An Evaluation of the Guidance & Counseling Program of the Bishop David Memorial High School

Richard Staples
Western Kentucky University

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Richard Gregory

1983
AN EVALUATION OF THE GUIDANCE
AND COUNSELING PROGRAM OF THE
BISHOP DAVID MEMORIAL HIGH SCHOOL

A Project
Presented to
the Faculty of the
Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

by

Richard Gregory Staples
January, 1983
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AN EVALUATION OF THE GUIDANCE AND COUNSELING PROGRAM OF THE BISHOP DAVID MEMORIAL HIGH SCHOOL

Recommended January 11, 1983
(Date)

Ernest W. Dunker (Director of Project)

Wayne Ashley

Approved April 4, 1983
(Date)

Clara Gray (Dean of Graduate College)
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AN EVALUATION OF THE GUIDANCE AND COUNSELING PROGRAM
OF THE BISHOP DAVID MEMORIAL HIGH SCHOOL

Richard Gregory Staples January, 1983 67 Pages

Directed by: Dr. Emmett Burkeen, Department of Educational Leadership, Dr. Wayne Ashley, Department of Educational Leadership, and Dr. Carl Martray, Department of Psychology, Western Kentucky University, Bowling Green, Kentucky.

The purpose of this study was to evaluate the guidance and counseling program of the Bishop David Memorial High School. Methods and procedures included the use of the Evaluative Criteria utilized by the Southern Association of Colleges and Schools in evaluating secondary schools, an analysis of the needs of students, a review of guidance information reported on a Supplementary Data Form, and a review of guidance practices reported in literature.

This study provides information that could be used by administrative personnel, instructors, counselors, and persons performing counselor-related functions in an effort to utilize the guidance and counseling services at the secondary school level.

The findings in this study revealed that the current guidance and counseling program at the Bishop David Memorial High School was adequate in terms of meeting overall student needs. Observations concerning the guidance program were outlined and major recommendations were presented.
CHAPTER I

INTRODUCTION

The ancient Greek philosopher Thales was once asked, "What is most difficult?" He answered, "To know thyself." Then his questioner asked, "What is easiest?" Thales answered, "To advise another" (Smith & Roos, 1981). The task of counseling and guidance cannot be defined according to the antithesis of the "difficult" and the "easy." Counseling and guidance must be an attempt to achieve a synthesis between the student's aspirations, his/her potentialities, and his/her opportunities.

Throughout the United States educators are turning their attention to the problem of individual differences. Each student has his/her own individual needs, interests, and abilities. Many researchers today feel that problems arising from these individual differences can best be met through an organized guidance and counseling program. Consequently many of the schools throughout the United States now have organized such programs.

All principles of guidance and counseling stem from the basic concept that the school's central task is the utmost development of each student. In every school there will be found untapped human resources unless this concept is fully
recognized and implemented. The positive potentialities of each child should be emphasized rather than his/her limitations.

Only a few years ago our schools were concerned primarily with the teaching of Reading, 'Riting, and 'Rithmetic. While making every attempt to provide each student generously with these rudiments of learning, today's schools have been greatly altered in basic philosophy and scope. The school has been given the responsibility to guide the student in learning such habits and skills which will enable them to contribute to and be a successful member of society.

The guidance and counseling program acknowledges that students attend school to get a mastery of the skills in order to gain a livelihood; but it realizes that they must also learn the art of living.

A guidance and counseling program attempts to emphasize the happenings of deeper significance in the lives of children and adolescents. It is concerned with discovering the causes for students not performing up to their capacities. Much work, planning, and study on the part of many people are necessary if the picture of the whole student is to be seen. Guidance and counseling programs are similar in many respects; but to be most beneficial and effective, each must be tailor-made to meet the needs of the individual whom it serves. In fact, Erickson says:

Good guidance & counseling procedures do not emerge as a result of chance. They come only when administration, teachers, counselors, parents, and students develop an understanding of the basic problems they face, and examine solutions in a cooperative atmosphere (Erickson, 1977).
The success of a guidance and counseling program depends upon the resourcefulness, knowledge, interest, tact, and skill of all the personnel associated with it. Four principles relating to the guidance and counseling program itself as follows:

1. There should be continuity in guidance and counseling from the time the student comes in contact with the school to the time he has made his adjustments to life as an adult.

2. Administrative sanction and flexibility in making any adjustments which are necessary for the good of the students are essential.

3. The contribution of administrators, teachers, students, parents, and specialists to the program should be recognized and the work of all coordinated.

4. The program should be developed cooperatively and should be constantly re-evaluated and revised (Strang, 1975).

Statement of the Problem

Among the problems confronting the school personnel of today is the development of a guidance and counseling program that will prepare each student to the limit of their ability. It is true that common principles and techniques underlie all guidance and counseling programs; but as Cottingham aptly states "Each school must conceive its own program" (Cottingham, 1976).

This investigation was designed to evaluate the current guidance and counseling program of the Bishop David Memorial High School in Louisville, Kentucky, using the Evaluative Criteria utilized by the Southern Association of Colleges and Schools in accrediting secondary schools.
No one plan is fully adaptable to all schools. It is, therefore, important that a guidance and counseling program meet the needs of the pupils enrolled in a given school.

It is believed by those interested in this study that a well-organized guidance and counseling program will contribute to the solution of many educational, health, social and moral problems of the students within the scope of the Bishop David Memorial High School community.

**Purpose of the Study**

There were several purposes to this study. The investigation was designed to determine if the guidance and counseling program of the Bishop David Memorial High School was meeting the needs of the students. Another purpose was to determine the strengths and weaknesses of the program. A third purpose was to utilize the Evaluative Criteria as an instrument in determining acceptance, rejection, or modification in the current guidance and counseling program at the school.

**Organization of the Study**

Chapter I presents the introduction, statement of the problem, purpose of the study, and summary.

Chapter II presents a review of the related literature on student needs in the guidance and counseling program.

Chapter III explains the methodology and self-study conducted by the counseling staff, administration, and
faculty, comparing the current guidance and counseling program at the school with the Evaluative Criteria recommended by the National Study of Secondary School Evaluation and the Southern Association of Colleges and Schools.

Chapter IV analyzes the findings and discussion in the self-study evaluation.

Chapter V presents the summary and conclusions in the research study.

The results of the Evaluative Criteria self-study are presented in Appendix A.

Summary

Those charged with the implementation of the current guidance and counseling program at the Bishop David Memorial High School are aware of its strengths and weaknesses.

Although the present guidance and counseling program follows most of the criteria standards recommended by the National Study of Secondary School Evaluation and the Southern Association of Colleges and Schools, there is growing concern in the Catholic archdiocese schools of Louisville that declining enrollment and increased operating cost could seriously affect current and future programs in the Catholic schools.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The need of a basic guidance program for the high school is recognized in current educational literature. Since the turn of the century a great deal of literature has been written regarding certain phases of guidance. Much guidance literature has been written by counselors who present general surveys or enthusiastic reports of their own guidance practices accompanied by subjective appraisal of the results (Traxler, 1978).

The Literature on Students Needs

Senior high school boys and girls range in age from fifteen to approximately eighteen or nineteen years. Most of them are going through the adolescent period, the stage of growth which lies between childhood (with its dependence and parental control) and maturity (with its independence and adult responsibility). The adolescent period is one of change: change in body appearance and functions; change in relationships with fellow students as well as older groups; and change in responsibilities for earning a living.
Resnick states "that certain needs are basic to all human beings." Among these are the physical needs, need for affection, need for belonging, need for independence, need for social approval, and the need for self-esteem. He further suggests that the needs of students are very closely related to these. There is a need for self-realization. The students are striving to understand themselves, to discover their abilities, aptitudes, potentialities, and to develop and utilize them (Resnick, 1975).

The students are also striving to be popular with their peers, to find their proper place in their homes, to prepare for future family responsibility and to learn to enjoy a full and varied social life.

The need for economic efficiency is prevalent among students (Andrews, 1978). This need would become increasingly acute for students, as improvements in technological methods postpone their entry into productive work.

Most students realize the importance of membership on a team, of a grade, of a class, and of participation in extracurricular youth organizations. They anticipate the need to be a member of civic, church and other community groups. They are learning also the importance of participating in student body, city, state and national government, as well as becoming increasingly aware of the importance of being a cooperative member of the whole community.

If we listen carefully to what students in schools are saying, their basic needs regarding a guidance program
are clear. Mathewson suggest that some of these needs are

"Make the most of myself."
"Get the most out of school."
"Get ahead."
"Feel good," or "Stop feeling bad."
"Get along well in my studies."
"Have some aim in life."
"Be well liked."
"Get along well with others."
"Keep in good with my peers."
"Have fun."
"Learn a trade or business skill."
(Mathewson, 1978)

According to Strang the basic needs of students that can be met by guidance methods are divided into three classes:

1. Physical and physiological needs including the motivation thirst, hunger, physical discomfort, and special physiological conditions.

2. Social needs leading an individual to establish his status with a group; to get along with others; to win attention, sympathy, and approval and avoid criticism; to be of service and cooperative with others.

3. Needs related to personal development including the need to achieve and succeed, to acquire property, to master a situation, to become increasingly self-directive, to conserve and defend or raise status, and to formulate life goals (Strang, 1975).

Some schools in their efforts to find a solution to the problem of meeting pupil needs have made radical changes in order to provide differentiated courses and a more flexible treatment of individuals. Curriculum materials have been reorganized, elective courses have been provided, extra-curricular activities have been encouraged, methods of teaching
have been improved, modern text-books have been put in use, supplementary materials have been added, pupils have been better classified for instructional purposes, and programs of educational counseling and guidance have been undertaken. Such schools have gradually reduced their failure rate and increased their holding power. It is obvious that counseling and guidance must of necessity be an individual rather than a mass affair. The individual pupil must be studied as a unit.

The primary purpose of counseling and guidance is to help the pupil to find himself with respect to his interests and abilities and to understand and appreciate the opportunities offered for his development through the school. It involves opportunities for exploration and self-discovery on the part of the pupil and constructive personnel accounting on the part of the school, meaning that the individual student must be studied at the time the school accepts responsibility for his training. His strength or weakness must be discovered; character of progress noted; causes of failure or success diagnosed, proper counsel and guidance offered; appropriate educational treatment applied; and results correctly evaluated. Until these needs are met many pupils will continue to flounder from maladjustment, fail for want of guidance, and eliminate themselves to save what little self respect the school has allowed to remain in them. It is imperative that the educators of today recognize that individuals differ in their ability to profit from the work of the school and
consider those differences in directing the progress of the pupils. The world is a big world, a good world, a happy world when one knows how to live in it according to his/her individual abilities.

The Literature on School Needs

In the present world crisis where there is an imperative need for each individual to make his best contributions to the strength of America, the need for top-level guidance services is obvious. Schools must see to it that our young people are guided into vocational fields where they can be of greater service to society and at the same time obtain deep personal satisfaction from their work (Wagner, 1975).

The complexity of our society makes it difficult for the youth of today to choose, prepare for, and to succeed in a vocation, as was pointed out in an earlier section of this paper. Responsibilities that were once borne by such agencies as the church, the home, and industry have been shifted to the school. The expectations of society do not remain constant, and there is more specialization in all occupations. All the children of all the people are going to school, and their individual differences and needs—if they are to be met—must be considered in the curriculum planning and guidance services of our schools. The school must help individuals understand themselves.
Altsletter presents the need for a guidance program within the school in the following words:

The increasingly heterogeneous nature of the high school enrollment, the necessity of meeting current needs of the otherwise unemployed youths, and the difficulty of knowing what our very rapidly changing social and economic life will demand in ten or twenty or forty years make a good guidance service imperative in every school. Neither newness nor difficulty justifies ignoring the obligation (Altsletter, 1978).

Jones, in discussing the need for guidance, states that the school has been forced to assume greater responsibility in the field of guidance because of the changing home conditions. Whereas both parents were formerly at home most of the time, now both parents are often gone all day. There have been profound changes in labor and industry which the school must be prepared to cope with. Specialization calls for very definite and careful guidance in an organized form. Delicate adjustments are necessary in the life (or lives) of the youth of today that were not necessary half a century ago. It is important to society at large that the school guide each student individually where they will develop into responsible citizens. This means that each student will receive training in the occupation where they can perform best and with the greatest degree of satisfaction (Jones, 1979).

Bossing states that "the function of the school may be assumed to be the guidance of the students in the achievement of an intelligent and satisfying adjustment to his immediate environment" (Bossing, 1978). This statement implies that the school must be aware of the students strengths, weaknesses, aims, and ideals, as well as their personal and social needs.
Needs for guidance in the school are both preventive and curative. The greater the success of the preventive phases, the lesser the need for curative measures. But for the teacher with several problem children in a class, the immediate needs are the curative ones. Often these emergencies force a guidance program's organization (Addleston, 1974).

The school is directly concerned with the achievement by individual pupils, in social maturity, individual potentialities, family and vocational adjustment, as well as responsible citizenship. A systematic means of furthering personal-social development in the school presents a real need for guidance programs in the schools of today. The school should not attempt to undermine the obligation of the home but rather should try to enhance it and, through guidance services, provide the means of fulfilling it.

The school needs to guide individual development, interest, and abilities. The school's influence upon the pupil is inescapable; the need is to make this influence positive and wholesome. The high school of today needs to aid the student in making decisions regarding their future career, provide placement services to help them decide on the most suitable kind of job and to help them get the best available position to fit their needs whether they want to work full or part time. The school must answer the needs of the pupil.

1. What do they want to do with their vocation career?

2. Do they plan to go to a grade school, a technical institute or a college?
3. What subjects are best for them to take?

4. Do their tests show that they are capable of becoming what they would like to be?

5. Do they understand their responsibilities to the home? (Richards, 1976)

Inquiring into our own lives and into the lives of those about us, for a moment, we know that children are sent to school to be educated. Entering school did not perform a miracle of education. In the very first years of the primary grades the children were initiated into the mysteries of reading and writing. The teacher could not do it for them, they had to learn to perform the tasks themselves so that they might be prepared for the more difficult work in grammar grades, where reading for acquisition of meaning was a more complicated process. Thus, each child must acquire knowledge for themself, according to their own particular capacities and methods.

As it is in the secondary schools, the students must be prepared for the complexities of adult life according to their abilities and aptitudes and dispositions. Schools are maintained so that all the children may be instructed and prepared for the business of living. Every child has the right to be educated according to their own particular abilities as long as they remain in school, and every child should be in school for a definite purpose—not merely attending school because the law requires it. Every class should bear some relation to the future life of the child, no matter what work he will pursue as a career.
No school can hope to institute activities designed to meet all possible needs for a guidance program, yet the school must accept these previously stated responsibilities through a properly organized guidance program.

The Literature on Community Needs

No doubt the past decade has become known as one in which American people first began to see more clearly the full relationship between the American school and the American community life (Mathewson, 1978). However, it is the opinion of the writer that democratic education cannot remain vital or in accord with its society unless the school-community relations are carried much further than the discussion of school objective, methods, and curricula in occasional forums. If guidance is regarded as a process of meeting continuing individual needs up to the point of satisfactory life adjustment in adult roles, the proffer of its services cannot very well stop abruptly upon graduation from school. During the critical phase of early adulthood when the individual is seeking economic and perhaps family maturity--independent of parents--there is a dire need for guidance.

A number of modern educators have expressed the conviction that the process of living and learning in a community should reach everyone in the community; unless the school does this, it is failing to meet the challenge of the modern world (Michaelis, 1970). Only when the school and the community work together hand in hand can real education be accomplished.
If there is environmental lack, it is the duty of the school and the community to utilize all resources available for the welfare of the student. Michaelis points out the community is the child's laboratory for learning about available resources, services, and projects. We must recognize that the child receives the vast majority of his experiences during the preschool years in his parental home and in the immediate neighborhood around his home. What the child learns in the home is carried out of it to the community. Therefore, the needs of the community act as a powerful influence on the child's behavior.

Since all activities within a community are carried on to fill the basic needs of the people within that community, an understanding of the conditions within the community show what those needs are. While the needs of individuals differ in degree and in kind, it is apparent that pupil needs, also differing in degree and in kind, often grow out of home or hometown conditions. Therefore, if the needs of the child are important and since those needs grow out of the community, it follows quite logically that one of the first considerations must be community needs.

The community must become, in a sense, a part of the curriculum of the school and the school must lead the community in a study of itself and what it wants to do about itself (Naslund, 1978). The extent to which parents and school can cooperate in the socialization and maturation process, and
the extent to which school and community values coincide, will depend upon the extent to which the school incorporates the community as a part of the curriculum.

There are many beneficial effects of the cooperation of school and community for the development of the whole child. One of these benefits is the provision of opportunity for the children to develop some of the ordinary social graces through school-community projects. Community recognition of individual differences is essential. The school should be able to assure parents that each student is classified on the basis of his abilities and is receiving what best suits his needs. People must learn that it is not the course taken which counts, but what a child is able to acquire from it. It is imperative that the community and the school unite to study the individual and to engage in individual counseling. Only in this manner will the community and school aid the youth in the development of his own abilities at his own pace making use of his own endowments.

The Literature on Local Needs

For the past few years the need for a specific guidance program has been felt by many schools within the locality of Southern Jefferson County. With increasing national and international responsibilities it has become essential that the schools develop the trained leaders in every field to provide us with the skills necessary to meet all our domestic needs and, in addition, to show the free world the kind of
inspired leadership that is so vital in these times. Guidance is, of course, one of the basic answers to these broad and complex needs (Derthick, 1977). Guidance services remain an integral part of education. Each year, as new vocations develop and as life grows more complex, guidance becomes increasingly important.

Education manpower is more than ever our most precious resource not only in terms of a crucial struggle for survival but also in the nobler terms of achieving man's ancient yearning for peace and good will. We can look to guidance to carry us on toward greater equality of opportunity, where all men may make the most of their potentialities and their promises.

These are but a few of the reasons why every school should have an organized, planned guidance program. If professionals in the field of education are to develop the full potentialities in all students, then guidance must be a part of the educational program.

**Summary**

Research reveals that guidance is not a new function in education. As long as there have been teachers there has been guidance. Even though guidance goes as far back as the time of ancient Rome, it is continuing to play an important part in education of today.

A review of the literature indicates that basic principles and concepts are beginning to arise with increasing clarity,
but there are no definite answers to many questions concerning guidance.
CHAPTER III

METHODOLOGY

In evaluating the guidance and counseling program of the Bishop David Memorial High School the following methods and procedures were utilized:

1. Use of the Evaluative Criteria recommended by the National Study of Secondary School Evaluation and the Southern Association of Colleges and Schools in evaluating secondary schools.

2. An analysis of the needs of students as indicated in test scores, cumulative records, and anecdotal records.

3. A review of the best thought and practice in reported literature.

4. An examination of the total guidance program as reported in the Supplementary Data Form.

Utilization of the Evaluative Criteria

Since the criteria for evaluation of secondary schools include all areas of the educational program, this study has excluded those areas not relative to the guidance program.

The establishment of standards for secondary schools has been a gradual process. Around 1885, groups of colleges in various regions of the country began to organize. One of the most persistent problems calling for common action was
standardization of the entrance requirements among the colleges. The interest of the secondary schools were obviously involved in this problem; and, thus, some secondary schools were drawn into membership in the college associations.

Once the College Entrance Examination Board had been established (in 1901) to deal with the problem of entrance requirements, the youthful associations of colleges and secondary schools took up the task of raising educational standards. The first step was the setting up of a process of accreditation. A set of minimum standards was developed, colleges and schools were inspected to determine whether or not they met the standards, and approved institutions were put on "the accredited list." The regional associations of colleges and secondary schools had become accrediting associations (National Study of Secondary School Evaluation, Evaluative Criteria, 1980).

In the spring of 1982, the researcher in this study conferred with the chief counselor of the Guidance Services at Bishop David Memorial High School, four additional counselors in the guidance program, the principal, the assistant principal, and the instructional and administrative staff consisting of thirty-nine members.

The purpose of these consultations was to discuss a self-study of the guidance services at Bishop David Memorial High School, based upon the criteria standards recommended
by the National Study of Secondary School Evaluation and the Southern Association of Colleges and Schools.

The instrument used in the self-study was the standard form and supplemental questionnaire used in the Evaluative Criteria Manual published by the National Study of Secondary School Evaluation (1980). Permission was obtained from the publisher for the use and reproduction of this instrument.

The results of this self-study show the strengths and weaknesses of the guidance services at Bishop David Memorial High School.

The School Used in the Study

Bishop David Memorial High School opened in September, 1960. Named for Bishop John Baptist Mary David, second Bishop of Bardstown, the school began under the direction of the diocesan priests of the Archdiocese of Louisville, Kentucky. Reverend C. J. Schwartz was the school's first principal. In the fall of 1965, the Holy Cross Brothers accepted the responsibility of the operation of the school.

In 1972, the school's operation returned to the Archdiocese, and a lay principal was appointed. The Holy Cross Brothers have remained on the faculty of the school, which is now composed of lay persons, brothers, and priests. The school's full accreditation by the State of Kentucky reflects the quality and variety of programs offered to students of different abilities.
Campus Facilities

The school occupies 29 acres of land at 5144 Dixie Highway in Southern Jefferson County. The campus consists of a classroom building, a structure which houses athletic facilities, community softball/baseball complex, football practice field, track facilities, soccer field, and four tennis courts.

The classroom building contains 29 classrooms, administrative offices, an Art Center and three fully equipped science laboratories for physical science, biology, chemistry and physics. There is also a computer programming center. It has specialized rooms for typing, language and social studies skills, instructional media, and a foreign language lab. There is also a cafeteria and a gymnasium. The chapel, located in the Brothers' Residence Hall, adjoins the school. A well equipped Library Media Center, staffed by a full-time librarian, is located in the center of the building. The library contains 60,000 volumes and 375 periodical subscriptions. It houses, along with various books and materials, video tape recording equipment, overhead projectors, 16mm sound-on-film movie projectors, tape recorders, and three copy machines for student use at a nominal charge of five cents per page. There is also a fully equipped photographic laboratory for instructional purposes and student publications.
Students' Characteristics

It is of great importance in any school that the guidance program serve all the students rather than only problem pupils or those going to college. There are 573 pupils enrolled at the present time in Bishop David Memorial High School. This enrollment includes students classified in grades nine through twelve, junior and senior divisions. The pupils are distributed in these grades in the following way: Grade nine, 151 pupils, Grade ten, 120 pupils, Grade eleven, 143 pupils, and Grade twelve, 159 pupils. All students are assigned to classes according to their learning ability, preregistration test scores, and interests.

Of the total student enrollment approximately ninety-three percent entered Bishop David Memorial High School from the local Catholic elementary schools while the remaining seven percent came from the public school system.

During the past school year Bishop David Memorial High School had twenty-three students dismissed from school for disciplinary reasons. Even though this figure is moderate when you consider the total pupil enrollment, still it must be recognized as a definite problem for the guidance department.

Just how do the pupils of Bishop David Memorial High School compare with each other in natural ability? For a comparison, based upon the results of the latest intelligence scores, Table 1 was prepared, showing the distribution of
TABLE 1

Distribution of Pupils in
Bishop David Memorial High School
According to IQ Classifications

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance (125-Above)</td>
<td>73</td>
</tr>
<tr>
<td>Superior (120-124)</td>
<td>73</td>
</tr>
<tr>
<td>Above Average (110-119)</td>
<td>122</td>
</tr>
<tr>
<td>Average (90-109)</td>
<td>270</td>
</tr>
<tr>
<td>Below Average (80-89)</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>573</td>
</tr>
</tbody>
</table>
IQ's by groupings and showing the number in each of the several classifications.

According to a study by the Louisville Times on June 19, 1982, the median IQ for all high school students in Jefferson County was 104. The pupils of Bishop David Memorial High School appear to be above the county at large in native ability. Table 1 would appear to indicate that Bishop David Memorial High School pupils are above average in intelligence in greater number than below average.

Student's Achievement Data

In September 1981 all ninth grade students were given the California Achievement Tests. The results of these tests were that many students fell below the national average in reading, spelling, and vocabulary skills. School officials began a remedial program making it mandatory that all freshmen meet the national average in basic skills at the conclusion of their freshman year. In the Spring of 1982 all tenth grade students were tested. Their scores indicated they were in the ninety percentile throughout the nation. These scores indicate that the pupils at Bishop David Memorial High School are capable of competing on a national level after completing their freshman year in high school. This program has been ninety percent effective in improving the deficiencies found in students at the beginning of their freshman year.
Out of the 573 students enrolled at Bishop David Memorial High School, only nineteen pupils were dismissed last year because of poor scholarship--an indication that the majority of the pupils have a real desire to achieve in school.

The Self-Study Committee

The self-study committee consisted of the principal, assistant principal, six counselors, and thirty-one faculty members of the Bishop David Memorial High School. Each member of the committee was asked to respond to questions appearing in the Evaluative Criteria.

Careful attention was given to the responses in the self-study since they represent a consensus of the thirty-nine participants. Members of the self-study committee did not complete evaluation forms on an individual basis. Sub-committees were organized into seven groups and a chairman was appointed. Each group completed one Evaluative Criteria questionnaire. The completed data were then presented to the assembled self-study committee of thirty-nine members for open discussion and comment. The results appearing in the completed self-study (Appendix A) represent a consensus of the responses voiced by the seven sub-committees and the participants.

The written responses appearing in the Supplementary Data Form (Appendix B) were prepared by members of the counseling staff, since it was believed this group was more
knowledgeable with in-depth responses relating to the guidance and counseling program at the school.

All members of the administrative staff, faculty, and counselors participated in the process of completing the Evaluative Criteria Form used in the self-study. Specific data included in the Evaluative Criteria are presented in Appendix A.

Descriptions regarding the total guidance program at Bishop David Memorial High School are presented in the Supplementary Data Form in Appendix B.
CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this study was to evaluate the present guidance and counseling program of the Bishop David Memorial High School. The Evaluative Criteria recommended by the National Study of Secondary School Evaluation and the Southern Association of Colleges and Schools was utilized along with other procedures in completing the evaluation. In addition, this study sought to determine the strengths and weaknesses in the guidance program of the school.

Findings presented in this chapter resulted from an examination of the school's self-study report as presented in the Evaluative Criteria and the examination of information included on the Supplementary Data Form. These findings are organized around the major categories included in the Evaluative Criteria.

**Organization of Guidance Services**

The self-study committee at Bishop David Memorial High School recommended that the function of the guidance and counseling department should be separated as much as possible from the administrative staff.
Administrators will, of course, always be involved in important guidance work; but guidance experts believe that the relationship between students and those charged with the special responsibility of counseling and guidance is more natural and cordial if the counselors perform no administrative or disciplinary functions.

The self-study committee reported that the current practice of counselors serving as disciplinarians at the school should be discontinued. This function should either be reserved for the assistant principal or a dean of students should be appointed to fulfill this important service.

**Philosophy of Guidance Services**

The self-study committee recommended the following statements as the foundation for guidance and counseling at Bishop David Memorial High School:

1. Prepare a well defined statement of the objectives of the guidance program. These objectives should take into account the characteristics and needs of the student body. They should be in line with or consistent with the objectives of the educational institution as a whole.

2. Determine precisely the functions of the guidance services program; that is, what the program shall do for the students.

3. Assign specific duties to the personnel who are to participate in the guidance services program. Allocate tasks to individual staff members on the basis of their individual qualifications for the work. Give them definite responsibilities for performing these tasks.

4. Give each staff member assigned to a task in guidance services the authority commensurate with his responsibility.
5. Define clearly the working relationships (a) among the staff members who are responsible for guidance services and (b) between these staff members and others in the institution. Recognize that some staff members will work directly and full time in the field of guidance services; and still others will work indirectly and during a small share of their total work time.

6. Establish a form or organization that is best adapted to the institution's purposes, characteristics, personnel, size and financial resources.

7. Keep the plan of organization and its operations as simple as possible.

Support Duties in the Guidance Program

The self-study report indicates the following responsibilities for various school personnel in the guidance program.

1. Principal

In evaluating the guidance organization pattern for Bishop David Memorial High School, consideration has been given to the fact that the principal has a multitude of responsibilities; consequently, he should be relieved of as much detail as possible. Although the principal must bear the main responsibility for the conduct of all the services of his school, his responsibility for guidance services should be recognized and identified as follows:

a. Encourages the staff to concentrate on pupil problems, needs and characteristics.

b. Leads the action for improvement of the guidance services.

c. Helps the staff understand the "shared responsibility" of all for pupil growth.
d. Helps to define organization, staff operations, and job descriptions.

e. Provides time and scheduling facilities so the staff members can work more effectively.

f. Helps define the guidance service for his school and the community.

g. Provides in-service training for the staff to acquire skill and security.

h. Provides the program with competent counselors and teachers.

2. Assistant Principal

Constant liaison between the administration and the guidance service is provided for in the plan of organization. Within the framework of the plan the assistant principal at Bishop David Memorial High School would contribute to the guidance services as follows:

a. To serve as acting chairman of the guidance committee.

b. To be available for, and to encourage individual guidance interviews with parents, teachers and others.

c. To contribute anecdotal material to the cumulative record file.

d. To provide liaison of school personnel with such outside professionals as social workers, psychologists and psychiatrists, juvenile court personnel, and other referral sources.

e. To assist teachers, parents and others to understand individual students and their problems.

f. While working closely with counselors, to assume responsibility for decisions in those cases which require exceptional disposition, e.g., demotion, acceleration, or placement in another school.

g. In cooperation with the counselor to arrange referrals to outside agencies or other professional sources.
h. To participate in a continual evaluation of the guidance program.

3. Teachers

Some of the counselor-related duties suggested in the self-study for teachers at Bishop David Memorial High School were as follows:

a. Contribute to the individual information inventory and assist in keeping it up to date.

b. Use the individual inventory in obtaining a thorough analysis of every student in his group as an aid in teaching, in conferring with parents, and in assisting pupils through individual contacts.

c. Within the limits of his competence, assist students having problems.

d. Be alert to observe the need for special help and refer students to counselors when the need for such assistance is indicated.

e. Provide group activities which will contribute to desirable personal adjustment and wholesome social relationships of students.

f. Demonstrate a genuine interest in each person as an individual by attempting to create an educational and social environment which is in harmony with the nature and needs of the individual.

g. Confer with the counselors in regard to individuals who seem to have special problems.

h. Cooperate with counselors and others by assisting in important aspects of the guidance program such as placement, orientation, information, follow up, and evaluation.

i. Cooperate in various group activities relating to the guidance program.

j. Utilize opportunities presented by classroom activities, co-curricular activities, clubs, and individual and group contacts in providing services.
4. Other Personnel

The librarian can be very helpful in giving information to counselors, teachers and pupils. The supervisor and Director of Pupil Personnel at the archdiocese school office should work closely with the counselors. The school nurse can also assist in the guidance program, particularly where there is suspicion of alcohol/drug abuse and/or emotional stress.

The Guidance Committee

In a large school, such as Bishop David Memorial High School, communication between the administration/guidance personnel is important in implementing a quality guidance program. In order to accomplish this goal, the guidance committee at Bishop David Memorial High School becomes an important element of the total guidance program. The self-study report outlines the following functions for the school's guidance committee:

a. Explore and suggest tentative plans of organization.
b. Keep the faculty members and other groups informed and work in close harmony with them.
c. Suggest plans for a long term development of guidance services.
d. Include representation from different units of the school.
e. Represent a variety of interests.
f. Have administrative representation.
g. Use consultative services.
Community Support

In a city as large as Louisville, Kentucky, there are many community resources which are available to the counselor for direct guidance service, or consultation. Many of these referral sources are utilized by the Bishop David Memorial High School staff. The United Metro Way of Louisville and the Jefferson County Department of Human Services both publish a directory listing more than seven hundred referral sources. The counseling staff at Bishop David Memorial High School is mindful that referral of a student to outside sources is covered by legal limitations. Parents are consulted before a counselor discusses any student problem with an outside professional.

Career Education

Tentative plans call for the appointment of a career education counselor at the beginning of the 1982-1983 school year. The self-study committee recommended that his duties include the following:

1. Pre-registration counseling with all junior and senior students to ascertain if their schedules meet the necessary requirements for acceptance into the college or vocational school of their choice following graduation.

2. Serve as liaison with outside sources in arranging interviews between prospective employers and the students. This should include both graduating seniors and those students in search of part-time employment. Approximately eighty percent of the student body must earn all or part of their tuition to remain in school. At present, the school offers little assistance in arranging employment interviews, letters of recommendation, expertise in preparing resumes and employment leads.
3. Attempt to establish a job-leads file for students seeking part-time or full-time employment.

4. Work with counselors skilled in administering tests to determine if the student is following vocational plans commensurate with his interests and ability.

5. Maintain a file of materials related to various employment opportunities.

6. The career education counselor should remain knowledgeable about current trends in the labor market. He should attempt to offer students guidance in their future vocational plans.

Special Programs

Bishop David Memorial High School was the forerunner in establishing a drug/alcohol abuse program in Catholic education in the Louisville community. In the fall of 1982 the Catholic School Office announced in a press conference that Catholic elementary and secondary schools in Louisville were suffering a serious alcohol and drug problem. Heretofore, the policy of dismissing students with alcohol or drug problems was a foregone conclusion. Students with alcohol or drug related problems are now encouraged to consult the counselors in their schools for assistance without fear of expulsion.

The school initiated a drug/alcohol abuse counseling program in 1981--one year prior to the announcement made by the Catholic School Office.

Students with drug or alcohol related problems must agree to counseling with the school guidance staff and referral sources. While the choice of counseling remains
with the student and his parents, it is a condition of necessary compliance if the student wishes to remain at Bishop David Memorial High School. In the event the student must be hospitalized during treatment, every effort is made by the faculty and counseling staff to assist the student in remaining current with his studies. Prior to 1981, the policy of dismissal for students with a drug or alcohol problem was automatic.

Career Day is held at the school during the fall and spring semesters. Representatives from area colleges and industry meet with the students to discuss vocational plans. Many graduating seniors, not planning to attend college, have secured employment with local industry during these meetings.

Bishop David Memorial High School offers family trauma sessions, two nights per week for six weeks, for students and their parents with family and/or marital problems. School counselors and outside referral psychologists and social workers staff these conferences. The consulting fee is paid by the Archbishop's Fund. Students and parents are not assessed any cost for the counseling services. This program is available to all members of the community and is not restricted to members of the Catholic faith.

In addition to the scheduled testing programs offered by the guidance and counseling staff (California Tests, PSAT,
SAT, ACT, etc.), the student may request and receive, with parental approval, any number of special tests designed to assist the student in making career choices.

In addition to academic and personal counseling services, the school affords the student the opportunity to consult with two counselors who are members of the spiritual community. Two of the six counselors at the school are graduates of the seminary and counsel students with personal problems of a religious nature.

**Student Needs**

The self-study committee was in complete agreement that most of the guidance and counseling needs of the students were being met. Although some areas of the program require strengthening and revision (career education, and the continuation of the drug/alcohol counseling program) the self-study committee was of the opinion that the program is affording the students an exceptional service.

**Faculty Support**

The self-study committee recommended that more workshops be held to improve the rapport between members of the counseling staff and the faculty. The committee was of the opinion that approximately twenty percent of the faculty failed to support the guidance services, rarely referring students to the counselors and failing to return pupil questionnaire forms requesting information relative to the student's performance in class.
Although regularly scheduled in-service days are held throughout the school year, it was recommended by the self-study committee that additional professional meetings be conducted to discuss the matter of improving communications and support between the faculty and the counseling staff.

**Current Crisis in Catholic Education**

The plight of the private school in recent years is a matter of public knowledge. With the declining birthrate, economic recession, unemployment, and spiralling inflation, the enrollment in most Catholic schools has declined by as much as forty to fifty percent. Bishop David Memorial High School has not escaped this dilemma. At the beginning of the 1970's, enrollment at the school was in excess of eight hundred students. The current enrollment (1982) is fewer than six hundred pupils. Projected enrollment is expected to continue at a declining rate through the 1980's. Tuition has increased from less than four hundred dollars per year in 1970 to more than eleven hundred dollars per year in 1982-1983. The Catholic School Office has increased tuition an additional one hundred and fifty dollars for the 1983-1984 academic year.

During the 1981-1982 school year, twenty three students dropped from the school rolls, listing family money problems as the cause. Fifty three students did not matriculate at pre-registration for the 1982-1983 school year; the students gave financial difficulties within the family as the reason.
Although this self-study was confined to the guidance and counseling service at the school, the problem of declining enrollment and increased operating expenditures is an area that affects the entire educational process.

The self-study committee recommended that a task force group should begin an immediate survey of the problems facing the school. The recommended study should include all facets of the school's operation and include projected enrollment during the next five years. The self-study committee recommended that the proposed task force work closely with the Catholic School Office and other Catholic secondary and elementary schools in Louisville in an attempt to determine the future status of Catholic education in the community.

The self-study committee gave this item the highest priority in the evaluative process.

**Summary**

In evaluating the guidance services at Bishop David Memorial High School, evidence indicates the school is performing a quality service in most areas and an excellent performance in more than sixty percent of the areas listed in the Evaluative Criteria.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The major purpose of this study was to evaluate the guidance and counseling program of the Bishop David Memorial High School. Methods and procedures utilized in the evaluation included (1) use of the Evaluative Criteria instrument; (2) analysis of the needs of students; (3) a review of the guidance information material reported on a Supplementary Data Form; and (4) a review of guidance practices reported in literature. A listing and discussion of findings resulting from the evaluation were included in Chapter IV.

In Chapter V, a summary of observations regarding the guidance program of the Bishop Memorial High School is presented. In addition, specific recommendations to improve the current guidance program are outlined.

Observations

1. In general, the guidance and counseling program of the school is adequate when compared with the Evaluative Criteria.

2. An adequate program cannot be developed without the interest, support, and leadership of the administration. This leadership and support is present at the Bishop David Memorial High School.
3. Many pupils do not seek help from counselors.

4. Specialized guidance services offered by the county, state and private agencies are utilized when the problems are beyond the competency of the local school personnel.

5. About twenty percent of the faculty at the school are not guidance oriented (refer to Appendix A).

6. There is a need for additional paraprofessional personnel.

7. Counselors are currently serving as members of the disciplinary board. This practice may interfere with effective counseling functions of the counselor.

8. The community supports the need for a quality guidance and counseling program at Bishop David Memorial High School.

9. The drug/alcohol counseling program at the school was considered an effective program. This important service was discontinued in the fall of 1982 because of declining enrollment and budget cut-backs. In view of the recent announcement by the Catholic School Office that a drug/alcohol problem does exist in the Catholic schools in the Louisville area, it would seem that this program should receive support in the future plans of the school.

10. An effective guidance program must be an integral part of the total school program. It requires the cooperation and services of the entire school personnel.

Recommendations

Given the observations outlined in conjunction with the findings of the self-study committee, the following recommendations are made:

1. Increase teachers' involvement in the guidance program. Teachers must be alert and enthusiastic in their respect and support of the guidance program if it is to fully succeed. They should understand that their cooperation is necessary for the program's success. Guidance services are not separate functions of the educational program, but are an integral part of the total educational setting. To accomplish this purpose, faculty members should become active in the guidance program and contribute to input in formulating a guidance policy. The guidance committee should consider a development and implementation of an on-going
and in-service training program designed to develop understanding of the total guidance program and roles and expectations of personnel in the program.

2. Evaluation of the guidance program must be a continuous process if it is to achieve its goals. The real purpose of self-evaluation is to make the staff aware of how it can improve the guidance services in the future. This process has begun at Bishop David Memorial High School with the self-study evaluation revealing the strengths and weaknesses in the program.

3. Not all students attending a private school are college oriented. Records available in the school indicate that approximately fifty-four percent of the students attending Bishop David Memorial High School elect not to attend college (see Appendix A). It is suggested that the committee also consider increased emphasis on career education by organized group guidance and activities in the classroom which will better meet the needs of this segment of the student body.

4. Consideration should be given to allocating more time for individual students who seek counseling and testing. Lengthy consultations and individual testing is now conducted after regular school hours. Many students avoid seeking counseling services because they do not wish to remain after school. It is recommended that students should be afforded the opportunity to consult counselors during study periods.

5. There is a need to establish a program of group guidance in the school. Students at the secondary level should be considered sufficiently mature to discuss personal problems in an open forum. The practice of discouraging group counseling on the premise of adolescent immaturity should be discontinued. Counselors should afford students the opportunity of asserting individual responsibility by encouraging group discussions.

6. Establish a planned program of research and follow-up. It is important to the guidance services to ascertain if the program is beneficial to the recipients in its present form. Many students complete counseling or graduate from high school while actively engaged in the counseling process. The guidance services should begin a program of follow-up to determine if counseling has been effective in meeting the needs of the pupils. This procedure can serve as an additional method of self-evaluation for the guidance services.
7. Place more emphasis on career counseling, both at the pre-college and vocational levels. In a time of wide unemployment and keen competition in the labor market, it is important for the student to evaluate his plans for the future. The student should be made aware of current job opportunities and projected trends in the labor market. Attention should be given to improving procedures in working with community agencies in job placement of students.

8. Establish more in-service programs for members of the counseling staff. Utilize the training services offered by outside professional sources. Representatives from various community and private agencies are available for in-service discussions. Professional consultants in the areas of mental health, public health, law enforcement, social services, and other groups are usually eager to meet with counselors and faculty to discuss community and school-related problems.

Conclusion

Recommendations have been made relating to strengthening the aspects identified in the self-study as weaknesses. These include increasing in-service efforts, implementing group guidance and group counseling, especially in the area of career development and improving evaluative efforts by utilizing parents and students.

Some of these have been implemented since the initial results of the self-study was presented to the administration.
APPENDICES
Guidance Services

NAME OF SCHOOL  Bishop David Memorial High School  DATE Sept. 1982

Self-evaluation by

Richard C. Staples  counselor

(Evaluation for year 1981-1982)

Members of the administrative, counseling, and teaching staff.

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Guidance services constitute an integral part of the educational program. These services should be under the professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal. These services seek to focus the educational processes on the individual student.

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the attitudes and skills required for productive citizens in our society.

The program consists of specialized services, some of which are described in this set of checklists and evaluations. These services entail participation by all members of the school's staff. In addition, these services are an integral phase of the school system’s program of student-personnel services. It is essential that the guidance program be coordinated with, and make full use of, the resources of the home and community.

NOTE: Before proceeding with the work of this section, prepare and attach as part of the section a list of the major goals of the guidance program that will aid in the achievement of the objectives of the school (as stated in Section 3, “Philosophy and Objectives”).

1. Establish a drug and alcohol counseling program within the school. Involve parents in the treatment and counseling process.

2. Expand the counseling staff and plant facilities.

3. Involve teachers more in the counseling process.

4. Make student personnel information more readily available to the teaching staff.

5. Appoint one additional paraprofessional to the counseling staff.

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
0 Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what excellent or poor really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that 4 does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that 4 should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number 4. On the other hand, if you wish to indicate the least favorable response, indicate a condition that is missing, circle the 1. If you wish to show an evaluation that is good but less than excellent, circle the number 3. Likewise, to show a trait that is less than good, but better than poor, circle the number 2.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number 4. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number 3. If the demonstration facilities are missing or are totally inadequate, you will circle the 1. If, however, the facilities are not good, but are not poor enough to deserve a 1, you will circle the number 2.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation
GUIDANCE SERVICES

I. ORGANIZATION

The school's guidance program functions within a context characterized by (a) clarity of purpose, (b) clearly defined leadership and organization, and (c) completeness of scope of service.

Checklist

1. The school guidance program consists of counseling services, informational services, student and community studies, placement services, and consultation services. no 1 2 3 4
2. The guidance services are provided for all students at all grade levels. no 1 2 3 4
3. Administrative, guidance, and instructional staff members regard guidance service as a cooperative undertaking in which each has well-defined responsibilities. no 1 2 3 4
4. The professional counselors and the school's administrators provide leadership in coordinating the school's guidance services for new students. no 1 2 3 4
5. Provision is made for the coordination of the school's guidance services with the services of other student personnel staff. no 1 2 3 4
6. Teachers and other instructional staff members are provided continuing opportunities to achieve an understanding of the guidance services, of their own functions in the guidance program, and of the functions of the school counselors. no 1 2 3 4
7. A school guidance committee provides continuing evaluative and advisory assistance to the program. no 1 2 3 4

Guidance services, as an integral part of the educational program, seek to help all students to:

8. Mature in self-understanding, self-responsibility, and decision-making ability. no 1 2 3 4
9. Develop values and skills needed for effective and productive living in our society. no 1 2 3 4
10. Develop an understanding of the significance and relationship of education and productive work in our society. no 1 2 3 4
11. Develop a capacity to meet the need to adapt to changing education and work roles. no 1 2 3 4
12. Make wise vocational and educational choices. no 1 2 3 4
13. The administrators of the school and the school system support the guidance program.
14. By providing an adequate budget. no 1 2 3 4
15. By allocating to the guidance program a supporting staff that will promote optimum conduct of all the guidance services. no 1 2 3 4
16. By providing the physical facilities, supplies, and equipment needed for effective guidance services. no 1 2 3 4
17. By providing leadership in enlisting the support and cooperation of the local board of control, parents, community youth-serving agencies, business, industry, and government. no 1 2 3 4

Supplementary Data

1. Attach a sheet explaining the program and its organization.

See data attached in research paper.

Evaluations

a) How adequate is the school's statement of guidance purposes, organization, and services? no 1 2 3 4
b) How effective is the leadership of the school's counselors in providing for and organizing the guidance program? no 1 2 3 4
c) How adequate are the plans for continuing development and improvement of the program? no 1 2 3 4
d) How effective are the guidance services in aiding students? no 1 2 3 4

Comments

Counseling staff is adequately trained and performing a professional counseling service.
II. GUIDANCE STAFF

For specific data, see Section 10, "Individual Staff Member."

A. COUNSELORS; GUIDANCE SPECIALISTS

Checklist

1. The school allows sufficient time for counselors to carry on their professional responsibilities. □ 1 □ 2 □ 3 □ 4
2. The persons who are responsible for directing and coordinating the guidance services meet all academic, experience, and personal requirements for school counselors. □ 1 □ 2 □ 3 □ 4
3. Persons who have responsibility for directing and coordinating the guidance services have academic preparation in administration and supervision. □ 1 □ 2 □ 3 □ 4

Every school counselor:

4. Holds a master's degree with a major in counseling and guidance. □ 1 □ 2 □ 3 □ 4
5. is fully certified by the state department of education. □ 1 □ 2 □ 3 □ 4
6. Has a background of successful teaching or work experience. □ 1 □ 2 □ 3 □ 4
7. Demonstrates understanding of the school's philosophy of education. □ 1 □ 2 □ 3 □ 4
8. Maintains a commitment to improve personal capabilities and professional services through active participation in guidance associations. □ 1 □ 2 □ 3 □ 4
9. Encourages students to assume responsibility for their own development. □ 1 □ 2 □ 3 □ 4
10. Helps students develop the ability to understand themselves. □ 1 □ 2 □ 3 □ 4
11. Helps students formulate plans and decisions that will increase their learning opportunities. □ 1 □ 2 □ 3 □ 4

12. Helps students formulate plans and decisions with respect to post-secondary school education. □ 1 □ 2 □ 3 □ 4
13. Helps students formulate vocational plans and make appropriate vocational decisions. □ 1 □ 2 □ 3 □ 4
14. Seeks help from teachers when working with students in matters of classroom behavior. □ 1 □ 2 □ 3 □ 4
15. Seeks involvement of parents in developing an optimum home environment for students. □ 1 □ 2 □ 3 □ 4
16. Seeks involvement of nonschool personnel in creating a desirable out-of-school environment for students. □ 1 □ 2 □ 3 □ 4
17. Provides materials and consultative assistance to teachers. □ 1 □ 2 □ 3 □ 4
18. Works cooperatively with other student personal specialists (speech therapists, nurses, psychologists, and the like) in the school. □ 1 □ 2 □ 3 □ 4
19. Identifies and uses resources outside the school. □ 1 □ 2 □ 3 □ 4
20. Performs roles outside guidance and instruction similar to those required of all other professional staff members, but to no greater extent than any other professional member of the school staff. □ 1 □ 2 □ 3 □ 4
21. □ 1 □ 2 □ 3 □ 4

Supplementary Data

1. List below all persons specifically employed as counselors or as guidance specialists in this school. In doing so, list first the name of the person charged with responsibility for the professional direction and coordination of guidance services in this school.

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment or Area of Responsibility</th>
<th>Proportion of Full Time Employed as a Counselor or Guidance Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Mr. Edward Schickel</td>
<td>Chief Counselor</td>
<td>full-time</td>
</tr>
<tr>
<td>b) Mr. Daniel Quillman</td>
<td>Counselor</td>
<td>full-time</td>
</tr>
<tr>
<td>c) Mr. Richard Staples</td>
<td>Counselor/teacher</td>
<td>Counseling duties 90%</td>
</tr>
<tr>
<td>d) Mr. Daniel Lessor</td>
<td>Counselor/coach</td>
<td>Counseling duties 85%</td>
</tr>
<tr>
<td>e) Rev. Gary Palangio</td>
<td>Spiritual Counselor</td>
<td>Counseling duties 50%</td>
</tr>
<tr>
<td>f) Bro. Carroll Poey</td>
<td>Spiritual Counselor</td>
<td>Counseling duties 70%</td>
</tr>
</tbody>
</table>
A. COUNSELORS; GUIDANCE SPECIALISTS—Continued

2. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in a, b, c, and d respectively):

   a) Educational level:
      - Less than bachelor's degree: 0
      - Bachelor's degree: 6
      - Master's degree: 4
      - Sixth-year program: 2
      - Doctor's degree: 6

   b) Semester hours (approximate) of preparation in guidance:
      - 0-11: 0
      - 12-23: 0
      - 24-48: 4
      - More than 48: 2

   c) Years since last formal study in guidance:
      - 0-3: 3
      - 4-7: 1
      - 8-12: 2
      - More than 12: 0

   d) Previous experience in years:
      - 0-2: 1
      - 3-5: 1
      - 6-15: 4
      - More than 15: 0

3. List areas of concentration in guidance of each staff member (attach sheets, if necessary).

   Mr. Edward Schickel - Chief Counselor.
   Directs counseling program. Ed.S degree. Trained in personal counseling. Also serves as disciplinarian.

   Mr. Daniel Quillman - MA degree. Personal counseling. Area of speciality is counseling students with physical disabilities. Trained in rehabilitation counseling.

   Mr. Richard Staples - MA; Candidate for the Ed.S degree. Area of speciality is drug and alcohol counseling and testing. Also teaches health education.

   Evaluations
   a) How adequate is the academic preparation of the school counselors? no 1 2 3
   b) How adequate are the background experiences of the counselors? no 1 2 3
   c) How satisfactory are the personal qualifications of the counselors? no 1 2 3
   d) How adequate are the qualifications of the persons having responsibility for professional direction and coordination of the guidance program? no 1 2 3
   e) How adequately are the roles of the school counselor being performed? no 1 2

   Comments
   Mr. Edward Schickel, chief counselor, also serves as disciplinarian. This arrangement often causes a problem when attempting to establish rapport with students in the counseling process. Other members of the counseling staff are highly trained in their areas of counseling expertise and assigned to their respective roles.
3. List areas of concentration in guidance of each staff member ... continued.

Mr. Daniel Leasor - MA degree. Career education counselor. Part-time coach.

Rev. Gary Palangio - Ordained priest. MA degree. Area of interest and training is spiritual counseling.

Bro. Carroll Posey - Member of the Holy Cross order. Graduate of the seminary. Spiritual counselor to the senior class. Holds the MA degree.
GUIDANCE SERVICES

B. COUNSELOR-SUPPORT PERSONNEL

Clerical and paraprofessional aides should be employed to free the school counselors for their professional roles. The following criteria relate to the use of counselor-support personnel (both paid and non-paid) in the school guidance program.

Checklist

Counselor-support personnel:
1. Are used to permit counselors to perform professional roles more efficiently.
2. Work under the supervision of professional counselors.
3. Have duties limited to those for which they have been specifically prepared.
4. Are not responsible for counseling.
5. Have access only to non-confidential data about students.
6. Are given in-service training by professional counselors in the school.

Evaluations

a) To what extent are counselor-support personnel used?
b) To what extent are counselor-support personnel assigned duties consistent with specific preparation they have received?
c) How adequately are counselor-support personnel fulfilling their function?
d) To what extent does use of support personnel free counselors for their professional work activities?

Comments

One paraprofessional serves as secretary to the counselors. Department needs one additional support personnel to maintain records.

C. ROLES OF TEACHERS IN THE GUIDANCE PROGRAM

A program of guidance services cannot operate effectively without the active participation of classroom teachers. The following statements describe the classroom teacher's role in the guidance program.

Checklist

Classroom teachers:
1. Employ both formal and informal procedures established in the school for communication between individual teachers and counselors.
2. Use cumulative record information to increase understanding of their students and the student body.
3. Use information from the cumulative record in providing for individual differences among students in their classes.
4. Contribute appropriate data to the cumulative guidance folder.
5. Assist counselors in their study of particular students.
6. Serve as professional participants in case study conferences.
7. Seek help from counselors in their study of and attempts to help students.
8. Obtain educational and vocational guidance information from counselors for use in specific units and courses.
9. Refer to the counselor students who are identified to be in need of special counseling assistance.
10. Cooperate with counselors in planning and carrying out recommendations.
11. Attempt to help on the problems that students bring to them.
12. Participate in the formulation of basic policies for the school guidance program.

Supplementary Data

1. List ways in which the role of the teacher in the guidance program could be strengthened.

About 20% of faculty is not guidance oriented. Attitude is not sympathetic to students requiring counseling. View counseling as a "waste of time". Rarely refer students to counseling staff.

Evaluations

a) To what extent do the teachers carry out teachers' roles in guidance?
b) How effectively do teachers carry out their roles in the guidance program?

Comments

(See above comments). About 20% of faculty need orientation.
D. CONSULTATION AND REFERRAL RESOURCES

Guidance needs of students cannot be met completely through the cooperative efforts of counselors, teachers, and school administrators. In addition, student personnel specialists (such as school health personnel), psychologists, social workers, welfare agencies, juvenile courts, psychiatrists, clergymen, and personnel counselors should be used as student needs dictate.

Checklist

**Other student personnel specialists in the school**
1. Referrals by counselors to other student personnel workers are made as needed.

2. Reports are routinely interchanged among school counselors and other student personnel specialists.

3. Written policies state procedures and responsibilities for referral.

**Professional counselors in nonschool settings**
4. School records are made available to other professional counselors after permission has been granted by the student and his parents.

5. School data are released only to competent nonschool counselors.

**Noncounselors outside the school setting**
6. Counselors seek agencies and individuals to whom students may be referred for special help.

7. Written school policies govern conditions and procedures for referring students.

8. Procedures have been established for the transmission of reports from nonschool agencies and individuals to whom students have been referred.

**Evaluations**

a) How adequate are the referral resources available to the school counselors?

b) To what extent do school counselors use referral resources?

c) How effectively do counselors make referrals of students?

d) To what extent do school counselors serve as referral sources for other student personnel specialists and for persons from outside the school?

**Comments**

Counseling staff maintains excellent contacts with outside professional sources. Referrals to Our Lady of Peace Hospital in Louisville average about seven to ten students per year for alcohol and drug abuse. Referrals to Bingham Child Guidance Clinic and Catholic Psychological Counseling Service of Louisville, Rapport and availability of testing and counseling data not always available to counselors from many outside sources ... mostly from Our Lady of Peace Hospital and private psychiatrists. Availability of data from psychologists (Ph.D's) is excellent. Parents quite often object to transfer of data between outside sources and counseling staff. Many believe that treatment will affect clients grades -- very difficult to make parents realize that professional school officials do not "penalize" students referred to counselors and outside professional sources.
III. GUIDANCE SERVICES

For purposes of organization and description, the guidance program is divided into sets of “services.” These services must be well coordinated if the guidance program is to contribute effectively to the attainment of the school’s objectives.

A. COUNSELING, SMALL-GROUP PROCESSES, AND CONSULTATIONS

Qualified counselors assist students in their planning, decision-making and personal development, individually through counseling, and collectively through small-group processes. To promote the effectiveness of their efforts, counselors consult with teachers, parents, and others significant in the lives of the students.

Checklist

Counseling and small-group processes:
1. Complement each other, neither displacing the other.  
2. Are differentiated from advisory, punitive, or other relationships based on threat.  
3. Assist students to become increasingly self-directive in planning, decision-making, and personal development.  
4. Are concerned with all phases of student development as they relate to educational and vocational development, planning, and decision-making.
5. Recognize the responsibility of students and their parents for making decisions and accepting the consequences of their decisions.
6. Are available to students on several bases, such as personal request, counselor-initiated contacts, and referrals from teachers, parents, administrators, and community agencies.
7. Are available to students on a continuing basis.
8. Are available to students during the school day and at other designated times.
9. Are scheduled and protected from encroachment by non-guidance functions.
10. Are conducted by counselors who are professionally qualified and observe high ethical standards.
11. Have facilities and equipment available that provide privacy for students as well as security for the counselor’s memos about students.
12. Are explained periodically to students, teachers, administrators, and others.

Conferences:
13. With teachers, parents, and others are held to share information and gain mutual understanding about the students who will be enlisting their assistance.
14. Are provided both school time and other designated periods of time. School time may be used for home visitations.
15. Are provided with facilities that ensure privacy.
16. 

Evaluations

a) To what extent are counseling and small-group processes available to students when desired and needed?  
b) How effective are counseling and small-group processes in assisting students toward higher levels of educational and vocational development, including planning and decision-making abilities?  
c) To what extent are students, parents, teachers, and administrators aware and supportive of counseling and small-group processes?  
d) To what extent are conferences initiated by counselors and sought by teachers, parents, and others?  
e) How effective are conferences in enlisting the efforts of teachers, parents, and others in cooperative activities?

Comments

This is an area of some weakness. Most counseling is conducted on an individual basis. Group counseling is nil. School officials believe that students are too immature not to discuss confidential information in group sessions outside the therapy setting. Many teachers and parents view counseling as a "waste of valuable teaching time." Many students accept counseling more readily than their parents and teachers. Some parents believe that the need of counseling services will add a "stigma" to their son’s academic record and affect chances for future employment. Very difficult to overcome this belief in many parents and some teachers.
B. THE STUDY OF STUDENT DEVELOPMENT

Comprehensive information about students is essential to an effective guidance program. This information is most useful when it is developmental in nature, gathered cumulatively from preschool through postschool for each student. This information needs to be systematically recorded, effectively and ethically used, and, periodically, sifted and brought up to date.

**Checklist**

1. The sources of information are comprehensive and reliable (check those used):  
- Records from schools previously attended, including elementary schools.  
- Appropriate tests of scholastic abilities, achievement, special aptitudes, and educational progress.  
- Inventories of educational-vocational interests and aspirations.  
- Interviews.  

2. The physical status and special characteristics of each student are studied by means of periodic, professional physical examinations.  

3. Interviews by school counselors are used to verify and augment information gained by other means.  

4. Appropriate information gained by teachers and other staff members is accumulated in the student's personnel folder.  

5. Information regarding each student's social adjustment, aspirations, and values is gathered and recorded by means that protect the student's right of privacy.  

6. The information for student personnel folders is carefully selected for its significance and recorded by professionally competent persons to ensure accuracy and confidentiality.  

7. Information about students is made available only to persons judged by the school's counselors and administrators to be entitled to the information and competent to use it properly.  

8. The information recorded provides a developmental view of students which can be interpreted to students, parents, and other persons who can use it constructively.  

9. Counselors furnish teachers with information about students' characteristics and needs, both systematically and in response to special needs.  

10. Professional persons, both in and outside the school, to whom students are referred by counselors are provided information gathered by the school.  

11. Case studies and case conferences are used to collate, interpret, and apply the information about students.  

12. Professional staff members periodically sift and assess information about students to keep it up to date and valid.  

13. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population.  

14.  

**Supplementary Data**

1. Describe additional methods used by the school in gathering information about its students.

As discussed earlier in this evaluation report, many outside sources of referral will not release counseling and treatment data to school counselors. Information from police officials is very guarded. Most students in Catholic schools come to high school from Catholic elementary schools. Testing and conduct data from elementary schools is excellent. In the event parent refuses to permit elementary school officials to forward confidential data, the school will respect the request and not forward the information. This results in incomplete school records.

**Evaluations**

a) How completely does the school use the sources and means available to it in gathering information about its students?  

b) How well is the right of privacy of students and the professional interpretation of information guarded?  

c) How effectively is appropriate student information made available and used by appropriate persons?  

**Comments**

The counseling department will not release confidential data without permission of the parents and student who has attained his eighteenth birthday.
GUIDANCE SERVICES
C. INFORMATION FOR EDUCATIONAL AND VOCATIONAL PLANNING

Checklist

1. Provisions are made for collecting and organizing current educational information, such as descriptions of the following (check those in current use): na 1 2 3 4
   - Opportunities within the school itself.
   - College and junior college programs.
   - Vocational and trade school programs.
   - Apprenticeship programs.
   - On-the-job training programs.
   - Adult education programs.
   - Correspondence schools.
   - Financial aids for all types of educational opportunities.

2. Provisions are made for collecting and organizing current occupational information, such as descriptions of the following (check those in current use): na 1 2 3 4
   - National occupational trends.
   - Current local job market trends.
   - Agencies and people that can be used as resources about occupations, industries, placement, training, and work in general.
   - Community sources of information about job opportunities.

3. Provisions are made for counselors to use school time to meet with representatives of educational institutions, industries, and unions. na 1 2 3 4
4. Provisions are made for the use of educational and occupational information in regularly scheduled classes, special courses, and student activities. na 1 2 3 4
5. Counselors use occupational and educational information in counseling and small-group processes both for informational purposes and to help students explore and develop understanding about educational and work roles. na 1 2 3 4
6. Informational materials are available for frequent use by students, staff members, and other interested adults. na 1 2 3 4

Evaluations

a) How adequate, accessible, and well organized are the informational resources available to students, counselors, teachers, parents, and others?  na 1 2 3 4
b) How effectively are informational resources used in classrooms, activities, and with individual students?  na 1 2 3 4
c) How well are students, teachers, and others acquainted with sources of information and the use of these sources for educational and vocational development and adjustment?  na 1 2 3 4

Comments

Most Catholic schools in the Louisville area are college-oriented. Although students take vocational training at a vocational center operated by the public school system, it is restricted to one year in agreement with the public school system. Available teaching facilities and space restrict the vocational training beyond one year. Even the one-year program is conducted on a "space available" basis. In the event public school students enroll for a course in heavy demand, the course is restricted to public school enrollment and closed to students in the private system. Students in the Catholic system that rank in the college level category, determined in the testing program, are restricted from taking traditional vocational courses. This philosophy restricts students from following a vocational career. It should be changed. Most Catholic schools do not have shop courses, although computer training is available for students at the junior and senior levels who rank in the upper third of their class. Space for enrollment is restricted. Catholic philosophy continues to follow the erroneous theory that all students enrolled in the parochial schools are college material.
GUIDANCE SERVICES

D. EDUCATIONAL AND VOCATIONAL PLACEMENT

Placement activities are designed to meet the needs of students, dropouts, and graduates. These activities are not imposed upon the students, but are a culmination of counseling, individual study, work experience, and other guidance services.

Checklist

1. Students are assisted in planning a meaningful program of studies, including informal student activities.
2. Consideration is given to the arrangements for work experience, part time and full time during vacation, in relation to educational, vocational, and economic needs.
3. Students are assisted in making choices involving placement (a) as students, (b) at the point of dropping out of school, and (c) upon graduation.
4. Students are assisted in finding information about future employment and education.
5. The members of the guidance staff cooperate with employers and community agencies concerned with job placement.
6. The guidance staff helps provide leadership in solving problems in the area of placement.
7. Students are assisted in finding information about future employment and education.

Evaluations

a) How adequately are educational placement needs of students being provided for?

b) How satisfactorily are students assisted in finding appropriate jobs?

c) How well are the school's placement services coordinated with those of other agencies?

Comments

Another area in need of change. Catholic schools provide a minimum of career education counseling and guidance. Plans call for a correction in this fault by September of 1983. The system plans to add career education counselors to remedy this weakness. Some career education counseling is provided by regular counselors.

E. RESEARCH AND EVALUATION SERVICES

Prerequisite to improvement is clear knowledge of both present strengths and weaknesses. In addition, knowledge gained through research can contribute to the improvement of guidance.

Checklist

1. A plan for annual evaluation of the guidance program is in existence.
2. The plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators.
3. Annual reports of evaluation results are prepared for the faculty and administration of the school.
4. Research in the school is based on a planned program of research rather than a series of separate research projects.
5. The research plan calls for both descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration.
6. Experimental research designs are of such a nature as to make repetition possible in other settings.
7. Research design is practically nil. Another area in need of study and improvement.
IV. SPECIAL CHARACTERISTICS OF THE GUIDANCE SERVICES

1. In what respects are the guidance services most satisfactory and commendable?

Counselors are trained and qualified in their areas of expertise. All counselors are certified by the Commonwealth of Kentucky and hold the master's degree in counseling and/or guidance. One counselor holds the Ed.S degree and a second counselor is completing the requirements for the Ed.S degree. The counseling program provides for personal counseling, spiritual counseling, and academic guidance.

2. In what respects are the guidance services most in need of improvement?

Some teachers (about 20%) view counseling as a "waste of time". They believe that it restricts valuable time that should be reserved for the classroom. This is an area in need of immediate and permanent correction. Counseling staff personnel should serve in a full-time capacity and NOT act as disciplinarians. There is an alcohol and drug problem in the Catholic schools, although some principals will deny this fact. Approximately twenty-six to thirty-five high school students are in treatment at Our Lady of Peace for alcohol and drug related abuse on a monthly basis. The hospital operates a full time school with five teachers under contract.

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the guidance program.

There should be a full-time counselor handling alcohol and drug related abuse. The Catholic school system should admit that a drug-alcohol problem does exist in the elementary and secondary schools and begin a treatment and outside referral program that meets the need of students requiring this service. The practice of expelling students who use alcohol and drugs, even outside school hours, should be eliminated. Students should not suffer expulsion but enter a counseling program designed to correct the problem. Bishop David High School has initiated such a program in the fall of 1981.

V. GENERAL EVALUATION OF GUIDANCE SERVICES

Evaluations

a) To what extent do the guidance services meet the needs of students as indicated in Section 2, "School and Community"?

b) To what extent are the guidance services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?

c) To what extent is the school identifying problem in the guidance services and seeking their solution?

Most deficiencies in the counseling and guidance program at Bishop David High School are minimal. Several areas are in need of improvement but declining enrollment, increased tuition and other costs, reduction in teaching and counseling personnel, have a sobering affect on any long-range program for improvement. Bishop David High School probably ranks above average in meeting the counseling and guidance needs as suggested by the NASSPSE and the Southern Association. Many of the counseling and guidance services offered at Bishop David High School have served as a "first" in Catholic education in Louisville.
Appendix B

SUPPLEMENTARY DATA FORM

Bishop David Memorial High School
Louisville, Kentucky

A. Describe the philosophy of guidance and counseling in the school.

The philosophy of guidance at Bishop David Memorial High School is consistent with its philosophy of education and religious doctrine which believes that every student is a unique individual with special needs and that the ultimate goal of all education is self guidance. Each student at this school deserves to be considered a whole person and responded to in terms of the developmental needs particular to this age.

B. How are the guidance services organized and administered?

1. Counseling Services: Individual counseling is done by the guidance counselor trained in his respective area of expertise. The chief counselor coordinates the activities of the entire department of counseling and guidance. Counselors are trained in the areas of personal counseling, which includes emotional and spiritual problems. Other counselors meet criteria standards in alcohol/drug abuse rehabilitation, academic deficiency counseling, job placement for juniors and seniors, discipline problems, testing and evaluation, and class scheduling. It is important to note that all
class scheduling and placement is the responsibility of the assistant principal and his administrative staff. The placement of students at academic levels is not within the scope of the guidance and counseling services. Students are assigned to class levels (one through five) at the beginning of the school year based upon academic achievement and/or test scores administered by the guidance and counseling service. Rank one is assigned to students with superior learning ability. Rank five is reserved for students with learning problems. There is no provision made for special education classes or discipline cases. Students with severe learning disorders are rarely admitted to the traditional school since special archdiocesan facilities are provided for students with severe physical or mental disability.

Placement, as used in the Bishop David Memorial High School evaluation criteria, refers to college-bound students and/or junior and seniors in search of employment. As stated earlier in this paper, academic placement and scheduling is the responsibility of the assistant principal and not the staff of the guidance services.

Another recent addition to the services offered by the counseling and guidance office is professional assistance for parents with marital problems. The divorce rate in the Catholic faith has increased at an alarming rate during the past ten years. At Bishop David Memorial High School, approximately one of every four students in a class is
the unfortunate victim of a broken marriage. Evening sessions are conducted twice each week for six months in an attempt to assist parents and students with emotional problems resulting from this trauma. The counseling staff and outside professional therapists meet with students and parents in group sessions. There is no fee for this service.

The counselors do not meet with students in group sessions during the regular school hours. It is the philosophy of the administration that personal problems discussed in open consultation will not remain confidential in the school community. Group sessions are conducted in areas of a non-sensitive nature regarding school policy, social activities, and other matters where confidentiality of a personal nature is not part of the agenda.

2. Consultation Services: Consultation takes place between the counselor and teachers, parents, administrators, and resource persons from community agencies in order to communicate with and identify the needs of the students for the purpose of proper placement, test interpretation, and career development. A career day is conducted during the fall and spring semesters. Representatives from area colleges and industry meet with students to discuss future plans in the areas of higher education and employment.

3. Student Record Services: All cumulative records are kept in fireproof files in the principal's office. The school is in the process of placing all student files, both past and present enrollment, in computer banks linked with
the counselor's offices, athletic office, business office, and teacher's pool office. This will enable the staff to make inquiry of a student's academic standing without disrupting the office personnel. Confidential files in the counseling and guidance department will not serve the main trunk line in the computer banks. This data will remain in the counselor's office in locked fireproof cabinets and will remain accessible only to authorized persons in compliance with the Federal Family Rights and Privacy Act. Parents must approve the release of any data from their son's academic or counseling files. In the event a student has attained his eighteenth birthday, the student must approve the release of his file data. When a student attains the age of twenty-one, he may order the release of his academic and/or counseling records without parental approval.

4. **Placement Services:** The assistant principal is responsible for the initial scheduling of all incoming students according to their ability and test scores. The master schedule is flexible to provide for individual interests. The Catholic School Office designates class placement as "scheduling." The term placement is used to indicate student assistance in college-bound seniors and the search for employment following graduation.

5. **Evaluative Services:** Test administration, use and interpretation are coordinated through the guidance services. The Comprehensive Test of Basic Skills is given to all
freshmen and sophomores in the spring. The PSAT, SAT, and ACT are given to upperclassmen at the appropriate levels during their high school careers. Other appropriate tests are administered as required. The short form MMPI is used as a diagnostic instrument in counseling students with emotional problems. The Rorschach and Thematic Apperception Test is administered by outside professional sources qualified to interpret the results.

6. Developmental Career Guidance: The guidance counselor uses a number of methods to promote career development. These include: (a) individual counseling sessions; (b) bulletin boards; (c) school newspaper; (d) activities during Career Day, held in the fall and spring semesters; (e) resource files, and group workshops. The area of job placement assistance requires further development at Bishop David Memorial High School. The school has appointed a career placement counselor to the staff in an attempt to strengthen part-time and full-time employment opportunities for juniors and seniors.

7. Information Services: The counselor assists students in learning more about their educational opportunities. Materials for career development, personal-social development, health information, and educational development are all available through the counselor's office as well as through the career corner of the library.
8. **Referral Services:** The counselor refers any special problems to the resources which are available to his office. These resources include the Bingham Child Guidance Clinic, Catholic Psychological Counseling Service of Louisville, and Our Lady of Peace Hospital. Other public and private agencies are utilized corresponding to the student's individual problem.

9. **Orientation:** The counselor conducts an orientation in all of the Catholic feeder schools within his district. At Bishop David Memorial High School, this includes all elementary parochial schools in Southern Jefferson County. The Student Guidance Committee members individualize the orientation of incoming students by showing them around the school and helping them feel at home.

C. Describe the functions performed.

The counselor provides individual and limited group guidance and counseling to both students, parents, and teachers. Also, this professional provides (a) test coordination; (b) placement services for juniors and seniors seeking college admissions information and/or employment opportunities; (c) record keeping supervision; (d) information service; and (e) orientation. In addition, the counselor performs many administrative tasks as assigned by the principal.
D. Describe the guidance service facilities and discuss their adequacy.

The guidance service facilities are very adequate. The office is located on the ground floor of the main building. The waiting room is equipped with chairs, a table, and a book case of career and personal social materials. The main office consists of a large modern desk with a swivel chair, several file cabinets, two end tables with decorative lamps, two telephones, an Apple II computer unit with printer, and a twenty-five inch color television. All members of the counseling staff are furnished with an individual office. The large conference room is equipped with several large tables and chairs. One secretary serves the entire counseling staff and performs administrative and paraprofessional duties. The entire Guidance and Counseling Department is air conditioned.

E. How are students grouped for instruction, and what are the specific criteria for such grouping?

Students are grouped according to ability levels in math, language arts, and science. This is based upon incoming test scores and grade point average earned in the seventh and eighth grades during elementary school. The student is placed in one of five levels according to projected learning ability. Level one is reserved for superior students. The second level is for above average students. Level three is for the average student and consists of more than fifty percent of the student body. The fourth level is for students
with low test scores upon graduation from elementary school and/or a below average cumulative score on the entrance examination administered during the pre-registration period. The pre-registration examination consists of the California Achievement Tests and measures reading, vocabulary, comprehension, mathematics, and language arts. The fifth level is reserved for students with learning and/or minor discipline problems. Unfortunately, some students with impaired learning are placed in a class with other students who have discipline problems. Students may be transferred from different levels at any time during the academic year, although the transfers are usually scheduled at the close of the fall and spring semesters. The counselors and teachers make the recommendation for transfer, with final approval from the assistant principal. Progress reports are mailed to parents four times during the school year. Students with academic and/or discipline problems must meet with their parents and teachers at a hearing scheduled during Parent Conference Week. In the event a parent fails to meet with a teacher or counselor issuing an unfavorable progress report, the student is suspended from classes until the parent(s) meet with school personnel.

F. What group guidance procedures are used?

Group guidance is not used for personal counseling where matters of a confidential nature are discussed. Some group guidance is used in junior and senior classes where
students have reached a level of maturity and it is assumed that confidentiality will prevail. Since all classes in religion, psychology, sex education, and marriage are taught by members of the guidance and counseling staff, a considerable amount of unscheduled group counseling takes place during the course of regular instruction.

G. What resources are available to provide information relative to career interests of students?

Bishop David Memorial High School has appointed a career counselor during the past academic year. In addition, some materials are available through the counselor's office. The school library has many other career related materials for student and teacher use. Many film strips and several 16mm sound-on-film presentations are available for class use. The school conducts a Career Day during the fall and spring semesters. Representatives from many institutions of higher learning and industry meet with students to discuss career opportunities.
REFERENCES


"Jefferson County Students Improve in National Test Scores," The Louisville Times, June 19, 1982.


B7, F8