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A FOLLOW-UP STUDY OF THE GRADUATES FROM THE CLASSES  
OF 1960 THROUGH 1964 OF THE GREENSBURG,  
KANSAS HIGH SCHOOL

465

by

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## INTRODUCTION

Educational evaluation is a never-ending process carried out by a school to see if the objectives and the philosophy of the school are being met. This includes the areas of the guidance services, the academic subjects, the extra-class activities, and all other phases of the total school program.

One of the sources of information in a program of evaluation is a follow-up study of students who have passed through the school. The feelings and opinions of these students, along with the feelings of professional education personnel, members of the community, and outside consultants, can be utilized in determining the success or failure of the school in meeting its objectives. A regular program of follow-up and evaluation should be a part of the school's program of complete educational evaluation.

The Problem. It was the purpose of this study to follow-up the graduating seniors of the classes of 1960 through 1964 of the Greensburg, Kansas, Rural High School. The information obtained will be valuable to the school for future use in educational evaluation and possibly for improving the present school program for the students still in school.

Importance of the Study. At the present time Greensburg High School does not have a regular program of follow-up of students who have graduated or who have dropped-out of high school before completion. In an attempt to get such a program started, a follow-up study of the classes mentioned above was made with an emphasis on the student's feelings on how well he thought Greensburg High School prepared him for what he is now doing. The information asked for included present location and activity, opinions and feelings about the academic subjects taken and the extra-class activities in which the student participated while in high school, and opinions and feelings about the guidance

services of the school. The information obtained should prove to be valuable to the school in any future program of evaluation it may undertake.

Procedure. A research survey of educational evaluation and follow-up techniques comprise the first section of this report. These are followed by a detailed examination of the procedures and results of the questionnaires and conclusions and recommendations based on the replies received.

The information obtained was gathered through the use of a questionnaire sent to 188 graduates of Greensburg High School from the classes of 1960 through 1964. The replies were tabulated when the form was returned. The conclusions and recommendations are based on the answers given by those graduates who completed and returned the questionnaire.

#### A SURVEY OF EDUCATIONAL EVALUATION

Evaluation is the process whereby the quality or value of anything is determined.<sup>1</sup>

It is a necessary part of the program for any school. A periodic evaluation of the entire school program should be carried out to see if the school is meeting its objectives. If it is not, an examination may show that its philosophy is out of date or that it is not realistic. Perhaps, after the evaluation, the school officials are satisfied that the objectives are being achieved, and they then decide to leave the program as it is. This is the result of frequent evaluation. This process is a constant process. Various areas of the school program should be under continual observation to see that the needs, interests, and abilities of the students are being satisfactorily provided for.

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<sup>1</sup> James M. Bradfield and H. Stewart Moredock, Measurement and Evaluation in Education, p. 190.



The major purposes of educational evaluation are

- (1) to check the effectiveness of the schools
- (2) to 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>1</sup>

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. Objectives may be determined by an analysis of the experiences given under the supervision of the school, and then these objectives can be put into a statement of policy. Another way to arrive at objectives is through professional and lay committees meeting together to arrive at agreement on the purposes of the school.<sup>2</sup>

There are many statements of objectives that can be used by schools in drawing up a philosophy. Examples are the Seven Cardinal Principles, the statement of the Educational Policies Commission, or the "Ten Imperative Needs of Junior High School Youth" as developed by the California committee.<sup>3</sup> However, a statement of objectives designed by the staff for a particular school is likely to be more meaningful. The previously mentioned statements can be used as guidelines if desired.

Once a general statement has been agreed upon, the next step is to establish criteria to be used as evidence relating to the objectives. These

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<sup>1</sup> Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, p. 254.

<sup>2</sup> Ibid., p. 255.

<sup>3</sup> William T. Gruhn and Earl R. Douglass, The Modern Junior High School, p. 25.

criteria must be defined in terms that are measurable or they are worthless.

Having established the criteria, ways must then be found to measure them. This can be done by using existing tests or materials, or by having the staff construct appropriate and suitable devices. Interpretation of the data so as to bring forth educational meanings that will make possible useful changes in the school will precede the final step of either making some changes or leaving the program as it is now.

Six characteristics of an adequate evaluation are:

- (1) Evaluation should be comprehensive and not yield to the temptation to ignore areas where test construction has not supplied completely defensible scientific instruments.
- (2) Evaluation should be focused on changes in the individual's total behavior. The physical child cannot be separated from the intellectual child, the social child, and the emotional child.
- (3) Evaluation should result in organized findings that will furnish the greatest amount of meaning to the public, the students, and the staff. Only in this way can they be in a position to make the judgments about the school that they need to make.
- (4) An evaluation program is continuous; it cannot be "done" and forgotten. The time to start another step in evaluation is when you have completed the last one, or possibly a little before.
- (5) Evaluation is related to local curriculum developments. As a result of evaluation, decisions can be made on the value of educational experiences and provision made for needed changes.
- (6) Evaluation should involve the widest possible staff participation lest there be a feeling that "evaluation" is something "they" do with no relation to me.<sup>1</sup>

Wrightstone, Justman, and Robbins state that the characteristics to be used for appraising the adequacy of a program of evaluation in the modern school may be embodied in the four questions which follow:

- (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?

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<sup>1</sup> Ibid., pp. 258-259.



- (2) Are changes in the behavior of the individual the basis for evaluating his growth and development, since the total behavior of the individual--mental, physical, emotional, and social--should be the concern of the teacher and supervisor in every situation?
- (3) Are the results of the evaluation organized into a meaningful interpretation so that a portrait of the individual's growth and development and the interrelationships of such growth become evident?
- (4) Is the evaluation program continuous and interrelated with curriculum development?

This paper will deal with one phase of the evaluation process and that is a follow-up study of graduates whose opinions and feelings can be used as one of the factors in the entire evaluative process. To do this, it is necessary to examine the role of follow-up studies in the process of educational evaluation.

#### THE FOLLOW-UP SERVICE

The follow-up and evaluation service is a research service for the total school program. It is the service which concerns itself with the successes, failures, attitudes, and opinions of former students. As a general rule, it is applied to those students who have left the school either by graduation or termination prior to the completion of their work. It need not be confined to this narrow concept, for it may be thought of as any organized effort to ascertain similar information from former students of a given grade or school while they are still enrolled in the school system. Regardless of the point or grade at which the information is to be collected, it provides the school with that information which makes the educational offering more meaningful

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<sup>1</sup> Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education, pp. 21-24.

for present and future students.<sup>1</sup> For the purpose of this paper, only the graduates of the classes of 1960 through 1964 of Greensburg High School were the subjects of this follow-up study. A follow-up survey is probably the best way for a school to find out whether it has helped or hindered its pupils in its attempt to evaluate the school program.

Various purposes for conducting follow-up studies have been suggested by many different authorities in the field. Most of the suggestions are quite similar if the kind of information sought is used as a basis for improving the curriculum and techniques of instruction. Traxler gives three main purposes for follow-up studies. First, there is the altruistic desire to help the individual student 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 the other types, although not infrequently adjustment to a vocation depends in part upon the successful resolution of personal factors in the individual's make-up.

A second purpose of follow-up studies is to gather data for use in evaluating the instructional and guidance programs of the local school. The chief criterion of the value of a guidance program is its influence on the postschool lives of the individuals who have received the counseling services. The administration of a school can have no clear idea of the worth of its guidance program, or the mistakes that are being made, or the phases which should be stressed more, or those which should be changed, unless data are available concerning outcomes, that is, concerning what is happening to the

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<sup>1</sup> Raymond N. Hatch, Paul L. Dressel, and James W. Costar, Guidance Services in the Secondary School, pp. 149-150.

product of the school.

A third purpose of 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 social agencies, including schools, deal with the problems of youth more intelligently. The majority of the comprehensive follow-up studies reported thus far belong in this category.

The great need at present is for the careful planning of continuous follow-up studies to be carried on by local school systems to serve the first and second purposes mentioned.<sup>1</sup>

Examples of the various kinds of information which can be expected from follow-up studies are listed here:

- (1) Reasons given by drop-outs for leaving school prior to graduation.
- (2) Suggestions offered by drop-outs as to ways of increasing the school's holding power.
- (3) Kinds of problems faced by former students and the grade level at which these problems arose.
- (4) Present locations of former students with emphasis on both residence and employment.
- (5) Types of training taken by former students after they left the secondary school.
- (6) Changes which should be made in the curriculum to bring about maximum benefit for today's student.
- (7) Additions and deletions needed in the cocurricular activities.
- (8) Kinds of problems faced by students when they first left school and suggestions for overcoming the problems.
- (9) Weaknesses in present school and community relationships and suggestions for improvement.

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<sup>1</sup> Arthur E. Tranter, Techniques of Guidance, p. 289.

- (10) Vocational data which can be used to describe local employment conditions.<sup>1</sup>

In addition to these, Traxler states that in follow-up studies of graduates and other school leavers, the following types of information have been found useful in counseling programs:

- (1) Occupational distribution of school leavers
- (2) Occupations in which employment is increasing
- (3) Occupations in which employment is decreasing
- (4) Time elapsed between school leaving and employment
- (5) Success of graduates and nongraduates in employment
- (6) Extent to which former students are engaged in the vocations they had in mind in school
- (7) Degree to which vocational training pursued in school carries over into life
- (8) Influence of such factors as age, sex, intelligence, health, school achievement, home background, and marital status on occupational adjustment
- (9) Earnings of school leavers in various occupations
- (10) Extent to which graduates are engaged in further study
- (11) Occupational conditions which have hindered progress
- (12) Success of graduates in higher institutions
- (13) Factors that influence the migration of young people
- (14) Ways in which students feel that their school training has been most beneficial
- (15) Ways in which the school has failed to meet educational or vocational needs.<sup>2</sup>

This type of research program shows the kinds of placement in jobs and in further schooling that have been achieved by the people who have left that

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<sup>1</sup> Hatch, Dressel, and Costar, op. cit., p. 150.

<sup>2</sup> Traxler, op. cit., p. 290.

school. This in turn indicates possible revisions of the curricular or counseling program of the school.

Once it has been established that a follow-up study is to be undertaken, there are several logical steps that can be followed to make the task less arduous and more efficient.

The first step in the development of a follow-up study is the identification of staff to give the work interested and qualified leadership. The primary characteristic in selecting the participants should be interest in doing the work.<sup>1</sup> A follow-up committee may be the best method of staffing the service. The committee approach provides a core group to carry on the service in the event one or more individuals terminate their services. In this context the personnel specialist is the consulting member, with the chairmanship being assumed by other members of the group.<sup>2</sup> This method was not used on this report, as there was only one person directly involved, but several other staff members were indirectly involved.

The second step in the development of the follow-up study is to determine the sample to be studied and the methods to be used. The initial study usually sets a pattern which is followed for a number of years. Thus it is quite important to plan an extended program so that it will become a continuous service. If the study is to include a wide breadth of valid information, both graduates and drop-outs should be surveyed. This study should also reflect both the opinions of students who are recent graduates and those who have had considerable experience after school. Contacting individuals who have been out of school one, five, and ten years should reveal both kinds of information.<sup>3</sup>

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<sup>1</sup> Hatch, Dressel, and Costar, op. cit., p. 151.

<sup>2</sup> Hatch and Stefflre, op. cit., p. 227.

<sup>3</sup> Hatch, Dressel, and Costar, op. cit., p. 152.



This study does not include the opinions of drop-outs. The number of drop-outs from Greensburg High School during the period encompassed by the study totals fourteen. Of these, six students left school to get married, the addresses of five could not be located, and it was felt that the opinions of the other three students would make little difference in the results. Concentrating on these drop-outs alone could be done as a separate project if the school should desire to do so. The opinions included in this report are those of students who have been out of school from one through five years since it deals with the graduates of the classes of 1960 through 1964.

The typical follow-up technique employs one or more of the following techniques: interview, postcard survey, or questionnaire.<sup>1</sup> Each approach has certain advantages and disadvantages. The questionnaire is the method which requires the least time, but the interview method usually results in more valid responses. The combination method of a detailed questionnaire sent to the entire group and a structured interview with a selected sample seems to be most satisfactory, if enough interviewers are available to carry out the procedure. However, a detailed questionnaire with an appropriate introduction will usually be quite satisfactory. It must be recognized, however, that certain individuals are less prone to return questionnaires. Many of those who feel that they have done poorly in life, have certain resentments toward the school, or have been drop-outs may not report by the questionnaire method.<sup>2</sup> Most schools that have a continuous follow-up service use the postcard survey and the students are made aware of this while still in school and are more likely to return a postcard. A further study of the techniques will be made

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<sup>1</sup> Hatch and Steffire, op. cit., p. 227.

<sup>2</sup> Hatch, Dressel, and Costar, op. cit., p. 152.



later in this report when reasons are discussed for choosing particular techniques.

The fourth step in the development of the follow-up program is the compilation of addresses of former students. There does not seem to be an entirely effective way to accomplish this step. Various methods are used to keep the mailing lists up to date. Many suggestions have been offered to make this task easier, and some of these suggestions follow:

- (1) Cooperate with the alumni association in the maintenance of a dual file.
- (2) Sponsor a contest for students currently enrolled and award prizes to the class or club submitting the greatest number of up-to-date alumni addresses.
- (3) Hold meetings with the graduating class and exit interviews with drop-outs to explain the purpose and value of the follow-up information.
- (4) Contact local direct-mail advertising agencies for the loan of mailing lists.
- (5) Ask each member of the junior class to keep in touch with one member of the senior class for one year after he graduates.
- (6) Send Christmas or birthday cards to graduates and drop-outs each year with a reminder for them to notify you of any changes in addresses.
- (7) Use the last address given by the student before leaving school. This is quite satisfactory for the recent school drop-out or graduate, but quite ineffective for those out of school from five to ten years.<sup>1</sup>

For the most accurate and dependable results in a school like Greensburg High School, it is best to contact a brother or sister who is still in school or the parents of the person who is to be followed-up. This leaves little to chance and the possibility of an incorrect address is very slight.

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<sup>1</sup> Ibid., p. 153.

The fifth and last step in implementing the follow-up study is that of tabulating and utilizing the results. A summary report of the findings should be prepared. The report should be distributed and discussed by several different groups. Every effort should be made to see that the results of the research are brought to the attention of all interested individuals if the full impact of the study is to be utilized.<sup>1</sup>

The popularity of the follow-up technique may sometimes obscure its limitations. The judgments of former students regarding the school program, although interesting and valuable, should be balanced by the judgment of professional educators and by other citizens in the school district. The opinion of former students, by itself, is not a sufficient basis from which to make program revisions.

A second limitation comes from the nature of questionnaires. Often these forms are long, dull, or limited and discourage the student to answer them.

A final limitation is inherent in the methodology of follow-up studies. In many follow-up studies, there is only about a 50 per cent return. There is evidence that those who return questionnaires of this type differ in important respects from those who do not. It should not be concluded then that the returns received represent the opinion of all the former students.<sup>2</sup>

This study of graduates of Greensburg High School is not a part of an organized program of evaluation of either the curriculum or guidance services of the school. It is an independent study, but the results will be available to anyone who may care to see them. Copies of this report have been requested by the counselor, the principal, and the superintendent of the Greensburg Public Schools for their use.

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<sup>1</sup> Ibid., p. 156.

<sup>2</sup> Hatch and Steffire, op. cit., p. 284.

Several conferences were held with the above school officials to determine the scope of the study. Since no formal follow-up of graduates and other school-leavers has ever been made, at least within the past twenty years, it was decided that as much usable information as possible should be obtained from the group to be studied. However, the study could also lose its effectiveness by making it so long that the information gathered would be of little value afterwards since there would be a great deal of clerical work involved in sifting through the results and compiling the data. Several possible topics for future and more detailed projects have been suggested from the information given by those who cooperated in this report.

The school officials felt that the type of information that would be most helpful to them would concern the present location of the graduate, his present vocational or educational standing, the degree of help the student feels he has received from the subjects he studied in high school, the amount of help he feels he received from the school in various areas, and how he feels the school in general, and the guidance services in particular, might have been more helpful to him. Other questions were added by this writer, with suggestions from the school's guidance counselor, for possible use in a later study of the same group of people.

An educational evaluation program is being planned for the Greensburg schools. Useful material gathered in this study may become a part of that program. If a follow-up study is to be beneficial, it must obtain information that can be helpful when the results are tabulated and reported. If this study proves helpful to the present and future students of the Greensburg schools, it will have accomplished its purpose.

## A SURVEY OF THE QUESTIONNAIRE TECHNIQUE

Once it had been decided to follow-up the graduates, it was then necessary to decide what method would be most feasible for obtaining the desired information and to prepare the forms. Since so many of the graduates are now in places other than Greensburg, either working or continuing their education, it was felt that the best way to reach the former students would be through a questionnaire and an accompanying cover letter and a postcard reminder, if one were needed, a few weeks later.

The covering letter, or letter of transmittal, for a questionnaire should be developed to solicit the cooperation of individuals in providing the information requested. The purpose of the study should be stated frankly and concisely to allay suspicion on the part of the respondent concerning any hidden or ulterior motives. It should reveal the nature of the study and why the respondent's assistance is needed. The best form for the covering letter is the personal letter, individually typed, and signed in ink. Frequently, the offer to send copies of the survey results to the participants will elicit their participation. It should be remembered, though, that this is expensive and not always desirable. If the offer is made, it is mandatory that the researcher carry through with his promise at the end of the study. If he does not, many of the cooperating respondents may be prejudiced against further research efforts using this technique. If anonymity is a vital factor in the responses, it should be so stated. However, the researcher should not use this in an attempt to get replies. It is recommended that the respondents generally be asked to sign their returns.<sup>1</sup>

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<sup>1</sup> J. Francis Rummel, An Introduction to Research Procedures in Education, pp. 99-103.

A copy of the cover letter used in this report can be found in Appendix B. The first three paragraphs give an explanation of why this study is being conducted and attempts to show why a study of this nature is important and why the graduate should take the time to fill out and return the accompanying questionnaire. The next section of the covering letter explains how the questionnaire is to be completed. The last part of the letter tells the graduate the people who are going to be included in the study, the fact that the answers will be kept in confidence, and reveals the inclusion of a stamped, self-addressed envelope for ease in returning the material. Each cover letter was signed in an attempt to add a personal feeling to each one.

The impression of many people is that a questionnaire is a very simple instrument which can be constructed quickly. Such individuals usually mimeograph a list of questions, with a space after each one where people can write their responses. They give little thought to the many factors which make the difference between a poor and a good questionnaire.<sup>1</sup>

For practical purposes the individual who desires to construct a questionnaire should observe the following points:

(1) Use the questionnaire technique when it is most appropriate. When there is insufficient time to interview or to contact each person or group of persons personally, the questionnaire may be a time-saver. The questionnaire is feasible when it is not possible to reach each person directly by telephone, or by personal visit. Questionnaires are appropriate also for securing data which are not readily available or not conveniently assembled. A pencil-and-paper technique such as the questionnaire is generally best suited for collecting

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<sup>1</sup> Wrightstone, Justman, and Robbins, op. cit., p. 137.



impersonal or general data about the student. Many times the student hesitates to record on paper certain "unpopular" data, personal or otherwise. However, it should not be stated with absolute certainty that because a matter is very personal, the interview rather than the questionnaire should be employed. It may be that some people, ashamed of speaking face to face about some matters, are happier to record on paper what otherwise would be difficult to discuss. If this is the case, the questionnaire technique would be appropriate.

(2) Define general purposes and specific aims. One of the major weaknesses in questionnaire construction is the lack of clearly stated purposes and aims. Many individuals have a blind faith in that, somehow, pulling together the answers to a number of questions will reveal valuable information. This is a misplaced faith in the process of "what comes naturally." Unless one formulates clear purposes, the process of constructing questions for the questionnaire becomes blind and inefficient. The purposes of the questionnaire become the criteria for the inclusion or exclusion of any question.

One of the most important purposes for administering a questionnaire is to gather data which bear directly or indirectly on the educational process. A second purpose is to secure either quantitative or qualitative data pertaining to the achievement of student, teacher, class, or school objectives. A third purpose in using a questionnaire is to secure data which will be pertinent to planning the curriculum.

(3) Construct appropriate questions. Since the main purpose of a question is to secure from the respondent a valid and reliable answer, factors which promote this goal should be carefully observed. A question which is not clear to the reader is unlikely to yield a proper response. A clear question is one whose (a) vocabulary is understandable, (b) phrasing is simple



and straightforward, (c) terms are unequivocal, and (d) print is readable.

In the second place, a question may not be valid in a questionnaire when it is double- or triple-barreled, that is, when too many items are included within a single question.

A third weakness in constructing questions is that of confining the respondent to a choice which does not describe his position.

A fourth weakness is to include too many questions. A few well-constructed, important questions are superior to a large number of unimportant questions. There is always a temptation on the part of the person constructing a series of questions to include many "interesting" questions because there is space available. However, interest and willingness to answer are more important than length in determining the number of replies which will be received to a questionnaire.

A fifth major weakness in question construction is the failure to consider how the item will be tabulated. When one knows or has decided how the data to any given question will be tabulated, the question can be fashioned accordingly. Questions should be clearly stated, simply constructed, worded to encourage valid free responses, selective as to importance and relevance to the purposes, and written to facilitate tabulation and presentation of findings.

(4) Arrange questions in appropriate groupings. There are three main reasons for grouping questions dealing with the same points or areas. When a respondent directs his attention to any question, he is mindful of factors relating to that question. Consequently, so long as one has a "mind-set" toward a particular group of facts, it would be in the interest of efficiency to group similar items. A second reason for grouping items is to make the tabulation more systematic and interpretation of the question simpler.

Finally, keeping similar items together permits one to see more readily whether any important points or questions are being omitted or whether unimportant questions have been retained.

(5) Design the format with appeal. The design of the questionnaire is an important consideration which often tends to be neglected by the researcher because he is so concerned with the questions and their answers. Poor design creates attitudes in the respondent which militate against the collection of valid and reliable data. A well-printed, well-spaced, and attractive-looking questionnaire encourages the respondent to answer questions fully and with interest.

(6) Check the questionnaire for adequacy. Since most human beings, including teachers and research investigators, are liable to make serious or simple mistakes, it is always advisable, before mimeographing or printing, to check the questionnaire for adequacy. Spelling, grammatical, and typographical errors should be eliminated. It is also advisable to have other interested persons read the questionnaire and to raise questions when they do not understand the vocabulary or the meaning of various questions.<sup>1</sup>

The type of item to be used in the questionnaire is determined by the arrangement of words and phrases in composing it, by the respondents in answering it, and by the provision made for recording and tabulating the response. A major consideration in planning the types of items in the questionnaire is the degree of objectivity necessary or desirable in tabulating the responses. All item forms may be divided into two main classes: (1) items to which the respondent supplies the words, numbers, or other symbols which constitute

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<sup>1</sup> Ibid., pp. 137-147.

the responses, and (2) items to which the respondent selects responses from among those presented with the items. The major forms 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>1</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 the 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. It is also useful for obtaining information that might require a large number of categories. However, this form is often difficult to tabulate and summarize due to a variety of different answers that may be given by respondents. It is nearly impossible to phrase free-response questions on certain essential topics so that the same responses will be made by all those from whom information is solicited. In addition, a respondent may, at the time of answering the questionnaire, inadvertently overlook many things that he would have reported if he had thought of them at the time or had been reminded of them. As creditable responses to a test multiply, the scoring key becomes more cumbersome, the scoring procedure more time-consuming, and the obtained scores less reliable.<sup>2</sup>

The yes-no, right-wrong, or true-false form consists of a statement to be answered categorically as yes or no, right or wrong, or to be judged to true or false. It is essentially a form in which only one of the possible alternates

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<sup>1</sup> Rummel, op. cit., pp. 88-89.

<sup>2</sup> Ibid., p. 89.

is explicitly stated. To meet the standards of objectivity, a statement must be so precise in meaning and so universal in application that it requires no additional qualifications and admits of no possible exceptions. This requirement tends to limit the applicability and validity of items of this type since many responses cannot be answered truthfully as being entirely "black or white," but must be described in some shade of gray.<sup>1</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 answers that apply to him. Sometimes it is desirable to provide a blank space for the respondent to write in a response to a question if none of the suggested answers applies to his situation.<sup>2</sup>

Another type of item that is often included is the rating scale. Generally, this device is used for observational purposes, to record an observation made by a teacher about a student's behavior or attitude. However, it is also appropriate for a follow-up questionnaire because it is a way of recording judgments or opinions in a measurable manner. Curriculum evaluation and teacher competence are other areas where the rating scale is widely used.

The number of intervals on the rating scale is indeterminate. The usual number of intervals is five, but there is no rational justification for this number. Rating scales with more than ten units are unusual, and a two-unit scale is, of course, the bottom limit. The principle to be followed in designing a rating scale is that the number of scale intervals should approximate the number of clearly discernible differences in the dimension being

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<sup>1</sup> Ibid., p. 90.  
<sup>2</sup> Ibid.

appraised. For measurement tasks that require great precision a greater number of scale units may be necessary. For tasks requiring less precision, fewer intervals are permissible. It must be remembered that each point on the scale should be distinct and that each dimension to be rated should be free from overlap.<sup>1</sup>

All authors on the subject of rating scales warn the reader of the so-called "halo" effect, or the tendency to rate things consistently high or consistently low. On a questionnaire such as the one used in this study, one possible way of lowering the probability of this phenomenon is to arrange the rating scales so that they do not all follow each other, if this is feasible. This will not eliminate the "halo" effect entirely, but perhaps it will make it less noticeable to the respondent.

Some examples of the rating scales are the numerical rating scale, where descriptive phrases of a trait may be judged according to a number of steps of units; a graphic rating scale, which consists of a line on which the rater indicates by a check mark the point most nearly representing his rating; and the descriptive rating scale, which usually presents a number of phrases descriptive of varying degrees of a trait or characteristic and the rater checks the appropriate one.<sup>2</sup>

In using the questionnaire method of research, direct personal contact is not possible in helping to establish rapport with the respondents. The researcher needs the cooperation of the group, and in this technique it can be handled only through correspondence. The length of the form and the amount of time that will be needed to complete it are important. The questionnaire

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<sup>1</sup> Bradfield and Moredock, op. cit., pp. 58-59.

<sup>2</sup> Rummel, op. cit., pp. 228-229.



should be devised in such a form that no more time than is absolutely necessary will be needed for the respondent to complete it.

To help establish rapport with the respondent three types of items may be included at the beginning of the questionnaire and for the following purposes:

(1) To get the respondent's mind on the topic. This is sort of a "warm-up" type of item pertaining to some aspect of the problem that should be entirely neutral with respect to the respondent's emotions. This type of item is usually cast in the open-end form, but it is not frequently used.

(2) To allow the respondent to "let off steam." In some cases it may be desirable to include items stated in such a manner that the respondent can express personal feelings about a topic so that he might then be in a better mood to provide the information sought by the rest of the questionnaire. There is some question as to whether or not this technique is satisfactory, however, and whether the technique might not create additional emotional reactions that might invalidate the entire questionnaire.

(3) To avoid the respondent's opinion that the questionnaire is not adequate. As a rule it is not desirable to ask a respondent for information that can be obtained elsewhere with complete accuracy. However, in some instances, a few questions may be included even though the answers are already known by the researcher or are available elsewhere because they "logically" belong to the composite of items for which information is sought. They are included only for the purpose of eliciting responses to the entire questionnaire.<sup>1</sup> If the respondent holds a grudge against the school or a teacher and has a chance to "get it off his chest" early in the questionnaire, or if the questions at the beginning of the questionnaire do not require a great deal of hard

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<sup>1</sup> Ibid., p. 93.



thinking, the returns should be more favorable.

As a general rule, a questionnaire should be short enough not to be rejected completely or to take too much time of the respondent, but it should be long enough to include all the information essential to the study. A short questionnaire usually stands a better chance of being answered than a long one. However, if it seems necessary to have a long questionnaire to secure adequate information upon which to base valid conclusions, it should be developed to the length needed even though the percentage of returns is apt to be small. A small percentage of returns can be offset by sending the questionnaire out to a larger sample representative of the population being studied. The length of the questionnaire is dependent entirely upon the extensiveness of the data required in the solution of a problem and should not be controlled by the expected number or percentage of returns. However, it is possible to make a long questionnaire appear shorter by the way in which it is reproduced. Typewritten or mimeographed questionnaires appear much longer than printed ones. Very attractive instruments can be printed in small type so that each page of the questionnaire as printed would include the same amount of material as three or four pages in typewritten form. In some cases it is desirable to group the items into several sections and begin numbering them in each section starting with number one. In this way the last item on the page will not have a large number.<sup>1</sup>

The nature of the research problem determines the kind of sampling procedure to use and to whom the questionnaire should be sent. It is necessary to be assured that the respondents are in a good position to provide the data

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<sup>1</sup> Ibid., p. 107.

required and are free to respond. Even with this precaution, there are often serious sample losses due to failure to receive replies from all to whom questionnaires are sent. Some losses occur because the respondents are temporarily away from their mailing address, have moved to an unknown location, or are deceased. Other losses occur through negligence or the refusal to respond. In studies involving controversial issues it has been found that there is a tendency for more of the strongly interested individuals to respond than of the indifferent persons. In other types of studies, the more competent persons are more likely to be the ones making returns than the less competent. It is also easy to believe that some of the busiest individuals are apt to consign questionnaires to a wastebasket.<sup>1</sup>

The researcher should strive for a high percentage of returns of whatever size sample he uses. He should not be content with fragmentary returns, but should attempt to increase his returns by improving his questions, his follow-up procedures, and his sponsorship. It is desirable to get 90 to 100 per cent returns to be assured of good representation of the group sampled. Conclusions based upon small percentages of returns are often suspected of bias, although this is not necessarily so. If the sampling is well done, that is, if it is representative of the individuals in the population, the percentage of returns is not particularly meaningful in itself. The most important factor in the analysis of data is to have an adequate number of representative returns rather than any given percentage of the number of questionnaires originally distributed.<sup>2</sup>

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<sup>1</sup> Ibid., p. 108.

<sup>2</sup> Ibid., pp. 108-109.

## AN ANALYSIS OF THE QUESTIONNAIRE

By using the above suggestions and recommendations as a model, the questionnaire used to gather information for this study will be compared with the "ideal" questionnaire as outlined by the authors cited previously.

It was noted earlier that the questionnaire technique should be used only when it is the most appropriate form and when the interview method may not be feasible. In this study, the questionnaire technique was both appropriate and necessary. This study encompasses a group of high school graduates who have been out of school for a period of from one to five years. The only possible way to reach every graduate in that time was through correspondence, because many of these people have now left Greensburg to work or to attend school. The opinions and feelings of all these students were desired, and only through the questionnaire technique was there the possibility of obtaining the desired information.

The specific aims and purposes of this questionnaire were to obtain measurable data from the former students which, when tabulated and evaluated, can be used in helping to determine how well the objectives of Greensburg High School are being met and can be used in future curriculum planning. The replies of these graduates will not be the sole determining factors in curriculum planning, for instance, but they will be included in any evaluation undertaken by the school in this area.

Probably the most important part of any questionnaire are the questions used to obtain answers from the respondents. The researcher must be sure that each question is clear in what it asks in order to avoid confusion on the part of the respondent. Vocabulary, grammar, and print are the important points to

be remembered when preparing the questions. In the questionnaire used for this study, some confusion was evident in the replies received on questions 9, 10, 11, and 12 in Part A. A change in the rating scale asked for in question 9 would have helped eliminate some of the confusion that arose. Several respondents rated the classes they took according to the scale, but also added a "0" to the classes they did not take rather than using the "0" to signify that they were undecided or had no opinion as called for in the scale. Perhaps a more precise scale would have called for the following rating:

- 5 = very helpful
- 4 = helpful
- 3 = little help
- 2 = no help
- 1 = did not take the class
- 0 = undecided

By doing this, each subject listed would call for a reply of some sort and perhaps more thought would have been given before the respondent chose a rating for a particular subject. Also, in research work calling for the use of a rating scale, the scale to be used by the respondent should be printed in the manner shown above rather than on the same line on the paper. This would make the scale clearer and easier to read for the respondent.

The confusion that arose on questions 10 and 11 of Part A are the result of bad wording. Several people listed classes under number ten which were not offered when the respondent was in school, and then listed the same subjects under question eleven, their proper place. Then the students went back to question ten and answered it correctly. This is known to be true in several instances as a result of interviews with respondents after the questionnaire had been returned. The writer feels that the addition of the words "which were not offered when you attended Greensburg High School" between the words "subjects" and "which" would have eliminated the problem of having to answer

question number ten twice, and speeded up the process of answering the questionnaire.

Questions twelve and thirteen in Part A, like question nine, need to have a revised rating scale similar to the one recommended for question nine. There was less abuse of the "0" in these two questions, but a consistent scale makes for a better questionnaire and more ease in answering. A recommended scale for question twelve is:

- 5 = great deal of help
- 4 = considerable help
- 3 = some help
- 2 = little help
- 1 = no help
- 0 = undecided or not sure

A recommended scale for question thirteen is:

- 5 = high value
- 4 = considerable value
- 3 = some value
- 2 = little value
- 1 = no value
- 0 = undecided or not certain

In both instances the scale would be listed as shown here rather than succeeding each other on the same line.

No apparent difficulties with answering the questions on Parts B and C were revealed in the returns. These questions are self-explanatory and the respondents answered as expected. For further examination, the questionnaire can be found in Appendix A of this report.

The grouping of the questionnaire into three parts and the questions within these groups is the next point to be discussed. Part A of this questionnaire was to be answered by all the former students who received a copy. It asks for general information concerning present address, satisfaction from high school course in relation to interests, abilities, and needs, a rating of



high school subjects and extra-class activities, a rating of help received from the school on certain problems, and an opportunity to list classes which they wish they had taken but did not or were not offered. This information was requested especially for use in an evaluation of the educational or academic program and the extra-class activities that are offered.

Part B was to be completed by those students who are presently employed, either part-time or full-time. The questions in this section deal with the job title, salary, how the job was acquired, relationship of high school training to present job, satisfaction received from the job, relationship of present job to high school occupational plans, and any special problems that may have been encountered on the job. The information obtained from this section will give the school an idea of where the students go to find employment and an insight into the labor market in its own town.

The last part, or Part C, was to be completed by those graduates who undertook advanced training or formal education following high school graduation. The respondent was to supply information about the location of the school, type of training received, amount of assistance received from school in meeting entrance requirements, the reason for leaving school if such was the case, the relationship of the present course of study to high school plans, and reason or reasons for not following high school plans.

All respondents were given an opportunity to state any way or ways that the high school guidance services could have been more helpful to them.

This writer feels that the three parts of the questionnaire and the various questions included in each part are adequate and are in their most appropriate position to prevent repetition of answers or confining a respondent to a situation which does not fit him.



The types of items used for the make-up of this questionnaire include multiple-choice items, free-response items, short-answer items, and rating scales. Examples of the free-response questions are found at the end of both Parts B and C where the respondent had an opportunity to state how the guidance services could have been more helpful to him. The short-answer item is similar to the one found in Part B, question eight, where the graduate who is now employed is asked to briefly describe any unusual or special problems he encountered in his job.

The majority of questions used are of the multiple-choice and rating scale types. The multiple-choice items are found in questions one, three, and seven in Part B and in questions three and five of Part C. The respondent need only check the appropriate answer from a list of answers given for him. Because the opinions and feelings about school and subjects taken by the former students are the main importance of the questionnaire, many rating scales are included. There are eight graphical rating scales and three numerical rating scales.

Several so-called "warm-up" or easy to answer questions are used to start the questionnaire, with the hope that by the time the respondent finishes answering these items, he will be far enough into the questionnaire that he will not lay it aside until he has completed it. None of these questions was intended to be offensive, but several respondents omitted question number five in Part A dealing with the highest grade in school completed by the parents. The question was included to get a possible comparison between the education of the parents and the respondent and was set in any way meant to embarrass the respondent.

In an apparent effort to "let off steam" or get old grudges against the school off their chests, several respondents substituted the word "school" in

place of "guidance services" in the item concerning how the guidance services could have been more helpful. Some replies were high in praise while others had bitter criticism, which was not the intention of the question. Typical examples of the replies will be included in the section of this paper showing the tabulation of the results of the study.

The most valid criticism of this questionnaire is probably its length. Four pages and a cover letter do not seem inviting, but the cover letter explained to the receiver that he was not expected to answer the entire questionnaire. To justify its length, it is well to note again that this is the first follow-up study carried out in the Greensburg schools and the information or lack of information obtained in this study can serve as a guide as to what should be included and what should be omitted in future studies. It is anticipated that follow-up studies will be carried out at one-, three-, and five-year intervals, and lessons learned from this study can be utilized, starting with shorter forms for the respondent to fill out.

This is a picture of the questionnaire used for this study. It is not perfect; it has several flaws. Yet it is also felt that the questionnaire was adequate and performed its function in this study by obtaining the opinions and feelings of the former students. The results and tabulations of the questionnaire are in the following section of this paper.

#### PHILOSOPHY OF EDUCATION GREENSBURG PUBLIC SCHOOLS

The Boards of Education believe that public education is a responsibility of the State of Kansas and that it should exist under the authority as granted by the State of Kansas to the Common School District Number One and Rural High School District Number Four of Greensburg. As long as the Boards of Education

do not violate State or Federal laws in the operation of its schools, and does abide by established laws and regulations as set up by the State of Kansas and its duly appointed agencies, the Boards of Education feel that the operation of the local schools should be the function of the local community through their duly elected Board of Education.

The Boards of Education believe that they are responsible to the people and therefore should attempt to reflect the opinion of the community. However, members of the Boards of Education must look to the future more clearly than is required of the average citizen. The result of many of the decisions and actions of the Boards of Education will not be realized at once, but will set the course of education for future years. The Boards of Education should fearlessly support those educational philosophies and procedures needed to promote an adequate educational program for this community based upon the needs of the pupil population.

To this end the public schools of Greensburg subscribe to these beliefs:

- (1) Our schools are obligated to provide educational opportunities for the maximum growth of all children. This effort is continued with each child as long as he can profit from attendance and his conduct is compatible with the welfare of the group.
- (2) Our schools must provide children with experiences which reinforce the democratic way of living.
- (3) The educational program must recognize that children differ in abilities, capacities, and patterns of growth.
- (4) Our schools should help satisfy the emotional needs of children for love and affection, belonging, freedom from achievement and guiding purposes.
- (5) A sound program must provide opportunity for the following:
  - (a) To develop and maintain sound physical and mental health.
  - (b) To achieve a growing command of the fundamental learnings.

- (c) To establish an understanding of and belief in oneself.
  - (d) To work easily and effectively with others.
  - (e) To understand and respect our democratic heritage.
  - (f) To develop the ability to use personal resources wisely.
  - (g) To build a personal system of moral standards and spiritual values.
  - (h) To grow in an awareness and enjoyment of things of beauty.
  - (i) To develop wholesome leisure time interests.
  - (j) To grow increasingly in good judgment and intelligent action.
  - (k) To develop an inner compulsion for lifelong learning.
  - (l) To thoughtfully consider and plan for a career.
- (6) Continuous evaluation of the school program is the responsibility of all staff members. Adjustments should be made on the basis of appraisals.<sup>1</sup>

It is assumed that all persons connected with the school are working toward the accomplishment of the objectives stated in the philosophy. One way to find out if the objectives are being met is with a follow-up of students who have passed under the influence of the school and who are now continuing their education or have entered the labor force. Their feelings and opinions can be a valuable asset in assessing the effectiveness of the school in meeting its objectives.

It was the purpose of this study, as stated earlier, to follow-up five graduating classes and obtain their opinions on how well they were prepared, through the efforts of the school, for whatever they may have undertaken since

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<sup>1</sup> Board of Education, Board Policies Handbook, pp. B2-B4.

graduating from Greensburg High School. The graduates were encouraged to state ways in which they feel the school can improve upon present methods, course offerings, and any other areas they wished to comment on. Their replies will be used in future curriculum and program evaluation in Greensburg. This section of the paper will give a background of the classes involved, a tabulation of the responses supplied, and recommendations based on those replies.

#### PROCEDURES AND RESULTS

Questionnaires were sent to 181 graduates of Greensburg High School from the classes of 1960 through 1964. A total of 188 students graduated during this time; however, three graduates are deceased and the writer was not able to obtain present addresses for four of the graduates because the families of these people have since left Greensburg and no other relatives or friends were able to give a correct or certain address. The total for each of the classes is given below:

1960 - 36	Boys - 23	Girls - 13
1961 - 33	Boys - 17	Girls - 16
1962 - 40	Boys - 24	Girls - 16
1963 - 28	Boys - 15	Girls - 13
1964 - <u>51</u>	Boys - <u>27</u>	Girls - <u>24</u>
188	103	82

A total of 138 questionnaires were completed and returned by the graduated, representing a return of 77 per cent. Two weeks following the initial sending of the questionnaire, a postcard reminder was sent to the graduates who had not yet completed the forms and returned them. Then, following another two week interval, second copies of the questionnaire were sent out to those who had still not returned the questionnaire. By this time it was nearing the end of the school year and it was obvious that all who were going to complete the forms and return them had done so.



The investigator had been a faculty member in Greensburg for three years. He was personally acquainted with the members of the classes of 1963 and 1964. The highest percentage of returns came from these two classes. The classes of 1960, 1961, and 1962 had been out of school when the writer came to Greensburg and it is felt that this lack of acquaintance with the writer may have influenced the returns from the three classes mentioned. Perhaps the use of the guidance counselor's name on the cover letter would have aided in obtaining returns from the classes of 1960, 1961, and 1962.

Some graduates filled out the entire questionnaire because they are working either part-time or full-time while also attending school. Others completed only Part A because they did not go on to college or trade school, and they are not presently employed. The answers of all graduates who returned the questionnaire, regardless of how many sections they completed, have been included in the results of the study.

This section of the report will present, through the use of tables, a tabulation of the responses to the questionnaire. These tables will then be followed by observations and recommendations for future use of the results.

Table I shows the highest grade in school completed by the parents of the graduates. There were 121 replies given for fathers and 123 replies for mothers. The average number of years completed by the fathers is 11.52 years of school; for the mothers the average is 12.28 years. The lowest grade completed by a father was the fourth grade and the highest amount of schooling was twenty years. For the mothers, the lowest grade was the fifth grade, and the highest amount of school was sixteen years.

It is impossible to draw a comparison between the education of the parents and the children at this time because many of the children have not completed

TABLE I  
YEARS OF SCHOOL COMPLETED BY PARENTS  
OF GREENSBURG HIGH SCHOOL GRADUATES

Years of Schooling	Fathers	Mothers
4	1	0
5	0	1
6	1	2
7	0	0
8	25	10
9	3	2
10	5	2
11	6	4
12	58	62
13	2	9
14	7	15
15	1	4
16	6	12
17	0	0
18	5	0
19	0	0
20	1	0
Total Reporting	121	123
Average Schooling	11.52 years	12.38 years

their schooling yet. However, the children have already passed their fathers, since the fathers' average is 11.52 years of school and the graduates are all at least twelve years. A comparison can be drawn from a later follow-up study of the same group when they have completed their education. It can be seen from the table, however, that parents are urging their children to stay in school at least until they have finished high school, and many parents are encouraging their children to continue their education in college or a trade or business school.

Table II shows the tabulation of responses to the questions, "To what degree were you satisfied with your high school course in relation to your interests, abilities, and needs?" These were three separate questions on the questionnaire, but the results of these three questions can be shown on one table. Everyone who returned the questionnaire replied to these questions giving a total of 138 replies. These were divided into two groups: the boys who responded and the girls who responded. The degree of satisfaction for each of these groups and the percentages for each reply are shown on the table.

The figures used in the percentages were rounded off to the nearest full number so that the percentage would add up to an even 100 per cent. The table shows that there is little difference between the replies of the boys and the replies of the girls in the three areas involved in the question.

The information received from Table III on page 39 will be most valuable in the area of subject evaluation. The graduates were asked to rate each subject they took in high school on a scale using "4" if the subject was very helpful; "3" if the subject was helpful; "2" if the subject was of little help; and "1" if the subject was of no help; and "0" if there was no opinion about the subject or if the respondent was undecided as to the amount of help

TABLE II

DEGREE OF SATISFACTION WITH HIGH SCHOOL COURSE  
IN RELATION TO INTERESTS, ABILITIES, AND NEEDS

	Greatly Dissatisfied		Mildly Dissatisfied		No Better Could Be Expected		Reasonably Well-Satisfied		Highly Satisfied		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
ABILITIES												
Students Reporting	3	1	8	5	13	7	50	42	2	7	76	62
% of Students	4%	2%	11%	8%	17%	11%	66%	68%	2%	11%	100%	
INTERESTS												
Students Reporting	3	2	10	4	14	4	44	43	5	9	76	62
% of Students	4%	3%	14%	6%	18%	6%	58%	70%	6%	15%	100%	
NEEDS												
Students Reporting	-	-	16	7	17	8	40	42	3	5	76	62
% of Students	-	-	21%	11%	22%	13%	53%	68%	4%	8%	100%	

the subject had been.

Only a very few of the respondents used the "0" correctly. The great majority of the graduates used the "0" to signify that they had not taken the subject rather than to show that they were uncertain as to the help or value of the subject. Therefore, the "0" was not tabulated in the results in any instance. It is felt that since so few of the graduates used the "0" correctly, the results of this question would not be valid.

On the table, the column entitled "Very Helpful" signifies that the respondent gave the subject a rating of "4"; the column marked "Helpful" signifies that the respondent gave the subject a rating of "3"; the column designated as "Little Help" signifies that the respondent gave the subject a rating of "2"; and the column marked as "No Help" signifies that the respondent gave the subject a rating of "1".

The final column of Table III gives the average rating for each subject based on the total number of responses for that subject. If a subject received an average rating of from 3.3 to 4 it is considered very helpful; if it received a rating of from 2.5 to 3.2 it is considered to be helpful; if it received an average rating of from 1.7 to 2.4 it is considered to be of little help; and if a subject received an average rating of 1.6 or below it is considered to be of no help to the graduate.

This table can help to substantiate or refute that some subject areas need further evaluation, and the possibility arises that certain changes will need to be made in some subject areas.

There are many students who wish that now, after having graduated, they had taken some subjects in high school which they did not study while attending high school. Other students wish that certain subjects had been available to them, but these subjects were not offered when they were high school students.



TABLE III

VALUE JUDGMENTS OF HIGH SCHOOL SUBJECTS BY GRADUATES  
OF GREENSBURG HIGH SCHOOL

SUBJECT	Very Helpful	Helpful	Little Help	No Help	Total	Average Rating
English	66	49	11	3	129	Very Helpful
Algebra	34	48	27	14	123	Helpful
Typing	67	46	9	2	124	Very Helpful
History	30	56	24	10	120	Helpful
Constitution	23	57	32	8	118	Helpful
Biology	12	58	33	9	112	Helpful
Phys. Ed.	29	41	20	17	107	Helpful
Geometry	23	42	31	10	106	Helpful
Chorus	9	24	30	25	86	Little Help
Bookkeeping	30	16	12	8	66	Helpful
Woodwork	13	19	19	14	65	Helpful
Spanish	7	11	22	25	65	Little Help
Speech	36	20	5	-	61	Very Helpful
Physics	17	26	11	5	59	Helpful
Chemistry	19	19	9	9	56	Helpful
Band	10	17	19	9	55	Helpful
Mech. Drawing	9	16	12	11	48	Helpful
Welding	10	10	4	6	30	Helpful
Journalism	10	10	5	3	28	Helpful
Economics	5	10	8	4	27	Helpful
Business Law	4	7	4	3	18	Helpful
Trigonometry	8	3	5	-	16	Very Helpful

All graduates who received the questionnaire were given the opportunity to list any subjects which they now wish they had taken or any subjects which they wish had been offered but were not.

Table IV shows the subjects that were listed in both of these areas and the number of times each one was listed by the graduates. It should be noted that psychology and art, two courses in high demand by the graduates, have been added to the curriculum. Art has now been offered for two years, and psychology was offered for the first time this past year. Enrollment in both subjects is high and it is a shame that the two subjects were not offered earlier for the benefit of the many students who would have like to take them. German will be introduced this fall, and this will give the present students a choice of two foreign languages.

Some students feel that the high school should be more like a college and offer classes in accounting, geology, and political science, to name a few, which just cannot be done adequately in a school the size of Greensburg.

In an attempt to see if the students feel that they are being helped with personal problems and other general problems, a section was included to find out how much the school is helping them in these areas and also to see if the students are aware that help is available if they want it.

Again, a rating scale was used by the respondents to designate the amount of help they feel they have received from the school with the problems listed. As was the case in the previous question using the rating scale, there was a wide misuse of the "0" in the scale to designate no opinion or indecision on the part of the respondent. In the tabulations for this section the "0" was omitted entirely. Because of this, the results obtained here are open to question. The school is providing more help with some problems than with others as the table shows.

TABLE IV  
SUBJECTS LISTED BY STUDENTS WHICH THEY  
WISH THEY HAD TAKEN AND  
WISH HAD BEEN OFFERED

Wish Had Taken: SUBJECT	Number of Responses	Wish Had Been Offered: SUBJECT	Number of Responses
Speech	25	Psychology	40
Economics	22	French	13
Chemistry	17	Calculus	11
Bookkeeping	16	German	10
Spanish	14	Art	9
Math	14	Sociology	7
Business Law	11	Business Courses	7
Physics	8	Auto Mechanics and Shop	5
Shorthand	7	Latin	5
Typing	5	Agriculture	4
Journalism	5	Political Science	3
World History	4	Russian	3
English IV	4	Principles of Accounting	2
Art	3	Geology	1
	2	Sheet Metal	1
			1
		Philosophy	1
		Photography	1

Table V shows the feelings of the students about the help they are receiving from the school in regard to a list of selected problems. The column headings used in this table are the same as the ones used for Table II. The column marked "Great Amount of Help" signifies that the respondent gave the question a rating of "4"; a rating of "3" is shown in the column headed "Some Help"; a rating of "2" is shown in the column titled "Little Help"; and a rating of "1" is shown in the column titled "No Help."

The final column of Table V gives the average rating received by each problem. If a problem received an average rating of from 3.3 to 4, it can be said that the students received a great deal of help; if a problem received an average rating of from 2.5 to 3.2, it can be said that the student received some help; if a problem received an average rating of from 1.7 to 2.4, it can be said that the student received little help; and if a problem received an average rating of from 1 to 1.6, it can be said that the students feel that they have received no help with the problem.

None of the problems received an average rating of a great deal of help, and no problem received a rating of no help. The area of work and working conditions received low ratings and a recommendation regarding this will be found in a later part of this paper. Another problem that received a low rating from the respondents was in the area of solving personal problems while in school.

The highest numerical average rating went to the problem of planning for education after high school. The graduates obviously feel that this is not being neglected by the school because it received a numerical rating of 3.1 based on the replies of the 127 students who responded to that particular question. This is mainly a function of the guidance services at Greensburg and speaks well for that department.

TABLE V  
VALUE JUDGMENTS OF FORMER STUDENTS ABOUT THE  
AMOUNT OF HELP RECEIVED FROM THE SCHOOL  
ON THIRTEEN SELECTED PROBLEMS

PROBLEM	Great Deal of Help	Some Help	Little Help	No Help	Total	Average
Planning for education after high school	50	49	22	6	127	Some
Selecting proper courses while in school	27	45	41	8	121	Some
Solving personal problems while in school	7	20	41	43	119	Little
Discovering my own interests and abilities	22	49	54	14	119	Some
Choosing a suitable occupation to follow	29	44	27	18	118	Some
Getting along with teachers and others	30	58	13	15	117	Some
Selecting extra-class activities in school	6	23	48	38	115	Little
Giving me good work habits which have helped	18	35	51	27	111	Little
Providing me with job information and trends	27	51	31	20	109	Some
Knowing how to get along with "boss" and fellow workers	12	20	55	35	100	Little
Knowing how to get along with "boss" and fellow workers	7	15	31	44	97	Little
Applying for a job in an occupation of interest	11	18	19	55	83	Little
Getting acquainted with school as a new student	18	27	13	12	70	Some



Extra-class or co-curricular activities are an important part of any school program as long as they contribute to the achievement of the philosophy and objectives of the school. In too many cases these organizations merely provide an opportunity for the students to "get out of class" rather than provide learning situations which will be beneficial to both the student and the school.

A list of all the extra-class activities available to Greensburg High School students was included in the questionnaire, and the graduates were asked to rate each activity in which they participated with regard to the value they feel they have received from each activity since leaving high school. As in the other two items using numerical rating scales, the respondents gave an activity a rating of "4" if they feel that it has been of high value, a rating of "3" if they feel that the activity has been of some value, a rating of "2" if they feel that the activity has been of little value, a rating of "1" if they feel that it has been of no value, and a rating of "0" if they are not certain of the value received from the activity.

Because of the very small number of graduates who used the "0" this rating has been omitted from the results. Table VI is an indication of the responses given to this particular question. The column headings are identical to the ones used in Tables III and V and have been explained earlier in this section.

Part B of the questionnaire was completed by those graduates who are presently employed. The results of some of the items included in this part will follow.

Table VII on page 46 reveals how the student obtained his present position and the number of responses for each of the sources listed. A total of fifty-six graduates completed Part B of the questionnaire. However, it will be noted that on the table there are sixty-one responses to this question because a few of the graduates listed more than one source. On the questionnaire the students

TABLE VI

VALUE JUDGMENTS OF EXTRA-CLASS ACTIVITIES  
BY GRADUATES OF GREENSBURG HIGH SCHOOL

ACTIVITY	High Value	Some Value	Little Value	No Value	Total	Average Rating
Music	34	31	10	6	81	Some
Hi-Y	8	30	15	8	61	Some
Athletics	37	18	5	1	59	High
Y-Teens	13	23	13	2	56	Some
FHA	20	26	8	2	56	Some
Class Officer	15	30	10	-	55	Some
Student Council	20	17	11	-	48	Some
Pep Club	11	16	13	6	46	Some
Dramatics	14	23	4	1	42	Some
Lettermen's Club	4	16	8	4	32	Some
Nat'l. Honor Soc.	4	12	6	2	24	Some
Boys' State	6	3	1	-	10	High
Cheerleader	3	2	-	-	5	High
Girls' State	3	1	-	-	4	High

TABLE VII  
SOURCES FROM WHICH GRADUATES' PRESENT POSITIONS  
WERE OBTAINED

SOURCE	NUMBER OF RESPONSES	PER CENT OF TOTAL
Found it himself	18	30%
Friend or acquaintance	12	20%
Family or relative	10	16%
School officials	7	11%
Public employment agency	4	7%
Private employment agency	3	5%
Service recruiter	3	5%
Employer asked student	3	5%
Newspaper	1	1%
Total	61	100%

had an opportunity to list other sources besides the ones listed and six students did so; three of them listed a service recruiter as the source of their job and three others replied that the employer asked the student to work. The other sources shown on the table were on the original form.

One of the main purposes of this study is to determine if the graduates are using their high school training, and if they are following the vocation which they planned to follow while in high school. Many graduates indicated that they are holding part-time jobs while furthering their education, and these jobs are not in their chosen field. Table VIII on page 48 gives a breakdown of the relationship of the graduate's high school training and his present job compared to the relationship of his high school occupational plans and his present job.

How successful a person will be in a given position will partially be determined by the amount of satisfaction gained from that position. Regardless of whether the position is a part-time position or a full-time position or whether it is temporary or permanent, an individual needs satisfaction.

The respondents were asked to indicate the amount of satisfaction obtained from their present position, and Table IX reveals the results of that question. Only one graduate of those who replied stated that he receives no satisfaction from his job. Eighty-five per cent of the boys and ninety-five per cent of the girls receive at least some satisfaction from their jobs and part of these jobs are only while the student is attending college or trade school. Table IX on page 49 gives a breakdown of the replies received.

Several students stated that they are not following their high school occupational plans, and it is possible that the reasons for not following these plans could be useful to the school. Possible assumptions are that the

TABLE VIII

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

Relationship of: High School Training	None		Little		Some		Considerable		High		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Students Reporting	7	2	8	5	14	7	4	5	1	3	34	22
% of Students	21%	9%	23%	23%	41%	32%	12%	23%	3%	13%		100%
High School Plans Students Reporting	12	4	10	4	4	5	4	7	4	2	34	22
% of Students	35%	18%	29%	18%	12%	23%	12%	32%	12%	9%		100%



TABLE IX  
AMOUNT OF PERSONAL SATISFACTION OBTAINED  
FROM PRESENT POSITION

	None		Little		Some		Considerable		High		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Students Reporting	1	0	4	1	7	4	9	10	13	7	34	22
% of Students	3%	-	12%	5%	20%	18%	27 1/2%	45%	38%	32%	100%	

school is not making sufficient occupational information available to the students or that the students are making unwise vocational choices that the school can help the student avoid. In an effort to find out why students are not following high school plans, respondents were asked to indicate on a check-list or supply a reason or reasons of their own for not following high school occupational plans. Table X on page 51 shows the reasons given by students for not following their high school occupational plans.

The final part of the questionnaire, Part C, was to be completed by those graduates who undertook advanced training or formal education following their graduation from high school.

One of the areas included within the guidance services is the information service. One purpose of this service is to make available all necessary information concerning college entrance requirements, scholarship opportunities, trade or business school entrance requirements, and all other material which will assist the student in choosing a school to attend and in meeting the requirements of the school.

The graduates who completed this section of the questionnaire were asked to designate the amount of assistance received from the high school in planning to meet college entrance requirements and opportunities. A breakdown of the replies to this question are shown in Table XI on page 52.

Once a high school graduate enters college or trade school does not necessarily mean that he will complete the course and receive a diploma. Many times students have to drop out of school before completion, just as many high school students leave school before they graduate. Several factors can be responsible for a student having to leave school earlier than originally planned.

Graduates who went on to school to further their education but who did not

TABLE X  
REASONS GIVEN BY STUDENTS FOR NOT FOLLOWING  
HIGH SCHOOL VOCATIONAL PLANS

Reason given	Number of Responses	% of Total
Change of vocational interest	20	50%
Lack of proper training	4	10%
Part-time job while attending school	4	10%
Service interfered	3	8%
Marriage	3	8%
Choice of available jobs	3	8%
Health or physical limitation	1	3%
Uncertain in high school	1	3%
Total	59	100%

TABLE XI  
ASSISTANCE RECEIVED FROM HIGH SCHOOL IN PLANNING TO MEET  
COLLEGE ENTRANCE REQUIREMENTS AND OPPORTUNITIES

	None		Little		Some		Considerable		Great Deal		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Students Responding	1	1	5	5	24	21	18	9	11	8	59	44
% of Students	2%	2%	8%	11%	41%	43%	30%	21%	19%	18%		100%

stay until completion of the course were asked to check a reason or reasons as to what would have helped them most to stay in school. It is possible that the education which they received in high school was not adequate for what the student planned to do in college, or financial help was available but the student did not know of it. The school must make every attempt to follow its students after high school and, if a student does leave college, find out the reason or reasons why.

Table XII on page 54 gives the factors which would have helped the student stay in school and the number of replies given for each factor. Some of the respondents checked more than one of the possibilities when answering the question.

In a previous section of this report, the results of a question asking students who are now working the relationship of high school occupational plans to their present position were given. It is also felt that the same type of information obtained from students who went on to school would be helpful. In other words, is or was the course of study now being followed while in school the same one that the student planned to follow while in high school? This question was asked of the graduates who completed this section of the questionnaire.

It can be seen from Table XIII on page 55 most of the students are pursuing a course that is either in the same general area, related, or exactly the same as the one the student planned to follow in high school. Only 21 per cent of the boys and 22 per cent of the girls are now in an unrelated or remotely related field. The high school planning for the future of these students has been careful enough to avoid the necessity of changing majors or discovering that the high school educational plans were not sufficient. Table XIII shows the relationship of the college or trade school course of study in



TABLE XII  
FACTORS WHICH WOULD HAVE HELPED THE STUDENT  
REMAIN IN SCHOOL

Factor	Number of Responses	% of Total
Financial help	8	25%
Better study habits	7	22%
Not to have gotten married	4	13%
Elimination of family difficulties	3	10%
Better high school preparation	3	10%
More interest in college	3	10%
More realistic vocational choice	2	7%
More realistic understanding of college life	1	3%
Total	31	100%

TABLE XIII  
RELATIONSHIP OF COLLEGE COURSE OF STUDY TO  
HIGH SCHOOL PLANS

	Unrelated		Related		Same General Area		Related		Exactly the Same		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Students Reporting	8	8	5	1	18	10	16	9	15	14	62	42
% of Students	13%	19%	8%	3%	29%	24%	26%	21%	24%	33%	100%	100%

regard to high school plans.

It can be seen from an examination of Table XIII that some students are not following their high school plans now that they have undertaken advanced training. If reasons why the plans are not being followed can be obtained, perhaps the school can help the student in making more realistic educational choices before the student gets to college.

From a list of suggestions given, students who are not following their high school plans were asked to check an appropriate reason or reasons why or supply one of their own if they were not satisfied with the reasons listed on the questionnaire. Reasons supplied by the students were: lack of interest, had no plans in high school, lack of advancement, new opportunities, and a change of purpose in life. Table XIV on page 57 shows the reasons why students did not follow or are not following their high school plans and the number of responses for each reason. Some students checked more than one reason.

All graduates who completed either Part B or Part C of the questionnaire were given an opportunity to state ways in which the guidance services of Greensburg High School could have been more helpful to them. The question was an open-end type question, and the respondents were free to write as little or as much as they felt like writing.

As was mentioned earlier, some respondents substituted the word "school" in place of "guidance services." Many took this as an opportunity to praise the school or a teacher or the guidance services, while others saw this as a chance to get ill-feelings and grudges off their chests. All replies received to this question are included in its tabulation.

There were ninety-three responses received to this question. Once the questionnaire had been completed and returned, this writer went through all of the questionnaires and grouped similar responses under similar headings in

TABLE XIV  
REASONS GIVEN FOR NOT FOLLOWING  
HIGH SCHOOL PLANS IN COLLEGE

Reason	Number of Responses	% of Total
Exploratory courses in new fields	25	46%
Increased maturity	11	20%
Inadequate high school guidance	5	9%
Lack of interest	4	7%
Lack of academic preparation	3	5%
Had no plans in high school	3	5%
Lack of advancement in chosen field	2	4%
New opportunities	1	2%
Change of purpose in life	1	2%
Total	55	100%

TABLE XV  
WAYS IN WHICH THE STUDENTS FEEL THAT THE  
GUIDANCE SERVICES COULD HAVE BEEN  
MORE HELPFUL TO THEM.

Replies Given	Number of Responses	% of Total
Quite helpful	28	31%
Adequate	10	12%
Give more information on college requirements	9	10%
Answers pertaining to specific courses or teachers	9	10%
Didn't have guidance services	5	5%
More personal conferences	4	4%
Didn't use them	3	3%
Dissatisfied	3	3%
Encourage students not to declare a major	3	3%
Set up college visitations	3	3%
Work days and interviews in chosen field	3	3%
More time for guidance needed	3	3%
Encourage students to want help	3	3%
Should have been more sincere	1	1%
Had to be a part of the counselor	1	1%
Help those besides honor roll students	1	1%
Spend more time choosing a school	1	1%
More information on kinds of work	1	1%
Seem uninterested in helping me	1	1%
More help in scheduling	1	1%
Total	93	100%



order that a tabulation of the responses received could be shown on a table. This also provides for easier handling of the data. Table XV shows the responses to the question and the number of replies received for each response.

#### CONCLUSIONS AND RECOMMENDATIONS

Once the questionnaires have been completed and returned and the responses tabulated, the information obtained must be put to use or the study will have served little purpose. Although the returns in this study did not total 100 per cent, it is felt that certain valid conclusions based on the returns that were received can be made. Further decisions will require more study into particular areas, but this report of graduates' feelings and opinions on their high school education is a start in this direction. As has been stated earlier, a copy of this report will be turned over to the school officials in Greensburg, and they may use the information in any way that they feel will bolster the educational program offered by the Greensburg Public Schools.

The conclusions and recommendations from this study will be divided into the following sections: the school in general and its help in various areas, extra-class activities, academic areas, and the guidance services.

Judging from the responses to the questionnaire, Greensburg High School is doing an adequate job of preparing its students in most respects. It can be seen from the results, however, that certain areas need to be studied further and perhaps some changes made.

One good way to measure whether the school is adequately preparing its students is to find out how the students feel about the school in relation to their abilities, interests, and needs. Is the school too challenging or not challenging enough? Are enough subjects offered to satisfy all the interests

of all the students? Are social and personal needs being met satisfactorily as well as academic needs? From the results of this study it can be concluded that the interests, needs, and abilities of the students are being met. A total of 68 per cent of the boys and 79 per cent of the girls who replied are either reasonably well-satisfied or highly satisfied with their high school course in relation to their abilities, 64 per cent of the boys and 85 per cent of the girls feel the same way in relation to their interests; and 57 per cent of the boys and 76 per cent of the girls are reasonably well-satisfied or highly satisfied with their high school course in relation to their needs. No students responded that they were greatly dissatisfied in regard to their needs. Based on the replies received, this writer concludes that the interests, needs, and abilities of the former students are adequately being taken care of.

Throughout the questionnaire where rating was involved, the girls tended to rate their replies higher than boys. This was especially true of the employed graduates. It is concluded that the girls stay in their initial position longer than the boys and the girls use their training from high school more quickly and more directly. Many of the boys have held several jobs since graduation and do not use their high school training, whereas the girls are likely to still be employed at their first post-high school position.

Some 44 per cent of the boys and 52 per cent of the girls who are now employed feel that there is little or no relationship between their high school training and their present position. The figure for the boys is particularly alarming because it represents almost one-half of the total who responded. For one reason or another many students are not being adequately trained to do the jobs they are presently engaged in. It is the recommendation of this writer that the school make an attempt to find out vocational plans of the students early enough to insure that the training they receive will be adequate for their

chosen occupation. It must be remembered, however, that students who are employed part-time while attending school are included in these figures. Nevertheless, a deeper examination of vocational plans at an early date is needed. Over half, or 54 per cent, of the boys responding replied that there is little or no relationship between their high school occupational plans and their present positions, and 36 per cent of the girls replied in a similar manner. The conclusion is that too many students are not doing what they planned to do in high school and that their high school training is of little help to them at the present time. Even with these high figures, 65 per cent of the boys and 77 per cent of the girls feel that they get considerable or high satisfaction from their job. These figures are all for graduates who are presently employed either part-time or full-time.

For the graduates who are continuing or did continue their schooling, it can be concluded that their high school education was adequate. Of the boys who replied, 79 per cent are following through on their high school plans in the same general area, in a related field, or in exactly the same field in college, while 73 per cent of the girls are doing the same. It is concluded that the college-bound students are more likely to follow their high school plans than are those graduates who are employed and enter the labor force immediately upon leaving high school.

The college-bound students are satisfied with the help the school is giving them in meeting entrance requirements and opportunities. A total of 80 per cent of the boys and 87 per cent of the girls received some, considerable, or a great deal of help from the school in meeting these requirements.

However, the replies indicate that the students feel they are not receiving much help from the school with other problems. Especially noticeable in this area are the selection of extra-class activities while in school, solving

personal problems, applying for a job in an occupation of interest, learning about working conditions, unions, wages, and hours, and knowing how to get along with the "boss" and fellow workers. All of these were rated by the graduates as having received little help from the school.

It is concluded that little thought is put into the choice of extra-class activities and many students join just for the sake of joining. This writer recommends that the school explore further the possibility of offering a class at the freshman or sophomore level called Occupations or something similar which will introduce the students to the work and salary of various occupations. It is obvious that the graduates feel there is a need for such a course, and this writer feels that their criticism is justified.

In the subject matter fields there are several subjects of which the respondents were critical in their rating. It is possible that some of the students held grudges against the school or a teacher and this can have an effect on the ratings. However, the ratings received were taken at their face value and tabulated. It is concluded that the students are generally well-satisfied with the subjects they studied in high school and that the courses have been helpful to the graduates since leaving high school. Exceptions here are in the fields of Spanish, chorus, band, woodwork, and mechanical drawing. It is recommended that if no full-scale evaluation is undertaken soon, there areas be examined further to see if objectives are being met and to see if the students' criticism is justified.

Courses receiving special praise from the graduates for the amount of help received were English, typing, and speech. Another indication of the high value of speech is that it was the class which was mentioned most often by students as a class they wish they had taken but did not while in high school.

It was mentioned earlier that students feel that they received little help from the school in selecting extra-class activities. However, this does not keep the students from belonging. The activity that is thought to have been most valuable is athletics, and the athletic department is to be lauded for the work it is doing. It is concluded that some of the activities are of more value to the students than are others, and that a further examination of the Hi-Y Club, the Pep Club, and the Lettermen's Club would be in order.

One of the main purposes of this study was to obtain the feelings and opinions of the students about the guidance services offered by Greensburg High School. During the five years covered by this study, the class of 1960 had no organized guidance services offered, the class of 1961 had a part-time guidance counselor, and the classes of 1962, 1963, and 1964 had the services of a full-time guidance counselor. One purpose was to check the students' awareness of the guidance services and to what extent the students took advantage of the services offered. One conclusion is that more personal conferences are needed. However, from the guidance point of view, a student with a personal problem should seek out the counselor rather than have it the other way around. A way is needed to let the students feel free to come to the counselor with any type of problem, and it is recommended that the counselor make an effort in this direction.

Another recommendation is that the counselor spend as much time with the non college-bound students as with the college-bound students. Most of the "bitter" criticism of the school and the guidance services came from students who did not go on to school. These students need to feel that the school cares as much for them as it does for the college-bound students. It is recommended that the school make a concentrated effort to help those students



who do not plan to go on to college and bring an end to such feelings and criticism.

In other areas the guidance services are adequate, especially in regard to testing and making information about schools and scholarships available.

A final observation about this study is noted here. It becomes evident that everyone at Greensburg High School is working hard to prepare the students for the future. There are shortcomings which have been pointed out in this report, but perhaps because of this report steps can be taken to overcome these problems. With the realization that evaluation is a never-ending process, and that follow-up studies can play an important role in evaluation, it is recommended that Greensburg High School initiate a program of following-up its graduates at one, three, and five year intervals and use the results as a part of the full evaluation process.



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APPENDIX A

FOLLOW-UP QUESTIONNAIRE

## PART A: TO BE COMPLETED BY ALL WHO RECEIVE THE QUESTIONNAIRE

1. Name \_\_\_\_\_

2. Present Address \_\_\_\_\_  
\_\_\_\_\_

3. Father's Occupation \_\_\_\_\_

4. Mother's Occupation \_\_\_\_\_

5. Highest grade in school completed by father \_\_\_\_\_ by mother \_\_\_\_\_

6. To what degree were you satisfied with your high school course in relation to your abilities?

/	/	/	/	/
Greatly	Highly	No better could	Reasonably	Highly
Dissatisfied	Dissatisfied	be expected under	well-satisfied	Satisfied
		present conditions		

7. To what degree were you satisfied with your high school course in relation to your interests?

/	/	/	/	/
Greatly	Highly	No better could	Reasonably	Highly
Dissatisfied	Dissatisfied	be expected under	well-satisfied	Satisfied
		present conditions		

8. To what degree were you satisfied with your high school course in relation to your needs?

/	/	/	/	/
Greatly	Highly	No better could	Reasonably	Highly
Dissatisfied	Dissatisfied	be expected under	well-satisfied	Satisfied
		present conditions		

9. Rate all of the subjects you took in high school according to the value or help you feel you have received from the subjects since leaving high school. Rate them in the following manner: "4" if the course was very helpful; "3" if the course was helpful; "2" if the course was of little help; "1" if the course was of no help; and "0" if you have no opinion or are undecided.

English	Woodwork	Physics	Journalism
Algebra	Welding	Speech	Mech. Drawing
Geometry	Typing	Bus. Ed.	Biology
History	Bookkeeping	Economics	Phys. Ed.
Spanish	Home-making	Band	Others (please list)
Chemistry	Constitution	Chorus	
_____	_____	_____	_____
_____	_____	_____	_____



10. Are there any subjects which you now wish that you had taken, but did not? If so, please list them below.
11. Are there any subjects which you wish you had been able to take, but which were not offered when you were a GHS student? If so, please list them.
12. Rate each of the following problems according to the help you received at school by using "4" if you received a great amount of help; "3" if you received some help; "2" if you received little help; "1" if you received no help; and "0" if you are not certain of the amount of help received.

☐ getting acquainted with our school as a new student.  
☐ selecting proper courses while in school.  
☐ selecting extra-class activities while in school.  
☐ solving personal problems while in school.  
☐ discovering my own interests and abilities.  
☐ getting along with teachers and other students.  
☐ planning for education after high school.  
☐ choosing a suitable occupation to follow.  
☐ applying for a job in an occupation of interest to me.  
☐ providing me with job information and trends.  
☐ learning about working conditions, unions, wages, and hours.  
☐ knowing how to get along with the "boss" and fellow workers.  
☐ giving me good work habits which have helped me.  
☐ check here if you received no help with any of these problems.

13. Below is a list of the extra-class activities which are available to GHS students. Rate the following activities in which you participated according to the value that you feel these activities have been to you since leaving high school. Use the following scale: "4" if you feel they have been of high value; "3" if some value; "2" if little value; "1" if no value; and "0" if you are not certain of the value.

<input type="checkbox"/> Hi-Y	<input type="checkbox"/> Lottenson's Club	<input type="checkbox"/> Class Officer
<input type="checkbox"/> Y-Teens	<input type="checkbox"/> Student Council	<input type="checkbox"/> Dramatics
<input type="checkbox"/> FHM	<input type="checkbox"/> National Honor Society	<input type="checkbox"/> Boys' State
<input type="checkbox"/> Pep Club	<input type="checkbox"/> Athletics	<input type="checkbox"/> Girls' State
<input type="checkbox"/> Music (League)	<input type="checkbox"/> Cheerleader	

## PART B: TO BE COMPLETED BY THOSE GRADUATES WHO ARE PRESENTLY EMPLOYED.

1. A. Present employer \_\_\_\_\_  
 B. Address of employer \_\_\_\_\_  
 C. Your job title \_\_\_\_\_  
 D. Brief description of your job; just what do you do on the job?  
 \_\_\_\_\_  
 E. Hours worked per week \_\_\_\_\_  
 F. Jobs you have held since graduation \_\_\_\_\_  
 G. (Optional do not feel compelled to answer this question)  
 Present weekly earnings before deductions:  
 \$1-\$40    \$41-\$80    \$81-\$100    More than \$100  
 Or give approximate annual income \_\_\_\_\_
2. How much time elapsed from your high school graduation to full employment?  
 Years \_\_\_\_\_ Months \_\_\_\_\_ Weeks \_\_\_\_\_
3. How did you obtain your present position?  
 \_\_\_\_\_ Family or relative    \_\_\_\_\_ School officials  
 \_\_\_\_\_ Friend or acquaintance    \_\_\_\_\_ Employer  
 \_\_\_\_\_ Public employment agency    \_\_\_\_\_ Found it yourself  
 \_\_\_\_\_ Private employment agency    \_\_\_\_\_ Others - state source, please
4. What is the relationship of your high school training to your present job?  
 /    /    /    /    /  
 No    Little    Some    Considerable    High  
 Relationship    Relationship    Relationship    Relationship    Relationship
5. How much personal satisfaction do you get from your present position?  
 /    /    /    /    /  
 No    Little    Some    Considerable    High Degree of  
 Satisfaction    Satisfaction    Satisfaction    Satisfaction    Satisfaction
6. What is the relationship between your present position and your high school occupational plans?  
 /    /    /    /    /  
 No    Little    Some    Considerable    High  
 Relationship    Relationship    Relationship    Relationship    Relationship
7. If you are not doing what you planned to do in high school, please check the appropriate reason below.  
 \_\_\_\_\_ lack of proper training    \_\_\_\_\_ health or physical limitations  
 \_\_\_\_\_ change of vocational interest    \_\_\_\_\_ others, please state  
 \_\_\_\_\_ change of geographic location    \_\_\_\_\_
8. Did you encounter any unusual or special problems in your job? If so, please describe them briefly.
9. In what way, if any, do you feel that the high school guidance service could have been more helpful to you? Please answer briefly.

PART C - TO BE COMPLETED BY THOSE GRADUATES WHO UNDERTOOK ADVANCED TRAINING OR FORMAL EDUCATION FOLLOWING HIGH SCHOOL GRADUATION.

1. NAME OF SCHOOL	DATE OF ENTRY	DATE LEFT	DEGREE RECEIVED	TYPE OF TRAINING RECEIVED

2. How much assistance did you receive in high school in planning to meet your college entrance requirements and opportunities?

/	/	/	/	/
No Assistance	Little Assistance	Some Assistance	Considerable Assistance	Great Deal of Assistance

3. Only those who did not complete college answer this item: What would have helped you most to stay in college?

☐ elimination of family difficulties  
☐ better health  
☐ financial help  
☐ better high school preparation  
☐ more realistic vocational choice  
☐ better study habits  
☐ a more realistic understanding of college life  
☐ Other - please state \_\_\_\_\_

4. Is (was) the course of study you are following now or did follow in college the one you planned to follow in high school?

/	/	/	/	/
Unrelated Field	Remotely Related	Same General Area	Related Field	Exactly the Same

5. If you are not following your high school plans, please check the most appropriate reason why from the list below.

☐ lack of academic preparation  
☐ inadequate high school guidance  
☐ increased maturity  
☐ exploratory courses in new fields  
☐ Other - please state \_\_\_\_\_

6. In what way, if any, do you feel that the high school guidance services could have been more helpful to you? Please answer briefly.

APPENDIX B

COVER LETTER ACCOMPANYING QUESTIONNAIRE

March 28, 1965

Dear Greensburg High School Graduate:

As you are no doubt aware, our schools are continuously under pressure to do a better job of preparing our young people to take their place in society. This, of course, requires constant evaluation and revision of our educational program.

It has been many years since any type of follow-up study of Greensburg High School graduates has been made. However, such a study is now underway. The enclosed questionnaire has been designed to obtain information that will be of value to us in future curriculum planning.

The success of this study depends entirely upon you, the past graduates of Greensburg High School, and, because of this, I sincerely request your cooperation. Your answers will be incorporated into the final decisions made in curriculum building, and it is my earnest desire that you will take the time to answer each question as carefully as possible.

The questionnaire is divided into three parts. Everyone receiving the questionnaire is requested to complete Part A.

If you are now employed, please fill out Part B of the questionnaire.

If you entered college or a specialized school, (i.e., trade school) following graduation, please complete Part C.

Copies of the questionnaire are being sent to members of the graduating classes of 1960 through 1964. All answers will be kept in strict confidence. Please return the questionnaire in the enclosed, stamped, self-addressed envelope.

Realizing that you are extremely busy, I sincerely appreciate your time and effort in helping me with this study. I would be grateful for a prompt reply.

Sincerely,

*Dale K. Shipps*

Mr. Dale K. Shipps  
Spanish Teacher  
Greensburg High School



A FOLLOW-UP STUDY OF THE GRADUATES FROM THE CLASSES  
OF 1960 THROUGH 1964 OF THE GREENSBURG,  
KANSAS HIGH SCHOOL

by

DALE W. SHIPPS

B. S., Kansas State University, 1960

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AN ABSTRACT OF  
A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1965

The purpose of this study was to initiate a program of follow-up of graduates in order that the information obtained might be used in an evaluation of the total school offering.

One of the purposes of a follow-up study is to get the present location and activity of the graduate and to find out his feelings and opinions about his high school education. These were the main points of emphasis in this study. Copies of the final results have been requested by school officials in Greensburg for their examination and possible use.

Information for use in this study was obtained by means of a questionnaire which was based on recommendation from the school principal and the guidance counselor. The questionnaire was sent to 101 graduates of Greensburg High School from the classes of 1960 through 1964, of which 138 were completed and returned for a total of 77 per cent. The questionnaire was divided into three parts: Part A consisted of general questions and was to be completed by all who received the questionnaire; Part B consisted of questions related to employment and was to be answered by those students who are now employed; and Part C consisted of questions related to further education and was to be answered by those students who undertook formal education or a type of trade school following high school graduation.

An analysis of the responses to the questionnaire shows that the abilities, interests, and needs of the graduates were met in relation to their high school course of study.

Many students are not following their high school plans in their present positions. Almost one-half of the boys replied that there is little or no relationship between their high school training and their present positions, whereas one-third of the girls made the same reply. A similar situation exists

between high school plans and the present position. However, the opposite situation exists as to job satisfaction. Sixty-five per cent of the boys and 77 per cent of the girls stated that they get considerable or a high amount of satisfaction from their jobs.

The school is doing an adequate job of preparing the students who continue their education. Based on the responses received, it is concluded that the college-bound students are more likely to follow their high school plans than are those graduates who enter the labor force upon high school graduation.

The respondents indicated a need for the addition of several subjects to the program. Named most often were art, psychology, and another foreign language. Art has not been offered for two years, psychology was introduced this past year, and German will be offered beginning next fall.

It is recommended that school officials examine the possibility of adding a class in occupations to the program. Applying for a job, learning about working conditions, and knowing how to get along with the boss all received very low ratings from students as to the amount of help given by the school in these areas.

The information service is doing an adequate job for college-bound students; however, many of the graduates who were not going on to school indicated that the guidance services did not seem interested in them. It is recommended that the school personnel attempt to show interest and concern for all students, regardless of their future plans.

Throughout the questionnaire the girls tended to rate areas higher than the boys who replied, especially among those graduates who are now employed. The conclusion is that girls stay with their first job for a longer period of time and use their high school training more quickly than the boys. Many of

the boys have held three or four jobs since graduation while the majority of girls have stayed with their initial position.

A final recommendation is that now that a follow-up program has been initiated, the Greensburg Schools should continue the program at regular intervals. Each year's graduating class should be followed-up sometime during the following year, but an even better program would be to have a follow-up study of graduates at one-, three-, and five-year intervals.