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## An Evaluation of the Guidance Program at Intermountain School

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AN EVALUATION OF THE GUIDANCE PROGRAM

AT INTERMOUNTAIN SCHOOL

by

Darwin L. Young

A seminar report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

in

Psychology

UTAH STATE UNIVERSITY  
Logan, Utah

1974

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Darwin L. Young

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CHAPTER I  
INTRODUCTION

Background Information

Intermountain School in Brigham City, Utah is a coeducational boarding school operated by the Bureau of Indian Affairs. Students are enrolled in one of three programs: preparation for direct employment, post graduate vocational or technical training, and college.

A small group of students are in a non-graded elementary program; however, most of the new enrollees are of high school age and plan to take courses which will lead to graduation by age nineteen or twenty.

Intermountain School is located at the base of the beautiful Wasatch Mountains in Northern Utah and is considered one of the world's most unique educational institutions. The facilities now occupied by the school, were originally built by the U. S. Army during World War II and were operated as the Bushnell General Hospital. In 1946 the Army declared the hospital surplus and it was vacant until 1949 when it was turned over to the Bureau of Indian Affairs to be used as a boarding school for Navajo youth.

Prior to the time the Navajo tribe accepted the facility for a school, representatives from the tribe and Brigham City area, as well as people on a national level who had concerned themselves with the affairs of Indians, met to determine the feasibility of converting the surplus hospital into a boarding school.

At that time there were more than 18,000 Navajo youth of school age who were not in school. Many of them were 12 years of age or older and had never had an opportunity to set foot inside of a school. It was determined that the existing facilities at Brigham City could help solve the problem of the critical school shortage on the reservation.

With some remodeling and the addition of a few new buildings, they began operation and received the first group of Navajo youth (542) in January, 1950. Since that time the school has operated at a capacity of about 2,150 students each year. The last two years the enrollment has dropped considerably: in 1970-71, there was an enrollment of 1,500 students.

Approximately 3,800 students have graduated from the school, according to Smoke Signals (1970), it employs a work force of 300 teachers, guidance personnel, maintenance personnel and medical staff.

#### Educational Objectives

Educational Objectives of the Bureau of Indian Affairs and Navajo Area Educational Goals and Philosophy are guidelines for formulation of the Guidance Program at Intermountain. They are listed as follows in the Intermountain Eagle Guide (1970-71).

1. The basic educational objective of the Bureau of Indian Affairs is to assure adequate educational opportunities for all Indian children of one-fourth Indian blood within the continental United States and Alaska. This basic objective includes the following:
  - a. To obtain school facilities for eligible Indian children now in school.

- b. To carry out an effective program for children in Federal school designed to prepare Indians for successful living.
- c. To secure for all Indian children the educational opportunities provided for other citizens through our system of public education.
- d. To develop on the part of Indian groups and state and local school officials, recognition and acceptance of their full responsibilities for the education of Indians.
- e. To retain the valuable elements of Indian life and to strengthen the pride of Indian groups and the recognition by the non-Indian as to the contribution of Indian heritage to the national life.
- f. To secure regular school attendance of all Indian children until they graduate.
- g. To appraise periodically the need for boarding schools.

#### Navajo area education goals

1. To attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the English as a Second Language program.
2. To seek maximum feasible involvement of parents and tribal leaders in the education program.
3. To develop a public information program which reflects progress made on a continuing basis.
4. To endeavor to assist in any way possible so that full utilization can be made of resources including the Economic Opportunity Act, Public Law 89-10, and other similar programs which can benefit the Indian people.

Navajo philosophy of education

The task of Education is to help provide the opportunity for each child:

1. To develop and maintain sound health in body and mind.
2. To maintain pride in his heritage and to have respect for that certain body of tradition his people value enough to preserve from generation to generation.
3. To develop and practice a code of moral ethics acceptable to himself and the society in which he lives.
4. To acquire such social skills as will contribute to the prudent use of leisure, to contentment, and the ability to function effectively with others socially or at work.
5. To learn the art of straight thinking, to recognize a problem when he meets one and how to attack it in order to arrive at the most satisfactory solution possible.
6. To develop a scientific, inquiring mind which will lead to continuous growth and learning.
7. To develop to the limit of his intellectual and creative ability; the end result being a self-respecting, self-supporting, contributing citizen who can participate in the national life equally with his fellowmen.

In summary, the philosophy is to develop each personality to its full stature and maturity, and to equip each individual with the abilities, skills, and understandings which will permit him to live harmoniously, productively, and happily in a changing democratic society.

Guidance philosophy at  
Intermountain School

Encourage a love of wisdom which will lead to consistency in their community; to inquire into all knowledge, in general, and specifically as it applies to their physical, social and emotional needs.

Guidance department goals  
Intermountain School

1. To accept the student for what he is and guide him to what he may become.
2. To guide each student in the development and maintenance of sound mental and physical health practices.
3. To guide each student in developing a code of ethics and social skills acceptable to himself and his community.
4. To develop reliable processes for identifying recurring problems.
5. To help the students develop an understanding of emotional and physical development and proper boy-girl relationships.
6. To encourage students to have pride in their culture and to respect their own and other cultures.
7. To teach students respect for authority and guide them in maintaining rules and regulations.
8. To provide opportunities for the development and self-actualization of each student.
9. To provide each student with meaningful counseling and guidance services.
10. To create an atmosphere of cooperation.

### The Problem

The purpose of this study is to evaluate the effectiveness of the guidance department at Intermountain School as seen by a sampling of students and staff at the school.

The guidance program at Intermountain School has been evaluated from year to year as the program has developed. Areas questioned were evaluated and efforts were made to improve them. A reorganization of the guidance department occurred during the 1971-72 school year. It is hoped this study will give insight to areas that need to be improved to better meet the needs of the students. The evaluation of the guidance program encompasses students, teachers, administrators and guidance staff with reference to their views as to the adequacy of the present guidance program. It is hoped this study will encourage students and staff to evaluate their part in the guidance program and bring to mind services that are available to them.

### The Setting

Intermountain School is an all Navajo Indian boarding school that has enrolled up to 2,150 students in 27 dormitories. During the time of this study there were approximately 1,500 students enrolled at the school.

The guidance department, under the director of guidance, is divided into two sub-departments. One department includes 14 dormitories, (eight dormitories of boys and six dormitories of girls). The other department includes 13 dormitories, (seven dormitories of boys and six dormitories of girls). Students are housed in the same dormitory year



after year unless conflicts occur that can't be solved satisfactorily. They also have the opportunity to move to honor dormitories if they so desire.

Each department includes section heads, counselors, supervisory instructional aides and instructional aides. These staff members are involved in the dormitory guidance program. The section heads and counselors are professionally trained and are required to have a counseling certificate. The supervisory instructional aides and instructional aides are encouraged to attend college and improve their qualifications. Some instructional aides are hired just after graduation from high school and have very little experience in guidance procedures and activities.

The academic department is divided into Language-Arts, Social Studies, Math and Science, Special Education and Cultural Arts.

The vocational department includes home economics, industrial, and trades.

#### Delimitations

Conclusions derived from this study were subject to the following delimitations:

1. Students and staff perceptions of the guidance program comprised the conclusions.
2. Approximately 50 percent of the student population was surveyed.
3. Help given in interpreting questions was limited due to the language barrier occurring with some students.

4. There were 40 questions on the student questionnaire; however, 10 questions, evenly distributed throughout the questionnaire, were pre-selected for each student to answer in order to minimize boredom of the student and a resultant set in marking the questionnaire (see Appendix A).

CHAPTER II  
REVIEW OF LITERATURE

Guidance Evaluation Materials

A collection of guidance evaluation material was solicited from different areas of the United States. Seven professional educators were selected from the New Orleans Convention Abstracts, "Focus on the Future," 1970 Convention of American Personnel and Guidance Association, March 22-26. They had indicated experience in guidance program evaluation. The following materials were evaluated:

1. Grant, Thomas E. and Renzulli, Joseph S., The UCONN Summer Program, Summer Session, July 21 to August 28, 1970. This is a Summative Educational Evaluation of the UCONN Summer Program.
2. The State of Ohio Department of Education, Division of Guidance and Testing, sent the following materials developed by H. Eugene Wysong (1969):
  - a. Evaluative Criteria for a Secondary School Guidance Program.
  - b. Objectives of a School Guidance Program.
  - c. Guidance Program Evaluation, Teacher Survey.
  - d. Guidance Program Evaluation, Student Survey.
  - e. Time Analysis Chart of Counselor Activities.
  - f. Examples of Brief Case Reports on Guidance.
  - g. Teacher Inventory of Guidance Awareness.
  - h. Student Inventory of Guidance Awareness.

- i. Guidance Program Evaluation: Implications for Guidance Supervisors.
  - j. Guidance Program Evaluation Planning Guide.
3. William J. Hammrick, Assistant Superintendent of Instruction, Vigo County School Corporation, Terre Haute, Indiana, sent:
- a. The Barker Guidance Program Attitude Scale, Form A and B.
  - b. Elementary Guidance Questionnaire.
  - c. Guidance Evaluation Form.
  - d. A Teacher Survey of Pupil Personnel Functions.

CHAPTER III  
METHODOLOGY

Construction of Inventories

This study was carried out as a part of the Guidance Department's continuous evaluation program. A guidance evaluation committee was appointed for the school year 1970-71. This committee consisted of a department head, guidance; three section heads, guidance; and two guidance counselors.

Each member of the guidance department was asked to list areas within the guidance department they felt needed evaluation. These lists were compiled and services provided by the guidance department were selected for evaluation.

The literature received from the resource educators and services listed for evaluation were used as guides for constructing the inventories. As a final check, each committee member reviewed the questionnaires with the following two objectives in mind: (a) To determine if the questionnaires asked questions that would produce data on the services to be evaluated; (b) To evaluate and make revisions for better understanding by students and staff. After each committee member had reviewed the inventories, suggestions for changes and improvements were discussed and the inventories were finalized.

In further discussions, it was decided the inventories were too long for the students to give their full attention. The student inventory was organized so that a student would only have to answer ten

questions. Inventories had alternating questions; 1, 5, 9, 13, etc., 2, 6, 10, 14, etc. and so on. This method would give answers on each of the 40 questions by approximately the same frequency of students.

#### Administering the Inventories

The social studies department head was asked to have his teachers administer the inventories to the students. Teachers were encouraged to help students with any questions. All students answering the inventories were asked to answer questions 41 and 42 of the inventory.

The employee inventory was sent to all teachers, guidance staff, and administrators in the academic, vocational and guidance departments. They were asked to help evaluate the guidance program by completing the inventory and returning it to the guidance evaluation committee. These inventories were sent out to academic department heads and vocational department heads to be distributed to the teachers.

The social studies department staff was asked to select students. This was accomplished by selecting every other class group within each grade. They were asked to survey the following number of students: 200 seniors; 150 juniors; 150 sophomores; 200 freshmen; and 150 ungraded students.

CHAPTER IV  
PRESENTATION AND INTERPRETATION OF DATA

Student and Staff Sampling

The grade distribution of students sampled is portrayed in Table 1.

Table 1. Student sample

Sex	Ungraded	Freshman	Sophomore	Junior	Senior	Total
Boys	71	95	92	76	90	424
Girls	51	79	67	73	36	306
Totals	122	174	159	149	126	730

There were 730 students surveyed which represents approximately 50 percent of the total school student population of 1,484 enrolled at the time of the study. There were 306 girls and 424 boys surveyed out of the 633 girls and 851 boys enrolled.

Students varied in age from 13 to 21 years of age and were housed throughout all dormitories at the school. The student sampling indicated a cross section of the school's total student population.

Inventories were sent out to all teachers, administrators and guidance personnel in the academic, vocational and guidance departments. There were 90 inventories returned from the 223 sent out. This would represent 40 percent of the staff at Intermountain School, and is broken down into departments as follows: 24 supervisory instructional aides and instructional aides guidance; 13 guidance counselors; eight administrators

and 45 teachers. An incomplete return of this nature makes the conclusions drawn from the sample suspect and should be interpreted cautiously. Percentages given in this study are derived from the student and staff samples and not from the total school population.

Descriptive Data on Guidance and  
Counseling Services

The following counseling and guidance services were used in the evaluation of the guidance program: Personal Counseling, Vocational Counseling, Group Counseling, School Orientation, Dormitory Living and School Activities, Testing, Study Skills and Habits, Discipline Procedures, Guidance Planning and Administration Procedures, Value of the Guidance Program and In-service Training. Questions were grouped under appropriate services. See Appendix A for a sample student questionnaire.

Personal counseling

1. Students indicated mixed reactions to the strengths and weaknesses of the personal counseling services (see Table 2).

Table 2. Percentage of students indicating the personal counseling program is adequate in meeting their needs

Question	N of responses	Adequate	Inadequate	Undecided
4	180	.66	.24	.10
12	179	.50	.42	.08
17	202	.49	.38	.13
21	190	.31	.53	.16
22	196	.90	.05	.05
37	203	.24	.66	.10
	Average percentages	.48	.41	.11



- a. Sixty-six percent of the students felt they could discuss their personal problems freely with a guidance staff member.
  - b. Fifty percent of the students felt they had had an opportunity to discuss different approaches to problems they encounter in life.
  - c. Forty-nine percent of the students felt they could talk about their real feelings.
  - d. Thirty-one percent of the students indicated they have had a case conference with their teacher and guidance counselor.
  - e. Ninety percent of the students felt they were helped in their personal and social development by the use of film strips, films, pamphlets, books and other visual aids.
  - f. Twenty-four percent of the students indicated they had an opportunity to discuss their guidance department cumulative record with their counselor.
2. Students felt counselors have helped them as indicated by the following statements: "They have helped me understand the problems I have had;" "They have helped me how I feel and how I am supposed to act;" "My guidance counselor helped me most by getting me a job;" "By looking after us and helping us all year;" "By talking to us about the future and how school is important;" "He helped me with opportunities for me;" "They helped me with my school work and activities;" "By telling us what is right and wrong;" "They tell me how things are done when I don't know much about something;" "I wouldn't have been

in school if they hadn't helped me in many ways;" "Talked about goals I am planning when I finish high school;" "Having meetings, showing films, talking and discussing student problems;" "In letting me give my voice in the dormitory and to share with me their disagreements about me and the school;" "By being a friend to me and always saying Hi or Hello to me;" "Supporting students in school activities."

3. Students indicated they would like additional services from the counselor as follows: "Coming around to our meetings on Wednesday evenings;" "Teach us what is going on around here and how it is going to be in the future;" "Planning my future with me and talking about the hard life or life is fun;" "They should help students more in their speaking and explaining problems;" "Having a wide area of knowledge about different subjects;" "Be available to talk to us;" "Helping me with the things I want to learn and know more about;" "Be more interested in what the students are interested in;" "Not be stuck up all the time;" "If only they would talk to us better and more friendly;" "Talking over things that are bothering us during the school year;" "They should encourage students more, especially the older ones;" "Help us stick to our education;" "Help us not drink and get into trouble;" "Helping us find jobs, telling us more about different jobs and solving personal problems;" "Tell me more about an education."

3. Staff participating in the study indicated personal counseling was a part of the guidance program but felt the personal

Counseling Services were inadequate. See Tables 3 and 4 for results and Appendix B for a sample of staff questionnaire.

Table 3. Percentage of staff indicating the personal counseling program is a part of the guidance program

Question	N of Responses	Yes	No	Undecided
5	88	.37	.23	.40
6	86	.72	.23	.05
9	88	.78	.05	.17
12	88	.55	.19	.26
16	88	.60	.15	.25
23	88	.62	.09	.29
31	82	*.82	.06	.23
Average percentages		.63	.14	.23

\*Yes answer on this question indicated a need for more case conferences in the Personal Counseling Program.

Table 4. Percentage of staff indicating the personal counseling program is adequate to meet student needs

Question	N of Responses	Adequate	Inadequate	Undecided
5	79	.38	.21	.41
6	81	.44	.44	.12
9	78	.40	.34	.26
12	80	.46	.23	.31
16	78	.28	.36	.36
23	76	.32	.21	.47
31	59	.22	.27	.51
Average percentages		.36	.30	.34

- a. Thirty-seven percent of the staff felt seniors had developed immediate and long range goals. Thirty-eight percent of the staff felt the seniors had developed their goals adequately.

- b. Seventy-two percent of the staff indicated they had participated with teachers and guidance counselors in case conferences concerning students. Forty-four percent felt case conferences were adequate in meeting the students' needs.
- c. Seventy-eight percent of the staff felt individual counseling was a part of the guidance program. Forty percent of the staff felt individual counseling was adequate.
- d. Fifty-five percent of the staff felt the cumulative records contained information on home and family background of the students. Forty-six percent of the staff felt the information was adequate.
- e. Sixty percent of the staff felt informational materials concerning personal and social development were available to students. Twenty-eight percent of the staff felt this help was adequate.
- f. Sixty-two percent of the staff indicated help is given to students in planning an educational program to meet their individual needs. Thirty-two percent of the staff indicated this help was adequate.
- g. Eighty-two percent of the staff indicated more case conferences are needed to meet all students' needs.

#### Vocational counseling

1. The majority of students indicated the overall Vocational Counseling services to be of assistance to them in their vocational planning (see Table 5).

Table 5. Percentage of students indicating they are receiving adequate vocational counseling

Question	N of responses	Adequate	Inadequate	Undecided
1	201	.90	.07	.03
2	195	.41	.51	.08
3	147	.31	.53	.16
6	194	.66	.26	.08
9	201	.47	.49	.04
10	194	.66	.26	.08
13	193	.85	.10	.05
14	194	.74	.19	.13
16	173	.62	.31	.07
18	194	.74	.19	.07
27	144	.72	.17	.11
28	180	.58	.29	.09
	Average percentages	.62	.29	.09

- a. The school staff helps them think about information about themselves that would help them in future educational and vocational planning.
- b. They felt they have a place where they can get information they want and need to know about the different occupations they are considering.
- c. They are thinking and planning for beyond high school.
- d. They felt the school staff has helped them in learning to present information about their abilities, training, characteristics and experience to employers in a convincing manner.
- e. Students felt they are being helped with employment possibilities in the community and surrounding areas.
- f. Teachers are discussing occupations which are related to the subjects taught by them.

- g. Students indicated they have received assistance in developing abilities to make realistic plans for themselves.
  - h. Students indicated counselors and teachers are helping them examine their abilities, personality traits, and interests as it pertains to their future planning.
2. The majority of students indicated the following vocational counseling services were either inadequate or they were undecided as to the adequacy of the services.
- a. Students indicated they were not having conferences with someone on the guidance staff concerning their educational and vocational plans.
  - b. Students have not been asked to investigate the personal and educational requirements for occupations they have considered.
  - c. The Guidance Counselor has not talked to them about their future educational and vocational plans.
  - d. Students indicated they didn't have information available they wanted and needed about colleges and other schools which offer post high education.
3. The staff indicated vocational counseling services were a part of the guidance program. They felt it was inadequate in meeting student needs, see Tables 6 and 7.
- a. Ninety-one percent of the staff felt placement services are provided to assist students in planning careers. Fifty-two percent of the staff felt these services were not adequate enough to meet student needs. Twenty-eight percent were undecided as to the adequacy of this service.

Table 6. Percentage of staff indicating vocational counseling is a part of the guidance program

Question	N of responses	Yes	No	Undecided
7	88	.91	.02	.07
8	88	.35	.19	.46
27	83	.28	.29	.43
	Average percentages	.51	.17	.32

Table 7. Percentage of staff indicating adequacy of the vocational counseling program

Question	N of Responses	Adequate	Inadequage	Undecided
7	79	.20	.52	.28
8	77	.28	.24	.48
27	65	.26	.20	.54
	Average percentages	.25	.32	.33

- b. Nineteen percent of the staff felt cumulative records did not contain information about the educational and vocational plans of students. Forty-six percent of the staff were undecided as to the information being recorded in the cumulative records. Twenty-four percent indicated information about educational and vocational planning of students was inadequate in the cumulative records. Forty-eight percent of the staff were undecided about the adequacy of this information being recorded in these records.
- c. Twenty-nine percent of the staff felt students were not making realistic course selections. Forty-three percent of the staff were undecided about seniors making realistic

course selections. Fifty-four percent of the staff were undecided about the adequacy of the guidance program to help seniors make realistic course selections. Twenty percent of the staff felt this service was inadequate.

#### Group counseling

1. The majority of students felt group counseling was meeting their needs as stated below. See Table 8.

Table 8. Percentage of students indicating the adequacy of the group counseling program

Question	N of responses	Adequate	Inadequate	Undecided
8	179	.61	.22	.17
24	183	.44	.44	.12
	Average percentages	.53	.33	.14

- a. Sixty-one percent of the students felt opportunities are provided for groups of students to discuss and understand their abilities.
  - b. Forty-four percent of the students indicated they had not had an opportunity to participate in group discussions about the concerns of high school students. Twelve percent were undecided as to their opportunities to participate in group discussions.
2. The majority of the staff felt group counseling was not a part of the guidance program. See Tables 9 and 10.



Table 9. Percentage of staff indicating group counseling is a part of the guidance program

Question	N of responses	Yes	No	Undecided
17	87	.60	.06	.34
21	87	.66	.10	.24
	Average percentages	.63	.08	.29

Table 10. Percentage of staff indicating the adequacy of the group counseling program

Question	N of responses	Adequate	Inadequate	Undecided
17	78	.25	.46	.29
21	76	.26	.43	.31
	Average percentages	.26	.44	.30

- a. Forty-six percent of the staff indicated group counseling procedures were not being used in the guidance program. Twenty-nine percent of the staff were undecided about group counseling procedures used in the guidance program. Forty-six percent of the staff indicated group counseling is inadequate in the guidance program. Twenty-nine percent were undecided as to group counseling's adequacy in the guidance program.
- b. Forty-three percent of the staff indicated opportunities are not provided for groups of students to discuss matters of concern to them. Thirty-one percent of the staff were undecided about these opportunities.

School orientation

1. The majority of students indicated their orientation to school had met their needs. See Table 11.

Table 11. Percentage of students indicating the adequacy of their orientation to Intermountain School

Question	N of responses	Adequate	Inadequate	Undecided
7	150	.72	.20	.08
11	148	.74	.19	.07
15	149	.42	.50	.08
19	147	.82	.16	.02
20	181	.30	.57	.13
26	182	.55	.36	.09
38	183	.86	.08	.06
40	178	.47	.25	.28
Average percentages		.61	.29	.10

- a. Seventy-two percent of the students knew who their guidance counselor was.
- b. Seventy-four percent of the students said they were helped to learn about their new school and how to get along while attending.
- c. Forty-two percent of the students indicated they had been to their guidance counselor to plan subjects and activities they needed and wanted to take while they are in high school.
- d. Eighty-two percent of the students indicated they knew where their guidance counselor's office was.
- e. Fifty-seven percent of the students indicated they had not been helped to decide if they had the ability to succeed in college.

- f. Fifty-five percent of the students indicated they were helped before the ninth grade to plan high school program.
2. Staff members indicated orientation to school is a part of the guidance program. See Tables 12 and 13.

Table 12. Percentage of staff indicating student orientation as a part of the guidance program

Question	N of responses	Yes	No	Undecided
1	89	.80	.11	.09
4	88	.71	.11	.18
10	87	.31	.31	.38
22	88	.45	.26	.29
	Average percentage	.58	.18	.24

Table 13. Percentage of staff indicating adequacy of student orientation in the guidance program

Question	N of responses	Adequate	Inadequate	Undecided
1	86	.39	.45	.16
4	80	.37	.36	.27
10	76	.37	.16	.47
22	74	.33	.21	.46
	Average percentages	.37	.29	.34

- a. Eighty percent of the staff indicated there is an organized program of guidance services available to all students. Forty-five percent of the staff felt these services were inadequate. Sixteen percent of the staff were undecided as to the adequacy of guidance services at Intermountain.

- b. Seventy-one percent of the staff indicated there are guidance services provided to orient new students to school. Thirty-six percent of the staff indicated these services are inadequate. Twenty-seven percent of the staff were undecided about the adequacy of these services.
- c. Thirty-one percent of the staff indicated informational material is available on education and is effectively used by students. Thirty-eight percent of the staff were undecided about this service being in the guidance program. Sixteen percent of the staff indicated this service was inadequate. Forty-seven percent of the staff were undecided on the adequacy of this service.
- d. Forty-five percent of the staff indicated students generally accept and take advantage of the guidance services offered them. Twenty-nine percent of the staff were undecided on students taking advantage of guidance services offered.

Dormitory living and  
school activities

- 1. The majority of students indicated the dormitory living program met their needs. They indicated school activities were available to them. See Table 14.
  - a. Seventy-eight percent of the students said they were satisfied with their home in the dormitories.
  - b. Eighty percent of the students felt their school experiences had provided them with opportunities to develop self understanding and self acceptance.

Table 14. Percentage of students indicating adequacy in dormitory living and school activities

Question	N of responses	Adequate	Inadequate	Undecided
29	194	.78	.14	.08
30	191	.80	.09	.11
31	149	.73	.20	.07
32	182	.74	.21	.05
33	203	.76	.13	.11
	Average percentages	.77	.15	.09

- c. Seventy-three percent of the students were satisfied with the activities that are available to them in the dormitories.
  - d. Seventy-three percent of the students indicated activities they were interested in kept them active and participating.
  - e. Seventy-six percent of the students felt there should be more guest speakers come to their dormitory meeting and talk with them about areas they are interested in.
2. Staff members indicated school activities are a part of the guidance program. See Tables 15 and 16.
    - a. Sixty-three percent of the staff indicated student activities are a part of the guidance program. Forty-eight percent of the staff indicated school activities were inadequate and 30 percent were undecided about the adequacy of school activities.
    - b. Seventeen percent of the staff indicated they felt there were too many activities for students to participate in.

Table 15. Percentage of staff indicating dormitory living and school activities as a part of the guidance program

Question	N of responses	Yes	No	Undecided
32	82	.63	.27	.10
33	82	*.42	.46	.12
	Average percentages	.52	.37	.11

\*Yes answer on this question indicates a need for more activities in the Guidance Program

Table 16. Percentage of staff indicating the adequacy of the home-living program and school activities in the guidance program

Question	N of responses	Adequate	Inadequate	Too many	Undecided
32	69	.22	.48		.30
33	69	.21	.28	.17	.34
	Average percentages	.22	.38	.17	.32

### Testing

1. Students indicated they are being assisted in understanding their test scores. See Table 17.

Table 17. Percentage of students indicating assistance in understanding their test scores

Question	N of responses	Adequate	Inadequate	Undecided
5	203	.72	.17	.11
25	202	.30	.57	.13
	Average percentages	.50	.37	.13

- a. Sixty one percent of the staff indicated there is a standardized testing program at the school including both ability and achievement tests. Thirty-two percent of the staff felt the testing program was adequate to meet the students needs.
- b. Twenty-one percent of the staff said the staff plans cooperatively the evaluation of the achievement of the students in relation to their potential. Forty-six percent of the staff felt what planning is done is adequate.
- c. Twenty-eight percent of the staff felt interpreting test results for teacher use is a part of the guidance program. Thirty-nine percent felt interpreting of test for teacher use is adequate at the present time.
- d. Seventeen percent of the staff indicated teachers are being provided summaries of important data from records and tests that are necessary for assisting students. Forty-one percent felt summaries being supplied are adequate for what they need to assist the students.

Table 18. Percentage of staff indicating testing as part of the guidance program

Question	N of responses	Yes	No	Undecided
3	88	.61	.20	.19
11	87	.27	.51	.22
14	86	.28	.34	.38
26	83	.17	.51	.32
	Average percentages	.35	.38	.27

Table 19. Percentage of staff indicating adequacy of testing program in the guidance program

Question	N of responses	Adequate	Inadequate	Undecided
3	82	.32	.40	.28
11	74	.46	.16	.38
14	73	.39	.26	.35
26	70	.41	.09	.50
	Average percentages	.39	.23	.50

### Study skills

1. Seventy-two percent of the students indicated they have been offered help from the staff in improving their study skills.

See Table 20.

Table 20. Percentage of students indicating help in the improvement of study skills and habits.

Question	N of responses	Yes	No	Undecided
23	139	.72	.17	.11

2. Forty-seven percent of the staff indicated organized activities, to assist students in developing good study habits, are a part of the guidance program. Fifty-seven percent of the staff indicated these activities are adequate to help students develop good study habits. See Tables 21 and 22.



Table 21. Percentage of staff indicating the development of study skills and habits as part of the guidance program

Question	N of responses	Yes	No	Undecided
25	87	.47	.31	.22

Table 22. Percentage of staff indicating adequacy in the development of study skills and habits in the guidance program

Question	N of responses	Adequate	Inadequate	Undecided
25	77	.57	.20	.23

Disciplinary procedures

1. Students indicated disciplinary procedures used at the school were acceptable to them. See Table 23.

Table 23. Percentage of students indicating acceptance of disciplinary procedures in the guidance program

Question	N of responses	Yes	No	Undecided
34	195	.56	.33	.11
35	148	.73	.17	.10
36	179	.34	*.46	.20
	Average percentages	.54	.32	.14

\*Students indicate acceptance by answering No to this question.

- a. Fifty-six percent of the students indicated they knew about school probation procedures.
- b. Seventy-three percent of the students indicated it helped a student to be placed on probation if he couldn't control his behavior.

- c. Forty-six percent of the students indicated the staff was not too strict with students that become involved in behavior problems.

Value of the Guidance Program

1. Fifty-eight percent of the students indicated the guidance program is of value to their education. Twenty-two percent of the students were undecided as to the value of the guidance program to them. See Table 24.

Table 24. Percentage of students indicating the guidance program is of value to them

Question	N of responses	Yes	No	Undecided
39	157	.58	.20	.22

Guidance planning and administration

1. The staff indicated guidance planning and administration of the guidance program is a part of the guidance program. See Tables 25 and 26.
- a. Thirty-six percent of the staff indicated the staff cooperatively plans the guidance program.
- b. Twenty-six percent of the staff indicated teacher responsibilities in the guidance program are clearly defined and understood.
- c. Thirty-seven percent of the staff felt the school-wide administrative staff supports and assists in the development of the guidance program.

Table 25. Percentage of staff indicating guidance planning and administration practices as being a part of the guidance program

Question	N of responses	Yes	No	Undecided
2	87	.36	.30	.34
13	87	.26	.52	.22
15	86	.37	.33	.30
18	86	.33	.36	.31
19	88	.81	.15	.04
20	87	.76	.19	.05
24	87	.47	.11	.42
28	82	.53	.37	.15
29	82	.36	.16	.48
30	81	.33	.25	.42
	Average percentage	.46	.24	.30

Table 26. Percentage of staff indicating adequacy of guidance planning and administration procedures in the guidance program

Question	N of responses	Adequate	Inadequate	Undecided
2	81	.33	.26	.41
13	75	.38	.20	.42
15	70	.22	.26	.52
18	71	.39	.19	.42
19	80	.35	.54	.11
20	75	.22	.57	.21
24	76	.21	.30	.49
28	68	.18	.31	.51
29	65	.20	.19	.61
30	67	.20	.22	.58
	Average percentages	.27	.30	.43

- d. Thirty-three percent of the staff felt teachers accept and take advantage of guidance services.
- e. Eighty-one percent of the staff indicated counselors are contacted by staff members to seek assistance in providing help for a student.
- f. Seventy-six percent of the staff indicated they make referrals to counselors in an effort to assist students.
- g. Forty-seven percent of the staff indicated student cumulative records show an educational growth pattern.
- h. Fifty-three percent of the staff indicated cumulative records contain anecdotal reports and summaries of students progress prepared by teachers.
- i. Thirty-six percent of the staff indicated they felt the guidance program included evaluation and research studies.
- j. Thirty-three percent of the staff felt research and evaluation are utilized for program improvement.

#### In-service training

- 1. Guidance staff members that were involved in the in-service training program for the year 1970-71, were asked which aspects of the program were most beneficial to them and which subjects should be developed for the 71-72 program. Benefits derived were stated as follows:
  - a. Withdrawn people were encouraged to speak up and take part in the small group discussions.
  - b. It helps orient employees on skills and techniques they can use to improve work performance.

- c. It reviewed personal responsibilities of employees, teamwork, and getting along with each other.
  - d. Resource people were motivating to the staff.
2. Areas of training the guidance staff felt they needed to perform their jobs in a more efficient manner.
- a. Job related training for Instructional Aides.
  - b. Leadership training, budget planning, techniques of supervision and report writing for all supervisors.
  - c. More information on student background.
  - d. Classes on social graces, alcohol, drugs, arts and crafts, etc.
  - e. Indepth human relations training with staff and students.
  - f. Behavior modification and adolescent development.
  - g. Basic English and writing.
  - h. Subjects to develop pride in possessions, dormitories, campus and school.
  - i. Field trips to reinforce class work.
  - j. Group procedures and report writing for counselors.
  - k. Classes on policies and procedures.
3. Methods of presenting materials effectively were suggested as follows:
- a. Small groups that are of the same ability and experience, with all group members participating.
  - b. Visual aids and hand outs used.
  - c. Case studies and role playing.
  - d. Demonstrations and better instructor preparation.
  - e. Better control of outside the class disturbances.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify strengths and weaknesses in the guidance program at Intermountain School as indicated by students and staff. These areas have been identified and can now be used in re-organizing the Intermountain School guidance program. As Intermountain School programs in general are being developed, this information will help in planning activities that will better meet the needs of students.

Each member of the Intermountain School Staff is involved in the findings of this study and will have to evaluate his part of the program in an effort to meet every student's needs. This can be accomplished by using this information to improve each staff member's part in the function of the guidance program.

Conclusions

The following conclusions were derived from the findings indicated in this study:

Personal counseling

Students feel they can discuss their personal problems with their guidance counselor. They feel they have been helped in their personal and social adjustment through the use of audio-visual materials. The students are not having an adequate number of case conferences with their

guidance counselors and teachers. They need to discuss their cumulative records more with their guidance counselor. The staff thought there was a need for improved personal counseling with students. Cumulative records need to be more informative relative to students' background. Students need more effective help in planning an educational program. More and better informational materials are needed to help students in personal and social development.

#### Vocational counseling

Students feel guidance services have helped them in their vocational planning. They have material available, are thinking and planning for the future, and they are being helped toward presenting themselves to employers in an impressive manner. Students feel, however, they need more conferences with the guidance staff on vocational planning. For example, they need more information on colleges and schools offering post high school education. Placement services are provided for students, but they feel these services are inadequate.

Staff members feel students are not making realistic course selections.

#### Group counseling

Students feel group counseling is meeting their needs, but the staff doesn't feel group counseling is a part of the guidance program. They feel group counseling is inadequate and students don't have the opportunities to participate in group counseling.

### School orientation

Students indicated they have been given informative orientations to the school and feel they can explain the guidance program to a new student. The staff feel there are orientation services in the guidance program but the majority either feel these services are inadequate or they are undecided as to how effective they are.

### Dormitory living and school activities

Students are satisfied with their home in the dormitory and feel they have enough activities to meet their needs. Staff members agree that there are activities available to the students, but the majority feel they are inadequate or they haven't decided on the effectiveness of the activity program.

### Testing

Students indicated they are being helped to understand their test scores but they have not had discussions with their guidance counselor on their ability and achievement test results. The staff feel there is a standardized testing program at the school, but that it is inadequate to meet the needs of the students.

### Study skills

Both students and staff indicated an adequate program to assist students develop effective study skills.

### Disciplinary procedures

Students feel school probation helps students who cannot control their behavior. Students feel the staff has not been too strict with



them when they become involved in behavior problems. Twenty percent of the students were undecided as to how they were helped with behavior problems.

#### The value of the Guidance Program

Students feel the guidance program is of value to them while they are getting their education.

#### Guidance planning and administrative procedures

The staff indicated there is a need for better administrative support of the guidance program. They feel there is a need for cooperative guidance planning, i.e., teachers need to have their responsibilities clearly defined in the guidance program.

#### In-service training

Guidance staff members are interested in in-service training subjects that are directly related to working with the students. They would like these areas included in the 71-72 program.

#### Recommendations

1. Steps to be taken to organize coordination meetings between departments involving administrators, teachers, counselors and dormitory personnel. Coordinated activities to improve personal counseling is needed. Case conferences, more informative cumulative records, improved assistance in planning an educational program and informational materials to help students in personal and social development are areas needing attention in the continued development of the guidance program.

2. Guidance staff members need to assist students in gathering information on colleges and schools offering post high school education. Students need to be assisted in making course selections that will benefit them most in their educational program. This can be accomplished through conferences with students.
3. Evaluate the group counseling program at Intermountain school and develop opportunities for all students to participate in group counseling sessions. Develop group counseling techniques throughout the guidance staff.
4. Have meetings to go over orientation procedures and see where improvements can be made. Involve students in orientation of new students.
5. Assign committees of guidance, academic, vocational and students to plan and organize activities so they will meet the needs of students.
6. Develop a meaningful testing program that is suited for Intermountain students including conferences with students to assist them in understanding their test results.
7. Guidance planning meetings need to include the total school staff to get support from the administration and assist staff members in understanding their responsibilities in the development and operation of the guidance program.
8. Include subjects directly related to working with students in the in-service training program, examples are: Leadership training, information on student background, social graces, alcohol, drugs, arts and crafts and behavior modification.

9. Staff members seemed to be uncertain in many cases as to the effectiveness of the guidance services. This indicates a need for a better understanding and more involvement in the guidance program.

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## APPENDIXES

## APPENDIX A

## STUDENT INVENTORY OF GUIDANCE PROGRAM (INTERMOUNTAIN)

We would like to find out how familiar you are with the Guidance Program and Services and if you feel they are meeting your needs. By knowing how you feel about this phase of the school program, we shall be better able to initiate changes in areas which you recommend. Will you please respond as frankly and honestly as you are able?

DO NOT PLACE YOUR NAME ON THIS INVENTORY.

DIRECTIONS: Will you please check (X) Yes or No to give your feelings about each question. If you feel you can't answer Yes or No, will you please check (X) in the space marked (?).

- Yes \_\_\_ No \_\_\_ ? \_\_\_ 1. Does your school help you to think about information about yourself that will help you in your future educational and vocational plans?
- Yes \_\_\_ No \_\_\_ ? (2) 2. Have you had conferences with someone on the Guidance Staff concerning your educational and vocational plans?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 3. Have you been asked to investigate the personal and educational requirements for occupations you have considered?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 4. If you had a personal problem, would you feel free to discuss it with a guidance staff member?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 5. Does your school help you to understand the meaning of your standardized test scores?
- Yes \_\_\_ No \_\_\_ ? (6) 6. Do you have a place where you can get the information you want and need to know about the different occupations you have considered?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 7. Do you know which member of the school staff is your guidance counselor?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 8. Is opportunity provided in your school for groups of students to discuss and understand their attitudes?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 9. Has your guidance counselor talked with you about your future educational and vocational plans?
- Yes \_\_\_ No \_\_\_ ? (10) 10. Do you have information available you want and need about colleges and other schools which offer post high education?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 11. When you entered Intermountain, were you helped to learn about your new school and how to get along in it?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 12. Have you had an opportunity to discuss with your guidance counselor different approaches to solving problems with which you have been faced?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 13. Are you thinking about or planning what you are going to do when you finish high school?
- Yes \_\_\_ No \_\_\_ ? (14) 14. Has your school provided the opportunity for you to learn to present information about your abilities, training, characteristics, and experience to employers in a convincing manner?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 15. Have you been to your guidance counselor to plan subjects and activities you need and want to take while you are in high school?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 16. Were you helped to become familiar with the employment possibilities in your community and surrounding areas?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 17. Can you talk about your real feelings about things with your guidance counselor?
- Yes \_\_\_ No \_\_\_ ? (18) 18. Do your teachers discuss the different occupations which are related to the subjects taught by them?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 19. Do you know where your guidance counselor's office is located?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 20. Have you been helped to decide if you have the ability to succeed in college?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 21. Have you had a case conference with your counselor and a teacher?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 22. Does your school use film strips, films, pamphlets, books, etc., to help you understand problems of personal and social development?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 23. Have you been offered any help from your school in the improvement of your study skills and habits?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 24. Have you had an opportunity to participate in group discussions about the concerns of high school students?
- Yes \_\_\_ No \_\_\_ ? \_\_\_ 25. Has your guidance counselor discussed your ability and achievement test results with you individually?

- Yes \_\_\_ No \_\_\_? 26. Were you helped before the ninth grade to plan your high school program courses?
- Yes \_\_\_ No \_\_\_? 27. Has your school helped you with opportunities for you to grow in your ability to make realistic plans for yourself?
- Yes \_\_\_ No \_\_\_? 28. Has a counselor or a teacher helped you to examine your abilities, personality traits and interests as they may pertain to your future plans?
- Yes \_\_\_ No \_\_\_? 29. Have you been satisfied with your home in the dormitories?
- Yes \_\_\_ No \_\_\_? 30. Do you feel that your school experiences have provided you with opportunities to develop self-understanding and self-acceptance?
- Yes \_\_\_ No \_\_\_? 31. Are you now satisfied with the activities which have been available in the dormitories?
- Yes \_\_\_ No \_\_\_? 32. Has there been enough activities that you were interested in, to keep active and participating?
- Yes \_\_\_ No \_\_\_? 33. Do you feel there should be more guest speakers come and speak with you about areas you are interested in?
- Yes \_\_\_ No \_\_\_? 34. Do you know what school probation means?
- Yes \_\_\_ No \_\_\_? 35. Do you feel it helps a student to be put on school probation when he does not control his behavior?
- Yes \_\_\_ No \_\_\_? 36. Are school employees too strict with students that get involved with behavior problems?
- Yes \_\_\_ No \_\_\_? 37. Have you had an opportunity to discuss your guidance department cumulative record with your counselor?
- Yes \_\_\_ No \_\_\_? 38. Could you tell a new student what Guidance Services and activities are carried on in this school?
- Yes \_\_\_ No \_\_\_? 39. In your opinion does the guidance program add anything of value to your education?
- Yes \_\_\_ No \_\_\_? 40. Is an organized program of guidance services available to all students?

41. In what way has the guidance counselor been of most help to you?

42. In what way could the guidance counselor be of more help to you?

## APPENDIX B

## INVENTORY OF GUIDANCE SERVICES AT INTERMOUNTAIN

We would like to obtain an indication of your awareness of the guidance services in your school and the extent to which you feel they are adequate. This information should be useful in improving guidance services to students. Please be frank in your appraisal.  
PLEASE DO NOT PUT YOUR NAME ON THIS INVENTORY.

Check one Teacher \_\_\_\_\_ Counselor \_\_\_\_\_ Administrator \_\_\_\_\_ Supervisory Instructional Aid \_\_\_\_\_  
 Instructional Aid \_\_\_\_\_

PART OF YOUR SCHOOL PROGRAM	DIRECTIONS: To the left of each question mark (X) to indicate whether or not the activity is carried out in your school. To the right of each question mark (X) in the column which represents your opinion of its adequacy.	TO WHAT EXTENT				
		Inadeq.	Adeq.	Too Much	?????	???
Yes No ? ?	1. Is an organized program of guidance services available to all students?					
Yes No ? ?	2. Does the staff cooperatively plan the guidance program?					
Yes No ? ?	3. Does the school have a standardized testing program which includes both ability and achievement tests?					
Yes No ? ?	4. Are guidance services provided to orient new students to the school?					
Yes No ? ?	5. Have the seniors developed both immediate and long range goals?					
Yes No ? ?	6. Have you participated with the counselor and other teachers in case conferences concerning students?					
Yes No ? ?	7. Are placement services provided to assist students in planning careers?					
Yes No ? ?	8. Do cumulative records contain information about the educational and vocational plans of students?					
Yes No ? ?	9. Is individual counseling of students a part of the guidance program?					
Yes No ? ?	10. Is informational material on education provided and effectively used by students?					
Yes No ? ?	11. Does the staff plan cooperatively the evaluation of the achievement of students in relation to their potential?					
Yes No ? ?	12. Do the cumulative records contain information on home and family background of students?					
Yes No ? ?	13. Are teacher responsibilities in the guidance program clearly defined and understood?					
Yes No ? ?	14. Are standardized test results interpreted for teacher use?					
Yes No ? ?	15. Does the school wide administrative staff support and assist in the development of the guidance program?					
Yes No ? ?	16. Are informational materials concerning personal and social development available for students use?					
Yes No ? ?	17. Are group guidance procedures used in the guidance program?					
Yes No ? ?	18. Do teachers accept and take advantage of the guidance services offered?					
Yes No ? ?	19. Do you seek assistance from a counselor in providing help for a student?					
Yes No ? ?	20. Do you make referrals of students to the guidance counselor?					
Yes No ? ?	21. Are opportunities provided for groups of students to discuss matters of concern to them?					
Yes No ? ?	22. Do students generally accept and take advantage of the guidance services offered?					
Yes No ? ?	23. Is help given to students in planning an educational program to meet their individual needs?					
Yes No ? ?	24. Do cumulative records show an educational growth pattern?					
Yes No ? ?	25. Are organized activities provided to assist students in developing good study habits.					



PART OF YOUR SCHOOL PROGRAM	Continue with previous directions	TO WHAT EXTENT?			
		Inadequate	Adequate	Too Much	???????
Yes ___ No ___ ?	26. Are teachers provided summaries of important data from records and tests that are necessary for you to utilize in helping students?				
Yes ___ No ___ ?	27. Have students made realistic course selections in relation to their predicted abilities and interests?				
Yes ___ No ___ ?	28. Do the cumulative records contain anecdotal reports or summaries of student progress prepared by teachers?				
Yes ___ No ___ ?	29. Does the guidance program include research and evaluation studies?				
Yes ___ No ___ ?	30. Are research and evaluations utilized for program improvement?				
Yes ___ No ___ ?	31. Do you feel more case conferences with students, teachers and counselors are needed to meet the student's needs?				
Yes ___ No ___ ?	32. Are students activities varied enough to meet the needs of most students at the school?				
Yes ___ No ___ ?	33. Do students need more activities to keep them interested and occupied while they are at Intermountain?				

34. In your opinion, what factors most hinder the coordination and cooperation of the guidance department, academic department, and vocational department?

35. Guidance Staff: List areas of our in-service training program that were of benefit to you this year. List areas that need to be included and methods of presenting the material to make it more effective.