-	-	-	1	39	Helpful

TABLE VI

DEGREE OF RELATIONSHIP BETWEEN HIGH SCHOOL TRAINING  
AND HIGH SCHOOL OCCUPATIONAL PLANS  
TO PRESENT JOB OR SITUATION

Relationship of	None		Little		Some		Considerable		High		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
High School Training Students Reporting	10	3	5	4	10	8	1	2	-	-	26	17
% of Students	39%	18%	19%	23%	39%	47%	3%	12%	-	-	100%	
High School Plans Students Reporting	10	3	5	3	7	5	4	4	-	2	26	17
% of Students	39%	18%	19%	18%	27%	29%	15%	23%	-	12%	100%	

TABLE VII  
SUBJECTS LISTED BY STUDENTS WHICH  
THEY WISHED THEY HAD TAKEN BUT  
WERE NOT OFFERED

Subjects Wished Had Been Offered	Total Responses
Mechanics	4
Art III and IV	1
German	3
Sex Classes	1
Physics	2
Work Study	2
Mechanical Drawing	1
More Girl's Sports	1
Economics	1
Speech	1
Trigonometry	1
Botany	1
Horticulture	1
Drama	1
Shorthand	1

A section was included in the questionnaire to see if the students felt they were being helped with problems that may arise in school, or felt there was no help needed so they didn't ask for any. Table VIII shows the feelings of the students about the help they received from the school in regard to ten listed items. This table was tabulated the same as Table V. A "4" rating was used to signify "Great amount of help"; A "3" rating signified "Some help"; A "2" rating signified "Little help"; and a "1" rating signified "No help." A "0" rating was given to the response "No help asked for." The final column gave the average rating to each item. If the item received a rating of 3.3 to 4, it can be said the student received a great amount of help; if the item received a rating of 2.5 to 3.2, it can be said the student received some help; if an item received a rating of 1.7 to 2.4, it can be said the student received little help; if the item received a rating of 1 to 1.6, it can be said the student received no help. If the student responded with a "0", he felt no help was needed or no help was asked for.

No item received a "great amount of help" rating and no item received a "no help" rating. Two items, "job information" and "providing information on how to apply for jobs," received an average rating of "little" and "needs to be looked into" as a recommendation for improvement.

Some graduates may feel that the size of the school may have affected the fulfillment of their future plans. Table IX shows that most students in U. S. D. #323 have a "Limited somewhat" to "Advantageous" attitude. Four students responded that it highly limited them, while five students responded that it was highly advantageous to them.

TABLE VIII

JUDGMENT OF THE GRADUATES ABOUT THE AMOUNT OF HELP  
RECEIVED OR ASKED FOR ON TEN SELECTED ITEMS

ITEM	Great Amount of Help	Some Help	Little Help	No Help	Total	No Help Asked For	Average
Planning for post secondary education	9	20	2	3	34	8	Some
Selecting proper courses	10	20	3	1	34	8	Some
Discovering interest and abilities	6	13	6	5	30	12	Some
Getting along with others	8	15	4	1	28	14	Some
How to think rationally	7	11	4	6	28	14	Some
Providing information on applying for jobs	6	6	11	5	28	14	Little
Providing job information	4	13	8	2	27	15	Little
Selecting extra- class activity	5	12	8	2	27	15	Some
Orientation as a new student	5	16	2	2	25	17	Some
Solving personnel problems	4	7	5	3	19	23	Some

TABLE IX  
DEGREE OF SATISFACTION OF SIZE OF SCHOOL  
AFFECTING FULFILLMENT OF FUTURE PLANS

	Highly Limited	Limited Somewhat	Made no difference	Advantageous	Highly Advantageous	Total
Number of Students	4	11	13	12	5	45
% of Students	9%	24%	29%	27%	11%	100%

Extra class activities are an integral part of the school program. It has been said that there is too much going on at school outside of school time. To help ascertain the worthwhileness of some of these activities, the graduates gave their responses as shown in Table X. The most popular extra-class activity was Athletics. Thirty-one out of forty-five responded to this item with twenty-one responding as "Very helpful." It would appear that the athletic program in the smaller schools is considered by the graduates as an integral part of their school life. The other responses are probably typical of how the average student would respond to the same question.

Discipline problems in a school may be directly affected by what students think of school and its activities. If school spirit is high, then discipline problems should be down. In answer to the question about the view of school and its activities, Table XI shows the responses given as a personal view by the graduate and also what the graduate felt was the view of others toward the school and its activities. A total of forty-five graduates responded to this question. Sixteen felt a medium enthusiasm toward school and its activities. In their perception of how they viewed others in their enthusiasm toward the school, twenty-one responded to a "medium" view. One graduate felt that the enthusiasm of others was "very low". It can be noted, from the table, that the general trend of thought from these graduates was that of a "medium" enthusiasm of school and its activities.

TABLE X  
RATING EXTRA CLASS ACTIVITIES  
BY GRADUATES OF U. S. D. #323

Activity	Very Helpful	Helpful	Little Help	No Help	Total	Didn't Belong	Average Rating
Pep Club	6	5	2	3	16	29	Helpful
Lettermen's Club	3	5	6	1	15	30	Helpful
FHA	3	6	3	2	14	31	Helpful
FFA	9	5	3	-	17	28	Very Helpful
NewComers (Choral Group)	3	2	4	2	11	34	Helpful
Boys' State	-	-	-	-	-	45	-
Girls' State	2	-	-	-	2	43	Helpful
Cheerleader	4	-	2	-	6	39	Very Helpful
Athletics	21	5	4	1	31	14	Very Helpful
Student Council	3	8	5	1	17	28	Helpful
Class Officer	5	11	9	3	28	17	Helpful
Field Trip	8	14	5	2	29	16	Helpful

TABLE XI  
VIEW OF ENTHUSIASM OF SCHOOL  
AND ITS ACTIVITIES

	Very Low	Low	Medium	High	Very High	Total
Personal View	-	5	16	14	10	45
% of Students	-	11%	36%	31%	22%	100%
Perception of Others	1	3	21	17	3	45
% of Students	2%	7%	47%	37%	7%	100%

## SUMMARY AND RECOMMENDATIONS

Follow-up studies are beneficial to the total school program. They need to be done on a year to year basis rather than by sporadic attempts allowing the school to determine trends or possible reactions of those leaving school. It has been suggested by many writers that the follow-up be conducted on a one, three and five year interval. Some schools may have problems conducting studies at these intervals because of personnel, time and money. But, as a part of the total evaluation needed in our schools, the follow-up should continue to play a vital role.

The follow-up study of the Class of 1973 in U. S. D. #323 was conducted with a total of forty-five graduates responding. The questionnaire placed emphasis on feelings of the graduate as to how the school prepared him for what he is doing or plans to do in the near future. Other information asked for included the following: the present job, location, type of work and hourly wage, how the graduate felt about the classes he took during high school, the amount of help received in different areas, feeling as to the helpfulness of the extra-class activities, how the graduates viewed their enthusiasm toward school and its activities, and how the graduates perceived the enthusiasm of others toward school and its activities.

Because the follow-up was done within six months after school closed, the counselor felt that it would be possible to take the questionnaire to the graduates rather than mail it to them. With the help of one of the graduated seniors, the questionnaire was given to the graduates and filled out immediately, or if not at home, left and picked

up a few days later. It was hoped that this would cut down on the time lapse in getting a response and also reduce the number of reminders for answers to the questionnaire.

Forty-five graduates participated in the follow-up. The graduation class of 1973 in U. S. D. #323 had a total of forty-nine graduates. The four graduates who were not contacted were out of state or had moved and the counselor didn't have the addresses. Out of the forty-five graduates contacted, all forty-five responded.

From the responses given to the questionnaire, it would seem that the two attendance centers are doing an adequate job in preparing students for life after school. It can be seen, however, that certain areas could use further study and that some changes need to be made.

In the area of plans, interests and abilities of the graduates, this study showed that the students were reasonably satisfied with the education they received.

In the rating by students of the different subjects, the subjects that received the "no help" or "little help" rating should be of a special concern to those planning the curriculum. It is recommended that these courses, General Science, Chorus, Spanish, French, World History, Band and Shorthand remain elective courses, or be made elective courses, and that those students wanting to take them could do so.

It would appear that students were unable to take some courses they would like to have taken because of some scheduling problems. In the small school the problem of facilities and personnel is very apparent. It was felt that this area also be given consideration when adding to or deleting from the curriculum.

Another major concern of the students was a lack of information concerning jobs and how to apply for them. It was hoped that the new unit in the World of Work, to be offered in English classes, will help to alleviate this problem. If not, a course in Occupations or something relative to it could be offered in the curriculum.

It is also recommended that the athletic programs in the school continue as they are. The twenty-one responses of "very helpful" would indicate this as an important part of the school program. It is understood that this takes a tremendous amount of money and time after school hours for students and parents alike. From the positive response, one may conclude the time and money is well spent.

It is also recommended that a continuous program of follow-up be initiated at intervals of one, three and five years and that this program be used as a part of the total evaluation of the educational program.

In regard to the recommendations, the writer was not trying to advocate any drastic change. It was for the purpose of bringing to light some possible changes that could be made without reorganizing the whole system. It is through such modifications that we are able to meet the changing needs of our youth.

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## APPENDIX A

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. Social Security Number \_\_\_\_\_
4. Are you presently employed? Yes \_\_\_\_\_ No \_\_\_\_\_  
If employed \_\_\_\_\_ Full Time  
\_\_\_\_\_ Part Time  
\_\_\_\_\_ Name of Employer  
\_\_\_\_\_ Nature of Work  
\_\_\_\_\_ Hourly Wage  
  
If not employed your future plans are:  
\_\_\_\_\_ Permanent employment  
\_\_\_\_\_ Continue education(College) Private \_\_\_\_\_ State \_\_\_\_\_  
\_\_\_\_\_ Trade School  
\_\_\_\_\_ Vo Tech  
\_\_\_\_\_ Armed Service  
\_\_\_\_\_ Marriage Unemployed \_\_\_\_\_ Employed \_\_\_\_\_
5. If employed how did you obtain your present position?  
\_\_\_\_\_ Family or relative  
\_\_\_\_\_ Friends or acquaintances  
\_\_\_\_\_ Public Employment Agency  
\_\_\_\_\_ School Official  
\_\_\_\_\_ Paper  
\_\_\_\_\_ Found it yourself  
\_\_\_\_\_ Other
6. To what degree did you feel the courses offered in U. S. D. #323 met your future plans?  
\_\_\_\_\_ Greatly dissatisfied  
\_\_\_\_\_ Mildly dissatisfied  
\_\_\_\_\_ Satisfied under the present condition  
\_\_\_\_\_ Reasonably satisfied  
\_\_\_\_\_ Highly satisfied
7. To what degree were you satisfied with the courses offered in U. S. D. #323 in relation to your abilities?  
\_\_\_\_\_ Greatly dissatisfied  
\_\_\_\_\_ Mildly dissatisfied  
\_\_\_\_\_ Satisfied under the present conditions  
\_\_\_\_\_ Reasonably satisfied  
\_\_\_\_\_ Highly satisfied
8. To what degree were you satisfied with the courses offered in U. S. D. #323 in relation to your interests?  
\_\_\_\_\_ Greatly dissatisfied  
\_\_\_\_\_ Mildly dissatisfied  
\_\_\_\_\_ Satisfied under the present condition  
\_\_\_\_\_ Reasonably satisfied  
\_\_\_\_\_ Highly satisfied

9. Rate the subjects you took in high school according to the help you feel you received from the subject since leaving school: (4) If very helpful; (3) If helpful; (2) If of little help; (1) If of no help; (0) If didn't take the course.

English _____	Shorthand _____
American History _____	Vocational Ag. _____
World History _____	Drivers Education _____
Psychology _____	Mechanical Drawing _____
Sociology _____	Algebra _____
Physics _____	General Math _____
Band _____	Geometry _____
Chorus _____	Advanced Math _____
Speech _____	Physical Education _____
Art _____	Industrial Arts _____
Government _____	Work Study _____
Typing _____	Spanish _____
Bookkeeping _____	French _____
Chemistry _____	General Science _____
Home Economics _____	Biology _____
	Others _____

10. What is the relationship of your high school training to your present job or situation?

\_\_\_\_\_ No relationship  
 \_\_\_\_\_ Little relationship  
 \_\_\_\_\_ Some relationship  
 \_\_\_\_\_ Considerable relationship  
 \_\_\_\_\_ High relationship

11. What is the relationship of your high school plans to your present job or situation?

\_\_\_\_\_ No relationship  
 \_\_\_\_\_ Little relationship  
 \_\_\_\_\_ Some relationship  
 \_\_\_\_\_ Considerable relationship  
 \_\_\_\_\_ High relationship

12. What subjects, if any, did you wish to take but were not offered when you were a student?

13. Rate the following according to help received at school: (4) If received great amount of help; (3) If some help; (2) If little help; (1) If no help; (0) If no help was felt needed or asked for.

\_\_\_\_\_ Orientation as a new student  
 \_\_\_\_\_ Selecting proper course  
 \_\_\_\_\_ Solving personal problems  
 \_\_\_\_\_ Planning for education after school  
 \_\_\_\_\_ Providing me with job information  
 \_\_\_\_\_ Providing information on how to apply for jobs  
 \_\_\_\_\_ To think rationally and become self directive  
 \_\_\_\_\_ Discovering my own interests and abilities  
 \_\_\_\_\_ Selecting extra class activities  
 \_\_\_\_\_ Getting along with others

14. To what degree do you feel the size of our school has affected your chance of fulfilling your future plans?

☐ Highly limited  
☐ Limited somewhat  
☐ Made no difference  
☐ Advantageous  
☐ Highly advantageous

15. Rate the following extra-class activities as to the degree in which they have helped you; (4) Very helpful; (3) Helpful; (2) Little help; (1) No help; (0) If did not belong.

Pep Club _____	Cheerleader _____
Lettermen's Club _____	Athletics _____
FHA _____	Student Council _____
FFA _____	Class Officer _____
Newcomers(Choral Group) _____	Field Trips _____
Boys' State _____	Other _____
Girls' State _____	

16. I view my level of enthusiasm of school and its activities as:

☐ Very low  
☐ Low  
☐ Medium  
☐ High  
☐ Very High

17. I view others enthusiasm of school and its activities as:

☐ Very low  
☐ Low  
☐ Medium  
☐ High  
☐ Very High

## APPENDIX B

Westmoreland, Kansas  
June 17, 1973

Dear Graduate:

Schools are constantly under pressure to improve their programs to meet the needs of the students attending the school or who will attend the school. If this is to be done, there is a need for a program of evaluation of the present educational program.

In an attempt to help somewhat in this evaluation, a follow-up study of the graduated class of 1973 has been undertaken. The enclosed questionnaire has been designed to obtain information that will be of value in planning for future needs of students.

The success of this study will depend upon you. Therefore I sincerely request your cooperation in filling out the questionnaire promptly. Someone will be around to pick it up rather than you having to mail it back.

This questionnaire is being given to the graduated class of 1973 in U. S. D. #323. The answers you give will be kept in strict confidence.

It is hoped that you will take a little of your time to fill out this questionnaire. It will help me with the study and also the school, staff and future graduates of U. S. D. #323.

Sincerely,



Mr. Emmett Rottinghaus  
Counselor  
U. S. D. #323

A FOLLOW-UP STUDY OF THE CLASS  
OF 1973 IN U. S. D. #323  
IN KANSAS

by

Emmett J. Rottinghaus

B.S., St. Benedicts College, 1958

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1973

The purpose of this study was to gather information from the graduated class of 1973 to be used in evaluating the school and the total education program.

The information in this study was obtained by means of a questionnaire. It was taken, rather than sent, to forty-five of the forty-nine graduated seniors from Westmoreland High School and St. George High School, the two attendance centers in U. S. D. #323. Of those forty-five graduates contacted, all forty-five responded, in part at least, to the questionnaire.

The analysis of the questionnaire showed that the students were reasonably satisfied with the education they received in relation to their plans, interests and abilities; that fifty per cent of the graduates found their present job themselves; and that there was some relationship between high school training and their present job. There was less relationship between students' plans and the education received in high school especially on the part of the boys.

There was not a big response for additional courses to be added to the curriculum. The course most often mentioned was Mechanics.

From the responses received, there was an indication that the students received little help in regard to job information and how to apply for jobs.

It was recommended that courses that students felt gave them little or no help be made elective courses; that consideration be given to new courses desired by students; that a course in which students learn about jobs and how to apply for them be added to the

curriculum; that athletics continue to play an important part in the school program; and finally that the follow-up study be made at regular intervals of one, three and five years.