NEW DIRECTIONS

in

Community College
Student Personnel
Programs

Terry O'Banion

STUDENT PERSONNEL SERIES No. 15

AMERICAN COLLEGE PERSONNEL ASSOCIATION

A division of the American Personnel and Guidance Association
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A Division of the American Personnel and Guidance Association
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PREFACE

IN RECENT YEARS a variety of exceptional practices have been initiated in community colleges that are indications of the emergence of a new role for student personnel work. Recognizing these developments, the American College Personnel Association commissioned a study to describe some of these exceptional practices. Community college leaders (selected presidents, deans of students, directors of the Kellogg programs, state directors of community colleges, professors of community college education, and officers of appropriate professional organizations) were asked to nominate exceptional practices for possible inclusion in a monograph. Once nominated, the person having major responsibility for the practice in an institution was asked to follow a set of guidelines in preparing a two-page description of the practice. From this survey, I selected a variety of exceptional practices for reporting in this monograph as examples of some of the new directions for student personnel programs in community colleges. Because there were no nominations in such areas as admissions practices, registration, housing, and financial aids, these areas were not included.

For some institutions, these new directions will have already become important parts of the student personnel program. For others, the practices will provide opportunities for experimentation and direction for program development. Across the nation and even within many states, community colleges are at uneven stages of development. No list of practices can hope to meet the needs of all student personnel programs in community colleges. Neither can such a list reflect all the exciting activities with which community colleges are experimenting. The practices in this monograph are only examples of what exists; but, hopefully, these reflect areas of activity that members of the profession would agree are most generally innovative and exceptional.

Unfortunately, as with most educational practices, there is a decided lack of evaluation of the effectiveness of practices. With their need to respond to pressing demands of students, colleges have more often responded on a trial-and-error basis rather than on the basis of a careful and thoughtful plan of evaluation and research. It is hoped that this monograph will serve to stimulate the initiation of new programs that will be more carefully evaluated in the future.

Most professional writing involves a number of people. Thanks to the following for help in preparing this monograph: the members of the ACPA Monograph Editorial Board for recognition of the need for such a monograph and for their review; Dorothy Knoell of the Board for her encouragement and help; many community college practitioners who are the real authors of this monograph; Alice Thurston and James Guilten for their invaluable assistance in the preparation of the first chapter; and David Cox and other colleagues at the University of Illinois who have criticized and commented on drafts of the manuscript.

TERRY O'BANION
An Emerging Model

If we don’t change our direction, we are likely to end up where we are heading. Chinese Proverb

The community college is at a critical crossroad in its history. Can it make meaningful its commitment to the inner city? Can it respond to the manpower needs of business and industry? Can it participate in higher education as a respected partner with the university? Can it rehabilitate where so many others have failed? And in all these valiant efforts, can the community college provide the climate and encouragement for individual students to feel more keenly, experience more deeply, live more fully—to encounter their full range of human potential? Can the community college be many things to many people?

As a result of the community college’s claims to be dynamic, innovative, and responsive, it has risked its future on an affirmative answer to these questions. Yet, like other facets of higher education, the community college has tended to cling to an outmoded educational model appropriate to a society coping with economic scarcity rather than abundance. In this model, which is paternalistic at best and autocratic at worst, the educational process has been educare, “to put into”; students have been the passive recipients of education as a product.

With rapid changes in society, however, the old educational model is becoming obsolete. Martin Tarcher says,

The times call for new social goals, new values and assumptions, new institutional arrangements that will allow us to complete our unfinished war against scarcity and move beyond production to the development of human potentials.

Nevitt Sanford writes,

The time has come for us to control our zeal for imparting knowledge and skills, and to concentrate our efforts on developing the individual student... By education for individual development, I mean a program consciously undertaken to promote an identity based on such qualities as flexibility, creativity, openness to experience, and responsibility.

Thus, the dimensions of a new model begin to emerge: education becomes educere, “to lead out of,” so that education is not a pouring into, but the means of providing a learning climate in which the greatest possible development of potential and fulfillment can take place.

In response to this emerging model, the community college is struggling toward educational innovation and change. Its doors are opening even wider to the handicapped, the factory worker, the high school dropout, the impoverished ghetto youth with serious learning disabilities. If the community college is to be truly the people’s college, it must provide its increasingly diverse student population with meaningful learning experiences. Lock-step scheduling, instruction primarily by the lecture method, ill-defined and poorly evaluated instructional objectives, and ineffective student personnel programs are being gradually abandoned in favor of new goals and new approaches. Community college educators are breaking down outmoded interdisciplinary boundaries, utilizing the new technology of the systems approach, retooling grading practices, and setting specific educational objectives toward which students can move at their own pace. The focus is shifting from instruction to learning. What knowledge exists of how to bring about behavioral change is gradually being used. Cohen describes this kind of community college which is to evolve by 1979:

At the core of the college’s process will be the deliberate practice of instruction. It will be built on a definite teaching-learning paradigm and employ a built-in system of evaluation. Student learning—predictable, measurable,

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definable—will be the college’s raison d’être. The college will predict and accept accountability for its effects. No longer slavishly following the university, it will take the lead in experimenting with instructional forms—not by innovating for the sake of innovation, but by setting hypotheses, introducing changes, and assessing their impact. . . .

Any hope of achieving even a modicum of success in fulfilling these goals depends, to a very great extent, on the student personnel program. Jane Matson points out,

Student personnel workers must assume appropriate responsibility in this monumental effort. This may require almost complete re-designing of the structure or framework and even the content or practices of student personnel work.4

In the last part of the 1960’s, student personnel workers examined with great seriousness the status of the student personnel profession. The profession has developed for half a century as a series of services reacting to forces within the college community rather than as an action program for shaping forces. Now the wave of student discontent and open disruptions has forced an examination of educational practices. Student personnel work, along with most other factions of higher education, has been woefully inadequate in responding to the needs and demands of students. Existing models of student personnel work—regulatory, servicing, therapeutic—are inappropriate to students’ needs in a changing society.

Existing Models

One of the historical models for the student personnel worker is that of regulator or repressor. The student personnel profession came into being largely because the president needed help in regulating student behavior. In the early 1900’s student personnel workers were given the titles of monitor and warden.

In this model the student personnel regulator works on colonial campuses as a mercenary of the president at war with students. He is the president’s “no-man” (as opposed to “yes-man”). He tends to behave in ways that regulate, repress, reject, reproof, reprimand, rebuff, rebuke, reserve, reduce, and even remove human potential. In this system all the negative aspects of in loco parentis are practiced as staff members attempt to maintain a strict supervision over student affairs.

This model has been more prevalent on residential campuses and, therefore, on four-year college and university campuses; but community colleges have been much too eager to copy the style. Perhaps the continued existence of this model contributes to much of the student distress evident at such places as Berkeley, Harvard, and Columbia. Under such repression students have had to develop their own bill of rights in the historical tradition of all repressed minorities.

Perhaps the most prevalent model of the student personnel worker is that of maintenance or service man. In this model the student personnel program is a series of services scattered around the campus which includes financial aid, registration, admissions, student activities, and academic advising. The student personnel worker provides services for students who seek them. In 1964, the Carnegie Corporation contributed $100,000 to the American Association of Junior Colleges for an evaluation of this maintenance model. Thirty-six different student personnel functions or services were isolated for study. The findings were disillusioning to those who had committed themselves to student personnel programs in community colleges. T. R. McConnell, Chairman of the National Advisory Committee for the study, stated, “The conclusion of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community junior colleges are woefully inadequate.”5

A third model of the student personnel worker is that of therapist. In this model the student personnel worker behaves as if he were a psychotherapist or a counseling psychologist. His contribution to the educational program is to provide therapy for a few selected students who have intense personal problems. He is often disdainful of other student personnel functions such as academic advising and student activities.

In this model counselors become isolated in their counseling cubicles which students eventually come to perceive as places to go only when they have serious problems. If the dean of students is also a practitioner of “early Rogers,” he becomes confused regarding his responsibility for educational leadership. The program is likely to remain safely constricted in the therapeutic confines of the counseling center.

In recent years several states have endeavored to develop guidelines for community college student personnel programs. Perhaps the most thorough state report has been California’s Guidelines for

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Student Personnel Services in the Junior College. While the basic philosophy expressed in the California guidelines represents an emerging model of student personnel work, the functions or implementation of philosophy are those of the Carnegie study; therefore, they reflect the model of service. Other state studies in New York, North Carolina, and Maryland also reflect an orientation that perceives student personnel work as a series of services designed to meet student needs. Out of the Maryland guidelines, however, came a significant statement: "Many of the old, cherished ideas that guided student personnel workers are being questioned, remodeled, or cast aside as no longer 'relevant' to this day." The Maryland guidelines tentatively begin to identify some of the dimensions of the new and needed model for student personnel workers.

An Emerging Model

As the student personnel profession enters the 70's there is a clear call for a new model for the profession—a new model for the role of the student personnel worker. What is called for is a new kind of person, a person who is headstrong enough to survive the battles that rage in academe, and yet one who is warm-hearted and deeply committed to the full development of human potential.

As old concepts of human nature and of education are uprooted, it is a precarious venture to attempt to articulate new directions when they are so dimly perceived. Educational Don Quixotes are likely to fabricate models out of their own dreams and frustrations. I openly admit that the fragments of an emerging model presented here represent my own hopes of what might be, hopes buttressed by a growing number of educators, student personnel workers, instructors, and administrators who believe in and who have begun to provide opportunities for the full development of human potential. The emerging model described, then, is only a tentative statement. It needs considerable modification, testing out in practice, and rounding out with the concepts of others.

While student development has historically been defined as development of the whole student, educational practice has focused with few exceptions on development of intellectual capacities and skills that have been narrowly defined. At the present time, however, a growing number of educators, sup-


7 John R. Ravees, Functions of Student Personnel Programs in Maryland Community Colleges, mimeographed (Maryland Association of Junior Colleges, Student Personnel Division, 1969), p. 18.

ported by the humanistic psychologists and a developing Humanistic Ethic, are beginning to define student development in some creative and exciting ways. Fundamental to the new definition is a belief that man is a growing organism, capable of moving toward self-fulfillment and responsible social development whose potential for both has been only partially realized.

In the new model of student development there are implications of climate and outcome. A student development point of view is a behavioral orientation in which educators attempt to create a climate of learning in which students have:

1. freedom to choose their own directions for learning,
2. responsibility for those choices
3. interpersonal interaction with the learning facilitator that includes:
   a. challenge, encounter, stimulation, confrontation, excitement;
   b. warmth, caring, understanding, acceptance, support;
   c. appreciation of individual differences.

Through such a facilitative atmosphere, the outcomes of student development would result in the following increases:

1. intellectual understanding
2. skill competencies
3. socially responsible behavior
4. flexibility and creativity
5. awareness of self and others
6. acceptance of self and others
7. courage to explore and experiment
8. openness to experience
9. efficient and effective ability to learn
10. ability to respond positively to change
11. a useful value system, and
12. a satisfying life style.

This student development model, only briefly described, requires a new kind of person for its implementation. Terms recently used to describe the student personnel worker in this emerging model are the counselor as catalyst and the counselor as change agent. More recently, model builders have talked about the student personnel worker as a student development specialist.

A term that may more accurately reflect some of the special dimensions of the emerging model is that of the human development facilitator. Facilitate is an encountering verb which means to free, to make way for, to open the door to. The human development facilitator does not limit his encounter to students; instead he is interested in facilitating the development of all groups in the educational community (faculty, secretaries, administrators, cus-
todians and other service workers, and board members). In the community college his concern extends into the community.

Human Development Facilitator

One way of describing the model that needs to be developed is to present an idealized prototype of the student personnel worker as a person. While it is helpful to have a model as a goal, it should be understood that individuals exist in a process of becoming in which they reflect only certain degrees of attainment of these characteristics. The kind of person who is needed has been described by Maslow as self-actualizing, by Horney as self-realizing, by Privette as transcendent-functioning, and by Rogers as fully-functioning. Other humanistic psychologists such as Combs, Jourard, Perls, Moustakas, and Landsman have described such healthy personalities as open to experience, democratic, accepting, understanding, caring, supporting, approving, loving, nonjudgmental. They tend to agree with the artist in Tennessee Williams' play, Night of the Iguana, who said, "Nothing human is disgusting." They tolerate ambiguity; their decisions come from within rather than from without; they have a zest for life, for experiencing, for touching, tasting, feeling, knowing. They risk involvement; they reach out for experiences; they are not afraid to encounter others or themselves. They believe that man is basically good and, given the right conditions, he will move in positive directions. They believe that every student is a gifted person, that every student has untapped potentialities, that every human being can live a much fuller life than he is currently experiencing. They are not only interested in students with intense personal problems, they are interested in all students. They want to help those who are unhealthy to become more healthy, and those who are already healthy to achieve yet even greater health. They understand the secret the fox told the little prince: "It is only with the heart that one can see rightly; what is essential is invisible to the eye."

The human development facilitator has a high degree of self-confidence and self-acceptance out of which emerges a strong trust in others. Jack Gibb puts it this way:

The key to emergent leadership centers in the high degree of trust and confidence in people. Leaders who trust their colleagues and subordinates and have confidence in them tend to be open and frank, to be permissive in goal setting, and to be noncontrolling in personal style and leadership policy. People with a great deal of self-acceptance and personal security do trust others, do make trust assumptions about their motives and behavior. The self-adequate person tends to assume that others are also adequate and, other things being equal, that they will be responsible, loyal, appropriately work-oriented when work is to be performed, and adequate to carry out jobs that are commensurate with their levels of experience and growth.

However, the model student personnel worker must not only be committed to positive human development; he must also possess the skills and the expertise that will enable him to implement programs for the realization of human potential. He must be able to communicate with other administrators in the college; and he must be able to keep the functions and services for which he is responsible operating efficiently. In the new model, present services and functions would not be disregarded. These are needed because they serve students in important ways. The emphasis of the program would be different. The program would be focused on positive change in student behavior rather than on the efficient functioning of services.

In order to develop and implement a humanistic program in his institution, the student personnel worker must understand the social system in which all members of the academic community live and work, as well as the ecological relationships of those members in the academic setting. He must understand the nature and complexity of bureaucracy and how it affects student development. He must understand and appreciate the diversity of student subcultures, and learn to use those subcultures in the development of an institutional climate that allows for full growth and development in the collegiate community. He must learn to conduct pertinent research on student behavior in order to evaluate the success of the student personnel program and to communicate to his colleagues what the program is accomplishing.

To provide focus for the program the chief student personnel administrator would ask, "What kinds of programs can we build that will allow great numbers of students to explore the dimensions and potentialities of their humanity?" Or he might ask, "Can we create an environment for the student in which he can search out his identity, grapple with the problems of commitment, and become attracted to and involved with health-engendering aspects of life?"

Within what kind of an organizational structure can student personnel workers develop a program which facilitates the release of human potential? How do they function to implement philosophy and goals?

Organizational Structure

The most appropriate organizational structure should be decentralized with responsibility and authority shared throughout the college. A climate of participative administration set by the president
should permeate the institution. Gibb describes this concept as follows:

It seems to me that joint, interdependent, and shared planning is the central concept of the kind of participative, consultative leadership that we are considering. . . . Our assumption is that the blocks to innovation and creativity are fear, poor communication, imposition of motivations, and the dependency-rebellion syndrome of forces. People are innovative and creative. The administration of innovation involves freeing the creativity that is always present. The administrative problem of innovation is to remove fear and increase trust, to remove coercive, persuasive, and manipulative efforts to pump motivation, and to remove the tight controls on behavior that tend to channel creative efforts into circumvention, counter-strategy, and organizational survival rather than into innovative and creative problem solving.8

A chief student personnel administrator deeply committed to the facilitation of human development will offer his own staff participative leadership. However, if he attempts to create a democratic staff island amidst a network of rigid bureaucratic controls, he does so at considerable psychic cost, both to himself and to his staff, and with a corresponding loss of creativity. The autocratic president is the antithesis of the democratic dean of students. When they attempt to work in the same institution neither they nor the institution can function effectively. The problem is just as acute when an autocratic dean of students is employed or inherited by a democratic president. Unfortunately, many "new model" presidents have become disillusioned with student personnel work because they have known only "old model" deans of students.

In line with the concept of participative administration, the dean of students should function as a full member of the administrative team. President Samuel Braden of Illinois State University calls his administrative team "the president's see." As a member of this group, the chief student personnel administrator does not function only as a student personnel dean. He is also an official of the college working with other administrative officers and, hopefully, with representatives both of faculty and students to solve problems confronting the entire college.

The administrative officers responsible for student personnel services and for instruction should be on the same administrative level, and should work closely together. Joseph Cosand says:


9 Ibid.
quainted with each faculty member in his area to
insure continuing communication and liaison with
the student personnel program. Relationships
would be strengthened if the student personnel
worker were assigned to advise students enrolled in
the division and had responsibility for acting as a
resource for the faculty advisers of the division. He
should also encourage the development of student
activities that reflect the special interests of students
in the division.

When the student personnel program is extended
into each instructional unit of the college, and
when such activities are carefully coordinated by an
effective student personnel administrator, students
and faculty alike become more aware of the significant
impact that student personnel can have on
their development. When the president of the col-
lege coordinates the student personnel program
with other programs in the college and provides
Equal status for student personnel workers by ap-
pointing them to faculty committees and granting
them faculty rank and tenure where these exist, he
sets the tone for a college climate in which lines of
demarcation can disappear and teams of devoted
and excited professionals can work closely together
with and for students.

Role and Function

Student personnel staff members should teach
student development courses not usually available
in instructional programs. Such a course is not a
psychology course in which the knowledge of facts
and principles concerning psychology form the sub-
dject matter. It is not a traditional orientation course
in which the student is introduced to the rules and
regulations of the college and given tips on how to
study. Nor is it an introduction to vocational de-
velopment in which the student sifts through occupa-
tional information and writes a paper on a career.
This is not the old, first-generation adjustment
course of the 1950's that had as its major purpose
helping the student make a satisfactory adjustment
to college and to the society.

Such a course is a course in introspection: The
experience of the student is the subject matter. The
student is provided with an opportunity to examine
his values, attitudes, beliefs, and abilities, as well as
a chance to examine how these and other factors
affect the quality of his relationships with others.
In addition, the student would examine the social
milieu—the challenges and problems of society—
as it relates to his development. Finally, such a
course would give each student a chance to broaden
and deepen a developing philosophy of life. The
course would be taught in basic encounter groups
by well-prepared human development facilitators.
In many cases sensitive instructors can work with
student personnel staff to develop and teach this
course.

The student personnel worker also should move
directly into contact with the community beyond
the campus if his impact is going to be significant.
He must arrange community laboratory experiences
if he is to encourage the development of a growing
student social consciousness. Working with faculty
members in appropriate divisions, the student per-
sonnel worker should: (a) seek opportunities for
students to participate in recreational and educa-
tional programs for the culturally different, (b)
tutor the undereducated, (c) campaign in elections,
(d) contribute time to community beautification
programs, and (e) explore and question the struc-
ture of community government.

Another role of the new student personnel worker
is to participate actively in getting students in-
volved in the life of the college. He can begin to
explore new alternatives for student involvement,
such as special task forces, ad hoc groups, and town
meetings. If the traditional committee system is
used then students should be on all the college
committees. This should extend far beyond the old
worn out student government association in which
students play sandbox government and spend their
time quarreling over student activity fee allocations.
Students should be on the curriculum committee,
on the administrative council that makes all major
decisions, and on the board of trustees; they should
be constantly involved in teacher evaluation; they
should have responsibility for helping to relate the
college to the community; and they should partici-
pate in planning new buildings. Students will also
need educating in academic and bureaucratic dy-
namics so they can function effectively as contrib-
uting committee members. Student personnel
workers in concert with interested faculty members
can provide these experiences for students.

The student personnel worker should also con-
sider means of getting students involved in the
education of other students. In this way, they can
discover new and creative learning experiences for
students, teaching faculty, and student personnel
staff. Students with special skills should be identi-
fied so that they can assist in courses requiring their
expertise. Work-study programs should be designed
to utilize students in instruction, curriculum de-
velopment, and student services rather than as menials.

Another important role for the student personnel
worker in the community college is to be a guardian
against the oppressive regulations that tend to
develop unquestioned in most institutions. Com-
munity colleges notoriously, and often uncon-
siciously, borrow repressive rules and regulations from the catalogs of four-year colleges and universities. The student personnel worker’s role is to question at every turn the traditional rules and regulations. Hopefully, he can convince the college that every rule and regulation needs to be examined carefully for its basic rationale and its applicability to the community college and the student.

The community college needs to determine whether or not it needs academic calendars, probation and suspension regulations, F grades, social probation, dress codes, regulations regarding work load, and final examination periods. These traditional educational trappings may hinder the development of human potential more than they help. The student personnel worker must help ferret out the sometimes repressive philosophy that has become associated with such rules and regulations as he assists in the development of a total institutional climate conducive to the development of human potential. He must function with a sound rationale, however, so faculty members will not regard him as one who wrecks standards.

If the new technology frees instructors from the role of transmitting knowledge to a role of assisting students in integrating and applying knowledge, the student personnel worker will relate to instructors in important ways. With his background of preparation in psychology, human relations, and learning theory, the student personnel worker can assist instructors in a team effort to help students examine the personal meaning their education has for them. Student personnel workers can conduct group discussions and organize experiences for students to apply what they have learned. They can also help students evaluate their progress and make decisions about further learning.

Cooperative work-study programs should be planned so that the student’s job is also a planned learning experience. Student activities programs should be developed to provide leisure-time learning experiences as bases for later leisure activity. The focus of the financial aid office should be to satisfy students’ financial needs in ways that contribute to their personal and social development. High priority should be given to health counseling and to preventive and compensatory health programs for students with special health problems.

These are only a few of the dimensions of an emerging role for the community college student personnel worker. A number of years will be required for the role to be developed, tested, and finally evaluated for effectiveness. In the meantime, student personnel workers will continue to develop particular aspects of the role for practice on their own campuses.

An “Open Door” to Student Personnel Work

New models of student personnel work should have good opportunities for imaginative development in the community college. The climate for acceptance of student personnel work in the community college is quite positive. In no other post high school educational institution is student personnel work considered as important as in the community college. Here it is recognized and proclaimed as a function equal to instruction, curriculum, library services, and the management of the college. Fordyce has said,

I am convinced that student personnel work can and must come to full fruition in the comprehensive junior college. No other educational institution can afford the broad expanse of educational opportunities that provide a setting in which students’ choices can be so fully implemented. By the same token students have generally reached a level of maturity in a time of life when most important decisions can and must be made. Opportunities and necessities then combine to make the junior college the ideal setting for the most effective student personnel programs.14

Noting one of the important roles of the student personnel program in the community college, Medsker said, “One can predict that if a junior college does not properly distribute students among programs, the whole idea of the junior college will fail and that a new structure for education beyond the high school will emerge.”15 The Executive Director of the American Association of Junior Colleges has described the role of student personnel work as “a senior partner in the junior college.”15

The basic rationale that supports the importance of student personnel work in the community college is that the student personnel point of view and the community college point of view are one and the same. From The Student Personnel Point of View, first published by the American Council on Education in 1937, the following statements are indicative of student personnel philosophy: “students as individuals”; “optimum development of the individual”; “preservation of basic freedoms”; “renewed faith in an extensive use of democratic methods”; “development of mature citizens”; “The individual’s full and balanced development involves the acquisition of a pattern of knowledge, skills, and

attitudes consistent with his abilities, aptitudes, and interest."

Any one of these statements could have come from the list of purposes and objectives of almost any community college. One community college has as its purpose the following declaration which is repeated many times in community college catalogs throughout the nation:

The educational offerings of Santa Fe Junior College are based upon the belief that development of the individual for a useful and productive life in a democratic society is the chief obligation of the public educational system. This philosophy implies a deep and abiding faith in the worth and dignity of the individual as the most important component of a democracy. This faith and this recognition of need for responsibility suggests that the college must find appropriate programs and effective educational techniques to help each student discover his abilities and interests and develop them to the fullest extent, consonant with his own goals and capabilities and the needs of the society.18

The common philosophy of the community college and student personnel work is based on a foundation of democratic-humanitarian principles. It is the upward extension of the American ideal of equal opportunity. Without doubt, student personnel work and the community college rank among the most important of American educational inventions. As such, they reflect the basic pattern of American democracy with its concern for individual opportunity.

An important historical parallel also exists between the two movements. According to some, the community college movement began with the founding of the first public junior college in Joliet, Illinois, in 1902. Nunn, in the first complete history of student personnel work in American higher education, suggests that student personnel work as an organized movement began about 1900.17 Regardless of the exact date or origin, both movements had their major beginnings in the early 20th century; and both reached a mutually high point of recognition and development in the 1960's. The junior college has now become the community college. The student personnel point of view has now become the student development point of view. There exists today a claim of one upon the other—a bond of mutual purpose. Both movements are young, both have critics, and both have high aspirations for meeting and fulfilling the needs of students.

In the course of her adventures in Wonderland, Alice meets the Cheshire Cat in the woods:

"Cheshire Puss," she asks, "would you tell me, please, which way I ought to walk from here?"

"That depends a great deal on where you want to get to," replied the Cat.

"I don't really care where," said Alice.

"Then it doesn't matter which way you walk," said the Cat.

So long as community college student personnel workers do not know where they are going, it doesn't really matter which way they walk. With a clear focus on their role as significant participants in the humanization of the educational process, student personnel workers can help the community college meet its commitment to an ever-increasing number of students. If student personnel workers do not change their direction they are likely, as a Chinese proverb warns, to end up where they are heading.

Organization and Administration

It is difficult to make innovations in the area of organization and administration. From the President of the United States down, American institutions are oriented toward the leadership of a central authority figure. Every college must have a president; every student personnel program must have a chief officer; every student government association must have one man at the top. Under such a system, second-level subordinates usually implement and coordinate functions to be performed. Community college student personnel programs are organized in the same manner as student personnel programs in four-year colleges and universities and like most other systems in the country.

In keeping with developments in four-year institutions, a few community college deans of students have been promoted to the level of vice president. Titles that reflect this change include Vice President for Student Development and Vice President for Student Affairs. This is perhaps a recognition of the importance of student personnel work in educational institutions. It remains to be seen whether or not student personnel vice presidents will be accorded the same status as instructional vice presidents.

The decentralization of counseling services seems to be the area in organization and administration in which most of the experimentation is taking place. The decentralization of counseling services reflects several aspects of the emerging role of student personnel work described in chapter one: (a) In a decentralized system the counselor goes out to the students; he does not wait for students to come to his counseling cubicle. (b) In a decentralized system the counselor works in concert with the faculty, often sharing an office in a division.

If the student personnel program is to have a major impact on the institution, counselors certainly are going to have to move out from the comfort and isolation of the counseling center. The student personnel program must be thrust into the heart of the institution—the curriculum, the instructional process, the faculty conclaves, the decision-making processes, and the community. If the organization and administration of the student personnel program is calculated to maintain a separation program, often housed in a separate building, student personnel work is in danger of even further isolation; perhaps isolation that may lead to obsolescence.

The major question is no longer should the counselor work more closely with faculty? The question now is should the counselor be literally moved out of the counseling office and housed with faculty members? Richardson and Blocker have suggested that counselors should be assigned to divisions according to competencies, housed in these divisions, and administratively responsible to the division chairman. Harvey advocated that counselors be assigned to divisions but that they report to the dean of students or their chief administrative officer. In some colleges, counselors are assigned to special divisions, attend divisional meetings, advise students in that division, spend some time in the division, but maintain their office in the counseling center and report to the dean of students.

So far, decisions regarding decentralization have been made on philosophical considerations; no evaluation is available to test the merits of the various systems proposed. It seems quite clear, however, that many community college student personnel workers will find it helpful to work more closely with faculty members—perhaps through the division—as they attempt to provide more meaningful programs for students.

William Rainey Harper College in Illinois and Forest Park Community College in St. Louis have decentralized counseling services with some success. At Harper, counselors are office in academic divisions and are assigned students for counseling who enroll in those divisions. Video terminals provide student information. The emphasis is on vocational
guidance. Division counselors rotate on a regular schedule to provide some centralized services in the college center and to maintain their professional identities with counseling colleagues.

The decentralized counseling service at Forest Park is similar. The rationale for this program follows:

We hope that by decentralizing our counseling system and by organizing our physical set-up to increase faculty-counselor relationships, we can prevent a schism from developing between the counselors and the faculty. Locating the counselors throughout the faculty makes them readily available for consultation, both by faculty and by students.

Another interesting practice in organization in this survey comes from Fulton-Montgomery Community College in New York. Their dean of students states, "Since the curriculum is one of the most significant aspects of the student's experience at college, the student personnel staff must be able to influence this aspect of the college, if it is to affect the student's collegiate experience." The student personnel program, therefore, has been organized as an academic division. Student personnel staff members offer instruction and are represented on those committees responsible for making curriculum decisions. Developmental courses in reading and study skills have been shifted to this new division and new credit courses initiated in Personal Development, Educational and Vocational Exploration, and Seminar on College Life. In cooperation with other divisions, courses in Contemporary Issues and Seminars on Human Values are being developed.

In the following section various examples of organizational patterns are presented. Throughout the monograph, the description of a practice is presented, followed by the name of the person submitting it along with the name of his college.

**Descriptions of New Practices in Organization and Administration**

**Administrative Organization for Counseling**

The administrative organization for counseling at El Centro College is designed to maximize the benefits of both a centralized and a decentralized approach to operating a large counseling service. Present counseling practice at El Centro serves the entire college community from a centralized counseling center. Plans include some decentralization of services, but in the meantime liaison assignments for all counselors have enabled the counseling service to integrate itself into the academic community without dispersing personnel. This concept has been called a centralized liaison approach to administrative organization of a counseling center.

The implementation of this program is accomplished through combinations of assignments for counselors. Counselors have both generalist and specialist assignments. Each counselor is involved in all types of counseling, but he is responsible for being a specialist in certain academic or occupational programs. He meets with instructors in division meetings and serves as a consultant for both the instructional division and the remainder of the counseling staff in his specialty area. His liaison assignment is conducted simultaneously with his assignments directly relating to counseling activities in the counseling center.

The advantages of the centralized-liaison approach include:

1. Providing a counseling service with educational impact, i.e., students tend to know a counselor, know where counselors are located, know what services are offered, and when to seek counseling help.

2. Providing a center for continuous professional stimulation for counselors, i.e., counselors feel a part of a group and are encouraged to "keep up" in the field.

3. Providing good communication channels for all persons in the academic community.

4. Facilitating administrative supervision of counseling services in scheduling, in-service training, reporting, etc.

An important aspect of the liaison concept is the faculty members' direct involvement in counseling services. Faculty assume greater responsibility for the successful operation of the counseling center as a result of their frequent contact with counselors.

Evaluation of the centralized-liaison administrative organization for counseling services is tentative at this stage of development at El Centro College. Early assessments of the value of this concept are generally positive.—Don G. Creamer, El Centro College, Dallas, Texas

**Principles of Organization**

Harper College opened in 1967 with 1,800 students which represented a Full-Time Equivalent (FTE) enrollment of 1,070. Enrollment will increase rapidly, reaching a 9,000 FTE and 15,000 head count by 1980.

Figure 1 (p. 18) presents the student personnel service as it was when the college opened; Figure 2 (p. 19) shows it as it will appear in 1980. The college will phase gradually from the first organization chart to the second as the enrollment increases. Also presented are some of the basic principles which undergird the organizational pattern.

1. In the student personnel area there are five major divisions, each of which should be repre-
presented by a full-time administrator. Following are the areas and the titles given to the student personnel administrators at Harper College: (a) Administration and organization (Dean of Students); (b) Admissions and records (Director of Admissions and Registrar); (c) Counseling (Director of Counseling); (d) Activities (Director of Student Activities); and (e) Placement and financial aid (Director of Placement and Student Aids).

2. It is best to avoid combining administrative and counseling responsibilities. It is better to combine administrative areas (e.g., placement and financial aid) and appoint a competent administrator to handle them than to assign these functions to counselors in the early phases of college development. Failure to do this often leads to a depreciation in the effectiveness of counseling services.

3. The chief student personnel officer should have equal rank with the chief business and instructional administrators in the college. This connotes that the student personnel area is an important part of the college, and that it has a significant educational and service contribution to make to the total institution. It also helps to insure that the student personnel program will be represented in the top administrative councils of the college where the critical policy decisions are made.

4. The counseling function is crucial and the employment of counselors should be related to some form of ratio allowing for automatic expansion as the college grows. Without this the counseling staff may not keep up with the enrollment growth, especially if the college budget is limited. Harper's Board of Trustees approved the hiring of counselors on a 300 to 1 ratio which ensures the orderly growth of the counseling area.—James Harvey, William Rainey Harper College, Palatine, Illinois

A Professional-Decentralized Counseling Approach

The Harper College counseling program may be characterized as a professional-decentralized approach. Professionally educated counselors are used to carry out the counseling, academic advising, and orientation functions. These counselors are assigned to divisions and have offices within the divisions.

A brief résumé of the significant aspects of the Harper program follows:

1. Professionally trained counselors are hired on a 300 (FTE) to 1 student-to-counselor ratio. The college hopes to work toward a ratio of 300 students (head count) to 1 rather than using a full-time equivalent figure.

2. Counselors are assigned to academic divisions and are assigned students majoring in that division for academic advising.

3. Counselors are office in divisional headquarters near the classrooms and faculty offices used by that division.

4. Each counselor is assigned some students for academic advising who are undecided about their major, and some students who are in the college developmental program for low-achieving students.

5. The counselors are responsible for academic advising. They prepare one or two faculty members in their division to assist them at registration time, mainly with part-time students. Basically, however, the counselor does the academic advising himself.

6. Most of the academic advising is done during vacation periods. The counselors use time in August and during the Christmas vacation for advising in order to have the majority of their time free during the regular college year for vocational-educational and personal-social counseling.

7. A professional stimulation center has been developed in the college center. In order to help the counselors maintain their professional orientation and to provide certain services that are best centralized, the college has developed a counseling-placement center with facilities for group and individual testing, team counseling, small and large group work, experimentation in group and individual counseling, and a vocational library. The facilities have been constructed with two-way vision glass and sound hookups between the group areas and between counseling offices for observation and experimentation. A placement center with interview offices has also been placed here so counselors can share the vocational library and encourage a natural flow of students to the facility. There is enough office space to accommodate one or two counselor interns from nearby universities, as well as to house one or two counselors rotating from the divisions on a regular schedule to take care of emergencies and "drop-ins."

8. Video terminals on-line to the college computer are used to provide student records and other pertinent counseling information. Expectancy formulas in the computer are utilized to provide the counselor and student with information otherwise unavailable for making important educational and vocational decisions.

9. The college emphasizes vocational, educational, and personal-social counseling. Students who need therapy will be referred to community agencies that provide psychotherapy. The main emphasis will be on the vocational guidance function.

This briefly outlines the plan for the Harper College counseling program. The program became fully operational in the fall of 1969 when the college moved to its new campus which includes facilities described earlier.—James Harvey, William Rainey Harper College, Palatine, Illinois

Decentralized Counseling

In secondary schools and junior colleges, the counseling center is usually the center of the student personnel program. Typically, the counseling offices at this educational level are clustered around a waiting area located near a central records depository. This common physical arrangement for counseling may itself offer a formidable block to students. Some individuals may be overawed by the professional atmosphere and hesitate to take a problem to
FIGURE 1. Initial Student Personnel Organization — Harper College (1000 F.T.E.)

President

Dean of Students

Dean of Instruction

Dir. of Placement and Student Aids

Dir. of Admissions and Registrar

Dir. of Counseling

Dir. of Athletics

Dir. of Student Activities

Counselors 300 to 1 ratio

Bookstore Manager

Cafeteria Manager

Coordinator of Intramurals

Dean of Business
FIGURE 2. Proposed Student Personnel Organization — Harper College (9000 F.T.E.)
a counselor which is serious to him, but one he feels the counselor may view as unimportant. In this cloistered setting, faculty members have little opportunity to become well acquainted with counselors, and the counselors may be left out of the mainstream of the educational program.

Analysis of the goals for the counseling staff at the Forest Park Community College indicated that the following features were desirable: easy access to counselors by students; frequent contact between the counselors and the teaching faculty; counselor involvement in schedule planning, course content, curricular offerings, and its vocational implications; early identification of students who need help with study skills and social or emotional adjustment; opportunities for referral of students requiring therapy; testing services for those needing diagnosis of learning disabilities as well as tests of interest or aptitude identification; and opportunity for a manageable number of students to be assigned to a counselor, and a way for the counselor to become acquainted with those assigned to him. Examination of these objectives led us to consider a decentralized counseling approach.

At the Forest Park Community College, the instructional staff has been organized and the instructional building has been designed to lend itself to a decentralized counseling approach. Instruction is organized on a departmental and division basis; each counselor is assigned to an academic division or department. The counselor attends all meetings of the division as a student personnel representative. He assists the division chairman in analyzing the master schedule from the student, rather than the faculty, point of view. His office is in the midst of a cluster of faculty offices. He takes his coffee break with his academic colleagues where he is able to glean information concerning the discipline of the faculty member, thus becoming a more knowledgeable counselor. As faculty members and counselors have many person-to-person contacts, a mutual professional respect develops. Students with academic or personal problems are readily referred from the instructor to the counselor who is close at hand. It has been found that a student is more apt to make an effort to see a counselor when he passes the counselor's office on his way to class, than he is to seek out the counselor in another area of the campus. Wherever possible, the counselor's office is located adjacent to the office of the division chairman and in view of the student lounges located in the center of student and faculty activities.

Academic advisement is the responsibility of the counselor but is carried out by the faculty for those students who have selected a curriculum. Using recent developments in technology, a decentralized records system has been adapted for the college. Using microfilm copies of student records and microfilm readers, it is possible for each counselor to have in his office a complete copy of all the required records of his counselees. These records are made available to faculty advisers who work with students in academic advisement.

Hopefully, by decentralizing the counseling system and by organizing the physical arrangement to increase faculty-counselor relationships, a schism can be prevented from developing between the counselors and the faculty, and students can be encouraged to take advantage of the counseling services offered them. Locating the counselors throughout the facility makes them readily available for both faculty and student consultation. If counselors are going to be effective they cannot be isolated from the mainstream of the college.—E. M. Ruddy, Forest Park Community College, St. Louis, Missouri

Staff Decentralization Plan
For a large community college, the question is not whether or not decentralizing the student personnel staff is necessary, but how to do it. A staff of even 20 to 30 counselors, plus other student personnel specialists and the necessary clerical staff, cannot be housed in one location without detracting from the accessibility and effectiveness of the staff and the program.

Moraine Valley Community College's plan for decentralizing its student personnel staff has the following objectives: (a) to place the staff in the mainstream of student life on campus; (b) to provide the students with ready access to members of the student personnel staff, particularly counselors; (c) to place student personnel and teaching specialists in close proximity to each other; and (d) to break down a large student personnel staff into smaller, more personal groupings. The primary mission of this decentralization is to increase the effectiveness of the staff and the program.

The college physical facilities are planned to provide a "Main Street" where students meet students, faculty meet faculty, and students meet faculty. Along this Main Street are educational subdivisions, each subdivision containing instructional facilities for occupational, transfer, and developmental classes. Where subdivisions intersect Main Street, Crossroad areas occur. Each Crossroad has facilities for studying, relaxing, eating, conversing, socializing, and exchanging ideas. Faculty work areas and student personnel centers are located at each crossroad.

The plan envisions seven student personnel centers located along the main flow of student traffic.
At each center is a student personnel team. The team consists of six to eight counselors, a number of student personnel technical assistants, and clerical staff. All student data, as well as information concerning such areas as job placement, financial aids, student activities, transfer, and occupations are available at each center. A senior staff member coordinates the activities at each center and provides communication with all other centers. The team at each center assists the students of that educational subdivision in the development of their individual potentials. Student personnel assistants work much like community organizers in helping to discover the special programs or services needed by students of any given subdivision.

Crossroad coordinators report to an associate dean of student personnel services who reports to the dean of student personnel services. Because of their nature, some functions have to be centrally located. Examples of these are admissions, health center, career placement, financial awards, college and high school articulation, and some aspects of the co-curricular program. These centralized functions are grouped and assigned to other administrators. These administrators also report to the dean of student personnel services.

This form of organization retains the advantages of coordination and of unity of program which are sought in more centralized plans. It avoids the pitfall of program fragmentation which easily can occur in some plans for decentralization in which persons controlling parts of the program do not report to a single administrator responsible for all student personnel functions.

Presently, two of these centers are in operation at MVCC. A recent survey reveals that more than 90 percent of the students have used the services provided at these Crossroads and that nearly 88 percent found the services worthwhile or valuable.

—Richard DeCosmo, Moraine Valley Community College, Oaklawn, Illinois

Student Personnel

Student personnel traditionally has not played a very significant role in curriculum development and implementation. Its major contribution has been to serve as resource personnel for those faculty making academic decisions. Since the curriculum is one of the most significant aspects of the student's experience at college, the student personnel staff must be able to influence this aspect of the college if it is to affect the student's collegiate experience.

The student personnel staff at Fulton-Montgomery Community College has defined for itself an active role in course and curriculum development based on its ability to contribute expertise in many areas. Student personnel is responsible for collecting information about various student characteristics and needs by means of testing and research programs, follow-up studies, communication with high school counselors, and contact with students. The training of student personnel workers gives them a background in developmental psychology and learning theory, which helps them to develop means of improving the student's classroom experience. The first priority is to assist other divisions in developing and modifying courses and curricula in order to better meet the needs of students and if this is not feasible, to assume the task of developing these programs in the Division of Student Personnel.

In order to become involved in this area of the college's operation, the Division of Student Personnel organized itself as an academic division, which made it possible to offer instruction and be represented on those bodies responsible for making curriculum decisions. The careful selection of student personnel faculty professionally trained in the field with strong backgrounds in the various academic fields was defined as a necessary condition for assuming this role. A final preparatory step was the development of a comprehensive research program to supply information on student backgrounds, needs, abilities, and performances.

The most pressing problem was the inadequate preparation of a portion of the student body for the curriculum offerings. Working with other divisions, the Division of Student Personnel instituted a one-year developmental program. Other divisions introduced new courses appropriate for this group of students; student personnel assumed responsibility for the coordination of the total program as well as two group counseling experiences. A developmental reading and study skills course was shifted from the Humanities Division to the Division of Student Personnel on the basis of joint recommendation. Student personnel's active role in curriculum development influenced its own decision to structure group counseling experiences into several courses: Personal Development, Educational and Vocational Exploration, and an advisement-orientation program entitled Seminar on College Life.

Students indicated an interest in interdisciplinary courses in the social sciences, sciences, and humanities (presently unavailable). The absence of such courses seems particularly significant in the developmental and career programs which for many students will be their last formal academic experience. The Division of Student Personnel is developing, with other divisions, an interdisciplinary course called Contemporary Issues, which emphasizes the
social sciences. But the Division has had to assume responsibility for the instruction in this course because presently no other division is able or willing to undertake this task. Student interest has also led to the development of a Seminar on Human Values coordinated by student personnel. Preliminary steps are being taken by the Division of Student Personnel to develop a two-year nonuniversity parallel liberal arts curriculum based on a series of courses that do not conform to the disciplinary structure and which would also be available to students in career programs.

Initially, an active role for student personnel in curriculum development met with some faculty resistance, but this new role is now being accepted as a legitimate function for student personnel. The lack of commitment to any particular discipline has enabled student personnel to develop courses not restricted by the typical academic structure. The status system in student personnel is based on helping students. This is not necessarily congruent with the values of some faculty who achieve status by teaching “good” students “stiff” courses that are as good as the ones at the University, and by being a “demanding” instructor. This difference in the basis for achieving status increases the willingness of student personnel faculty to instruct in courses designed for the less academically able. Since the evaluation of student personnel is not related to successful instruction in the traditional sense, they are more willing to take greater risks than are other division personnel.

The student personnel staff’s awareness of some skepticism about their ability to contribute in the area of formal instruction has encouraged them to incorporate in their curriculum offerings the most current thinking on instructional techniques. A common criticism is that instructors do not effectively determine student needs in structuring and evaluating courses. Courses presently taught by student personnel include student evaluation and involve experimentation with individual instruction, audio-tutorial techniques, differing class periods, and student-to-student teaching. The one danger is that once an effective course has been developed in student personnel, staff members will be unwilling to relinquish it. This is an understandable tendency, but one that would be most inappropriate. This experimentation should stimulate other divisions if student personnel is to be consistent with its first obligation to help other divisions in developing new and improved courses. The role of student personnel in instruction should be to stimulate new thinking, serve as a means of experimentation, and, hopefully, encourage other divisions to assume responsibility for courses within their discipline. As a result of this involvement in the curriculum, student personnel now has a better understanding of the problems of faculty teaching in the classroom; and they find that with this new knowledge they can be even more effective in a consulting capacity. However, if student personnel is to be influential in this area of the college’s operation, it must move beyond a consulting role and begin to serve as an example in creative curriculum development.—Marc S. Salisch, Fulton-Montgomery Community College, Johnstown, New York
Academic Advising

Practices regarding academic advising seem to revolve around three questions: Who does academic advising? When is it done? How is it done? Though the question regarding who should do the advising seems to have been answered in the universities in favor of the faculty, who should do academic advising in the community college is still open to debate. The usual approach has been to assign responsibility to faculty members. In fact, at Portland Community College in Oregon, this concept is so important that the president even acts as an academic adviser to a small group of students. If instructors are to participate in the process of academic advising in a professional way, then some important conditions must exist:

1. Academic advising must be recognized by the college as an important activity in the life of the institution. This means that instructors are rewarded for their participation, perhaps by recognition of their contributions at the time of evaluation for rank and pay or in reduced class loads.

2. There must be a sensible student load. In the Carnegie Report, Raines suggested that there be no more than 15 advisees without a reduced teaching assignment.

3. There must be a continuing in-service program for all advisers, and a special, more intensive program for new instructors before they are allowed to participate.

4. There must be special concern for the quality of advisement, which means that only those who qualify as advisers should participate.

5. There must be an adequate number of professional counselors available to counsel students with personal problems as well as students who are undecided about life and vocational goals.

6. There must be sufficient clerical help available to insure that instructors have information when they need it and do not have to perform clerical tasks themselves.

7. Cooperation and coordination must exist between the academic dean and the student personnel dean to insure the best use of faculty time in the best service to students.

8. Instructors must guard against using the advising system to recruit students for courses and programs students do not want.

9. Finally, there must be a program of evaluation by students, instructors, and counselors in order that sensible modification can be made in an ever-changing system.

Many new colleges are experimenting with a variety of approaches to academic advising. El Centro College in Texas, Santa Fe Junior College in Florida, and William Rainey Harper College in Illinois are examples of colleges that use professional counselors for the advising function. At Harper College, it is believed that “academic responsibilities prevent the instructor from having time to gather the information and to develop the skill to help the student bring into perspective the basic considerations involved in the selection of a program of studies.” At El Centro, “Educational program planning is a highly personalized counseling service and rests upon the basic assumption that program planning is essentially a counseling problem.”

At Illinois Central College, counselors do the advising but faculty members are involved as consultants to counselors and students in areas of the faculty members' expertise. Meramec Community College, St. Louis, employs support personnel to perform much of the academic advising function, releasing counselors and faculty for other professional services. The support personnel are given the title of educational adviser, and are selected on qualities of warmth, maturity, open-mindedness, and potential for working with counselors and students in the community college setting. Two measures of the value and effectiveness of the edu-
cational advisers have been completed with positive results. In the first study, educational advisers and counselors were viewed in a similar positive manner in regard to students’ perceptions of their preregistration conferences.

In a second study of the Meramec’s system, there was no significant difference between the frequency of self-referrals for counseling in the fall semester by students who had been advised by counselors and by students who had been advised by educational advisers. Initial student contact with educational advisers instead of counselors apparently has no adverse effect on the likelihood of students subsequently seeking counseling assistance.

Freshmen usually get assistance in planning their programs only a few days before beginning classes. A number of colleges have initiated programs of summer advising by counselors or selected faculty. At Monroe Community College, New York, students visit the campus during the summer and talk with a faculty member in their major. Counselors are available for undecided students. At Fulton-Montgomery small group sessions are held daily throughout the summer. These groups are advised by specially trained faculty members assisted by student aids.

Procedures for academic advising vary from college to college, and numerous practices have been developed. One of the most interesting practices is the use of videotape at Grossmont College in California. During the summer, students select a two-hour period to visit the college. During the first hour, they view a 38-minute video tape that explains such things as how to read a catalog, how to understand course numbers, how to recognize prerequisites, how to read a class schedule, and how to complete a program form. Once the tape is viewed, students complete their programs. They then see a counselor who checks and approves their programs. If students wish, they can make appointments with counselors to discuss educational goals. By using this method, Grossmont counselors will be able to hold individual conferences with approximately 2,500 freshmen during the summer. In addition, all freshmen will have received the same information of the programming and registration process.

Academic advising is one of the most important activities in the college. It is the prelude to instruction and it occurs every term for every student. If academic advising is not carefully planned and adequately supported, unnecessary restrictions will have been placed on instruction and student development. This section discusses several plans for academic advising, which are carefully planned for the needs of community college students.

Descriptions of New Practices in Academic Advising

Seminar on College Life—In September 1968, Fulton-Montgomery Community College (F-MCC) initiated a program of academic advisement which is integrated with a new one-hour required orientation course entitled Seminar on College Life.

During the 1966–67 academic year, the Division of Student Personnel examined existing orientation programs and decided that a two- or three-day program before the opening of school was not sufficient to facilitate student adjustment to the college setting. Therefore, it was decided to propose a one-semester orientation course meeting one hour weekly which would be required for all entering students. This course was proposed by the Division of Student Personnel and approved by the faculty. The purpose of Seminar on College Life was perceived to be: (a) dissemination of information; (b) discussion of possible problem areas of adjustment to college; (c) informal student-faculty discussion of issues and ideas considered relevant by the students; (d) teaching of study skills; and (e) referral of students to the counseling staff. The course would be taught by selected members of the teaching faculty whose normal teaching load would be reduced and, in the interest of promoting active student participation, each section would be limited to 13 to 15 students.

A student-faculty committee worked with the coordinator of advisement, counseling, and testing in developing the content of Seminar on College Life and methods for conducting seminars.

Under the academic advisement system then in effect, Fulton-Montgomery like most colleges and universities, assigned students to all faculty members on the basis of academic major. A close examination of this system in the fall of 1967 by the newly appointed coordinator of advisement, counseling, and testing revealed the following serious deficiencies: (a) lack of contact between advisers and advisees; (b) lack of commitment on the part of some faculty members; and (c) lack of information or interpersonal skills on the part of some faculty members. Since quality academic advisement is crucially important in an Open Door community college such as F-MCC, it became clear that some major improvements were needed in this area.
It was therefore decided to integrate the academic advisement program with Seminar on College Life. This decision was based on the following assumptions: (a) It is desirable for academic advisement to be conducted by full-time teachers. (b) The student will receive better quality advisement if the faculty member providing this service is motivated to provide it. (c) The student will receive better quality advisement if the faculty member providing this service has received training in this area. (d) Certain aspects of academic advisement (for example, the dissemination of information of a general nature) may be handled more efficiently in a group situation than in a series of individual conferences. (e) Academic advisement is closely related to counseling, and it is desirable for advisers to work in close communication with the counseling staff.

Organization of the Seminar on College Life-Academic Advisement program was begun in the spring semester of 1968 under direction of the coordinator of advisement, counseling, and testing. The coordinator, in cooperation with the dean of the college, dean of students, and division chairman, began the process of selecting faculty members for the program. The first step involved personal contact with every member of the teaching faculty, explaining the program in detail and determining whether or not the faculty member was interested in being considered for it. From the list of interested faculty members, selections were made on the basis of attitude toward advisement of students, commitment to the goals of the course, and personality characteristics.

As the selection procedure was concluded, it was discovered that the number of faculty members who were both interested in the program and qualified for it, in the opinion of the coordinator of advisement, counseling, and testing, the dean of the college and the dean of students, totaled only slightly better than half of those needed. As a result, an extra position was added to the counseling staff, and the responsibility for the remaining sections of Seminar on College Life was divided among the staff members. Advisement responsibility for the students in these sections has been divided among the counselors and faculty members who have expressed an interest in continuing their involvement in academic advisement although they are not in the Seminar on College Life program. These faculty members work closely with members of the counseling staff.

In assigning students to the Seminar, no attempt is made to create sections which are homogeneous with respect to academic major. Early in the development of the program it was decided that heterogeneous sections would prove more beneficial in terms of an exchange of ideas and opinions. It was felt that, through close communication among the Seminar on College Life instructors, an adviser would be able to do a competent job with students in a variety of academic majors.

The Seminar on College Life-Academic Advisement program at F-MCC has been implemented in the following manner:

1. Each faculty member involved in the program has his normal teaching load reduced by three hours in both the fall and spring semesters.
2. During the fall semester each of the selected faculty members teaches four sections of Seminar on College Life (15 students per section). During the spring semester each of these faculty members teaches one section.
3. The students in each faculty member's sections became his academic advises for the duration of their stay at the college. Thus, each faculty member involved in the program is an academic adviser to 32 of the students entering in September, and 13 more students in February.
4. Assignment to sections of the Seminar and simultaneously to academic advisers, is accomplished during Fulton-Montgomery's preregistration counseling and testing program.
5. Because of faculty turnover at the college and in the program itself, it may be impossible for some students to remain with the same adviser until graduation. These students are distributed among certain faculty members who have expressed interest in participating in academic advisement although they declined participation in the Seminar program.
6. A one-week workshop is held before the opening of school for the faculty members involved in the program. This workshop is coordinated by the counseling staff and includes human relations training, study of group methods, and instruction in study skills, as well as discussion of the goals of the program and methods of achieving them. The participating faculty members receive financial remuneration for the extra time the workshop entails.
7. Regular biweekly in-service training sessions are held for the program's faculty members.

The counseling staff considers the precollege workshop and the in-service training sessions to be indispensable elements of the program. Preparation of faculty members for the role of academic adviser-discussion leader, and close communication between these advisers and the counseling staff are, in the opinion of the staff, extremely important to the success of this type of program.

Fulton-Montgomery's Seminar on College Life-Academic Advisement program went into operation in September 1968. Six members of the teaching faculty participated in the program, each assuming responsibility for four sections of the Seminar. The counseling staff assumed responsibility for 12 sections, and 4 more sections were led by other members of the Division of Student Personnel.

In the precollege workshop and the in-service training sessions, the goals of the course were dis-
discussed at length. Some general guidelines were agreed upon and some techniques suggested. A great deal of emphasis was placed on flexibility and the freedom of each instructor to develop the course in his own way. This pattern has been followed throughout the semester. The counseling staff has worked very closely with these instructors but primarily in a consulting role.

The counseling staff has been generally pleased with the progress of the program. Although some of the instructors initially expressed apprehension concerning adjustment to their new role of discussion leaders, they all seem to have made this transition successfully. In addition, all six of them are planning to continue their participation in the program beyond the current academic year. In the opinion of the Division of Student Personnel staff and many members of the teaching faculty and administration, there has been a notable increase in adviser-advisee contact and informal student-faculty interaction as a result of the program. Although the seminar instructors have found occasional difficulty in stimulating productive discussions, they do feel that, on the whole, the class sessions have been profitable and student participation has been good.

The program apparently has been well received by the students. Many of them have expressed interest in continuing their weekly group meetings with their adviser during the spring semester on an unofficial basis. The student personnel staff and teaching faculty involved in the program are now making arrangements for such meetings in the interests of preserving at Fulton-Montgomery the pattern of informal student-faculty interaction established through the program. At the conclusion of the fall semester, each Seminar instructor administered to his classes a fairly comprehensive evaluation questionnaire. In the interests of obtaining frank responses to the questionnaire, students were asked to return them unsigned. Eighty-nine percent of those responding indicated that they felt that the seminar had been “a worthwhile experience” for them; 88 percent felt that the program should be continued.

There seems to be little doubt among the members of the counseling staff that the program has successfully met its goals. It is felt, however, that much can be done to improve the content of Seminar on College Life and enrich the group discussions.

Although many classes were able to select topics and generate productive discussions with little direction from the instructor, it became necessary at times for instructors to ask their classes specific questions related to the topics in order to stimulate discussion. Most of the instructors also made use of films, recordings, and literature in order to provide their classes with material to discuss. The counseling staff is now in the process of accumulating all available resources of this type and distributing them to faculty involved in the program. The staff has also developed a suggested course outline which will be distributed to these faculty members. In order to preserve the flexibility of the program, these materials are made available to all Seminar instructors to use as they see fit. The counselors attempt to encourage each instructor to develop his own approach to Seminar on College Life, but suggest strongly that the following three topics be discussed at some time: Why Freshmen Fail?, Race Relations, and Drug Abuse. The staff feels that every Fulton-Montgomery student should undergo some exposure to discussion of these significant areas of concern.

At the present time (spring semester 1969) the Fulton-Montgomery program is entering its second semester of operation. As was previously mentioned, increased resource materials are being made available to the Seminar instructors. In addition, some of the instructors are experimenting with student teaching assistants who are selected students who have already completed the course and who are interested in obtaining experience that will help prepare them for careers in teaching, counseling, social work, and other helping professions. Some of the instructors in this program are now employing human relations training microlab techniques in their classes and are enthusiastic about the results. The counseling staff anticipates fuller use of this approach in the future development of the program.

The coordinator of advisement, counseling, and testing has begun interviewing teaching faculty for the 1969-70 academic year and new appointments to the Seminar program will be made shortly. As was previously mentioned, the six members of the teaching faculty now participating in the program are all planning to participate next year. The faculty’s response to the program has been quite favorable. The coordinator of advisement, counseling, and testing anticipates little difficulty in increasing the teaching faculty in the program to 13, thus releasing counselors for more intensive work with weaker students within the framework of the college’s General Education program (a one-year certificate program developed around a core of group counseling).

The counseling staff at Fulton-Montgomery feels that the Seminar on College Life-Academic Advisement program (a) provides weekly contact between the entering student and his academic adviser, (b)
facilitates student adjustment to the college situation, (c) provides an opportunity for informal student-faculty discussion of topics selected by the students themselves, (d) serves to overcome fragmentation within the faculty in that it involves members of the various academic divisions in a common endeavor, (e) provides a natural avenue for faculty referral of students to the counseling staff.

Since all of these functions are extremely important in a comprehensive community college, particularly an Open Door institution such as Fulton-Montgomery, the counseling staff of the college believes that the Seminar on College Life-Academic Advisement program represents a significant step toward fulfillment of the potential of the community college as a truly student-centered institution.—George P. Pilkey, Fulton-Montgomery Community College, Johnstown, New York

Academic Advising by Counselor-Support Personnel

The advisory function at Meramec Community College, one of the three campuses of the Junior College District of St. Louis, St. Louis County, has been organized and administered in a manner similar to many other community colleges. The typical pattern of assigning a certain number of students to teaching faculty for advising purposes, with the counseling staff being required to assume advisory responsibilities for the remaining sizable percentage of students, was in effect until the summer of 1967. At that time, a program of counselor-support personnel, who were given the title of educational advisers, was initiated. The educational advisers were assigned academic advising duties for significant numbers of students who would otherwise have been the responsibility of the professional counselors. Other duties performed by the educational advisers include obtaining current and specific information regarding ability to transfer courses, gathering follow-up data, and carrying out various other kinds of supportive activities. Their efforts have served to reduce the counselors’ involvement in the more routine aspects of these necessary duties, thus providing more time for counselors to extend their professional services to students.

Before educational advisers were added to the staff, the professional counselors devoted almost all their time to program planning during preregistration periods. The fact that preregistration is in progress does not eliminate the need for regular conferences with clients who are approaching a decision point, nor does it prevent the occurrence of situational crises in students who could benefit from counseling interviews. To assign a major portion of the time of qualified counselors to program-approving duties is a wasteful and uneconomical use of professional skills. The functions of the educational advisers have had an important effect in allowing counselors to spend more time with students whose current needs go beyond gaining approval of and verification of course selections.

Selection of personnel to assume the position of educational adviser is of utmost importance. Personal characteristics were the prime considerations in the selection process. The qualities of warmth, maturity, open-mindedness, and potential for working with counselors and students in the community college setting were regarded as essential. The three women who were employed as educational advisers at Meramec were judged to possess those characteristics. An intensive training program was conducted prior to any advisory contacts with students. Consideration was given to interviewing techniques and desirable attitudes in working with people. The functions of the counseling staff in the community college setting were explored. Interest and personality measures were administered and interpreted to the educational advisers as a means of increasing their self-knowledge and self-understanding. Staff counselors assumed the responsibility for continual in-service training and supervision as the educational advisers began their contacts with students, which occurred during course-planning procedures in the summer of 1967. They gradually operated more independently in interview situations with students for the purpose of selecting courses for the fall semester. They made efforts to restrict their contacts to those students who were relatively certain about their plans. Students who were undecided about their educational goals or who appeared to have unrealistic goals, as well as those who exhibited maladaptive behavior or attitudes, were referred to a counselor. One of the primary points emphasized in the training program was to develop in the educational advisers an awareness of their limitations and a sensitivity to complex situations that would more appropriately require a counselor’s attention.

The educational advisers functioned in a similar manner during preregistration in the fall and spring semesters. A major portion of their time in the intervals between preregistration periods was devoted to obtaining information regarding transfer requirements at various four-year colleges and universities. In general terms, the educational advisers in their counselor-supportive roles function as information-gatherers (transfer information, follow-up data, referral sources) and information-givers (academic advising with students, distribution of transfer information, referrals).
Two measures of the value and effectiveness of the educational advisers have been completed with positive results. The first study investigated student perceptions regarding their preregistration conferences. Students who preregistered with counselors and a similar group who preregistered with educational advisers were asked to participate; there was no significant difference in the response of the two groups of students. Educational advisers and counselors were viewed in a similar positive manner. The second measure investigated the frequency of self-referrals for counseling by students during a selected period of time in the fall semester, comparing students who preregistered with counselors to students who preregistered with educational advisers. No significant difference was found in the frequency of self-referrals between these two groups, indicating that initial student contact with educational advisers instead of counselors had no adverse effect on the likelihood of students subsequently seeking counseling assistance.

These two investigations are obviously not conclusive empirical evidence regarding the effectiveness of educational advisers. But considered in conjunction with the positive attitudes of the counseling staff toward educational advisers, the results provide strong support for the continuation of the program. The success experienced in the early stages of the educational adviser program at Meramec has led to an increased staff, as two additional educational advisers will be employed for the 1968–69 school year; the three original persons are returning.—J. R. Munden, Meramec Community College, St. Louis, Missouri

Preprogramming by Video Tape Adequate preprogramming of incoming freshmen has always presented problems to most junior colleges. In an effort to solve some of these problems, Grossmont College has tried a number of different techniques.

Initially, students were assigned in blocks of 60 to a lecture session given at various times during the summer vacation period. At this lecture session, a counselor explained the process of programming to the student and the student actually signed into classes through a continuous registration process. This method of preprogramming led to a large "no show" factor when classes actually opened and prevented accurate class tallies.

A second technique brought the students into the counseling offices for individual appointments. While this method provided individual attention, it was soon discovered that students were getting different interpretations of rules and regulations from different counselors and that there was a need for a centralized information center.

The third approach was to establish large lecture sessions of 400 students at a time where programming was explained generally to all students. These lectures were held just prior to the opening of school. The individual student filled out his class schedule. This eliminated most of the "no show" problem but did away with the individual face-to-face contact which is most important at the junior college level.

As a result, the counseling staff at Grossmont met during the year 1967–68 to devise still another process which involves the use of video tape and individual appointments.

Video Tape. With the cooperation of the television and broadcasting department, a 38-minute video tape has been produced. This tape takes the student from his initial contact with the college through all the steps necessary for him to be programmed into classes.

The tape explains such items as how to read a catalog, how to understand course numbers, how to recognize prerequisites, how to read a class schedule, and how to fill out the actual program with the times of classes correctly estimated. In addition, it describes the actual registration process which at Grossmont College is called the "scramble" system; and which, for new students, takes place two days before classes start each semester.

Preprogramming Interviews. During the summer, students are asked to select a time when they can come to the college for a two-hour orientation meeting. Three such meetings are offered each day, 20 being the maximum enrollment in any given session. When the students arrive on campus, they are taken into a room where two television projectors have been set up. There they are given samples of all the materials they will use during the actual registration process. The tape is then played and the students are asked to follow the instructions by filling out, in practice, each of the various forms. Following the tape presentation, students are asked to go through the same process again and to program themselves into classes. This entire phase takes about an hour.

Individual Interviews. After the student has completed Phase 1, he then goes immediately with his material to an individual appointment with a counselor. At that time the counselor reviews the proposed program of the student, discusses the student’s reasons for selecting specific courses, times and checks to make certain the student has not violated prerequisites, and begins the process of having the student develop a proposed four-semester educational plan.
At the close of this interview the student is free to make another individual appointment to further discuss his educational goals. All students must have on file a proposed educational program by the end of the first semester. Once this has been filed, they do not have to see a counselor again for programming unless they wish to change their plan or obtain more assistance.

Conclusions. Although this is a new approach to preprogramming on the part of Grossmont College, it has already met with enthusiasm on the part of college counselors, high school counselors, and, most important, the students themselves.

The college counselors feel that through this method, they will be able to see approximately 2,500 freshmen on an individual basis. In addition, all 2,500 freshmen will have received, for the first time, the same information on the actual programming and registration process. The high school counselors believe that, for the first time, the college counselors are not trying to run students through a mill but are really taking an interest in helping each individual. Although this is yet to be proved, the students say that they know now what they are supposed to do at actual registration; and they will not lose classes because of failure to program properly.

Of course, this approach will be reevaluated after the fall registration and may be refined further.

Robert P. Burnham, Grossmont College, El Cajon, California

Counseling Approach to Academic Advisement

To be effective, academic advisement must contain the elements of accuracy, articulation, and availability. At Illinois Central College the process of academic advisement combines the best features of counselor-advisement and faculty-advisement, producing a synthesis which is dynamic in structure and which insures maximum utilization of the competencies and skills of counselors and instructors.

Accuracy. The attainment of accuracy in academic advisement is more important than the methodology employed. Illinois Central College begins the quest for accuracy by providing a counseling staff of sufficient size and quality to make initial contact to consider students' ambitions and objectives. Thus, advisement begins with counseling rather than with information dissemination.

After counseling has been implemented, counselors utilize their general and specific areas of knowledge to help students work through class schedules. Transfer and career programs are checked against requirements of four-year institutions and the demands of industry.

Articulation. Counselors work in close cooperation with the instructional staff to add the dimension of academic specialization to the advisement process. Department heads assign faculty members to serve as resource persons and consultants to counselors in completing programs for students. This methodology provides the involvement of faculty in areas of faculty competencies and does not force instructors to give advice outside their fields of preparation.

Availability. Because the counselor-student ratio at Illinois Central College is geared to 300 to 1, students have easy access to their counselors. Faculty assigned as consultants enhance the availability of advisement. Academic advisement is not merely academic advisement. From this seemingly routine task can emerge some of the most fruitful counseling sessions, and counselor availability stands at the head of the list of causes which makes this possible.

Summary. Since Illinois Central College is a new institution, there has been no opportunity to develop a body of research for evaluative purposes; but meeting the criteria of accuracy, articulation, and availability should contribute to a meaningful and innovative system of academic advisement.

Merlin C. Stratton, Illinois Central College, Peoria

Every Staff Member an Adviser?" This question is perhaps the most frequently asked when Portland Community College's student adviser program is the topic of discussion. The answer is yes, and so do the deans and department chairmen. Every staff member, in fact, serves as an adviser.

Historically, community college students have required careful nurturing as they pursue their academic and vocational goals. The Portland Community College staff decided that if students could truly benefit from this close relationship, then all personnel should be committed to the task. Therefore, each has an advisee load commensurate with his other assigned duties: The president works with 3 to 5 students per year; department chairmen work with 10 to 20.

Students are assigned by the student personnel office to staff members knowledgeable of areas in which the student has indicated an interest. Initial meetings are held with individual students well in advance of the beginning of the school year. Advisers, armed with copies of all pertinent documents
concerning the student, such as transcripts, grade reports, and prior school records, aid in developing an educational or vocational goal as well as a program that will lead to the realization of that goal. Scheduling, scholastic difficulties, and, perhaps, personal problems, are handled by the advisers. If the student problems are severe, or if advisers feel unqualified to offer further aid, students are referred to the counseling staff.

Student surveys indicate that most of the staff function well as advisers: Students feel that their needs have been adequately met, and that they have received maximum help in making decisions. The rapport developed between staff and students is beneficial to all concerned. More important, non-teaching staff are kept aware of the students, their problems, and their successes. Candid comments from advisees have contributed greatly to keeping the purpose of the college in sharp focus. To date, curriculum changes, tutorial programs, and additional services have resulted directly from discussion between adviser and advisee.

If the program is successful, prime factors for that success would be:

1. **Accessibility of staff.** Faculty members' offices are open, similar to those usually associated with banks.

2. **Dedication of the staff to the purpose of the advising program.** Every staff member is made aware of the emphasis placed upon his role as an adviser, and agrees to accept this responsibility prior to employment.

3. **Participation of the total staff in the program.** The importance of the program is reinforced when every staff member serves as an adviser.—*Amo De Bernardis, Portland Community College, Oregon*

**Summer Counseling**

The summer counseling program at the Bucks County Community College became a reality in 1968 because of the cooperation and support of the board of trustees, the office of the president, the dean of students office, the academic dean's office, the associate deans in the various areas of instruction, and the student personnel offices, namely, admissions, placement, and financial aids. Without the aid of all these persons, the program would have foun-
dered before it was launched.

The activity was scheduled for a seven-week period beginning in late July. The staff consisted of 10 counselors, 5 full-time counselors from the College staff and 5 visiting counselors from secondary schools in Bucks County. Additional counselors are hired in the summer because it would be impossible for the regular staff to see the entire incoming freshman class and provide the individual attention which is the prime feature of the program. Also, these people have a thorough knowledge of the local community served by the College.

There were two in-service training sessions conducted for the counselors. The first, held in May, was devoted to a discussion of the philosophies, goals, and purposes of the College, plus presentations of curricular guidelines by each of the associate deans. There are five associate deans, each responsible for a specific instructional area. These areas are communications, business and secretarial, science, mathematics and physical education, social sciences and creative arts (applied fine arts, music, and theatre arts). Some attention was also given to curricular planning as it relates to transfer to four-year colleges. The associate deans and their staffs did a great deal of planning for this meeting and prepared program guidelines. The second session, held in June, was a nuts and bolts affair wherein procedures and forms were spelled out, plus reinforcement of the material presented in the first conference.

Each counselor was scheduled for four appointments per day (8:30; 10:00; 1:00; 2:30). The counselors met with 975 students. The time spent with each student varied from 30 minutes to two and a half hours, the average being one hour per student.

A brief 5x8-inch counseling card was completed by the counselor at the conclusion of the conference. These cards will be maintained in the counseling offices and used by counselors for follow-up and reference.

The conferences took place in the Student Services Building, at which time the class schedule was developed. At the conclusion of the conference the student went to the Physical Education Building to take a swimming test and to be assigned to a physical education course. He then returned to the Student Services Building to complete the registration process. The final step was payment of fees and tuition at the Business Office. This was a final and complete registration, not preliminary or trial.

As part of the conference, information was given to the students about the mathematics placement test, the business division orientation program, and the freshman orientation program. The information was conveyed verbally and in written form.

The purposes of the summer counseling program include:

1. To acquire a thumbnail sketch of each student so that the counseling staff would become aware of problem areas and student needs prior to the start of classes.

2. To provide each freshman with the opportunity to meet face to face with a college representative and thereby give him a feeling that staff members at the college are interested in him.

3. To provide the opportunity to discuss with each
student his educational and vocational goals and, hopefully, to eliminate some of the many curricular and course changes that usually occur during the first year.

4. To be alerted to the problems that may handicap a student's academic progress such as financial need, family problems, physical disabilities, and educational deficiencies and to take whatever actions are necessary to alleviate those problems.

Purposes number 1 and 2 were met; time will determine whether number 3 was accomplished. Purpose number 4 was partially met and will be a focal point of the follow-up.

The program also had some immediate pragmatic values. Staff members were able to register nearly 1,000 students without the customary lines, chaos, and emotional trauma of a traditional college registration. Staff members were able to accomplish schedule, room, and staff changes as the needs appeared and with a minimum of inconvenience to students and staff. Another value was the orientation and insight provided by this experience for the high school counselors as well as the new members of the counseling staff. The high school counselors, in particular, commented about the value of this program to them in terms of their programs in the public schools, namely, a greater insight about the operations of a college. Also, these counselors have provided positive feedback to the seniors in their respective high schools.

The reaction of the freshmen, as reported by the counselors, was most favorable. They indicated an appreciation for the individual attention given them during registration.—Howard J. Freas, Jr., Bucks County Community College, Newto, Pennsylvania

Educational Planning

At Moraine Valley Community College (MVCC) the system of educational planning is based on four assumptions: (a) Each student has the right and responsibility to plan his own educational program. (b) Given some assistance in selecting appropriate goals, each student is capable of planning his own program. (c) The college staff is responsible for making it easy for students to find the information necessary for educational planning. (d) The student's plan must be reviewed each semester.

Based on these assumptions, the system for educational planning at MVCC has the following objectives:

1. To help a student think through his choice of an educational program by acquainting him with important matters which may affect that choice.

2. To help a student in setting both long-range and intermediate goals. (By setting and meeting intermediate goals, a student can experience success each semester rather than postponing success until he has achieved his long-range goal.)

3. To increase a student's awareness of his own rights and responsibilities in planning his education.

4. To facilitate counseling a student in educational matters.

During the first semester a student is enrolled at MVCC, he is required to complete a programmed educational planning guide. The first part of the guide relates to the setting of goals, both vocational and educational. Human potentials seminars, printed transfer and career guides, and individual counseling are available to help a student select an educational-vocational goal compatible with his strengths, past achievements, values, and interests. Once he has completed the section on goals, a student proceeds, through another programmed sequence, to develop an educational plan of work. After he drafts his plan of work, the student discusses it with his counselor. A copy of the approved program is placed in the student's personal file.

The programmed guide is organized in such a way that students with different goals are directed to different parts of the guide. Questions relate to goals and the basis for them. At several points in the guide, sources of information or assistance are listed and the student is encouraged to make use of these sources. When he has completed the guide, the student has an outline of courses he must complete, the sequence in which he plans to complete them, and his selections for the next semester. The semester plan is his intermediate goal and the student is helped to see that if he meets that goal he has been successful. Achieved goals provide increased motivation to accomplish future goals.

Each semester programs are conducted to provide the student with information he may need to update his educational plan. After these programs, a student is required to complete an abbreviated programmed semester plan which outlines his course selections for the next semester. Student personnel assistants check these plans with the student's previously filed plan of work. Student personnel assistants also can help a student get additional information or interpret information he already has. If changes are made, they are incorporated into the student's plan of work. Counselors also are available to help students who want or need more help than can be provided by a student personnel assistant. Throughout the process, emphasis is placed on self-planning by the student with assistance from members of the college staff.—Richard De Cosmo, Moraine Valley Community College, Oak Lawn, Illinois
CHAPTER 4

Counseling: Individual and Group

In the survey undertaken for this monograph, more practices were nominated as exceptional in the area of counseling than in any other area of student personnel work. Perhaps this reflects the community college's commitment to counseling as an important part of its program. Almost all community colleges list counseling and guidance in their catalogs as one of the five or six major programs of the college.

The sample of practices in this section also reflects aspects of the emerging role for student personnel workers. In these practices few counselors are isolated in their cubicles. Counselors are thrust into the activities of the institution, counseling students in the cafeteria, counseling faculty members, and meeting in groups in many different places for many different reasons. Counseling emerges from therapy for a selected clientele to an educational process for all members of the educational and local community.

Individual Counseling

At Portland Community College in Oregon, counseling is viewed as an educational shopping center. Counselors are located wherever students are likely to congregate: in the library, study areas, faculty office areas, and even the cafeteria. Desks are located in relatively open fashion similar to office areas frequently seen in banks. Semiprivate interview areas are located nearby for those occasions requiring such facilities. Staff evaluation indicates that counselors feel quite comfortable in their new locations and that instructors and students are using counseling services.

A number of community colleges provide counseling services for special target populations. Flint Community Junior College in Michigan offers specialized services for adult women and for the physically handicapped. These programs are carefully coordinated by a counselor assigned to these special students. A similar approach is used at Danville Junior College in Illinois for academically underprivileged adults. Since community colleges have such a variety of students, it may be necessary to provide specialized services for selected groups.

Evaluation of counseling effectiveness is always a difficult task. The counselors at Lane Community College, Oregon, explored their effectiveness as seen by instructors, division chairmen, students, administrators, and themselves, by organizing a series of Thursday morning meetings to discuss counselor effectiveness. Representatives of the various groups were invited to talk with the counselors regarding counseling services.

In an informal atmosphere, counselors listened to the observations of the visitors, asking questions for clarification but never defending their positions or their practices. From these meetings counselors developed a list of critical observations and implemented a number of new activities in light of these observations.

Group Counseling

The most exciting innovations in community college student personnel programs are occurring in the area of group counseling. Dozens of community colleges across the country are experimenting with this counseling process. This trend is in keeping with what is happening on the national scene in industry, government, and the church. Recent articles in Look and Life magazines are an indication of the interest in group counseling. However, few people use the term group counseling anymore. Terms now in vogue include T-groups, sensitivity training groups, marathons, micro-groups, basic encounter groups, and human encounter groups. The names themselves suggest some flavor of the excitement and the experimentation involved in these activities.

It appears that group counseling is used primarily
for three purposes. Perhaps the most acceptable use of group counseling is in terms of working with students who have backgrounds of academic deficiency. The usual goal is that of satisfactory adjustment to college, which means academic achievement. While there are a number of excellent programs designed for this purpose, most student personnel workers are familiar with this purpose of group counseling. Since the professional literature includes numerous references regarding this use of group counseling, little discussion is devoted to that aspect here.

The second primary use of group counseling or the basic encounter is in the orientation process. Here the purpose is to use the small group process to help students focus on and understand their relationship to the college. The student and his college problems seem to provide the primary content for these sessions. At Dodge City Community Junior College in Kansas, all freshmen are required to enroll for a one-hour credit course in educational and vocational planning. The purposes of the program are to provide students with close counselor assistance, to aid them in their adjustment to college, to help them develop educational plans as well as an understanding of themselves and their objectives. Students meet one hour a week in groups of 15 or less for the first semester. These groups are led by a staff of professional counselors.

At Mount San Antonio College in California, voluntary personal assistance groups are conducted by faculty members. Groups of from 15 to 20 participants meet for the year and attempt to develop a climate in which ideas and feelings can be shared without the fear of being criticized or judged. Topics such as sex, money, religion, marriage, and work are discussed; evaluation indicates that both faculty and students benefit. As a result of these groups, curricular changes have occurred in psychology courses, guidance classes, and library orientation classes.

The commuting student is of special concern to the staff of the Springfield Junior College, Illinois. Halfway through the first semester, the student affairs staff looks through the student directory and selects names of students with whom they are unfamiliar. These students are organized in groups of 10 and they are invited to participate in a one-hour session in which they are introduced to the student personnel program of the college, asked to introduce themselves to each other, and asked to indicate their area of study, future plans, and general reaction to the college experience. While the meeting lasts no more than an hour, students have an opportunity to meet student personnel staff and other students whom they did not know. They are also free to contribute ideas about how they might be involved in the life of the college. At least once the student has been an individual in a social encounter with staff members and students in the college.

A third major purpose of group interaction in the community college is to help students develop sensitivity and awareness of self and others, to become more open and trusting, to learn to deal with the here and now, and to get in touch with one's own feelings. This is the human encounter at a more intensive level. Counselors who initiate these groups often have had special training at National Training Laboratories, Esalen, or the Western Behavioral Sciences Institute. Special consultants in group process are often used to work with students and staff.

A program of sensitivity training for students and staff has been developed at the Monterey Peninsula College in California. The purpose is "to improve the skill of the counseling staff in group counseling techniques and to provide better opportunities for students to acquire more accurate self-identity and a personally, more relevant education." A consultant meets with the counseling staff twice a week for a year. During the first meeting the consultant introduces various group techniques. During the second meeting the staff participates as an active encounter group. As staff develop competence, they offer self-awareness groups to volunteer students. Groups of 12 students meet for one and one-half hours per week for one-half unit of college credit. Adult evening groups and faculty groups have also been formed. Evaluation indicates that there is a more open working relationship among staff members. Students have reacted very positively to the experience and have indicated that they would like to continue their participation.

At Kendall College, Illinois, human potential seminars are available for students to help them increase self-motivation, self-determination, and affirmation of self-worth. "The human potential seminars are focused on the conviction that something is right for the participant rather than focused on what has him hung up." The seminars focus on individual discovery and immediate group reinforcement of the personal strengths, capacities, and success experiences of each participant. It is primarily an action system rather than an analysis system. Each seminar proceeds through seven phases that have been carefully developed by the Kendall staff along the lines of the work of Herbert Otto of the Stone-Brandel Center in Chicago. Group membership is limited to mentally healthy persons, and the long-range goal is to help each person trans-
fer his group learning to a living style outside the group.

At Fulton-Montgomery Community College in New York, a program of sensitivity training groups has been initiated. "Staff perceive the function of these groups as developmental and educational rather than clinical, and the students who join the groups are normal individuals who are interested in increasing their self-awareness and sensitivity to themselves and their environment." Groups of eight students meet for two hours a week, usually in the late afternoon, with a group facilitator from the counseling staff. The counselor is a participant rather than a leader, and counselors feel strongly that they must make the same commitment to openness and self-revelation that they expect from students.

At Santa Fe Junior College in Florida, all new students are required to participate in basic encounter groups of 8 to 12 students. Students receive three hours of transferable credit for the experience. Evaluations from the approximately 400 students who participate each term indicate that the program is meeting some important needs of students.

Descriptions of New Practices in Counseling: Individual and Group

Counseling in the Educational Shopping Center

The Portland Community College student personnel staff found that traditional approaches to counseling were failing to meet the needs of their diversified student body. Students appeared reticent to seek counseling services if it meant going to a formal counseling center. On the other hand, they would frequently join staff members at tables in lounges or cafeteria areas where they could discuss relatively personal problems in the anonymity and privacy of the crowd.

Since students expressed an appreciation for the openness of these informal encounters, it was decided to experiment more formally with such an approach. They also decided to continue in the counseling program the concept that the college is establishing as an educational shopping center. Counselors are located wherever students are likely to congregate: the library, study areas, faculty office areas. Desks are located in relatively open fashion similar to office areas in banks. Semi-private interview areas are located immediately adjacent for those occasions requiring such facilities. Students are encouraged to present questions or problems to any counselor on an appointment or a drop-in basis when he is free.

Staff evaluation of the program indicates that counselors now feel comfortable in their new locations, and that they appreciate the close proximity to teaching personnel and student traffic. Instructional staff members feel that they have a keener understanding of the counseling program since they have seen it in action. They also tend to make greater use of counselors as resources for suggestions when working with recalcitrant students.

Students state that they appreciate the accessibility of the counseling staff. Most indicate that it took some time to get accustomed to seeking counselors in open-office areas, but they soon discovered that most general purposes served by a counselor could be easily met in this new setting. Some indicated that they now went to counselors with questions, whereas they refused to do so before because of the stigma, real or imaginary, of their acquaintances seeing them in the counseling center.

The student personnel staff realizes that it will be some time before the true effectiveness of this approach to counseling can be fully evaluated. In the final analysis, it will be the kinds of people employed rather than the uniqueness of the method which determines the degree of success. As long as students are being served, however, the educational shopping center's counseling areas will continue to play a major role in the student personnel services available to the students at Portland Community College.—Amo De Bernardis, Portland Community College, Portland, Oregon

Counseling Adults

Danville Junior College is unique in that it is the only junior college in Illinois that has a full-time Basic Adult Education Center operating on its campus. This Center was established primarily to meet the needs of academically underprivileged adults which, in most cases, means those who dropped out of school before receiving a high school diploma. This program is also unique in that it is totally ungraded and flexible to allow students to enroll every day of the year and progress as rapidly as possible.

The major purposes of this counseling program are (a) to encourage these students to obtain the high school equivalence certificate by satisfactorily completing the General Educational Development Test (GED); and (b) to help the students discover their occupational potential and establish realistic employment goals.

Counseling these adults presents many challenging situations. The counselor interviews the prospective student and, through a minimum of formal testing, places him in appropriate academic and vocational classes. Teachers make him monthly
evaluations on the progress of each student; counselors use these in follow-up sessions with the student. Occasional group counseling sessions are held when appropriate.

Counseling disadvantaged adults affords many opportunities to do personal counseling regarding family problems. Since students from minority groups have additional burdens that all but overwhelm them, there is a real need for much supportive counseling. The key to success in working with these students seems to be sympathetic understanding and sincere praise for any amount of progress.

The counselors are constantly on the alert to discover students who have the potential to continue their schooling at the college level. These students are encouraged to enroll in college, and many have successfully completed credit courses leading to a degree.

Although not all students who enroll in the Adult Center remain long enough to show improvement, most of them seem to respond positively to the interest and effort expended in their behalf. After two years of operation, the Center can report that approximately 225 adults have passed the GED test. Many have discovered hidden talents and most of the mothers seem to have a much greater desire to assist their children in meeting the challenges of modern day education. Many students have gained valuable vocational training and are being placed in the first jobs they have ever held in industry, while others have received better jobs as a result of their training.

Another indicator of success is the increasing number of GED graduates who are enrolling in the Occupational and Transfer Divisions of the junior college. A few more years of operation will be necessary to accumulate statistics on the success of these students in achieving associate degrees.—Richard Barke and Shirley Jenkins, Danville Junior College, Danville, Illinois

Counseling for Adult Women

In 1967, Flint Community Junior College (FCJC) instituted a special counseling service for adult women. The purpose of this service is to provide educational and vocational counseling and support to women attending the college and any other interested women in Flint or surrounding areas. Adult women are defined generally as women whose education has been interrupted in high school, following high school, or after starting college. Ages range from 20 to 70.

To implement this service, the college provided one full-time and one part-time counselor to plan and carry out the project. These counselors:

1. Identified over 700 adult women attending the college each semester, communicated with them, and held individual interviews with those who sought help.

2. Held individual and group conferences at the college and off campus with interested women at places and times convenient to them, including evenings and weekends.

3. Paid particular attention to new and reentering women students and followed them up each semester.

4. Gave support and communicated with adult women students at special times such as midterm and final examinations, withdrawal, new jobs, transferring to another college, or special honors in a community group.

5. Encouraged adult women students to use the college's special services such as tutoring, group counseling, financial aid, health services, or the reading clinic.

6. Informed interested women in the community of the counseling service through local news media, mailings, telephone interviews, and group presentations.

7. Established liaison and cooperation with community agencies and organizations serving women. For example, a cooperative conference was held with the YWCA and the Volunteer Bureau; one counselor is a member of the Urban League Auxiliary and an inner-city community action group.

8. Explored with concerned community groups crucial areas for adult women such as job placement, upgrading for low-skilled jobs, child care, refresher courses, and scholarships.

9. Worked closely with the Adult High School in helping women complete high school and contacted all of their women graduates concerning the counseling service and college programs.

10. Referred women to community agencies for such special services as marital counseling, legal aid, and aid to dependent children.

Evaluation of this service is based on the counselors' follow-up of the progress of individuals served, evaluation by the individuals served, and special studies of subgroups of adult women such as withdrawals, dropouts, honor students, and students pursuing specific curricula. These evaluative reports are now in progress.—Barbara Stephenson, Flint Community Junior College, Flint, Michigan

Counselor for the Physically Handicapped

Counselor and liaison responsibility for students sponsored at the College by the Office of Vocational Rehabilitation (physically handicapped) and Bureau of Social Aid (blind students).

Background: 1. An increasing number of physically handicapped students are attending FCJC. 2. The agencies' need for direct contact with a college representative knowledgeable of the agencies' policies, procedures, and offerings. 3. The student's need for additional assistance (in ways different from those of the average student). 4. Personal interest, training, and experience in working with the physically handicapped.
**Objectives:** 1. To assist the student in making a smooth adjustment to a college atmosphere and requirements. 2. To assist the agencies in obtaining the information needed from the college to continue sponsoring a student in academic endeavors. 3. To obtain pertinent information about a handicapped student from the sponsoring agencies. 4. To facilitate referral of the student for the use of special services offered by community agencies (e.g., reader services for blind students).

**Implementation:** 1. Continual and close contact with the community agencies involved. This involves keeping abreast of current agency procedures and regulations and also individual case conferences as the need arises. 2. Close contact with the student to assist with adjustment to college. In addition to personal and academic/vocational counseling (to reach realistic goals), this sometimes involves adjusting schedules to fit the individual needs of the physically handicapped, arranging for tutors, readers, testing, and providing mobility of the blind student.

**Goal:** It should be noted that in every way possible the student is encouraged to be independent and to assume responsibilities for the special adjustments needed to fit his individual handicap.—Anne Z. Burns, Flint Community Junior College, Flint, Michigan

**Evaluation of Counseling**

During the spring of 1966–67, the counselors of Lane Community College undertook the task of exploring their effectiveness as seen by the instructors, division chairmen, students, administrators, and themselves. Such an evaluation was deemed imperative if wise planning and orderly growth were to take place. The vehicle used was a series of regularly scheduled Thursday morning meetings.

**Method of Implementation.** To determine one's effectiveness is indeed a difficult task. The counselors began by listing all activities actually accomplished; and they found that many duties were common. Specialized areas (foreign students, testing, etc.) were handled by specific counselors.

The next step was to invite the division chairmen to comment on the effectiveness of the counselors as they saw them. A relaxed atmosphere was established for those and subsequent meetings. A round table arrangement was used, coffee was served, and the counselors listened to the observations of the visitors, occasionally asking a question to clarify a comment, but never defending a position or practice. Care was taken to invite members of the staff and students from the occupational areas as well as the college transfers. Those who had been known to be critical of the counseling services were encouraged to participate.

**Observations Made.** Many observations were made, some complimentary and some critical. Some of the critical observations follow: (a) Counselors do not have sufficient knowledge of all the programs. (b) Counselors and teachers need to get better acquainted. (c) Counselors need to work more in the public relations area. (d) Counselors sometimes seem too busy to talk to the students.

**Steps Taken.** The counselors were appreciative of the many fine comments concerning their work; however, their real concern was to improve weak areas. The following steps were taken:

1. Each counselor was assigned to a division. Division meetings were attended and up to date information was shared with colleagues.
2. Counselors were assigned to teach one class per year to keep in touch with classroom problems and increase communication with fellow teachers. Released time for preparation was given.
3. Counselors were assigned to two high schools in the district as the liaison between the high school and college. Visits resulted in the students' increased knowledge of the programs offered and made it possible for them to find a friend at registration time.
4. More counselors were hired to enable the services to the students to continue at a high level. A counselor was assigned to coordinate all student activities.
5. Each counselor conducted a personal inventory asking himself such questions as "Am I available to students and teachers when they need me?" "Do I really communicate with my counselors?" "Do I operate in a non-judgmental fashion?" "Am I doing everything I can do in guiding my counsees toward appropriate choices in solving their own problems and making realistic decisions?" "Do I budget my time for maximum service?"

**Conclusions.** The constructive steps taken resulted in a more effective and dynamic program and increased communication between the counselors and the staff. The counselors' willingness to evaluate themselves, to be evaluated by others, to recognize the weaknesses presented, and to take responsibility for their improvement created much favorable comment and developed a feeling of mutual respect for each other and the job each was doing.—Irene Parent, Lane Community College, Eugene, Oregon

**Group Counseling Approaches to Counseling** A group counseling program was established as a possible means of helping the student who has shown an inability to do satisfactory junior college work. The program provides students an opportunity to consider and discuss those factors that may interfere with their ability to attain academic success. Participation in the program is on a voluntary basis for those returning second-year students attainment a 1.5 (or less) quality point average
after attempting 24 semester hours of work (based on the standard academic 4.0 point system). These students were limited to three courses for the semester.

Procedure. Thirty students out of the 65 returning students with a grade point average (GPA) of 1.5 or less chose to participate in the program. There were four groups ranging in size from six to nine members which met once a week for 11 weeks. The meetings lasted one hour, and took the form of group discussions on study habits, attitudes, education, and career planning. Students were invited to meet with the counselor on an individual basis if they so desired. Here are some of the results:

A. Changes in GPA
1. The number of students who withdrew from college during the semester was almost three times as great among the noncounseled group (11) as compared to the counseled group (4).
2. A comparison of academic achievement between the counseled and noncounseled students at the completion of the semester shows that the counseled group achieved at a higher level than the noncounseled group.
3. The mean GPA increase was better than twice as great among the counseled group as compared to the noncounseled group.
4. Eighty-two percent of the counseled group improved their GPA compared to 54 percent of the noncounseled group. Twenty-seven percent of the counseled group earned a GPA of 2.00 for the fall semester, compared to 9 percent for the noncounseled group.
5. Fifty-four percent of the counseled group earned a GPA that enabled them to return to degree status, compared to 21 percent of the noncounseled group.

B. Educational and Career Counseling
Academic failure among many of these community college students is not a problem of underachievement, but rather a question of assisting these students in channeling their efforts into areas compatible with their abilities and interests.

In the group guidance process, the counselor encourages the students to focus some of their discussions on educational and vocational objectives and to reassess their individual abilities. The counselor suggested counseling sessions for those students who, at mid semester, were apparently making little or no academic progress in discussing their present academic performance and future educational and career objectives.

Three of the students who did seek individual counseling took courses the following semester in a different curriculum area. One additional student enrolled in a medical program at an area hospital.

C. Individual Counseling
During the semester the counselor had a total of 51 individual conferences with students who participated in the group counseling program. In comparing the number of individual counseling sessions of the counseled group, the total number of conferences that these students had during the fall semester was more than triple that of the spring semester of their freshman year. This would seem to substantiate the belief that group counseling does establish a readiness for individual counseling.

Implications. The results of this study suggest that group counseling of students who have shown an inability to do satisfactory community college work was a worthwhile procedure. The importance of providing an opportunity for individual counseling sessions as part of the total program has been demonstrated. Research evidence has established the fact that students are helped most effectively when individual counseling is provided in addition to the group sessions.

One outcome of this program, which has implications for the community college, is that this program might prove to be an effective approach in assisting students in channeling their efforts into areas compatible with their abilities and interests. The student personnel department is presently using this program with freshmen whose GPA after one semester is 1.50 or less.

It should be stressed that, because of the small number of students participating in the program, no definite conclusions can or should be drawn from this study. It appears, however, that this type of program is of some benefit for students wishing to participate.—Charles Regan, Manchester Community College, Manchester, Connecticut

Using the Video Tape Recorder for Counseling
The video camera and tape recorder promise to be invaluable assets to junior college psychologists and counselors. This new technology provides an accurate graphic record of overt behavior for immediate or postponed study. It provides a method whereby the student and the counselor may obtain a global, unbiased picture of how they interact with others. It aids the counselor or the counselee in evaluating the progress that takes place between an early counseling session and a later one. During the year 1967–68 the psychologists at Pasadena City College participated in a project to determine whether the video camera and tape recorder could be used to enhance their group counseling procedures.

For the pilot project, 10 students who had been receiving individual counseling were invited to participate in the experimental group sessions, and all accepted the invitation. One student withdrew, however, when she came to the college television studios where the counseling was to take place and saw the television cameras and microphones.

The students were seated at tables placed in a V formation. Four microphones were positioned on the tables so that all conversation could be recorded. Three television cameras were placed in the room so that closeups could be obtained of any
individual, or a broader picture could be shot showing several group members in interaction.

While one psychologist served as the group counselor, another psychologist sat in the adjacent room observing the proceeding and directing the technical operations. Through headsets, the cameramen received their directions for maneuvering their cameras from the psychologist who determined which cameras would be employed, when they should zoom in to get a closeup of a student's facial expression or his doodling, or when to move back and forth to film participants in a spirited dialogue.

A major problem for the counseling psychologist was the determination of the propitious moment to stop the discussion in order to allow for a replay and examination of the dialogue and behavior. There was reservation about interrupting a moving discussion, knowing that if the dialogue were allowed to continue, a more complete picture could be obtained. In addition to providing him with a record of the student's behavior which could be studied and evaluated, the psychologist believed the greatest value of using the video camera and tape recorder was in giving him an opportunity to study his own behavior and techniques.

Although the students claimed they quickly forgot about the cameras as they became involved in the group discussions, the psychologist indicated he was always aware of them, and felt he might have been more free had they not been present.

The Pasadena City College psychologists did not believe that the video cameras and tape recorder were advantageous to every student who took part in the group counseling sessions. They were especially helpful to those who had problems in social interaction.

The technical arrangements and problems of involving several other persons in this counseling project were sufficiently complex that one would not choose to use this setup for all group counseling. The psychologists recommend that in the future a camera be mounted in the ceiling of the psychologist's office and directed by a control on or under his desk. This arrangement would allow the psychologist to use the camera if and when it was desirable, and would eliminate the auspicous surroundings of the television studios.

The purposes of the Student Developmental Services program are to provide students with close counselor assistance; to aid them in their adjustment to college, educational planning, and understanding of themselves and their objectives; and to help each individual develop a productive life goal.

To implement these purposes, each freshman meets with a counselor in a student group of 15 or less for one hour per week during the first semester. In addition, the counselor works with the same students who are in his group on an individual counseling basis. The group activity provides the counselor with a basis for knowing the individual, his personal setting, and his problems prior to the individual counseling relationship. Enrollment in one group is required for all freshmen. Groups are given the course title, Educational and Vocational Planning, and carry one-hour credit. Each counselor works with a maximum of 12 groups, a total of 150 to 175 students. It helps when students get to know a counselor on a close individual basis; it provides increased carry-over into individual counseling for the students.

At the end of the first year, evaluations indicate a need for some revisions in the program, particularly less structure in the group sessions. For the first year certain goals and objectives were established. After evaluating them with students, it is evident that they would like to arrive at more of their own goals and work out areas that provide them individual concern. Students also prefer to meet twice weekly instead of once; this maintains more continuity. Students seek more liberty to establish their own goals and philosophies, and have provided suggestions which can be utilized in another year.—Vernon V. Mai, Dodge City Community Junior College, Dodge City, Kansas

Reaching the Commuting Student

Springfield Junior College is a coeducational community college, the majority of whose students live in the city and maintain part-time employment. Staff members face the problem common in this situation: coming to know and assist each student insofar as is possible and necessary. The commuting college often fails to make the student conscious of the fact that full-time counseling is available and that such an office truly wishes to have at least one contact with him during his two-year stay.

The dean of student affairs and the guidance counselor have attempted to meet this problem with a very simple program. From the student directory, they select names which are unfamiliar to each,
either through lack of contact in class or extracurricular activity. These students are then placed in groups of 10, 5 women and 5 men, and, if possible, the participants are from varying curricula. If time permitted, an even greater diversity could be achieved in grouping. Groups are posted and the students are asked to meet at a designated hour with one of the guidance directors. This posting must be done well in advance, without any particular statement of purpose.

When the group meets, preferably in the counseling office or near it, so as to familiarize them with the guidance area, they are asked to introduce themselves with an informal statement about their high school, their curriculum, their future plans, and their general reaction to the experience of college. The meeting lasts no more than an hour, no less than about 20 minutes; length is gauged by the interest evidenced by those attending. If students are hesitant or nonverbal, the guidance director leads the discussion and introduces as many ideas as necessary. The group is asked what constructive suggestions they have for the college, such as ideas on activities, lectures, better communication between the students, better involvement in city affairs. All are asked to feel free to make suggestions at any time during the year to any person they wish.

The advantages to this include the following:

1. Today's student often does not feel any particular commitment to the college as a community when he is a nonresident. The group meeting helps him sense that the college does have an interest in him.

2. Guidance has at times the stigma or aura of problems and trouble. This places it in the light of communication and normalcy.

3. He meets others whom he would normally not know.

4. He has a referral in case of future need.

5. Group discussion is a more attractive contact for many than is individual appointment with a counselor.

Only very informal and personal evaluation has occurred. The disadvantages are those of finding meeting times convenient to several, and the indifference to announcements, which always causes fewer to appear. The advantage seems to outweigh these: The student is, at least once, aware that he exists as a person for the administration, and in a social encounter, has an opportunity to function as a needed member of the college—Sister Eugenia Marie Garvey, O.S.U., Springfield Junior College, Springfield, Illinois

**Personal Assistance Groups**

Colleges have been primarily interested in students' minds and have often been too unconcerned with the student as a total person. Consequently, many students have dropped out of college because of personal concerns, inner emo-

tional turmoil, feelings of loneliness or alienation, or simply because there is no place they can go to share their concerns and to find assistance. As a result, many students become unhappy, lose their motivation, or find it hard to function successfully.

Because Mount San Antonio College felt strongly that something should be done to remedy this unfortunate situation, it has established a program which offers students the opportunity of obtaining continuous personal assistance throughout the academic year. This assistance is provided by small informal groups which are not designed to serve only emotionally disturbed students. These groups are for all beginning students because the college realizes that all students have concerns and encounter problems. Theoretically, this is a preventive program offering assistance to students before problems become too serious.

What are informal groups? Informal groups were originally designed for freshmen, but many sophomores have been welcomed into the program. Students are given the opportunity to participate in weekly discussion groups limited to 15 to 20 participants and led by a faculty member. This is a volunteer program for both students and faculty leaders. Those who join a group are requested to continue throughout the school year. Groups are intended to give students a place where they can receive assistance concerning any of the numerous problems which normally confront beginning college students as they attempt to adapt to studies, campus life, other students, and themselves. These groups use the technique of sharing ideas and feelings without fear of being criticized or judged. The theory is that just talking and listening to one another helps students to clarify their own thinking and to learn how others think about anything that may be of concern or interest to them: sex, money, religion, studies, morality, marriage, work.

_How the informal groups function:_ Members of the informal group meet for one, two, or three hours during the week in an assigned room. There are no lectures, no required studies, no grades, no credit. Members are requested to commit themselves to complete confidence with regard to all group discussions, so that each member will feel free to bring confidences to the group without worrying that his problems will be discussed later on the campus. Discussions are free and informal, with all members of the group expected to both share in confidence in the group and to make contributions that might show others that they share their concerns. Groups consist of both men and women.

_Evaluation:_ Faculty workshop participation and group experiences were most beneficial. Instructors
gained skills in working with students, student concerns became faculty concerns, faculty leaders developed feelings of comradeship, communication channels opened, and the excitement of experimentation and involvement with students filtered into academic circles.

This enthusiasm generated curricular changes which resulted in the development of a new non-transfer psychology course taught by group discussion methods, group orientation, and guidance classes rather than traditional large lecture sessions and a multitude of small group library orientation classes. Instructors, counselors, and librarians are all cautiously optimistic about the successes of these new classes as evaluated by students and faculty.

The most notable instructional innovation at Mount San Antonio College, then, is not a technological aid nor a novel facility, but rather a renewed effort at compassionate teaching and effective student-teacher interaction through the medium of group dynamics.—Dennis M. Mayer, Mt. San Antonio College, Walnut, California

Learning Is an Active Process One of the most difficult problems facing the community college instructor is raising the interest and motivation levels of his students. Nothing is as disheartening to the instructor as a group of people dutifully nodding agreement to his every statement and sitting with poised pencil to record the sacred truths and regurgitate them without the slightest understanding of what is being taught.

The desire to make a dynamic, stimulating, dialectic process led to the establishment of an experimental Psychology of Adjustment class. The course has the usual content goals but also includes an emphasis on some personal goals: (a) increased self-understanding, (b) increased tolerance and understanding of others, (c) use of a scientific approach to the solution of personal problems as they arise, (d) ability to tolerate viewpoints and ideas which may be in opposition to one's own, and (e) ability to critically analyze statements and the development of a healthy doubt toward unsupported ideas and facts.

The class is structured in a manner similar to a seminar. There is a minimum of lecture and an emphasis on class interaction and group dynamics. The daily sessions are broadly structured but the extent and depth of the seminar are primarily the responsibility of the student. The instructor employs as many devices as possible to maintain an atmosphere conducive to learning and exploration, but still within the boundaries of professional progression through the material. Such things as student-initiated extra-class discussion groups on the lawn or over a cup of coffee, reference material including the text as suggested reading only, student panel groups, and other ways are utilized as they become pertinent. The instructor is primarily a reference source, a group discussion leader, and an abrasive within this context. The student is not required to enroll in the class; the objectives are specified immediately so those who do not approve of the approach may withdraw. The emphasis is on developing confidence to express a conclusion based on fact versus an unsupported opinion. The student learns how to listen to what is said and how to respond in a logical rather than emotional manner. The student knows that 40 percent of his grade will be subjectively determined by the quality rather than quantity of response. As the students become more adept in their learning skills, they become less dependent on the instructor as a giver of information, only relying on him to supply some degree of direction.

There are only two essay examinations given during the term for which the students are supplied with the questions in advance. The questions are broadly structured and the readings and class discussion pertaining to them are such that no pat answer is possible. The emphasis is on organization and development of a position supported by evidence.

The success of such classes is evident in such ways as the following: very few earned grades below C; students getting speeding tickets trying to get to class on time; no attendance problem; having a student who was dropped from the academic curriculum find himself; developing confidence; successfully challenging an upper division course to demonstrate that a student had the potential; carrying on the discussions in private homes and at summer outings as long as six months after the end of the formal class; students accepting responsibility for their own learning; and feedback by former students regarding the benefit of this approach to knowledge.

It is fully recognized that such variables as instructor, type of material, time of day, class size, willingness of class to engage in such a program, and many other factors affect the outcome. But education needs to demonstrate to young and old alike that learning can be stimulating if one becomes actively involved. Also, the satisfaction that an instructor derives by watching a student develop intrinsic motivation to seek knowledge and begin to soar on his own wings, rather than expecting packaged answers, is well worth the time and effort involved in conducting such a learning experience.—Gary Rice, Yakima Valley College, Yakima, California
Sensitivity Training for Students and Staff

This project was developed to improve the skills of the counseling staff in group counseling techniques and in so doing to provide better opportunities for students to acquire a more accurate self-identity and a more personally relevant education.

Implementation. Implementation of this project took several forms. To improve the skills of the counseling staff, meetings were held twice a week for one school year with a clinical psychologist from the Mental Research Institute of Palo Alto, California. These two-hour meetings were attended by the counseling staff (five persons), the foreign student adviser, the school nurse, the dean of students, and, occasionally, the dean of instruction.

One meeting each week centered on the use of various group techniques. The discussion reviewed philosophy as well as use of techniques; and illustrations through participation usually occurred. The main topics of these meetings were encounter techniques focusing on the here and now at the feeling level, the use of video tape in group sessions, nonverbal group techniques, psychodrama, and reviewing tape recordings of group sessions. The other meeting each week was an encounter group, where the staff members themselves were the subjects of the group. Intellectualizing was not permitted, emphasis was on personal interaction.

Students were brought into the project by having them voluntarily register for Self-Awareness groups which were limited to 12 participants, and met one hour and a half per week for one-half unit of college credit. Each counselor led either one or two groups. During the second semester, an adult group was formed in the evening and a faculty group was formed in the afternoon, both led by counselors.

Evaluation. Most of the staff members involved in the project considered it a very valuable experience which has led to an open working relationship.

A questionnaire was administered to the student groups at the end of the first semester in a preliminary effort at evaluation. The results appeared to be positive, with even those students who reacted negatively to the experience indicating that they would like to enroll again. Further evaluation is now being undertaken.—Jack Bessie and Marshall Chatwin, Monterey Peninsula College, Monterey, California

Sensitivity Training Groups

Through contacts with other institutions and experiences at conferences and workshops, the counselors at Fulton-Montgomery Community College (F-MCC) have acquired some familiarity with the T-group or sensitivity training approach developed by the National Training Laboratories and described in detail in Brandford, Gibb, and Benne's T-Group Theory and Laboratory Method: Innovation in Re-education. This approach emphasizes self-revelation on the affect level and places a premium on openness and frankness. In general, college students are seeking more meaningful methods of relating to others and welcome the opportunity for frank, open communication. With this in mind, the counseling staff of F-MCC has initiated a program of sensitivity training groups. The staff perceives the function of these groups as developmental and educational rather than clinical, and the students who join the groups are normal individuals who are interested in increasing their self-awareness and sensitivity to themselves and their environment.

In this first year of operation, limitations of staff resources and no formal publicizing of the program have kept the size of the program small. Students have generally entered the program after being referred by friends. With more adequate resources and publicity in the future, the program is expected to expand. A student who is interested in joining a group is interviewed by a counselor who explains the purpose of the groups and their style of operation. If the counselor and student agree that the student will be able to benefit from the experience, an effort is made to schedule him into a group. At present, the policy of the counseling staff is to avoid adding new members to a group after it has met twice in order to promote group solidarity. Each group is composed of approximately eight students, preferably with an equal distribution of males and females. A group meets for two hours once a week, usually in the late afternoon. Right now the counseling staff feels that this meeting time promotes a more positive atmosphere for open discussion since the student is not likely to feel the pressure of classes or meetings following the group session. As the program expands, the counselors may be expected to experiment with various meeting times, addition of new group members, and other aspects of the program.

The role of the counselor in these groups is more that of a participant than a leader. The counselors at Fulton-Montgomery feel strongly that they must make the same commitment to openness and self-revelation that they expect from the students. Student feedback indicates that this openness is well received by the students and promotes increased frankness and self-exploration on their part. The counselor attempts to reflect, clarify, and generally facilitate communication among group members.
If two individuals reach an impasse, the counselor may ask them to exchange roles and attempt to experience each other's feelings. He may also lend support to various group members when it is needed. If the group is avoiding confrontation on the affect level by digressing and intellectualizing, he may point this out to them. It is important to note, however, that the counselor performs these functions, not from the position of an objective observer, but from that of a participant who is expected to expose his feelings to the same degree as the others. With this in mind, the counseling staff of Fulton-Montgomery Community College has initiated a program of sensitivity training groups for members of the counseling staff.

In the early stages of the development of a group, the counselor explores with the students their expectations for this experience. He may also use trust exercises and other forms of nonverbal physical encounter to enable people to develop new and more meaningful modes of communication and to become more closely acquainted. He lays down a few ground rules, the most important of which involves confidentiality regarding the information revealed during group sessions. He structures the situation in terms of focusing on subjectivity, feelings, and emotions rather than objectivity and abstractions. He attempts to impress upon the students the value of being open and trusting rather than defensive. After this initial structuring the students assume major responsibility for the direction of the discussion. The counselor's role becomes primarily that of a clarifier and facilitator of communication. In some of the groups, the closing minutes are devoted to writing anonymous reaction reports, which provide feedback that may help the counselor remain sensitive to the needs of the group members.

The success of these groups must ultimately be judged in terms of their effectiveness in promoting individual self-awareness and sensitivity which extends beyond the group setting. The counseling staff has not yet conducted research in this area. Subjective student response indicates great satisfaction with the sensitivity groups and a feeling that they affect behavior in a variety of settings outside of the group situation. The most enthusiastic recruiting for the groups is done by students already involved in the program. The college now has five groups in operation (35 to 40 students), which is all that present resources permit. Next year, with an expanded counseling staff, Fulton-Montgomery hopes to expand the sensitivity group program to reach a greater proportion of the student body.—George P. Pilkey, Fulton-Montgomery Community College, Johnstown, New York

Innovation in Group Counseling

Group counseling has attached to it many labels such as group dynamics, sensitivity group, T-group, career patterns, basic encounter, and a host of others. The label that is used at Flint Community Junior College (FCJC) is group counseling, which spans many facets of group work.

One of the purposes of group counseling at FCJC is to facilitate positive change in persons and their behavior. This change can be concerned with self-concept, career choice, interpersonal relationships, and most any topic the group wishes to choose. However, the main concern is the change that takes place within the individual and those changes that take place within the total group during its life span.

Flint implements group counseling by offering it to the students on a voluntary, nontuition basis. Students may elect a one-hour per week section labeled Group Counseling. The life span of the group is usually 16 weeks. There are one or two counselors and between 8 and 12 students in each group.

Some of the basic skills learned in the groups at Flint are becoming more open and trusting to one's self and others in the group, dealing with here and now situations and give and take of feedback, and reducing the fear of basic encounter.

The formation of trust is necessary to reduce the element of fear so that valid and consistent feedback may occur within the interpersonal relationship of the group members.

The here and now deals basically with the dynamic behavior present during the group process. Within this laboratory setting there is created a common core of experience combined with the sharing of each person's thoughts and feelings about what is going on in the present.

Once the group becomes open, trusting, and sensitive toward their concerns, the counselors utilize rational emotive and Rogerian counseling theories to assist the group in dealing more effectively and efficiently with those concerns.

Most of the 14 counselors at Flint engage in some type of group work. They bring to these sessions a wide variety of experience including workshops in national and state training laboratories for sensitivity training, workshops in rational emotive therapy, and entire counseling staff involvement in a year-long basic encounter group. Development, research, and evaluation of the group counseling programs at Flint Community Junior College is a total staff effort.—Daniel Stets and Lee Pelton, Flint Community Junior College, Flint, Michigan
Human Potential Seminars

The purposes of the human potential seminars are to help persons (a) identify and use their personal strengths and potential in many areas, (b) understand how their success patterns and definitions of success aid and hinder the development of potential, (c) become aware of their value system, (d) become able to establish and achieve immediate and long-range goals that utilize personal strengths and values, (e) identify areas of latent potential and begin to tap into them, (f) learn how to resolve conflict, and (g) learn self-motivation. This is primarily an action system, not an analysis system though analysis is involved. In essence, the behavioral objectives are increased self-motivation, increased self-determination, and increased affirmation of self-worth.

The human potential seminars are founded on the conviction that something is right with the participant rather than what is wrong with him. Thus the seminars elicit individual discovery and immediate group reinforcement of the personal strengths, capacities, and success experiences of each participant.

There is a definite function for the leader of the human potential process. He is not nondirective. He structures the process.

There are seven phases through which the seminars implement the purposes already cited.

At the first meeting of the seminars, each group member engages in a Depth Unfoldment Experience (as developed by Herbert Otto) in which he shares both the significant life experiences he feels have contributed to his present personal development, and the happiest moment in his life. In this phase the emphasis is on becoming empathetic as a group.

Success bombardment and analysis occur in phase two. In this process, each person's successful experiences are studied by the group to ascertain patterns and principles of success which enable or prevent the use of potential. Several such patterns have emerged. Note is also made of areas of human potential where the person has not mentioned success. This phase usually takes five two-hour sessions to complete. The purpose is to become aware of why the person is successful so that he may be more so.

Phase three focuses on value analysis. Group members are asked to state the five most important values in their life presently and to rank order them. Participants are then asked to list their five top strengths, and a goal is set using the top value and top strength. It is recognized that in this testing of value systems by setting goals, persons may change their value system. Some discussion of "should values" as opposed to "have values" and of the importance of institutional values may occur. The leader does not attempt to change value systems but, along with the group, helps each person clarify what his values are.

Goal establishment is an integral element in the process in each session. Goals are brought out of the future into the present in order to give the person control over what he does to and in his life. Goals are set each week that are to be achieved by the following week. They are to meet the following criteria or guidelines: be conceivable, be believable to that person, be achievable in the time span, be measurable in specific ways, be something the person wants to do, and be neither injurious to self or others. Goal setting is the action element in this process in which the person does something he wants to do. Until the time of the value analysis phase, no attempt is made to relate goals to values or strengths. The purpose is to get persons involved in being successful. The results of goal setting are discussed each session.

The fourth phase of the process is the strength bombardment in which the person cites all his personal strengths and invites the group members to share the strengths they see in him. The group also gives attention to what keeps the person from using his strengths. A group fantasy is constructed in which it is imagined what this person could be doing in five years if he is using his strengths. The person involved is given an opportunity to respond to the entire experience. This phase may require five sessions with a group of 10 to 12 persons.

The fifth phase focuses on areas of latent potential which the person may have, and uses goal setting as a way of tapping into those capacities or talents.

In conflict resolution the person learns to identify the nature of the conflict: intrapersonal, interpersonal, with an institution, etc. Values are studied as they relate to the nature of the conflict to note conflicting or competing values. Conflict is resolved on an intrapersonal level by rank ordering and then setting a goal (using a top strength and top value) to move the person out of conflict with a plan of action.

The final phase of the process is long-range goal establishment and drawing of implications of the total experience for each person's living in terms of continued reinforcement of the process experienced in the group.

Persons wishing to use this process probably should have experienced it personally and have a theoretical training and understanding of what is being done and why. Presently the author is supervising several counselors who experienced the semi-
nar and who are now conducting their first human potential groups. Groups have been conducted by persons who did not have the experience or training themselves and the results were not satisfactory.

Group membership is limited to mentally healthy persons—it is not group therapy. Membership in a group is voluntary and heterogeneous. Deliberate attempts are made to include persons who are highly successful academically as well as those termed underachievers. At no time is the process used with just a group of academic underachievers, because this grouping is believed to reinforce a negative self-concept.

Recent research data are presently being evaluated. Self-reports and grade point average suggest that the process is indeed enabling persons to use their potential.—James McHolland, Kendall College, Evanston, Illinois

BE-100

BE-100—The Individual in a Changing Environment, 3 hours credit. BE-100 is a one-term course of large group (25 to 30), small group (7 to 8), and individual interaction and readings designed to foster understanding and application of psychological and emotional growth. The basic class material is the individual and group analysis of the students' experiences within an immediate unstructured setting.

The focus of the course is on the analysis and organization of experience into a personally rewarding conception of growth. This approach to individual growth is certainly not new since the common aims, objectives, and methods have been used in human development and human relations training laboratories (e.g., NTL, Esalen) for years.

Individual behavior changes, insights, and growth experiences are self-reported in either a journal or periodic self-reaction papers by each student. These reports become a record of one period of personal growth as the student has experienced it. In addition, students are encouraged to begin individual self-development projects outside the class setting.

Grades are self-determined with the student using his own participation, interaction, and self-development projects as evaluation material.

Assigned authors include Jourard, Maslow, Rogers, Moustakas, Frankl, Landsman, and others.

Objectives. The course objectives include providing each student with the opportunity to explore his personality dynamics in terms of: (a) the nature of his own attitudes, values, appreciations, and skills; (b) the quality of his interpersonal relation-

ships; and (c) the challenges and problems of the society as they relate to his development.

Rationale. The basic concepts involved in creating the conditions which make this kind of learning possible have been developing for the past 20 years. At the beginning, a small group of educators sought ways to handle the unmet needs in the varied organized associations of adult life. They conceived the small group as a link between the individual and larger social structures.

At the time, and perhaps even more so today, there was a recognition of the eclipse of community in modern life. This stems from the depersonalization of human relationships. An example of this is the everyday social life, the stereotyped "pastime" relationships described by Eric Berne, in which human encounter is represented by different names and faces, the very same dialogue.

Thus, one basic ideal which has been pursued by the group dynamics leadership is the search for authenticity in human relationships. The small, interacting, live, warm, group body, variously known as the T-group, encounter group, sensitivity group, etc., has provided the best medium so far.

The need for personalization for community college students is a very urgent one. The student does not have access to dormitory midnight get-togethers, intimate campus walks and talks, coffee-after-class sessions, etc. After class, he typically rushes out to his job. There is a very real danger of the consequent development not only of depersonalization, but also anomie, depression, and anxiety.

The promotion of authenticity in interpersonal interactions may possibly be of value also in the area of student-teacher relationships. While at Santa Fe Junior College there tends to be a friendly, caring atmosphere in the classroom, an opportunity to enhance this important motivating area can hardly be left to chance.

The growing emphasis on personality and interpersonal factors in learning presents the final challenge faced by Santa Fe Junior College. By design, this course requires that the student be responsible not only for his functioning in the classroom, but also the content and extent of his outside work. Furthermore, this structure gives him a rather unique opportunity to learn how to learn from others. Basic to this proposition are two requirements: First, he must become willing to enter into open human relationships. Secondly, he must develop a helpful, caring attitude in his interpersonal behavior. Only then can meaningful communication take place.—Tal Mullis, Santa Fe Junior College, Gainesville, Florida
CHAPTER 5

Student Activities

The student activities program is difficult to organize in the community college for a number of obvious reasons: (a) Freshmen and sophomores do not have the leadership experience that juniors and seniors have on university campuses. (b) Many community college students work part-time. (c) Community colleges are usually commuting institutions. (d) Only two years are available to develop leadership ability. (e) Many high school leaders with a background of leadership experience elect to attend the university instead of the community college. Rather than settle for a token student activity program, however, a number of community colleges have developed some rather outstanding innovations.

With a Title III Developing Institutions Grant, the Rochester State Junior College, Minnesota, developed a three-phase student leadership training program. In phase one, faculty advisers, student senate members, and all student presidents or designated leaders of clubs and activities participate in a weekend workshop under the direction of consultants trained in leadership dynamics. In phase two, faculty consultants and student consultants representing each of the major campus clubs and activities are brought to the college prior to formal opening. In phase three, faculty advisers and newly elected student leaders attend a spring conference and a continuation of the leadership program focused on group dynamics, communication skills, problem-solving, decision-making, and organization and management. The results have been rather dramatic on the Rochester campus. The student senate voted to provide special funds for training programs for the next year. Workshop leaders indicated that faculty members had a new understanding of the educational purposes of student activities in the community college.

At Fulton-Montgomery Community College in New York, the college has been busy redesigning the structure of the student’s role in the governance of the college. A new constitution spells out clearly the areas for which students have primary responsibility and indicates those areas of the college in which students have related responsibilities, such as the development of curriculum, budget, and the quality of instruction. Students serve as full voting members of faculty committees in a ratio of one student to two faculty members. Faculty members, after a one-year trial, have now guaranteed student involvement on faculty committees in their newly adopted by-laws. Recognizing that involvement is a two-way street, faculty members also participate as consultants in many areas in which students have major responsibility such as orientation, student rights, discipline, clubs, publications, and student calendars. The faculty member is not an adviser to an organization: He is a consultant whose role is carefully designated in a set of guidelines. Students assume ultimate responsibility for all clubs and activities, and the consultant provides his expertise.

The Student-Faculty Communications Laboratory is a significant new development at El Centro College in Texas. Student leaders have participated in the leadership development program by attending NTL sessions in Utah and through campus sessions led by consultants. The Faculty-Student Communications Laboratory developed from a suggestion of a student who had attended one of the earlier programs. The purpose of the laboratory is to enlarge understanding of the nature of communication between intergenerational groups. The pilot program took place during a 48-hour period in which student, faculty, and administrators lived together in dormitories at an off-campus site. Twenty-four participants, 12 students and 12 faculty and administrative members, were separated into heterogeneous groups, each under the direction of a skilled group leader from outside the educational organization. The groups met in five small group sessions and in several large group assemblies.
which were designed to explore the barriers to communication between students and faculty, faculty and administration, and students and administration. Immediate gains in insight and understanding were reported, and the college will continue to experiment with this and other group experiences.

These examples of student activity programs represent important aspects of the emerging model of student personnel work. Here the student is not simply a participant in fun and games that have been organized by the college. Instead, the student is a full participant in developing programs that provide serious opportunities for students, faculty, and administrators to explore together, in out-of-class arrangements, barriers to communication, responsibility for decision making, and organizational structure.

Descriptions of New Practices in Student Activities

**Student-Faculty Communications Laboratory** evolved from efforts to establish a Leadership Training Program for students of El Centro College. The aims of the laboratory—to establish better communications between faculty and students, to create an environment in which participants might gain greater self-knowledge, and to enlarge understanding of the nature of communication between intergenerational groups—were established by students who had participated in leadership training seminars and conferences.

**Background: The Leadership Program.** The goal of the student activities program in developing a leadership and group study program has been directed toward developing the whole individual in relationship to his society rather than emphasizing the techniques of organization and the knowledge of manipulative and political aspects of leadership.

The leadership development program on the El Centro campus has featured group participation of selected students and faculty members in regional and national programs on human relations and group processes. It also includes the utilization of this student knowledge, skill, and insight in planning a series of leadership programs designed to involve a large number of students who participate in any campus organization or activity. In developing this approach to leadership training, students were sent to the National Training Laboratories' Higher Education Laboratory at Cedar City, Utah, and to a regional training laboratory sponsored by the Association of College Unions-International. Leadership programs on the El Centro campus have featured training programs of students involved in student government and student center programs, all-campus training programs for representatives of all-campus organizations, and the Student-Faculty Communications Laboratory for delegates from all levels of the college community.

**General Design of the Laboratory.** The pilot program took place during a 48-hour period in which students, faculty, and administrators lived together in dormitories at an off-campus site which served as an isolated cultural community. Twenty-four participants, 12 students and 12 faculty and administrative members, were separated into two heterogeneous groups each under the direction of a skilled group leader from outside the educational organization. Before their arrival, participants were provided with a bibliography and some suggested reading on communication.

The groups met in five small group sessions and in several large group assemblies designed to explore the barriers to communication between students and faculty, faculty and administration, and students and administration. The first meetings provided an opportunity for those attending to establish membership in the group. In the evening of the first day the small group session was supplemented by a skill exercise in communication; the following morning, by a large group exercise designed to increase perception and sensitivity. A return to small group meetings following the exercises provided delegates with an opportunity to explore new insights and to establish meaningful communication channels through group interaction.

**Rationale for the Laboratory.** The traditional design of most organizations in society tends to foster many barriers to communication. This tends to be particularly true of the college community. The frequent result of this stratification is that those who see themselves as being in the lower levels of the organization expend energies which could be used positively in attempting to beat the system. Those who are in higher levels of the organization divert their energies to maintaining stability and tend toward close-mindedness and lack of flexibility.

Planners of the laboratory recognized the interdependence of all members of the college cultural
community and created avenues for bypassing some of the traditional barriers to communication. As a result, lower levels in the organization (students) show less need for one-upmanship and higher levels (administration) demonstrated openness, trust, and flexibility.

Evaluation. Immediate gains in insight and understanding were achieved. Evaluation has indicated that the laboratory provides a meaningful approach to unprogrammed learning for most participants.—Jane Gentry Smith and Jerry Wesson, El Centro College, Dallas, Texas

Student Leadership Training Program
Junior college student leadership has problems that are peculiar to the two-year college. Sophomore-freshman leaders are immature compared to the senior-junior leaders of a four-year campus; student leaders assume the leadership role after only one year in an activity; most high school leaders gravitate toward the four-year campuses so that there is a lack of experienced leaders from which to draw; and there is 100 percent turnover of membership in each activity every two years.

For the faculty adviser, there are also peculiar problems at the junior college. Because of the rapid turnover in students and the comparative weakness of student leadership, there is a greater dependence on the adviser for the traditions and continuity in the junior college activity than there is on a four-year campus. Yet, the adviser still needs to teach the traditional independence and self-determination of higher education as compared to the secondary school educational philosophy.

To attempt to meet these problems, Rochester State Junior College received a Federal Title III grant of $24,000 for 1967–68. A three-phase program was worked out with most satisfactory results. The grant was renewed for 1968–69, and further progress is expected.

Phase I of the leadership program was a Friday through Sunday weekend in November at Camp Courage, Minnesota. Staff members who have done extensive work as consultants in leadership to business, industry, and professional groups were instructors. Attending Phase I from the junior college were all faculty advisers, student senate members, and all student presidents and designated leaders of activities. This same instructional program was continued in Phase III with another weekend spring quarter at Camp Courage. The president-elect or leader-elect for each activity attended, in addition to those who attended in the fall.

Phase II took place in the winter quarter. In this phase, a faculty-adviser consultant and a student-leader consultant for each club and activity were brought to the campus from colleges throughout the country. These consultants were specialists in a specific activity, such as newspaper or Newman Club, and spent their time with the adviser and leaders of the same activity on the campus.

The workshops in Phase I and III were tremendously effective. The general areas covered in these workshops were group dynamics, communication, problem-solving, decision-making, and organization for management. They were conducted with informal sessions that involved much group participation through the assignment of specific illustrative problems to small groups for solution.

The important conclusion to be drawn from this leadership training program is that attention to leadership per se definitely pays dividends. Because the work provided them with personal gain, the students participating in the program were very enthusiastic. The learning gained was not just valuable to them in performing their present responsibility; it could be carried over into their post-college life. Many of the students confessed that never before had they truly realized that leadership is an art with processes and techniques that vary as applied to each particular problem, task, and group involved.

Many of the faculty advisers also attested to personal knowledge gained from the conference. Those who had had previous training in group dynamics and communication said they felt the workshop was valuable as a refresher course. The greatest gain for faculty advisers, however, was that they were reminded that the purpose of activities is education for the student, although a few recalcitrants still look upon their activity as an end in itself.

Another result of this program was a markedly noticeable regeneration of enthusiasm in the student members of most clubs. The time and attention given to activities and leadership were invigorating to the members. Phase II was particularly effective in this case.

Unfortunately, there is no measurable data to support the conclusion that the leadership training program was successful and had a positive effect on the activities at Rochester State Junior College. However, subjective judgments can lead to no other conclusion. References and allusions to points made in the conference were heard again and again throughout the year. Other points were used often to illustrate discussions between teachers and students.
The staff had such confidence in their judgment of the benefits at Rochester that they decided to apply for a renewal of the grant for the 1968–69 school year. The grant was renewed. As further evidence of the success of leadership training, the student senate set up an internal training program for next year to be funded by themselves and to be taught by faculty members and student officers. It will be required of all candidates for the student senate and class office. This program was initiated and designed by the students themselves. What further evidence of the positive student attitude toward training in leadership can be asked?—Robert Wise, Rochester State Junior College, Rochester, Minnesota

A Positive Approach to Student Activism

The purpose of the student activity program at Merritt College is to establish and promote opportunities for students to become intimately, realistically, and practically involved in the total educational process of the college. In addition to the traditionally accepted programs, e.g., athletics, student organizations, convocations, etc., this includes active participation with representation on major bodies that recommend and effect the policies within the college.

The Associated Students of Merritt College (ASMC) function as a legally recognized corporation, having all powers now or hereafter available to nonprofit corporations formed pursuant to Part I of Division 2 of Title 1 of the Corporation Code of the State of California. Within this structure, the student body president not only presides as chairman of the Student Council, but also chairs the ASMC Board of Directors. The ASMC Board of Directors is legally described as the governing board of the association, and is composed of 15 directors, 8 students who are members of the Student Council, and 7 members from the faculty and administration who are appointed by the college president and by the president of the faculty senate.

Following are the councils, committees, and boards which include student representation:

Peralta College Council: Designed to assure effective communication among faculty and administrative staff members, also serving as an advisory council to the superintendent and the board of trustees. Membership consists of the Superintendent, as chairman; Assistant Superintendent; Director of Educational Services; the president of each college in the district; two faculty representatives from each college selected by the faculty senate; the student body president of each college (nonvoting members); and the Administrative Assistant (non-voting member).

Merritt College Council: Serves not only as an advisory group to the college president, but is the official clearinghouse for faculty, administrative, and student points of view on policy matters affecting the college. Membership consists of four members of the administrative staff appointed by the president, four members of the faculty selected by the faculty senate, and four members from the Student Council selected by the Student Council.

Instructional Council: Continuously considers the adequacy of the total instructional program of the college and makes recommendations with regard to modifications, additions, and deletions in the curriculum. The council is concerned with the quality as well as with the adequacy of the course offerings, is responsible for study and implementation of college philosophy regarding general education, makes recommendations with regard to class assignments and room utilization, and studies grading standards. Membership is composed of the vice-president of the college, Assistant Dean of Instruction, Director of Trade Technical Division, department chairman, occupational area heads with assigned time (i.e., community planning, data processing, engineering technology, etc.), head librarian, and two members from the Student Council. The preceding are all voting members. Nonvoting members include the coordinators of federal projects, coordinators of instruction and counseling, faculty senate representative, and other occupational area heads without assigned time who are invited when needed.

College Board of Appeals and Review: Charged with investigating all grievances brought before it that are in its jurisdiction. Activities may include arbitration, advising, or rendering an opinion. The board will hear disputes arising within a segment of the college community only after all channels within the segment have been used. Members shall consist of two administrators, two faculty members, and two students. None of these shall be members of the Merritt Council, but the council appoints members.

Short-Term, Special Problem Committees: Administrative position screening committee; commencement committee; convocation committee; financial aids; inter-ethnic affairs committee; and college hour committee. Other committees may be organized as a need arises.

Types of Student Organizations: Charter organizations: those whose objectives and goals are of a
permanent nature, i.e., honor societies, curriculum-related organizations, social service organizations, religious organizations, and political interest organizations. Recognized organizations: those whose interest is of a temporary nature. Such status applies to groups of students who wish to organize and meet to discuss current issues at the community, local, national, and international levels. These organizations are recognized on a quarter to quarter basis and are not required to have a staff adviser.

**Policies Regarding Freedom of Speech, Assembly, and Advocacy:** According to the Merritt College policy statement, freedom of speech and assembly will be encouraged as the fundamental prerequisite of free inquiry and free discussion. In keeping with these basic American principles, chartered and recognized student organizations are able to bring to the campus a diversity of viewpoints reflecting the variety of opinions found in our society as a whole. Procedure: (a) File a Notification of Off-Campus Speaker form in the Student Affairs Office; (b) Clear date and facility request on master calendar with the secretary in this office.

College policy concerning the distribution of printed matter, solicitation of funds, circulation of petitions, and recruiting of students by currently registered members of the student body: Students, within the practical limitations of facilities, should have the same rights and responsibilities of citizenship on campus that they have off campus. Merritt College subscribes to the philosophy that student organizations and individual students should be allowed, without prior approval, to distribute pamphlets, solicit funds, collect names for petitions, recruit students, and take other lawful action respecting any matter which directly or indirectly concerns them, with the following stipulations: (a) In no way shall the educational program and activity program be interrupted or adversely affected by such activities. (b) Only students currently registered at Merritt shall be permitted to exercise this policy.

**Statement of Evaluation:** The preceding program was developed cooperatively by administrators, faculty, and students. Unfortunately, in spite of such demonstrated willingness by all segments of the college community to work cooperatively, only a small percentage of the total student body really becomes involved.—Catherine M. Jones, Merritt College, Oakland, California

**Role of the Faculty Consultant**

Most students and many faculty members bring with them to the community college a concept of the role of the adviser-sponsor to student organizations based on their experiences in high school. A smaller but usually more vocal group uses the larger university as their prototype where the ideal is absolute minimal faculty involvement in student groups and activities.

In this uniquely American institution—the community college—neither concept seems appropriate. Due to the particularly rapid turnover of students in an organization at a two-year college and the lack of leadership experience characteristic of many of these students, it is beneficial to have a high degree of faculty involvement in student organizations. However, while involvement is desirable, faculty control typical of the high school situation is not. The community college student is more mature, generally has a greater sense of commitment, and has the right to be responsible for his own successes and failures.

The faculty, students, and the division of student personnel, realizing the ambivalence surrounding this aspect of a faculty member's role, cooperatively developed the following guidelines for the role of the faculty consultant:

1. Each student organization recognized by the Student Government Association will have a faculty consultant.
2. The faculty consultant will be selected by the members of the organization.
3. If at any time a student organization feels that it would be in the best interests of the organization to select a new consultant, it may do so after meeting with a committee of the Student Government Association to seek a mutual understanding. The final decision rests with the members of the organization.
4. The role of the faculty consultant will be that of a resource person. He will present ideas or facts that the students have not considered, refer the organization to people who are experts in a particular area, work with the officers of the organization to develop leadership ability.
5. If a faculty consultant feels that he cannot support a decision made by an organization, he may express his lack of support by resigning as faculty consultant. This action should be taken only when he feels that his continued association with the organization will be detrimental to his personal or professional goals.
6. If an individual student organization feels that these guidelines are inappropriate to their organization, they may submit their own guidelines to the Student Government Association for approval.

The key word throughout this statement is **consultant**. As already stated in paragraph four, the role of the faculty member should be that of a consultant or resource person. Typically, he has been chosen by the student group for his expertise in a particular area such as drama, journalism, or leadership training. By agreeing to work with the group he makes himself and his skills available to the students on a consulting basis. Simply because of his knowledge and his role as a consultant, he will have a great influence on the organization even
though decisions are made by group members. The phrase, *members of the group*, is important because this policy does not preclude faculty members becoming full members of organizations that are primarily student groups. In such a capacity a faculty member may, along with the other members, seek the advice of the group’s consultant. This arrangement has proven successful particularly in the operation of the College Union Board which has faculty as members and a faculty member as its consultant.

It is hoped that working within this framework the college will be able to encourage student initiative, foster student responsibility, and provide the best possible learning situation for the students. In addition, it is hoped that the faculty will be able to contribute to the growth of the students and the organization while students assume the ultimate responsibility for their organization.—Wilmaeia Sutliff, Fulton-Montgomery Community College, Johnstown, New York

**Sampling**

**Student Body Opinion**

Asking representatives of the Student Government Association (SGA) to cast votes on particular issues in a manner most consistent with views of their constituency has routinely posed a problem for the SGA of Santa Fe Junior College. With a diverse student population, those individuals elected to a representative position are often delinquent in considering the views held by their constituency on major issues. To overcome this situation, the SGA uses a sampling technique which gives them an immediate picture of the range and intensity of opinions of the students they represent. They now cast a more enlightened vote on matters of major importance to the student body.

All students enrolled at the institution are listed on a master roster. The SGA secures a copy of this roster which also includes local addresses and telephone numbers. Dividing these names equally among the representatives of student government, each officer is responsible for a clearly defined constituency. The officer of SGA corresponds with those students he represents informing them that he is their particular legislator, advising them of the major issues he expects to come before the SGA in the near future, soliciting their response on matters about which they feel strongly, and supplying them with his address and telephone number.

All representatives are instructed in the correct procedures for extracting a random sample from their constituency. On matters the SGA feels are of such importance as to require the student opinion, each representative selects a 5 percent random sample of his constituency, contacts each, informs them of the issue, and asks their opinion on the matter. The results of the interviews are brought back to the SGA and compiled. An officer then may elect to vote on an issue in such a manner as to reflect the opinions of the majority of his constituency, or he may choose to vote according to the results of the total sample.

Student Government Association representatives are very much in favor of this procedure and are appreciative of having a clearly defined group of students with whom to identify and to represent. A more serious attitude now prevails in SGA meetings as the delegates are making a significant contribution which is more responsive and representative of all students’ views. The administration now listens more intently to recommendations from the SGA because they know the random sampling technique is being employed.—Lester R. Goldman, Santa Fe Junior College, Gainesville, Florida

**Orientation for Participation in Student Activities**

At John Tyler, as in all Virginia community colleges, an orientation course is required for all students entering a degree, certificate, or diploma program. The weekly two-hour course is held in the first quarter, and students earn one quarter credit hour. Counselors with faculty rank are the instructors. From 2 to 10 orientation classes have been held in one quarter, with class sizes ranging from 20 to 110 students.

The orientation course program of instruction is well organized, attempts to be meaningful for every age of new college students, and permits, among other things, a forum for discussion of students’ experiences in other classes during the quarter. This makes for a relevant educational environment for orientation. Prior to the formal course, students participated in admission and academic counseling programs, and in an Orientation Day designed to familiarize them with the college.

During the early stages of the course, activity is focused on an understanding of student activities. In each class several groups are organized, and each group selects a leader. Under the direction of its leader, each group has an opportunity to work together on assigned projects, enter into discussions with other groups, make presentations, or visit such areas as the library for separate area orientations and tours.

In addition, after short campaigns, a class representative is elected by secret ballot to the Student Government Association Senate. Candidates are the previously elected group leaders. Representatives attend senate meetings and act as liaisons between that body and their class. This develops discussions
on matters of great interest to students and permits early participation in policy recommendations of the student body. There is an immediate awareness of student activities and orientation in the affairs of student government. A further benefit is gained when new students with leadership abilities appear at an early date as candidates for elected offices of SGA. The orientation course provides an understanding and an opportunity for participation in SGA activities by first-quarter students and helps to provide full membership in the college community.—Lloyd E. Hirschhorn, John Tyler Community College, Chester, Virginia

The College Art Collection—Recognizing the inherent potential of the visual arts in education, the newly established Housatonic Community College in Stratford, Connecticut, began early in its first year of operation the development of a college art collection. It is believed to be the first serious permanent collection of its kind in an American community college. As an expression of the college’s commitment to cultural enrichment through the living art of our times, original works of art by leading contemporary artists were acquired at a rapid rate beginning just a few weeks after classes started. The college considered it essential for students, faculty members, administrators, and campus visitors to directly experience works of art as an everyday part of the college’s educational environment.

Due to generous donations from artists, collectors, and two purchases by the student government, within five months a large, high quality exhibition was installed in the Bridgeport Museum entitled The Inaugural Exhibition of the College Art Collection. The collection with an estimated value well in excess of $100,000 drew a great deal of interest as well as attendance, and its two-month showing was extended two additional months. Most of the selections for this exhibition were major pieces, many of which had been previously shown in leading galleries and museums here and abroad.

The development of this collection was based on the premise that it is as important and natural for a college to collect, display, and make the finest educational use of original works of art as it is to provide other resources such as books, periodicals, lectures, and formal instruction.

To prevent the collection from becoming a random assortment of artifacts from all ages, the college concentrated on 20th century painting, sculpture, and graphics. In the manner that specialists in the sciences keep abreast of current research and share its benefits with the public, the collection gives the students and faculty the opportunity to familiarize themselves with works produced on the artistic frontier of their era, and to share their judgments and understanding of these works.

Rather than organizing a museum or separate gallery, the growing collection will be housed throughout the total college environment. The students will then have the opportunity for direct, frequent, sustained contact with significant works that might otherwise remain unknown to them.—Burt Chernow, Housatonic Community College, Stratford, Connecticut

Student Involvement

The student activities program at Green River is built on several important assumptions:

1. The goal of the college is to develop effective human beings; this goal is paramount within the institution.
2. Any interaction between people within the college can justifiably be called learning if it contributes to the growth of those involved.
3. Significant learning occurs outside the classroom. Students learn a great deal from their peers as well as from other non-teaching faculty within the college.
4. The only valuable knowledge a student takes with him at graduation is the knowledge which helps him live effectively in an ever-changing society.
5. Student activities have the capabilities of accepting any student wherever he might be developmentally—emotionally, socially, intellectually, or physically—and providing him with an opportunity to explore himself and grow.

Green River is now in the final stages of adopting a college governance system which will give students a substantial voice in the determination of all college policy. Students will have equal representation with faculty and greater representation than administration on the All College Council. Further, now students have majority or equal representation on all college committees with the exception of faculty association committees. The goal of the new system is to provide students an opportunity for meaningful, authentic involvement in the institution rather than limiting them to traditional, non-purposeful “sandbox activities” such as dances, yearbooks, and cheerleader elections.

Requirements for graduation affect every student, yet in few instances are students allowed access to the decision-making body which determines degree requirements. Students at Green River have three of the nine seats on the committee, which is presently reevaluating these requirements. In essence, for the first time at Green River, students have a say in the development of their own academic program.

The process that led to student involvement was a significant learning experience. The process be-
gan when a handful of students felt they should have greater freedom to elect the type of classes they needed to fulfill their degree requirements. They took their case through the existing institutional governance system, all the way to the Board of Trustees. The students’ request at that time was denied; however, the learning experience for these students was both rewarding and insightful. For the first time, students understood the decision-making process and vowed to become involved in it. The outcome of their involvement will result in a more democratic, open-college governance system as well as the adoption of graduation requirements that allow the individual student greater flexibility in developing his academic program.

In addition to involving students in college governance, the encounter group has been developed as an important part of the activities program, and as a way to involve students with each other in their interpersonal development. Because of lack of space on campus, the staff rented a house in the local community for encounter groups. These groups were exceedingly well received by students; the immediate problem became a lack of trained staff members to facilitate groups. In order to meet the demand, the staff provided encounter tapes utilizing students as group facilitators.

At the beginning of the present academic year, there was interest in continuing the encounter groups. However, rather than conducting them at a house in the community located approximately four miles from the campus, an on-campus study cubicle was made available by the administration. In an attempt to clarify the purpose of this activities program, the cubicle was called the Human Growth Center. Student response continued to increase during the fall quarter to the point that a waiting list developed. In the winter quarter a significant change will be forthcoming when Human Interaction will be offered as a transferable course through the Counseling Division. Another staff member has been assigned to help meet the demand for this experience, both as a class and an activities program. Plans are to hire another group facilitator next year.

Another example of the encounter process in the activities program is the student leadership retreat. Before the beginning of school, the incumbent student leaders, along with selected freshmen, are invited to a two-day retreat. Previously these retreats had dealt with typical leadership concern such as conducting a meeting, taking minutes, preparing a budget, or had been discussions between students, faculty, administrators, and trustees. The previous retreats had been successful, yet the students felt they were never able to get down to real issues—everything was too superficial. This last leadership retreat was not superficial; real issues were discussed. Students began to see other students as people much like themselves; facades began to disappear; students began to accept each other; and group trust began to develop as it never had before. At the end of the retreat many students didn’t want to leave; they liked the feelings they were experiencing. All self-reports were positive, and many of the students who were involved in the retreat became involved in encounter groups back at school.

This coming spring the students are going to invite selected faculty, administrators, and trustees to come along with them to have a similar experience at the leadership retreat. Some members of the faculty and administration are already becoming involved in encounter experiences at the campus, so this seems like the next logical step. Perhaps once a year all segments of the college community can leave their roles at home and gather as people concerned about the growth and development of themselves and of other people.

A new thrust of Green River’s program of activities is an attempt at greater involvement of members of the community. This is being done to reemphasize that Green River is truly the community’s college. The anticipated benefits of this thrust will be twofold: (a) Students will become further aware of community needs, and they will become involved in the development and implementation of meaningful programs as they strive to meet these needs. (b) The citizens of the community will consider the college a resource center to be utilized by them rather than a citadel for intellectual, long-haired radicals to advocate societal changes not in their interest. There has been a great deal of dialogue concerning the developing credibility gap between society at large and institutions of higher education; therefore, it is essential for activities directors as concerned humans to develop programs which tend to foster trust and openness between the community and the college.

Green River’s Children’s Theater began two years ago with the expressed intent of providing a service to the community. An equally important consideration was to bring members of the community to campus in order that they could begin to identify with the college. Selection of cast members involved both students from the college and nonstudents from the community. The response was overwhelming. All shows were sold out before the first performance. Last year in an attempt to further involve the community, a little theater group for one of the communities within the college’s district was invited to participate in three productions a year, one of which was the Children’s Theater. This year
two additional performances were scheduled and all were filled to capacity. Presently the student activities staff is exploring possibilities for more extensive programs involving the youth of the community.

Green River has always maintained an open-door policy toward community involvement in its forum and cultural programs. However, there has been minimal involvement in the noon-hour programs. All students commute, and experience indicates that they would not be willing to return to campus for programs in the evening. Last spring an attempt was made to schedule a major speaker during the evening hours and to increase the on-campus publicity of the program to see if students would return to campus. Over 1,500 people turned out to hear Dick Gregory. This indicated that the community was interested in this type of program, as were the students who returned that evening. Present plans call for two or three programs of this type during the year.

Cultural and forum-type programs definitely meet the needs of the community and student body; however, there is also a need to develop programs in which people can actively participate. Green River's first major step in this direction was taken this year. Gymnasium facilities were open to the public from 6 a.m. to 8 a.m., from 5 p.m. to 7 p.m. during the week, and for six hours a day on weekends. The response from members of the working community was more than expected, while the response from the youth of the community was both expected and great. Future plans call for opening additional facilities to the community such as a swimming pool, tennis courts, handball courts, and saunas as they are completed.

A final thrust of the activities program is the increased involvement of the student government in state politics. There is a developing trend toward state legislatures being punitive in their legislation toward colleges and college students in particular. The Student Senate at Green River decided this year to become involved in the statewide student lobbying effort during the upcoming legislative session. They have organized themselves along with other community colleges in the state and have opened an office at the state capitol. They will not only be lobbying for their own immediate concerns such as student rights, but they will be involved in such important social issues as pollution control and discrimination practices.—Mike McIntire, Green River Community College, Auburn, Washington
CHAPTER 6

Orientation

Orientation—helping students learn about college and about themselves—is a continuous process that should begin in high school through articulation conferences and continue through conferences designed to help students prepare for transfer to universities or to jobs. Orientation can occur in small groups throughout the summer. Most colleges have a one- or two-day orientation session preceding the beginning of classes. Many colleges require students to attend orientation classes during the first term. Such classes may meet once a week for half a term on a noncredit basis; some meet once a week all term for one-hour credit; other classes meet just as regularly as other classes, and students can earn three hours credit. In addition to these various patterns of orientation, some colleges provide special seminars for special groups of students (off-campus students, career students, married students, veterans, foreign students, etc.) which are designed to provide information for their special needs.

When orientation occurs is probably not as important as how it occurs. Most orientation sessions are a holocaust of information-giving, in which administrators and student personnel staff members feel they have met the purposes of orientation when they have “told the students what they need to know.” In this kind of orientation, students are exposed to the chief officers of the college in a series of speeches designed to make students feel welcome and to inform them of relevant programs. These sessions are often followed by citations of rules and regulations the student is supposed to remember and observe throughout his college experience. The information blast may also include an introduction to the dozens of available student clubs and organizations. Finally, the student sits through an explanation of program tracks, course offerings, academic advising procedures, registration procedures, and a detailed account of where to place his parking sticker.

At least one college has tested the traditional model described above against an emerging model. The orientation program at Grossmont College in California has been developed over a seven-year period. Originally conceived as a course, students were introduced to such topics as how to take notes, how to adjust to college life, how to understand the rules and regulations of the college, and how to use the college library. As a result of a survey which showed that students who took the course tested as well as students who didn’t, the counseling department met with the faculty and students to develop new objectives for an orientation program. This program focused on a student’s need to become more responsible for himself and the total society in which he lives, along with the need for the student to find additional reasons for education besides potential financial gain. A new 12-week course required of all freshmen meets twice each week. The first meeting each week is a lecture for 120 students; the second is a seminar composed of 18 or fewer students. The lecturers deal with important, often controversial issues which include such topics as alienation, student rights, human rights, war and peace, and personal commitment. During the seminar following the lecture, students assume responsibility for expressing themselves and encountering the ideas discussed in the lecture. Evaluation indicates that the course may have been partly responsible for lowering the attrition rate from 13 percent to 3 percent since the inauguration of the new program. Student, counselor, and faculty feedback indicate that the course has been quite successful.

At Rochester State Junior College in Minnesota, a freshman orientation camp is available as a three-day retreat for the first 150 freshmen who sign up. The purpose of the camp is to unite the various groups in the junior college, to develop positive attitudes toward the college, to stimulate a desire in the student to be active in the life of the college,
and to encourage the student to explore what a college education really means. Sophomore counselors and volunteer faculty members help lead the camp activities which include buzz sessions, coffee house activities, and recreational activities. More faculty members volunteer to serve at camp than are places available. A written evaluation indicates that 99 percent of the campers are overwhelmingly enthusiastic about the experience.

The purposes of orientation at Flint Community Junior College, Michigan, are similar to most institutions, but the approach emphasizes both contact with a counselor and the small group experience. Each student's orientation session varies with the division of the college he plans to enter. As soon as a student is admitted to the college, a counselor personally notifies him by letter of the time and place of his orientation session. During the session, counselors review information regarding courses and curricula and help students complete their program. In addition to these activities, students participate in a micro-group in order to explore and clarify their purposes for coming to Flint and to share their concerns about attending college. Some divisions utilize the micro-group approach more extensively than others. One division uses a videotape, another involves faculty and students in an orientation followed by a luncheon, and in the Applied Sciences Division, orientation continues throughout the first semester.

In the following accounts, orientation is more than information-giving. In these colleges students get involved by examining their reasons for coming to college, by exploring their value systems, and by meeting other students and faculty members through informal association. Where information-giving is necessary, sufficient time is allowed for students to organize and utilize the information. In these colleges orientation becomes a positive experience which is highly prized by students and faculty and represents another aspect of the emerging role of student personnel programs.

**Descriptions of New Practices in Orientation**

**Orientation for Self-Growth** The present orientation program at Grossmont College has been developed over a seven-year period. Originally this course followed the standardized pattern which included such topics as how to take notes, how to adjust to college life, understanding the rules and regulations of the college, and how to use the college library.

**Background.** In 1964, a survey was made of the students who took the course. At the same time a control group was established which was exempt from this particular requirement. At the end of two semesters it was discovered that the students who had not taken the course did as well on an objective test covering the items studied as did the students who had been through the program. As a result, the counseling department met with the faculty and the students to try to discover what would really be of value in an orientation class. These meetings led to the following conclusions:

1. The student needed to become more responsible for his own behavior.
2. The student should gain more understanding about himself as a person.
3. The student should become more aware of his relationship to the total society in which he lives.
4. The student needed to find a reason for education in addition to potential financial gain.

In the fall of 1965 a new orientation program required of all freshmen was established with these four guidelines as the basic criteria. The course runs for 12 weeks and meets twice each week. The first meeting each week is a large lecture attended by 120 students and the second meeting is a seminar composed of 18 or fewer students.

**Lectures.** Two members of the counseling staff and other interested faculty members give the lecture in conjunction with consultants brought in from the community. These lectures cover a wide range of topics with emphasis on process, rather than subject matter. Reading lists are given to the students in advance and students are urged to read current materials on various topics. In addition, tapes of speeches and other important articles are kept in the library for student use. However, no tests are given on either the lectures or the reading material, nor are academic grades given. Students who complete the course receive one unit of credit only.

The lectures normally deal directly with important issues, many of which are controversial, and with subjects of immediate concern to students. Every attempt is made to use illustrations and examples which closely relate to the situation in which the student finds himself at the moment. A portion of each lecture session is devoted to open discussion and, in spite of the size of the group, these discussions often become heated. Generally speaking, topics include perception, alienation, student rights, human rights, war and peace, automation and work, the computerized and numerical society, and personal commitment. These topics may be changed as new ones become current or if
they seem inappropriate to the students' immediate involvement.

Seminars. The second meeting of the week is a seminar with a counselor. Students are assigned to the counselor who leads their seminar; however, they retain the right to select a different counselor if they so desire. This seminar does not attempt to direct either the course or the content of the discussion. The flow is determined by the students themselves. It is felt that this approach sets up a type of encounter where the students learn not only to express themselves but also to take responsibility for the outcome of the discussion. It is made clear to the students at the outset that if nothing happens, they have no one to blame but themselves. Students' responses to those seminars have been both exciting and productive.

Evaluation. An evaluation of this program has led the Grossmont College counseling staff to believe that a large majority of the students have been involved in genuine discussion. In addition, for the first time, many have a reason for attending college and they realize that they must take the major responsibility for educating themselves. As always, some students feel that either the lectures, the seminars, or both are a waste of time. Some of those students have offered constructive suggestions for improvement, others have merely criticized.

It appears there is a possibility that this course has had a part in lowering the attrition rate at Grossmont College. At least since the new program has gone into operation the rate has dropped from 13 percent to 3 percent. It also appears that the students are coming to the counseling office in larger numbers than they have in the past and that they are discussing more serious problems than they did prior to the beginning of this program. Students seem to be taking more responsibility for educational planning and programming. While they discuss courses and educational or vocational goals with their counselors, they no longer expect the counselor to actually program them into classes. The number of programming changes per semester has been reduced and the old complaint, "The counselor gave it to me," is no longer heard.

Projections. Grossmont College is planning to retain this program but is considering the possibility of expanding the form. There will be lectures set up to cover some of the standard orientation offerings, to cover specific vocational information, and to investigate broad educational arenas. Students will still be assigned to seminars but they will be given the freedom to choose which pattern of lectures they wish to follow. It is hoped that by so doing, a student may take the responsibility for the type of orientation program he feels is best suited for him.—Robert N. Burnham and Lawrence E. Woodward, Grossmont College, El Cajon, California

Innovations in the Orientation Process Orientation has traditionally attempted to acquaint students with the new or existing situation they face. Purposes of orientation at Flint Community Junior College are (a) to acquaint new students with the college, campus, and the different courses of study available; and (b) to foster a personal feeling of belonging. During orientation the student has an opportunity to begin learning what will be expected of him as a college student as well as what he can expect from his college experience.

The purposes of orientation are similar to those in most institutions, it is the approach to junior college orientation that might be unique at Flint. The approach stresses both contact with a counselor and the small group experience. The counselor, working in a micro-group, facilitates both purposes through various activities.

As soon as a student is admitted to Flint Community Junior College, a counselor personally notifies him by letter of the time and place of his orientation session. Each student's orientation session varies with the division of the college he enters. The counselor making the specific orientation arrangements has previously been assigned to one of the following divisions of the college: liberal arts, business, health occupations, applied science, science and math, social science, and fine arts. Special orientation groups are arranged for those who are undecided about their course of study, and for those mature women returning or entering college for the first time. Reentering and transfer students are also seen in small groups or contacted individually by a counselor.

Although organized in a highly individualized manner, each orientation session planned by the counselor covers the same basic content. Counselors review important information through the use of a printed orientation booklet, curriculum guide sheets listing required courses, a schedule of classes for the coming semester, practice schedule sheets, and a copy of the catalog which is presented to each individual during the orientation session. After small group discussion and dialogue, the orientation procedure often incorporates all of the following: an informal campus tour, programming and completion of registration, introduction of faculty, and small group involvement with division staff members. Counselors are often assisted by students who are currently enrolled in the several divisions.

In addition to the activities which utilize indi-
individual student contact with counselors and the micro-group approach, other variations to the orientation sessions are utilized for specific academic divisions. As an example, counselors working with liberal arts students employ the human relations lab approach incorporating the following:

A. Groups of two or three (5 minutes)
   Explore and clarify your ideas to the others in the group regarding:
   1. Your purpose in coming to FCJC, and
   2. What college you plan to attend next
B. Total group (15 minutes)
   1. Tell the group one particular thing you remember about one other person who was in your first group.
   2. Each person tells what two concerns he or she has about coming to FCJC. Before each person speaks he must relate to the satisfaction of the person who spoke before him, what that person meant by his speech.
C. Total group (continued)
   Present information. Continue discussion and the working out of the program schedules within group process.

Another variation used in the Business Division utilizes a short 20-minute videotape designed to acquaint the new student with this division of the college, its faculty, and its facilities. Students who are undecided about a course of study are involved initially in a small group session and later invited for an individual interview by a counselor. The mature woman student is oriented and programmed on an individual basis to meet her unique problems and concerns. In the applied science area both faculty and students who are currently enrolled assist in a morning orientation session which is followed by a luncheon.

An ongoing orientation program for students enrolled in the applied science curricula continues through the first semester. A once-a-week meeting focuses on continuing orientation to college, the technical areas of interest, and related careers. Representatives from industry are invited guests to many of these sessions.

These creative innovations allow for continuing program development and provide for evaluation of the total orientation process. Specific evaluation procedures are an integral part of the process involving the counseling staff, student appraisal, and division faculty.

Orientation has often been a traditional function given minimal attention, but it can be an extremely meaningful and stimulating introduction to junior college life.—Nancy A. Tyler, Flint Community Junior College, Flint, Michigan

Freshman Orientation Camp
For the past seven years, Rochester State Junior College has conducted a three-day freshman camp on the weekend between campus orientation and the beginning of classes. A freshman camp is not novel in the collegiate program, but it has particular implications for a junior college with a commuting student body.

The student body at Rochester State Junior College is composed primarily of 50 percent graduates of the three city high schools, 30 percent from the area schools (most of which commute each day), and 20 percent from beyond commuting distance. These latter students live in private residence halls and roaming houses in the vicinity of the college.

Each group presents peculiar problems in its attitudes toward the college and the approaching college experience. The local students have, as a rule, chosen the junior college for economic reasons, not because it is the college they would most like to attend. Also, they think that it will not be too different from high school, with many familiar faces at school and the same living arrangements at home.

The area commuting students have these same attitudes, although to a lesser degree. They present an additional problem in that it is harder to draw them back to campus for an evening of activities. The third group has chosen junior college because of a particular course of study, because they want a small college, or because they have heard of the college from friends and relatives. They approach the coming college experience with the most positive attitudes.

A problem common to most members of all three groups is that they approach their college education with vocational objectives. They are coming to college for training in how to be an engineer, a teacher, an electronics technician, or a secretary, giving minimal thought to a college education as enlightenment.

With these problems and attitudes in mind, the goals of freshman camp are to unite these groups in one, to initiate in each freshman a positive attitude of pride toward Rochester State Junior College, to stimulate a desire in the student to be active in the life of the college, and to enlighten the student as to what a college education truly means. Freshman camp has been unusually successful in accomplishing these objectives.

The evidence to support this conclusion is clearly defined. An evaluation by the campers taken at the close of camp has shown each year that 99 percent of the campers are overwhelmingly enthusiastic about the experience. Most all the student government and student activity leaders in the following two years attended camp as freshmen. About 60 of the campers apply the following year to serve at camp; without exception, those who have gone one
year, want to return. Informally, the freshman experience is constantly referred to in conversation and at other school events throughout the year.

The following reasons for the camp's success have been fairly well ascertained:

1. The goals of camp are clearly defined and well understood by the faculty and sophomore staff.

2. The program is well designed to meet these goals with a good balance between entertaining and more serious events, between active and quieter events.

3. Student leadership is used for the camp. The planning program for the camp is primarily determined by the sophomore leaders. This permits constant adjustment to the present college generation, its likes and dislikes.

4. The freshman's contact is much greater with the sophomores than with the faculty.

The structure of the camp was as follows:

Campers: 150 freshmen, evenly divided by sex, and between local and out-of-town students. They are selected by the order in which they pay the $15 fee.

Staff: 15 to 20 sophomore counselors chosen by the student senate. 10 to 15 faculty volunteers.

Facilities: YMCA Camp Icaghowan at Amery, Wisconsin. 12 campers to a cabin.

Program:
1. Three serious discussions (buzz session technique) led by faculty on What Kind of World Do I Want? What Kind of College Do I Want? What Kind of Person Do I Want?
2. Coffee house with poetry reading, thematic movies.
4. Skits and acts.

Schedule: Buses leave Rochester at 4 p.m. on Friday and return 5 p.m. on Sunday. Trip is four-hour ride. Action begins on the bus.

Planning: By sophomore counselors at a series of meetings through the summer.

Costs: Camp cost, bus transportation, and expense of staff members covered completely by $15 fee charged to freshmen.

—Robert O. Wise, Jr., Rochester State Junior College, Rochester, Minnesota

**Freshman Orientation**

Freshman orientation at Rochester State Junior College (RSJC) is a process particularly designed to meet the problems of junior college students. It is directed by an Orientation Committee which is composed of faculty members, students, and student personnel administrators. The time period called Orientation Week is about three days of orientation activities and three days of registration. All six evenings are devoted to an orientation activity, plus a weekend freshman camp for 150 students previously described. Responsibility for the events is customarily divided between the faculty for the academic daytime program and the students for the more informal evening programs.

The purposes of the program are twofold. For the daytime faculty program, it is general orientation to college. With the student-directed portions, the purpose is not only orientation to Rochester State Junior College itself, but also to stimulate pride in the college. For many incoming students, RSJC is not their first choice of an institution, but an economic necessity. More than likely, they wanted to go away to college.

Before itemizing the events of orientation, it should be emphasized that the basic reason for the success of the informal orientation program is that it is designed, planned, and executed by students. Each spring, 15 to 20 sophomore counselors are chosen to carry out the following fall's program. The counselors meet often during the summer months and decide which events of the previous year should be replaced, and by what new activity. This allows for a constant evolution that takes into account the changing tastes and customs of the college generation.

The entire orientation program begins with a breakfast at a downtown hotel for all incoming freshmen, faculty, and administrators. At the breakfast, welcome speeches are given by the college president and the president of the student senate. The major address, given by a faculty member, is the typical opening speech about the college experience. As the freshmen enter for breakfast, they buy the college beanie. The beanie or dink is passé at more sophisticated campuses, but the RSJC students follow college tradition so the beanie is positively accepted. The sophomores claim that when they were freshmen they felt that the beanie gave them distinction from the high school students in town.

The afternoon of the first day, the freshmen are divided into groups of 30 where they engage in the Depth Unfoldment Experience (DUE). DUE was developed by the University of Utah, and is used to speed up communication between students. Subgroups of six students each become involved in quite personal revelations by a series of questions within the group. The great benefit of DUE is that it helps the freshman feel at ease and more a part of the whole group, because he discovers that many of his fears, hopes, and thoughts are common to the other students. He is not as peculiar as he thinks he is. The remaining daytime orientation programs are traditional-adviser-advice clinics, how to figure grade point average, health policies, etc.

A mixer is always given on the evening of the first day. At the mixer, the sophomore counselors make a great effort to mix the freshmen and to help
them make as many acquaintances as possible. The affair is always voted the most successful mixer of the year in year-end evaluations.

A typical second evening activity is Hike and Hunt. Once more the freshmen are divided into small groups, this time for a treasure hunt. Each group has a series of clues which lead them around the city for approximately an hour and a half until they arrive at their treasure—a faculty member. The final clue takes them to a faculty member’s house. Here they get cake, soft drinks, and informal conversation. These sessions last from one hour to sometimes four or five hours. The cake and soda pop are distributed to the faculty homes during the day by the Student Senate.

Another evening, a torchlight parade is held through the downtown streets. The parade ends at some park where a folk music festival, a hoont-nanny, or a similar event is staged. What the attraction is in a parade is not quite certain, but probably the appeal is to the “show-off” that exists in each of us.

One more evening activity is labeled a Chew-and-Chat session. This is a discussion held in the student lounge on such subjects as sex, drugs, or similar topics. A faculty member serves as a resource person, and then the large group is divided into buzz groups. The buzz groups then report back to the total group, and questions are fired at the resource person. These sessions have been quite successful, primarily because the freshmen are surprised at the frankness and openness of the discussions. It seems to be a different experience from high school.

An event that varies in its placement on the calendar is a reception that the Student Senate holds for all new faculty members. This is an informal affair held in a student’s home where the senate members attempt to share some of their pride in RSJC with the new faculty. It seems to have been quite successful in encouraging new faculty members to chaperon and become involved with student activities.

Evaluations, both formal and informal, indicate that the orientation program has successfully accomplished its purpose. Attendance at the various sessions varies from approximately 500 at the mixer, the largest event, to about 250 at the Chew-and-Chat session, the smallest. This is from an entering freshman class of around 900. The students really seem to gain an identity with the college from the events of Orientation Week. They certainly make many new acquaintances; and for many, some of their reluctance about coming to a junior college begins to be removed.—Robert O. Wise, Jr., Rochester State Junior College, Rochester, Minnesota

**Orientation**

Orientation practices have not been very effective in most institutions. The problem seems to be that students are given a large amount of information at the beginning of the term, or at the time of registration. But the information is not pertinent at this time, and much of it is forgotten.

Since information is important for students, staff members of Florida Junior College attempt to provide it in a more personal way. When a student applies to the college, this information is stored in the computer. Programmed at various intervals from the time the student makes application until the day of his registration, he receives individual letters from the president of the college, the Office of Student Personnel Services, the president of Student Government, the area of Technical Vocational Education, and the Director of Student Activities. This is an attempt to let the student know that the college considers him important. In addition, it introduces him to some of the people at the college. Finally, the student receives a letter of assignment to orientation and preregistration sessions.

Fifty students will be scheduled on a given morning for a general orientation. This group will meet with several counselors from the area of Student Personnel Services. Each student is given a folder which contains the following items: glossary of college terms, general education requirements, tentative course outline, registration procedure, orientation information, parking information, grid sheet for scheduling, absence information, and mathematics course approval.

Then counselors discuss the following topics: Orientation Day program, contents of folder, general education requirements, scheduling of classes, and requirements for Associate in Arts and Associate in Science degrees.

Students then are divided into groups of 10 on the basis of their interest in the following areas: guided studies, law enforcement, nursing education, technical-business education, and university parallel.

Counselors direct the groups with resource persons available from the five areas just listed. At the same time, students develop their Tentative Two-Year Course Plan and a course plan for the first term of enrollment. The following day students register for their courses.

On Saturday, preceding the first week of class, a general program for all new students is held in the Civic Auditorium where a program of entertainment is scheduled from noon until 2 p.m. At the conclusion of the program, students move to the
Exhibition Hall where a reception is held which gives the students the opportunity to meet both student and college leaders. In the same area, booths are set up around the perimeter of the hall by clubs, organizations, and academic areas of the college. The students may visit any or all of these booths during the rest of the afternoon. The program is concluded with a dance to which all returning and new students are invited.

The foregoing approach is based on the assumption that the student is oriented best by the development of a good feeling about the institution and the student and college leaders. It seems that with this feeling, the student faced with a problem will be more prone to seek assistance. In addition, the student will have met many of the individuals who can assist him with problems; and he will be more likely to approach staff members for assistance.—John Haynes, Florida Junior College at Jacksonville, Jacksonville, Florida
CHAPTER 7

Student Assistance Through Special Programs

Community colleges are recognizing the need for and providing a moderate amount of assistance to students in the areas of health services, testing, placement, articulation, and foreign student programs. In this survey, several practices in each of these areas were interesting enough to be included in a miscellaneous section.

Health Services

Since community colleges are often located in communities that support them they can take advantage of available services. The same is true of health services for students. In addition to a required physical examination prior to enrollment, most community colleges provide measures only for emergency treatment. In some cases, a nurse may provide a minimum of services and a physician may be on call.

Few community colleges have developed comprehensive health programs. The examples included here stipulate objectives of health programs and present practices that provide a community health program for community college students.

Testing and Placement

With the open door policy, community colleges do not usually require testing for admission. Instead, they use tests primarily for counseling and program and course placement, extensively during the first term of enrollment and very little thereafter. In addition to a required battery for all entering freshmen, most colleges offer students opportunities for individual testing in the areas of aptitude, interest, and personality.

Until recently, community colleges have had to rely on tests developed for a more homogeneous population of students in four-year colleges and universities. With increasing enrollments in community colleges, most major testing companies are experimenting with tests designed specifically for the wide range of community college students. Both the American College Testing Company and the College Entrance Examination Board have developed extensive, well-designed batteries with the assistance of special community college advisory committees. Science Research Associates and other companies are also experimenting with new tests; there is even a community college version (JCES) of the College and University Environment Scales.

This section describes a community college testing program, the use of television in testing, and a program of consultation for instructors regarding classroom testing and research.

The community college has a special responsibility and opportunity for providing placement services. A well organized part-time job placement service is necessary because so many community college students work while attending college. On some campuses 75 percent of the students have part-time jobs. The community college also has a responsibility for locating jobs for students who do not complete programs. Because the community college is located in the area it serves, placement is easier.

The placement practices in this survey include a description of a statewide placement effort that could serve as a model for other states. One college describes its Office of Career Planning, which coordinates placement activities in terms of other key offices on campus. Finally, there is a description of a creative approach to helping the unemployed secure jobs.

Articulation

Articulation is the process of sharing information with students and agencies or institutions to insure that students transfer from one level to another with a minimum of difficulty. Articulation in the
community college is particularly important because there are so many misconceptions regarding its purposes and programs. In addition, the community college must relate to many kinds of institutions and agencies because of its multiple programs.

Since most community college students indicate a desire to transfer to a four-year college or university, much of the articulation activities of counselors is focused on admission and course requirements, financial aid and housing, and social programs. Community colleges must also maintain close contact with counselors and students in area high schools and even junior high schools to keep them informed of available programs. In addition, the community college must develop a liaison with business and industry so that students can be placed in appropriate jobs.

Most colleges participate in the high school College Day or College Night programs, and many colleges invite area seniors to visit their campus. This section describes a statewide articulation system, an institute for training high school counselors, a program for parents in the inner city, and other approaches to articulation problems.

Foreign Student Programs

Foreign student programs are limited in community colleges, but as more universities become selective and more foreign students come to this country for higher education, these programs are likely to expand rapidly. Community colleges in Florida and California have sizeable numbers of foreign students and special programs for them because both campuses are near foreign countries.

A description from Pasadena City College provides a set of criteria for developing a foreign student program, and cites the advantages of having these students on campus. A cooperative program with Colombia and a Florida junior college is a model for other colleges. Finally, there is a discussion of an interesting work-study program that involves a European tour for American students.

Descriptions of New Practices in Student Assistance

Health Services

Included in Illinois Central College's student personnel program is a health services area that serves all who come to it. Since all health services emphasize education for and promotion of good health, the health coordinator has an interpretive, instructional, and consultative role.

The principal objectives of health services are:

1. To assist in maintaining a state of physical and emotional optimum health, and to improve the health of the student body and staff.
2. To attempt to indoctrinate each student with appropriate health habits and positive attitudes toward personal and community health.
3. To provide health care for students and faculty.
4. To assist in discovering physical and emotional problems in their early stages, when they are correctable.
5. To provide the foundation for research relating to student health problems.
6. To safeguard the integrity of the individual student, faculty member, or employee.

The health coordinator is responsible for policy and program decisions as well as for caring for persons and administering the health services program. She represents the department in formulating general policies and programs in cooperation with administrative personnel and a medical consultant and interprets to the college community the extent and limitations of health services. She provides for the maintenance of drugs, supplies, and equipment; participates in developing suitable, confidential records, and reporting procedures; and plans and helps administer special immunization or testing procedures. Furthermore, she participates in planning for emergency care in natural or man-made disasters, and coordinates an insurance program for students.

Functions relating to the care of persons and to the operation of an effective health services program include:

1. Providing emergency treatment under medical supervision by a physician.
2. Providing health counseling, including emotional aspects, for those who request it.
3. Making referrals and communicating with parents, physicians, clinics, or other agencies.
4. Reviewing and assessing the health status of students through use of an entrance health appraisal form.
5. Reporting to proper authorities any environmental health problems or communicable diseases.
6. Encouraging the prevention of accidents by initiating first aid classes for instructors in the agricultural, technical, and science divisions, as well as those persons in physical plant protection. Plans are under way for safety seminars for students in these divisions.
7. Conducting seminars about family health.

Participation of the student personnel services staff is the primary method used to inform staff members of health conditions and problems. The health coordinator also is available to faculty members and students for consultations.

Faculty members, faculty senate, and the health coordinator communicate with each other regarding institution of campus health practices and resolution of health problems. A faculty committee on health has been proposed. Communication with
others outside the college community such as private physicians, health agencies, parents, insurance companies, and professional and service organizations further assists in improving health services.—Jeanette McGannon, Illinois Central College, Peoria, Illinois

Junior College Health Clinic

The Junior College Health Clinic and the services it renders differ somewhat from those in residence schools where a physician is in charge. Since the junior college is in essence a community college and most of its students live nearby, they have ready access to family physicians. Therefore, the greatest need at the college itself is to administer first aid, to provide supportive treatment for minor illnesses, to diagnose a case and determine whether or not a doctor is needed, and to teach health. The Health Clinic at Clearwater Campus, St. Petersburg Junior College, was established to accomplish these objectives in order to fulfill the health needs of its day students.

The Health Clinic is located in the Student Activities Building near the cafeteria. It has a large, pleasant waiting room where health materials and a health bulletin board are displayed, a treatment room equipped with table and first aid supplies, two large wards with three and four hospital-type beds with rest room facilities in each, and a nurse's private office.

Nonprescription medication is dispensed for minor ailments following a list approved by the Pinellas County Medical Society. Bed rest is offered between classes. Students who suffer injuries from physical education and other places on campus receive first aid and are sent or taken to their own physician if further treatment is advised.

All student accident claims originate in the Health Clinic as do Workmen's Compensation First Report of Injury forms for faculty, staff, and other personnel. Injured employees are expected to visit the clinic for an evaluation of their injuries and completion of the necessary forms.

Medical examination forms required for college entrance are on file in the clinic. These are evaluated by the clinic nurse as they are received; and any significant health findings are noted. The examining physician's recommendation as to eligibility for or exemption from physical education is followed closely. Students exempted for medical reasons are carefully checked at each schedule change to see that these recommendations are being followed. Instructors of students with epilepsy and diabetes are notified by confidential memo so that they will know how to discreetly handle incidents that may occur, can get help immediately, and can spare the student involved undue embarrassment. Other health findings which could affect the student's academic progress are noted and placed in a sealed envelope in the student's personnel folder for the counselor's use.

The clinic nurse is also available for confidential health counseling. She makes an effort to teach sound health practices and to dispel misconceptions as the various services are rendered. Each patient visit is treated as an opportunity to establish rapport with the student. An attempt is made to teach the student something of the natural history of disease and the consequences of inadequate treatment, as well as preventive measures.

The Health Clinic serves a vital role in the Student Personnel Program on Clearwater Campus, St. Petersburg Junior College. Its attempt to maintain and improve the health of its students and its efforts to educate in health practices add significantly to the scope of the student personnel program.—Maxine S. Charter, RN, St. Petersburg Junior College, St. Petersburg, Florida

Protection of Student Health

Arrangement for protection of the health of students attending Flint Community Junior College begins before the student enrolls, continues on campus, and hopefully follows him into his endeavors after college. They are as follows:

A. Preentrance

Each student who enrolls at Flint Community Junior College must have a complete examination by a physician of his choice before he is admitted.

If the private physician detects health problems, the examination record is carefully screened first by the health counselors and then by the college physicians. Both the college physicians and the private physician may make recommendations as to:

1. Admission to college

   Students with possible communicable diseases are not allowed to enroll until the disease is proven noncommunicable. Example: Any student who is a contact to tuberculosis, who is a tuberculosis suspect, or who has had a positive tuberculin test is not admitted to college until all information is sent to the college physician proving that he does not have the disease.

2. Academic load

   Students who have health problems that may endanger their academic progress are carefully screened by the college physician in order to make recommendations concerning their academic load. Example: A student with rheumatic heart disease
may be counseled by both his private physician and the college physician to take a light academic load.

3. Physical education participation
   Each student who enrolls for physical education classes must have a health card issued by the college physician before he is allowed to participate. Example: A student with an orthopedic condition may be limited to special classes in which he can participate without more injury to or aggravation of his present condition.

4. Health counseling before the student enrolls for classes
   Many students who have severe health problems are counseled by the physicians and/or the health counselor before they enroll.

B. Post-entrance
   1. Each student whose private physician and/or college physician detects a health problem and makes recommendations for further medical care is seen by the college physician. The college physician does not give medical care on campus; he makes referrals to community sources whenever necessary. The health counselor counsels those students referred by the physicians, instructors, personal counselors, and administration. There is continuous contact with community agencies when necessary.
   2. First aid facilities for accidents and illnesses are available to all students attending Flint Community Junior College.

3. Environmental health and safety
   a. The health counselors work with department chairmen and their staffs to aid in setting up procedures to follow when accidents occur. First aid charts are posted in strategic areas to alert both faculty and students to directions to follow when illness or an accident occurs. A graduate public health nurse is on duty daily from 8 a.m. until 5 p.m. to assist in giving first aid and medical care. She also does all the follow-up work after the student is under medical care.
   b. Each instructor must have a chest X-ray each year. Recommendations have been made for each student to have a tuberculin test and/or a chest X-ray before being admitted to Flint.
   c. A Health and Safety Committee meets each month to keep alert of potential health hazards and to make recommendations to correct existing hazards.
   d. The president of the Michigan College Health Association appointed one of the health counselors chairman of a statewide committee to study the health service needs of the community junior college. Six com-

munity junior colleges are represented in the committee, which had its first meeting on November 28, 1967. When this two-year study is completed, recommendations will be made to the Michigan College Health Association.

4. Health education
   Health materials are available to students at all times; bulletin boards, film strips, and movies are used when time permits.

C. Staff
   To protect the health of each student at Flint, the following staff is available:
   - two part-time physicians
   - one consultant psychiatrist
   - two graduate public health nurses
   - one secretary
   - two student aides.—Donald Stanbury, Flint Community Junior College, Flint, Michigan

Community
College Testing
Program

What is the ideal community college testing program? What are its goals? Traditionally, the testing director’s role involves carrying on a variety of functions related to administering and scoring tests and interpreting their results. Time considerations usually limit further role expansion. However, at Yakima Valley College (YVC), the testing program is designed and conducted according to broad criteria which give the director of testing latitude in developing a professional service. The program is centered around the acknowledgment of the testing officer as a professional consultant. He provides intra-institutional assessment services on a referral basis from the members of counseling staff, and is available for questions of interpretation.

The college has a testing room with an observation window so the testing officer or his secretary can proctor from their desk rather than being confined to the testing room. The secretary has been trained to give directions and score group tests under the supervision of the testing officer, and has been carefully screened as to professional ethics concerning confidentiality.

The director of testing has the reputation for being knowledgeable in testing within the geographical area serviced by the college. This includes such functions as a watchdog on unethical misuse of test results, i.e., expressing concern regarding violations of GED test meaning; administering national and specialty tests, such as the Insurance Institute test, GED test, ACT entrance, and final examinations for extension courses; and administering placement examinations for many academic and vocational-technical courses at YVC.

The testing officer at YVC is responsible for ad-
ministering the Washington Pre-College Test to high school seniors in the Yakima Valley area. This is a statewide college testing program, and YVC has the largest community college testing load. The director of testing also designs and conducts an annual counselor-training workshop to update information as the program changes. He travels to local high schools where he presents an initial group interpretation of the test results to students and their parents. Finally, the high school counselors utilize the office of testing as a resource center to suggest modifications in their school testing programs.

There is a mutually supportive communication system between the testing office and community agencies, such as the Employment Security Department, State Office for Vocational Rehabilitation, State Department of Public Assistance, community action groups, apprenticeship training programs, and others. This service provides the community with a source for assistance in coping with testing problems.

The director of testing maintains a harmonious working relationship with the testing officer at the other community colleges, four-year collegiate institutions, and state-level educational offices in the state of Washington. There is a need to understand and communicate common testing problems encountered at all levels of higher education.

The testing program can be dynamic, functional, and viable when the testing director is allowed the freedom, support, and flexibility to use his talents. However, if restraint in the form of rigid rules and regulations reduces the testing officer to a high-paid clerical assistant, the program is destined to become stagnant and sterile.—Gary Rice, Yakima Valley College, Yakima, Washington

Electronics To Augment Facilities
During the fall quarter of 1967, Virginia Western Community College (VWCC) initiated closed-circuit television to administer the core and research battery of the College Entrance Examination Board’s Comparative Guidance and Placement Program to all regular entering students. Virginia Western Community College is a newly formed academic and technical college whose physical facilities are at a premium and will be until the three buildings currently under construction are completed. Since no large room was available, the electrical department was contacted regarding the feasibility of test administration via closed-circuit television. With minor alteration of the transmitter, live programs were cabled to all the existing classrooms in the main building. Thus, all administrative duties of the test were handled from a central location. This helped insure that standardized testing procedures were obtained. Faculty members and guidance staff were used as proctors, and each proctor was prepared to continue the testing in his room should technical difficulty occur. The Effective Listening program published by Basic Systems, Incorporated was administered in the same manner via closed-circuit television, and was given to all new students.

The closed-circuit television system was also used during the orientation program to communicate with the new student body. Administrative and student government officers made introductory remarks to acquaint new students with the facilities of the college and various necessary procedures.—W. Marshall Denison, Virginia Western Community College, Roanoke, Virginia

Improving Classroom Testing Practices
One of the functions of the testing department at Miami-Dade Junior College is to facilitate improvement of classroom tests which are developed and administered by the instructor. This practice is made possible by financial and philosophical support from the administration. It is implemented by three professionals in the testing department, and it is estimated that one-third of the total professional time is allocated to this practice. Professional advice and consultation are available to all faculty members in relation to any type of test they wish to advise: essay, multiple-choice, true-false, etc. The focal point of the operation related to objectively scored testing is a rather sophisticated computer-scored and analyzed testing program available to all of the 575 instructors on North Campus. There is no restriction of any kind concerning who may use the program.

Results which each instructor receives from his classroom test yield such factors as percent of items correct, number responding to each item, measures of central tendency, standard deviation, standard error, and T scores. This print-out provides a basis for communication between testing personnel and faculty regarding the meaning and interpretation of these results. (It must be remembered that few junior college instructors begin their careers sophisticated in classroom test development.)

The success of the program has been attributed to the fact that there is no coercion of any kind, no committees, no red tape, and no forms of any kind to fill out. Testing personnel make no reflections on the content of an instructor’s test.

One of the three professional staff members is usually available to discuss testing procedures with individual instructors without previously arranged
appointments. Logic in test development, not statistics, is stressed. Statistics are merely guidelines or beginnings for analysis, a point which is repeatedly made to faculty.

Another key concept communicated to faculty concerns the nature of the direct relationship between grading practices and assumptions, and the final distribution of grades in the course. It is a common observation of testing personnel that faculty frequently attribute the final grade distribution to the quality of students, while tending to minimize the effect of classroom testing practices on this distribution.

No attempt is made to influence an instructor toward a particular test theory orientation. Rather, the usefulness of the service is demonstrated when a faculty member is able to recognize the complexity of classroom test development, state his course objectives explicitly and measure for them, and logically defend the development and scoring of his tests and the resulting grade distribution.

Does this practice effectively improve classroom testing? After one year, each testing department member, judged that the quality of items submitted had improved from a technical point of view. The administration continues its support, and faculty members have more approving things to say about this service than any other performed by the testing department. More formal measures of the success of this practice are not available.—John G. Losak, Miami-Dade Community College, North Campus, Miami, Florida

**Consultant Services for Educational Research**

Educational leaders have expressed concern over the paucity of research conducted by junior college faculty. Miami-Dade Junior College took formal cognizance of this need by designating the personnel in the testing department as consultants to the faculty in the area of educational research. This was a means of providing a resource to facilitate faculty research. It was a significant step both conceptually and operationally since the typical practice is to locate this function with the Office of Institutional Research, an office which Miami-Dade Junior College has had for four years. However, Miami-Dade like most Instructional Research offices of necessity expend most efforts on enrollment projection, space utilization, and budget problems. The testing department of a junior college, usually already staffed by persons trained in psychology or educational research, may provide an ideal area in which to locate an advisory service for educational research.

In the fall of 1966, the campus director announced to the faculty that the testing department personnel were available for consultation on educational research. The purpose of this program is to develop action research which is as free from design error as possible, to aid the faculty in the selection of appropriate statistical tools, and to apprise the faculty of the location of appropriate college data. This practice is implemented through use of the staff of the testing department as resource persons. Presently, all three persons are psychologists who have worked in the area of research design and statistics, as well as tests and measurements. A formal structure was consciously avoided, which meant no red tape for the faculty, no forms to fill out, and no progress reports to make. Only a small file of reference notes is maintained so that continuity is not lost.

Any faculty member may avail himself of this service directly, without channels of authority. It is important that the testing department staff not get involved with data gathering or implementation of research, because the limited staff of three would quickly be submerged with work. Rather, it is found that an initial hour or two spent with the faculty member clarifying researchable questions, recommending bibliographic materials, and framing an outline of a research design is sufficient to get most projects under way. Another session is usually needed prior to actual data gathering, and a final session after the data have been obtained is fruitful.

The effectiveness of this consultative practice has not yet been formally evaluated. Representatives of the departments of accounting, chemistry, counseling, electronics engineering, English, mathematics, mortuary science, nursing, reading, and secretarial science have thus far availed themselves of these services. Use of the service is growing and verbal reports from faculty and administration are favorable.—John G. Losak, Miami-Dade Junior College, North Campus, Miami, Florida

**Georgia’s Statewide Program of Job Placement**

Georgia has a system of 25 post-secondary area vocational-technical schools designed to prepare students for employment in technical, skilled, clerical, health, and distributive occupations. The success of this program is directly dependent on the extent to which students are prepared for their next step after leaving school, and how they are assisted in planning and implementing that step. When a student moves from an area school to work it is too important to leave to chance. Assisting each individual to make the best possible transition requires an organized, well-planned effort.

This organized effort was established through the development of a statewide job placement program
called TECHDAYS. It is now carried out annually in Georgia's 25 area vocational-technical schools during the months of April and May. During these months, each school sets aside one or two days in which representatives from various industries are invited to visit the schools and interview graduating students. A special effort is made to schedule only one school per date so that the representatives can interview students at each school.

A typical TECHDAYS program includes an opportunity for students to hear representatives describe the opportunities offered by their companies. In addition, the State Department of Education plays a coordinating and supporting role in TECHDAYS. Their responsibility includes planning a statewide program; scheduling days at each school; conducting a statewide mailing to industry; providing publicity for the program through materials such as posters, sample letters, news releases, television and radio spots; and supplying consultative services to area schools as needed.

The program is coordinated in each area school by the student personnel specialist. A series of group guidance sessions are provided prior to TECHDAYS. These sessions are introduced through in-service meetings with the instructional staff arranged by the student personnel specialist, and include such subjects as how to prepare a résumé, how to complete a job application form, how to handle your job interview, etc. The purpose of the group guidance units is to assist students in developing a pattern of skills, attitudes, and understanding which will assist them in successfully entering and adjusting to the world of work.

Statewide participation in TECHDAYS at 23 area vocational-technical schools in 1968 resulted in recruitment visits by 643 company representatives. In 1967 at 19 schools, these recruitment visits numbered 362. Job offers in 1968 numbered almost 2,000, better than double those received in 1967.

This program has been well received both by students and employers. Students feel that the schools care for them and are protecting their interests; and employers feel that their interests also are being served. - Gene Bottoms, Georgia State Department of Education, Vocational Education Division

Career Planning: An Integrated Approach to Placement and Transfer

The development of an Office of Career Planning to include and expand the traditional functions of job placement and transfer counseling was a reaction to limitations often resulting from the separation of these two functions. These limitations are particularly significant in terms of the problems of the two-year college students who are usually pursuing a vocational objective, but are often poorly informed about job opportunities as well as academic expectations and demands. Frequently, they are unrealistic about their own capabilities, lack the resources and information to implement their plans, and are confused about their career goals even as they near the termination of their academic program. An Office of Career Planning was established to deal with these student problems and to offer the student a means of considering varied career goals and alternate methods of implementation.

The career planning staff works closely with the counseling and teaching faculty to supply them with current information on educational and employment situations. This office usually begins working with students when they are near graduation, but will work with them any time. In conjunction with the counseling center, the career planning staff shares responsibility for a course entitled Educational and Vocational Exploration. A close relationship between the counseling and career planning staff is needed since both become involved in educational and vocational counseling. These offices duplicate some activities, but usually not with the same student. The student is usually referred to the Office of Career Planning by the counseling staff when he understands himself sufficiently to begin clarifying his career goals.

The Office of Career Planning is responsible for on-campus visits by employers, educational institutions, and all government agencies, including the military. In addition, all students wishing to transfer must be processed through this office, and those seeking career-related employment are encouraged to use its services. Both procedures require the student to complete only one set of forms.

The efficiency of this approach is related to the fact that a student does not have to deal with two different sets of staff, spending unnecessary time giving each one enough background to help him. This approach also offers efficiency in use of staff time because one staff member can help a student move in either or both directions. For the student with clearly defined, realistic plans for either employment or further education, the combination of these two functions offers little if any advantage. This is advantageous for the institution and the student when future plans are uncertain. The student can then be helped to investigate the widest possible range of alternatives. This flexibility is needed with the present curriculum structure in many two-year institutions, which requires students upon entry to select between an occupational or transfer curriculum. The student who questions
his earlier decision to pursue immediate employment or to transfer after the completion of his academic program is able to explore the widest variety of available career choices. The combination of these services allows him to modify his plans with a minimum of procedural problems, no discontinuity in counseling relationships, and no need to reject earlier plans before implementing new ones.

The career planning concept is especially valuable for the student who wishes to transfer but who may not be able to do so. He can more easily be encouraged to consider employment as he becomes aware of the problems involved in transferring, and thus combines the job and college interviews. This approach is particularly useful to students who must combine full-time employment and part-time education, because they can be assisted in developing and implementing these plans on a coordinated basis. The final advantage is for the student who transfers to another college and does not complete his program there, and then seeks employment or transfer. In many cases he is unable or reluctant to utilize the new college's placement service. He can return to the Office of Career Planning and work with people with whom he has previously developed a positive relationship. This is especially crucial as many students who do not succeed at a four-year college suffer some loss of self-esteem and require the least threatening means of developing and implementing new career plans.

Follow-up studies are centralized in this office in anticipation of a greater potential for return, because it is usually through the help of this staff that the student implements his career plans. No formal evaluation has been undertaken, but student and faculty response has been positive. A number of students who were planning to transfer but were meeting little success were helped to make alternate plans for career implementation. A few alumni now seeking employment after an unsuccessful transfer experience have been served. The most significant aspect of this approach is its consistency with the open door admission policy, as the flexibility of this practice is now balanced in the student's final relationship with the college—implementing his future career plans.—Marc S. Salisch, Fulton-Montgomery Community College, Johnstown, New York

Creative Job Search Techniques

The Creative Job Search program acquaints interested persons of all ages with effective ways to approach job hunting and to impress an employer. Through free classes open to the public and conducted as a community service, unemployed and underemployed individuals are assisted in evaluating their potential, and are thereby enabled to find a job. The program was developed by the Director of the Senior Worker Division, Oregon Bureau of Labor, Ray A. Ziegler.

The program is based on the premise that the individual who depends on others to locate a job for him is unemployed longer than necessary. But the individual who knows himself, has studied the labor market, and has prepared himself for his place there is not dependent on others; and he can readily find his own job usually within three days to three weeks. Participants are (a) given facts about the labor market, (b) shown how to inventory their work skills and how to relate them to jobs, (c) taught how to prepare a résumé and how to conduct a systematic job search, and (d) told where jobs fitting their skills might be found. Participants find their own jobs—the Creative Job Search Program does not find jobs for them.

The instructors are three lay counselors, people who have attended the program, applied the techniques, and believe in their results. Job seekers meet with the instructors one evening a week for two 90-minute classes. The three instructors rotate assignments: one conducts the first session; one leads the second session; and the third handles attendance and enrollment, serves as assistant to the leader of the second session, and makes telephone follow-ups.

During the first session, the group is made aware that there are always job openings because resignations, firings, disabilities, deaths, retirements, etc., create a 4 percent national average labor turnover. The class also learns about the demands made of job applicants and the necessity to sell their own skills. After some instruction in becoming prospective employees and in the techniques of creating a résumé, each student is asked to answer the following six open-ended questions as homework for the week between sessions:

1. What have I done to any degree of success?
2. What have I done that others have commended me for doing?
3. What jobs have I held? (Describe each job in detail.)
4. What kind of equipment can I operate?
5. What do I really like to do?
6. What don’t I like to do?

Each question is answered separately under three categories: work, study, and play. In this written evaluation, the participant records detailed information about himself from which he gains personal insight and, in turn, is led toward the establishment of a realistic, attainable vocational goal.
During the second session participants are informed of the value of objective critique and are then encouraged to help each other. Together they examine their self-exploration efforts and attempts at writing résumés. The lay consultants provide impetus for group dynamics to encourage the participants to refine their résumés and to motivate them to use the techniques learned. Additional assistance with résumés, job application techniques, and role-playing of interviews supplements the basic outline of the program.

Attendance is not limited to two sessions. Participants may return until they are satisfied with their résumés and confident of their ability to compete in the labor market.

The lay instructors are paid by the college, but are not necessarily full-time employees. The college staff counselor serves as a referral person and coordinator between the lay counselors and the college administration.

Statistics are available showing participation by sex, age group, and employment status at time of enrollment. The college keeps a file of case histories obtained from follow-up telephone calls and from voluntary reports to the instructors.—Helen Lynn, Lane Community College, Eugene, Oregon

Statewide Articulation in Georgia

In September 1964, Georgia’s Area Vocational-Technical Schools (V-T Schools) were operating at only 70 percent of their capacity, while the economic growth in the state was demanding increasing numbers of individuals with certain technical skills. Many youth in the state were failing to take advantage of these opportunities. Of the 4,700 high school seniors who stated in 1964 that they were planning to enter V-T Schools, less than one-third actually enrolled, while a number equal to that who said they were planning to attend college, actually attended. These facts were evidence that communications to high school students and to the general public about vocational education programs must be improved.

The activities outlined here were planned and developed to attack the problem of enrollment. They were developed as part of an extensive program of student personnel services in Georgia’s Area Vocational-Technical Schools which included such activities as a predirections information service, admissions, orientation, counseling, information services, job placement, and follow-up. Their development was funded under Section 4 (c) of the 1963 Vocational Education Act as a part of Research Project 236. This project consisted of three phases: (a) finding out from directors, faculty members, and students of V-T Schools the types of student personnel services needed and the extent of such services currently provided; (b) working through committees composed of V-T School directors, coordinators of student personnel services, and other appropriate individuals to develop recruitment programs, admissions, records, counseling, job placement, follow-up, etc.; and (c) evaluating student personnel services after they had been in effect for three years.

Funds were established for the employment of coordinators of student personnel services and other student personnel specialists at each of the V-T Schools. Their responsibility was to develop and implement a comprehensive program of student personnel services in accordance with the results determined through Research Project 236. This was to include the initiation of a positive communication system with the surrounding high schools, clear-cut admission procedures and requirements, systematic means of processing each application, the establishment of early testing dates, and early notification of an applicant’s acceptance.

Activities carried on with high school counselors have sought to broaden their understanding of the area school program, providing them with experiences, materials, and information that would enable them to work more effectively with their students with regard to the V-T School program. This plan of action included local meetings for high school counselors. During the 1964–65 school year, over 450 high school counselors attended programs held in V-T Schools. Another step in the plan provided for statewide in-service conferences for high school counselors. During these meetings, counselors attended in groups of 30 to 50 for one-week in-service programs designed to involve them in thinking and planning about orienting students to vocational education opportunities. Counselor education programs were also involved through funded institutes under Section 4 (c) of the 1963 Vocational Education Act designed to broaden counselors’ understandings of occupations not requiring a college degree.

Finally, high school counselors were provided with materials on vocational education opportunities in the V-T Schools. These included pamphlets, posters, charts, and other materials. They also included a statewide catalog which gave descriptions and locations of all V-T School programs offered throughout the state. Individual V-T School catalogs described in greater detail the programs offered at specific schools. Television and radio spots on this program were also developed and distributed to all television and radio stations throughout Georgia to acquaint prospective vocational students with these opportunities.
It would be difficult to measure exactly the effects that the activities just described have had on increasing enrollment in Georgia's area Vocational-Technical schools. However, enrollment has improved considerably since these measures have been taken, rising from 6 percent of all Georgia high school graduates in 1964 to 20 percent in 1967. — Gene Bottoms, Georgia State Department of Education, Vocational Educational Division

Aspects of Articulation Articulation for the public junior college is sometimes considered only an upward movement; but a more rounded or total view is more appropriate. Of course, there must be articulation agreements with institutions to which students transfer in advanced standing. In California, this includes regular negotiation for course agreements and general education requirements for the University of California, and the establishment of general education patterns acceptable at the junior college which are also accepted at state colleges. Further, agreements as to specific majors are negotiated with state colleges to which a significant number of students transfer. Additionally, private universities and colleges are always willing to establish acceptable patterns for junior standing.

While articulation upward assumes major importance for students and counselors, the college must not neglect the total articulation picture. Articulation with junior and senior high schools is of prime importance, as well as vocational articulation with community business and industrial firms. Thus, articulation in a comprehensive community college must be truly comprehensive, and may be approached in several ways.

High School Advisory Committee. The assistant principal for guidance or the guidance coordinator from each of nine public high schools and four private high schools in the Pasadena Area Junior College District serve on the High School Advisory Committee which meets twice a year with the College Administrative Dean for Student Personnel Services. This Committee considers all matters related to improved admissions and counseling procedures, and makes recommendations to the College Offices of Student Personnel Services.

Visits to High Schools. Each Pasadena City College (PCC) counselor is responsible for making regular visits to specific high schools to improve the flow of information. Additionally, all counselors visit high schools on specified days or evenings when invited. Upon invitation, all counselors plus a significant number of department chairmen and faculty provide a total PCC Night at a high school with a presentation of the curriculum available at the college.

Junior and Senior High School Counselors Day. All junior and senior high school counselors of the area are invited to the college to meet with faculty and to participate in an informal workshop on college admissions and curriculum.

Preview Day. Each spring, students are bused from the high schools to the college to have an actual on-campus view of various occupational curricula. In these instances faculty and students participate fully in giving the high school students a view of their facilities.

High School Testing. The college psychologists arrange for administration of the SCAT test at the high schools. This improves the flow of students for admission to the college.

High School Concurrent Enrollments. Both junior and senior advanced academic or vocational high school students may enroll concurrently at the college for one or two classes. This has been an excellent means of articulation of course content and also of improving communication between the high schools and the college.

Newsletter. Four times a year a newsletter giving information on admissions and instruction is circulated to all the district high schools. Some of these schools place copies of the newsletter in each homeroom or guidance room. This has proved to be a successful method of communication.

Evening Counselors. One of the strongest means of articulation for the college is the hiring of certified high school counselors to work part-time during evenings of heavy registration activity. The high school counselor thus learns the college catalog thoroughly, becomes familiar with college admissions, counseling policies, and procedures, and becomes a source of information at his school.

Subject Area Conferences. The Subject Area Conference is a productive articulation device for the junior high school, senior high school, and junior college. At Pasadena City College, for example, departments have sponsored conferences in their subject areas, inviting teachers from neighboring junior and senior high schools to confer with the college faculty. Sometimes outside experts are brought in to guide these conferences; sometimes it is simply an exchange of information regarding course content and a better understanding of what the college offers. Instructional area articulation is a significant means of articulation for the junior college.

Area Superintendents Conference. The college president regularly schedules meetings of the six unified school district superintendents. All matters of common interest are discussed, including instruc-
tional programs, use of the college planetarium or computer science facilities, calendar, and related matters.

Community Advisory Committees. The junior college cannot ignore articulating with the business and industrial community for which it is supplying trained workers. Therefore, the Advisory Committee is a dominant element in the articulation process. Pasadena City College has 30 active advisory committees to assist in the establishment of new curricula, to monitor curriculum content, and to measure the progress of graduates in specific areas for which the committees are planned. Follow-up of the graduates provides an excellent means of articulation with the business and industrial community.—I. G. Lewis, Pasadena City College, Pasadena, California

Counselor Training and Involvement

Lane Community College and the University of Oregon jointly sponsored a four-week Counselor Training Institute in the summer of 1968. This program was designed to promote awareness and understanding of the community college, its philosophy, and the relationship of secondary school counselors to Lane Community College. Hopefully, this program would improve the techniques and skills of the counselors, increase their awareness of vocational opportunities, as well as emphasize the focus on educational and vocational choices.

Participants received three hours graduate credit in community college counseling and from three to six graduate hours in counseling practicum. A stipend of $75 per week was paid by the community college. The University of Oregon counselor training staff was involved only to the extent of being consultants. The director of the Institute was Kenneth Hills who is director of counseling at Lane. I. S. Hakanson, dean of students at Lane, was responsible for the organization, submission of the proposal, and coordination between the two schools.

The Institute was limited to six secondary counselors from within the Lane Community College education district. To be eligible, the counselor must be currently serving at least a half-time position as a secondary counselor and under contract to return to the district after completion of the Institute for a minimum of one year. Prerequisites were basic counseling courses, theories of counseling and/or personality, techniques of counseling, vocational information, or occupation choice. Through this kind of program, secondary counselors have become personally familiar with the programs and opportunities provided at Lane Community College.

The general response was excellent, with 10 applications from local schools. Six participants were selected, every effort being made to allow one from each school or district. The counseling specialists involved in financial aids, placement, admissions, alumni, and student health services were involved in the program for a period of two or three hours each. Two counselors outside the district were accepted on an audit basis, one of whom applied for and received credit for the Institute after it was in progress. Reports from the participants indicated they profited greatly and highly recommended that the practice be continued in the future.—I. S. Hakanson, Lane Community College, Eugene, Oregon

Operation

Many high school students, Bridgeheads parents, teachers, and counselors are either unaware of or misinterpret the possibilities for higher education at two-year colleges. Students and their parents need information and often counseling in order to make meaningful decisions about plans after high school. Teachers and counselors are, for the most part, products of four-year liberal arts colleges. As a result, many may not be knowledgeable of the opportunities at community colleges. Bridgeheads is an NDEA pilot project planned to fill this gap. Programs were designed to motivate students to consider career and educational possibilities they otherwise would not have considered, and to produce better informed high school personnel and parents in the area of community college education. Before the program could begin effectively, several preliminary steps were necessary:

1. Programs were planned with full cooperation and endorsement of the Board of Education and the high school administration.
2. The personnel for the program were fully qualified and professionally trained.
3. Printed and audiovisual aids that dramatize and tell the community college story were produced.
4. Evaluation techniques, an integral part of the program, were devised in order to measure its effectiveness.

Because of the variety and constantly changing services that community colleges must provide, a comprehensive reference manual for high school counselors was developed to help in their guidance work. A manual, Community College Handbook, was published; and, for the first time, convenient access to basic information about all six New York City community colleges was available to supplement the bulletins of the individual colleges. A correlative 16-page pamphlet entitled Your Way to Get Ahead? was developed for the general public and distributed to students, parents, and other interested persons.
A 12-minute filmstrip was produced titled, *Your Way to Get Ahead*. This filmstrip was to be used for student assembly programs, parent associations, and high school faculty meetings. It presented a realistic, factual view of the vocational and educational opportunities available through the six community colleges.

A typical high school program usually followed this pattern:

1. High school assembly program was held where a Bridgeheads staff member introduced and showed the filmstrip. He answered questions concerning community colleges which were stimulated by the film.

2. Announcement was made at these assemblies giving students the opportunity to make an appointment with City University counselors who would visit the high schools two weeks after the filmstrip. These counselors, specifically trained in community college programs, were scheduled from two to five days at the school, depending on the demand for interviews.

3. Parents were invited to attend these conferences with students.

4. Bridgeheads offered to provide programs about the community colleges to the parent associations and the faculty.

5. Literature developed by the Bridgeheads staff was distributed at all meetings to help individuals follow-up their interests in community colleges.

Some of the outcomes and findings of the program were:

1. There was a great deal of misinterpretation and misunderstanding about the purposes of community colleges.

2. The parents and high school faculties had more difficulty than the students in accepting the role of the community colleges.

3. Student and parent attitudes toward community colleges were often traced to attitudes projected by high school faculty members.

4. The liberal arts programs generally were accepted and understood by the public.

5. Many students who were not planning to further their education because they thought of college in terms of four-year liberal arts only, began considering community college programs.

During the first two years of the Bridgeheads program approximately 11,000 handbooks were distributed—5,000 the first year and 6,000 of the revised edition the second year. Approximately 80,000 brochures (*Your Way to Get Ahead*) were distributed. Approximately 95,000 students and teachers, and over 5,000 parents saw the filmstrip; and about 12,000 students received individual counseling.

Evaluation studies which consisted of questionnaires to students before and after the Bridgeheads programs revealed that the programs significantly increased students' knowledge of community colleges. In the two-year interval, community college enrollments in the City University of New York have increased significantly. University administrators credit a substantial part of that increase to the Bridgeheads program. The authors of the program feel that an even greater improvement in the image of the community college has accompanied the increase in numbers.—Irving L. Slade, The City University of New York, New York, New York

**Articulation**

Black Hawk College believes that it is necessary to establish the best means of communication between senior colleges, high schools, and the community in which the college serves. This process is commonly referred to as articulation. This section describes the plan that is established and followed to best serve students. The conventional approach, senior college day at Black Hawk College, High School Counselor Day, Eye Wash, articulation sheet, and Articulation Through Television will be discussed.

**Conventional Approach.** The conventional approach refers to those articulation meetings planned by senior institutions and high schools (College Night programs). Black Hawk College is represented at these meetings by members of the Office of Student Services. For these meetings, two rooms are usually requested: one for the occupational programs, the other for the transfer program.

**Senior College Day Program.** A few years ago, Black Hawk College initiated a program whereby admission counselors from senior colleges and universities were invited to the college. The purpose of this program is to provide a service to students planning to transfer. These students, specifically the sophomores, have an opportunity to get their questions answered without traveling to the campus of the senior institution or waiting for replies to their letters. In April 1968, 400 students from 22 colleges participated in this program. The reaction from the senior admission counselors has been very encouraging. They have found that the students they meet and talk with are more interested and have more specific questions than do the high school students. A secondary result of this program is that people in the community not enrolled in the college are invited to talk with college representatives. Part of the college's overall philosophy is to provide community services to the people in its district.

**High School Counselor Day.** Each spring, the Office of Student Services invites area high schools to Black Hawk College for an informal meeting to discuss changes in policies and procedures. At this time, suggestions for improving services to students and high school counselors are discussed. A sec-
ondary but most important purpose of the meeting is the opportunity to better know and understand the counselors in the district.

Eye Wash. Through posters, leaflets, brochures, and carousel (slides), the college tells people in the area what is available by appealing to their visual senses. At each high school, permission is requested to set this display in a strategic area so that students can see the display as they pass. The display also is set up at community functions that call for displays (e.g., youth rallies, industrial conferences, etc.).

Articulation Sheet. As a counseling instrument, Black Hawk College has devised an articulation sheet which assists the counselors in working with students who plan to transfer. The purpose of this sheet is to tell the student what courses at Black Hawk will satisfy the requirements at the senior institution to which he plans to transfer. This sheet is necessary since each college has its own course numbering system and course description. An articulation sheet is prepared for the 10 colleges and universities to which most students transfer.

Articulation Through Television. Black Hawk College is continually striving to improve articulation or communication with area high schools, colleges, and universities. A recently completed survey of graduates transferring to four-year institutions revealed 10 colleges and universities most often attended. As a result of this survey, along with the development of a new television curriculum and acquisition of television equipment, Black Hawk College will implement an Articulation Through Television program.

In an attempt to strengthen the methods used in the past, the Office of Student Services of Black Hawk will invite the directors of admissions from the 10 colleges and universities most often attended by Black Hawk graduates to the college television studio. At the studio, they will tape an admissions program which permits each director to convey to Black Hawk students the admission requirements of his institution. The Office of Student Services staff will prepare an outline of categories for use by the director of admissions so that each college or university will follow the same format in providing information to transfer students. When programs from all 10 colleges and universities are taped, the college can provide an On the Campus program from the college or university at any time one is needed. In essence, the college is developing a library of video tapes that can be used conveniently through monitors. Additional use of the tapes would serve the area high schools by providing the same programs for their students.

Conclusion. Articulation is a two-way street: Both the high school and senior institutions must inform and be informed by the junior college. Articulation goes a step beyond just dealing with other educational institutions. Junior colleges must constantly strive to inform the public of what is available to them at their junior college.—Charles Carlson, Black Hawk College, Moline, Illinois

Criteria for a Foreign Student Program. A successful program for foreign students at a community college should meet at least eight significant criteria. The first criterion is the philosophy of the program. Why should there be a foreign student program? What can it do for the college? What can it do for the foreign students? Pasadena City College has had a foreign students program for over 20 years. The college has resolved the philosophical problem by determining that foreign students can do something for the institution, such as contributing to the cosmopolitan view that students have, exchanging views when many countries of the world are represented, and literally expanding the college’s borders to all parts of the world. In turn, the college can provide foreign students an opportunity to improve their background, to see a community of the United States firsthand and to judge accordingly, and to take advanced technology or professional training to their own countries.

As a second criterion, a successful foreign student program must have the board of trustees’ support. The trustees must subscribe to the philosophy of the program, recognize its place in the total community, and approve policies that will admit acceptable students in the community. There should also be some recognized limit to the foreign student enrollment, one common criterion being a maximum of 3 percent of all day students.

The third criterion is community support. Foreign students should be accepted not as strangers or as temporary visitors, but as students welcome in the community. At Pasadena City College the Office of Community Liaison for Foreign Students has been singularly successful because it has tapped the volunteer services of hundreds of members of the community who recognize foreign students’ value to the college and to Pasadena.

Fourth, the curriculum must be adjusted to the needs of foreign students. It is a mistake to accept foreign students, sometimes with deficient English abilities, and then make no provision to remedy those deficiencies. (Pasadena City College provides three levels of instruction in English as a second language.) Similarly, it is a mistake to accept for-
eign students who have no prior orientation to the American academic community and expect them to know immediately all the procedures and to have all the background in American history and customs that native students have acquired. A one-semester orientation course is required of all F visa students at Pasadena City College.

Fifth, the college’s admissions policy must be carefully considered. Admissions information should be logical, well-written, and clear to the foreign student before he comes to America. Failure to have a well-defined policy on admissions and a well-edited information packet to mail to the student in his home country can mean problems for the program and for the college.

Sixth, a foreign student needs extra counseling on procedures, customs, and adjustment to the American academic community. He needs counseling on transfer institutions and on placement possibilities in his own country. Thus, counselors with exceptional empathy are a necessity. Pasadena City College does not isolate the foreign students with one counselor or one adviser; the total counseling staff contributes to this program. Foreign students are assigned counselors according to their majors, as are the native students.

Seventh, as soon as the foreign student’s English ability is adequate for him to profit from regular classes, he should fit into the regular instructional program. Professors should be alert to the possibilities of enriching the curriculum and the instruction through tapping the knowledge and background of these students. This should be a particularly rich source in political science, history, and sociology courses. The coordinator of the foreign student program can help by alerting professors to the background of the foreign student.

Finally, there should be some special recognition of foreign students who graduate. A recognition tea where graduating foreigners receive a special parchment from the president of Pasadena City College is a spring highlight. At the same time, winners of special scholarships for foreign students are announced. Such a program is a proud occasion for the student and for many interested community volunteers.—L. G. Lewis, Pasadena City College, Pasadena, California

Florida Inter-American Learning Institute Students from countries outside the United States who have come to study in American colleges and universities have a twofold need: an academic need for a better understanding and communication in the English language, and a cultural need to better understand the host country. The simple mechanical process of meeting the need for increased proficiency in the English language is met through many media. It is quite another problem to overcome the cultural shock caused by the disruption of a young person from his home and his relocation into a distant country.

The nation of Colombia, South America, was quick to recognize the desirability of having an educational institution act as a gateway or air lock through which their students could become acclimated en route to their new school. The Florida-Colombia Alliance contacted the administration of the Tallahassee Junior College, and in conjunction with the local Chamber of Commerce, developed the Florida Inter-American Learning Institute (FILI).

With two universities and a technical school in this city, why was the junior college selected as the vehicle for this project? This is a young organization composed of people with young ideas and a fresh outlook on the future with a sincere dedication to provide real service to the principle of student welfare. The faculty, staff, and curricula are devoted primarily to meeting the academic and public needs of the student body. For this reason, the public junior college appears to have a climate in which FILI can grow to maturity. The students of the junior college community are similar to those in Latin America in age, experience, and interest, and they have developed quick bonds of friendship.

The curricula for FILI students consist of 25 class hours per week of concentrated English language training, in addition to three hours per week of educational concepts, political thought, traditions, and customs of the United States. Visits are planned near the end of the course to such local educational institutions as Florida State University, Florida Agricultural and Mechanical University, Lively Technical School, departments of the state government, as well as coordinated visits when the legislature is in session. Students live with local families who, for a nominal fee, provide room and board and a family atmosphere where the students will have a constant diet of English. Some of the married students have sent for their wives, although this practice is discouraged during their stay at FILI.

Upon completion of one academic quarter, the students will be given a proficiency examination and those who pass will be sent to colleges where they already have scholarships. Those failing the test will be retained for one additional quarter and tested again. Those who pass will continue with other colleges, and those who fail for the second time must return to Colombia. After completion of their courses, all students must return to Colombia.

The primary purpose of this program is to train
students who will return to Colombia to help develop that country. Only student visas are issued, thus forcing the student to return to his home. The parent nation pays all of the costs, including out-of-state tuition charges and costs of room and board. The program is now being extended to other Latin American countries for the same purpose.—Archie B. Johnson, Tallahassee Junior College, Tallahassee, Florida

Harper College European Work-Study Scholarship Program

Harper College has developed a European tour for students, faculty, and interested members of the community. The tour is a 21-day trip through the heart of Europe and is scheduled for the month of August. The tour will include a number of cities such as London, Amsterdam, Cologne, and Munich. Preparations include a pre-trip workshop to familiarize participants with foreign travel and to help each one obtain the maximum educational benefit from the tour. Costs range from a modest $595 to $681, depending on the type of accommodations selected.

One of the unique features of this tour is the work-study scholarship opportunity. The Harper College European Work-Study Scholarship Program was developed to assist students in planning, financing, budgeting, and working toward the goal of a cultural, educational tour of Europe. Students who would possibly never have such an opportunity could now participate since the group rates are nominal ($595 for 21 days), and a $300 scholarship is part of the arrangement. Under this program the scholarship donor, besides awarding $300, receives from the student a work-pledge covering a minimum of 400 hours. Specifically, the student and scholarship donor agree to the following provisions.

Students agree:
1. To work, to the satisfaction of the employer, a minimum of 400 hours during the college year at an hourly wage to be agreed upon by the student and employer (15 to 20 hours per week).
2. To go on the European tour and to pay from their own funds whatever costs are not covered by the $300 scholarship.
3. To forfeit the scholarship if they do not go on the European tour for any reason.

Employers agree:
1. To employ a Harper student for a minimum of 400 hours during the college year at a salary to be agreed upon by the student and the employer.
2. To contribute a $300 scholarship to the college in the name of the student to be used to help defray the costs of the European tour, the sum to be paid at the completion of the 400 hours of satisfactory work.

The selection of candidates is made by a committee consisting of the dean of students, director of student activities, and the director of placement and student aids. Students are selected on the basis of their work capability and commitment to the fulfillment of their obligation to the program. Harper College sponsors a number of these scholarships; others are secured from businesses, industries, and various community organizations.—Fred A. Vaisvil, William Rainey Harper College, Palatine, Illinois
CHAPTER 8

The Emerging Model and Staff Development

With these descriptions of exceptional practices the emerging model of community college student personnel work presented in the first chapter moves closer to reality. Many colleges have developed certain vital aspects of the model; a few community colleges come close to serving as prototypes. Hopefully, in the years to come many more community colleges will explore and experiment with fragments of this model, and the creative-potent student personnel programs will develop better and more relevant models.

New models are likely to develop along two fundamental dimensions that have provided the framework for present innovative development. The most profound change has been a shift in emphasis: Student personnel work is no longer rehabilitative, tending the lame, halt, and blind; student personnel work is facilitative, turning on the bored, bright, and beautiful. The emphasis has changed from psychoanalytic and behavioristic theory to existential and humanistic theory. In loco parentis loses power, and personal freedom is desired by all. The Protestant Ethic gives way slowly to the Humanistic Ethic. The Age of Aquarius offers a giddy vision of what might be.

The pathological model of mental illness in which unhealthy persons were those who deviated from the norm lost its supremacy when the “third force” psychologists suggested that the norm was unhealthy. What is normal is what most people do; what is natural is what man is capable of doing. The new psychologists resolved that it was not natural for man to conform to social roles (to be socially adjusted) when this led to alienation, depersonalization, other-directedness, lack of commitment. Instead they advocated that each man must find his own direction, learn to direct his own affairs, be open to experience, realize his full potential, and awaken his own creativity. As Hesse says, each man must “listen to his own blood.”

Every man has a fullness of which he knows little. Man is the most fantastically complex, the most beautifully creative, the most uproariously humorous creature on earth. Yet socialization processes have diminished his rich potential to the point that few ever escape the shriveled self-concept they wear as a cloak of mourning while they live in this “vale of tears.”

But as society changes from scarcity to abundance, and man’s more basic needs for maintenance and security are increasingly satisfied, the higher needs in Maslow’s conceptual hierarchy (i.e., self-esteem and self-fulfillment) become prepotent. Man begins to examine his state of being and recognizes how much he has missed. In the late ’60s he began to demand more opportunities for self-enlightenment and fulfillment.

This basic change in man’s socio-psycho sphere has had a profound impact on education and on student personnel work. At the moment, as educators pause to search out the pulse that will lead to new directions, the impact may not seem profound. Most of the new directions in education in the next few decades, however, will be attempts to provide opportunities for humans to experience more broadly and more deeply their essential richness.

The second important dimension that provides the framework for innovative development is a shift in style: Student personnel work is no longer passive; student personnel work is active. Student personnel work is no longer only a series of services for students who wish to use them; student personnel work is an action-oriented program that encounters, facilitates, intervenes. The counselor is no longer a therapist reflecting in his cubicle; he is a social activist working with students in the cafeteria and on the street corner. The student personnel worker is no longer an interpreter of institutional philosophy; he purposively organizes
his resources to change and direct institutional philosophy.

One of the major thrusts of the new student personnel worker is to affect the curriculum. He works on curriculum committees, meets with instructional divisions to discuss needed curricular reforms, and proposes new courses and new programs. If he doesn't make progress with these efforts, he organizes his own instructional division within the student personnel program and begins to offer courses and programs of his own design.

The new student personnel worker is active in confronting students with new ideas and alternative forms of behavior. Orientation becomes an exposure to controversial points of view or an experience in self-exploration. Personal development courses are offered, often required, and group encounters are available in a variety of forms.

Students are not coddled nor are they left to fend for themselves. Armed with the new Humanistic Ethic, the new student personnel worker is developing the courage and the experience to attract students and faculty to more creative, exciting ways of expressing and experiencing their lives.

These two fundamental changes, a growing Humanistic Ethic and a developing action-oriented lifestyle for the student personnel professional, provide the framework for innovative development in student personnel work. Unfortunately, such development is but little realized. The great majority of community college student personnel programs are, as T. R. McConnell said in 1965, "woefully inadequate." Most student personnel workers in community colleges have no sense of mission, commitment, or community. Thus, the programs are ineffective and serve only subsidiary roles in their institutions. Little impact will occur unless staff members have a keen sense of mission and have been able to build a sense of community among staff members who are deeply committed. The student personnel program in a community college should be the most significant force in the institution for humanizing the educational process. With their background of training in human development and their stated philosophical commitment expressed in The Student Personnel Point of View, student personnel workers have a greater opportunity to become human development facilitators than any other group functioning in education today.

At the present time, however, most community college student personnel programs are operating well below the level of their potential; many could cease to exist with no visible effects on their institutions. The following are some of the numerous reasons given for ineffective programs:

1. The president does not support the student personnel program.
2. The facilities are inadequate.
3. There is not enough money.
4. The faculty opposes the student personnel program.
5. The dean of students is an ex-military man.
6. There is a communication problem.
7. The universities do not prepare student personnel workers properly.
8. Too many high school counselors have moved into the community college.
9. Counselors have to perform clerical functions.
10. The testing program doesn't work.

Many more reasons for ineffective programs could be added to this list. While these factors certainly do influence the quality of a student personnel program, especially when several of the factors exist in a single institution, there is another factor that may be of greater significance. In my experience as a consultant to approximately 50 community college student personnel programs in 20 states in the past five years, I have come to the conclusion that ineffective programs are closely related to the lack of personal and professional identity of student personnel workers themselves. The central problem is that individual staff members have failed to recognize their potential as human beings and as humans working in concert for the humanization of the educational process.

How can student personnel workers facilitate the full development of others when they themselves have not experienced their own potential? How can an individual provide support and stimulus for another to embark on the journey of self-awareness, when he himself has not taken the first step in that journey? How can a staff humanize the educational process when individuals continue to dehumanize each other in the staff community in which they work? How can a staff mobilize its resources in order to have an impact on the institution when its energies have been depleted in maintaining a staff organization in which nihilism rather than humanism dominates?

When human energy is not directed toward personally satisfying goals, there will be unsatisfactory programs supported by the weak excuses already cited. Student personnel staff members must learn to take care of themselves. When they experience their strengths and potentials as persons moving toward self-actualization, they will learn in creative and innovative ways to take care of the peripheral problems that keep them from being effective. The student personnel staff that can rejuvenate itself and begin reaching its goals in the institution will

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win over the most hardened president and faculty. Such a staff will create appropriate facilities or invent exciting ways to use the limited available facilities. Staff members will learn to enlist students in their efforts to humanize the educational process and thereby increase their impact manifolds. The focus will shift from weaknesses to strengths, from what can't be done to what can be done, from what is wrong with us to what is right with us. A program with that kind of focus will nurture and challenge personnel who will develop a sense of mission, community, and commitment that will stimulate development in many other enclaves of the college.

The goal for developing more effective programs—the realization of potentials for individual members and the realization of potential as a staff—is fairly clear; the process for arriving at that goal is not clear at all. Most colleges have used the traditional approaches to foster staff development, such as workshops, conventions, professional literature, travel and program visitation, consultants, university courses. But the results in increased program effectiveness have not been dramatic.

One approach currently being explored that may offer a significant opportunity for personal-program rejuvenation is the basic encounter group. This approach has been used by industry, government, and education as an intensive experience to help individuals reach greater self-understanding and to increase their effectiveness as members of social and professional groups. Encounter experiences are offered to students in many community colleges throughout the country. Some faculty members and some administrative groups also have participated in these groups. In a few community colleges, student personnel staffs have organized an occasional weekend retreat for this type of activity.

If all members of a student personnel staff were to commit themselves to a long-range, intensive, continuous experience in basic encounter the results might be dramatic. Rogers notes that the aim of increasing human potential through the basic encounter group would have the following dimensions:

A facilitator can develop a psychological climate of safety in which freedom of expression and reduction of defensiveness gradually occur in a group which meets intensively.

A climate of mutual trust develops out of this mutual freedom to express positive and negative feelings. Each member moves toward greater acceptance of himself as he is, in the fullest sense of his emotional, intellectual, and physical being.

An individual who is no longer defensive about himself increases the possibility of change in himself (in personal attitudes and behavior and in teaching methods) because he is less threatened.

An individual who is not defensive is open to hear and learn from other individuals to a greater extent.

An individual is able to receive feedback from others, to learn how he appears to others, and to see the impact he has in interpersonal relationships.

As individuals understand each other clearly, an organization tends to become a relationship of persons with common goals, rather than a formal hierarchical structure.

As freedom and improved communication emerge, innovation becomes a desirable rather than a threatening possibility.

The learnings in group experiences tend to carry over into relationships with peers, students, subordinates, and superiors.²

Effective programs are not developed with people who harbor fear and mistrust to the extent they are unwilling to become involved with their fellow staff members. Many people believe that staff relationships have to occur in an authoritarian style characterized by deviousness and closed communication. The admonition resounds clearly: One must be realistic. My assumption is that staff relationships can be open, supportive, creative, facilitative, and innovative; such reality can be developed because essentially this is the kind of reality humans would prefer to work in if they thought it possible to achieve. Through the encounter experience, staff members are offered an opportunity for personal exploration and improved interpersonal relationships. With an experienced and competent group facilitator from outside the institution, such improvements can occur. Once a staff has developed a sense of community among its members, it is then possible to focus on the mission and commitment of the student personnel program. Improved personal development leads to improved program development.

In the hands of some, the encounter group is simply a technique that is a vehicle for exploring problems. In the hands of others, it is an expression of philosophy and commitment that human beings have the ability to achieve their own potential when they can be open, honest, and express their concerns and their caring. In this latter situation, the encounter group holds much promise for personal and program fulfillment.

If the encounter group is to serve as a vehicle for stimulating rejuvenation in persons and programs, then the chief student personnel administrator must play a central role. The student personnel program is the length and shadow of the chief student personnel administrator. If he can provide the leadership for new and innovative programs, some of which are described in this monograph, he will do

²Carl R. Rogers, Freedom to Learn (Columbus, Ohio, Charles E. Merrill, 1969), p. 29.
so primarily through the force of his own personality as a facilitator of his as well as others' potential. He may facilitate staff development in many ways; one new and dramatic approach may be his participation with staff members in the basic encounter group.

In my opinion, such rejuvenation as is needed is not likely to occur on a widespread scale. This monograph is intended for those student personnel leaders in community colleges who have the vision and the courage to take the first step toward rejuvenation and reform, whether through the encounter group proposed here or other creative approaches yet to be invented. This monograph has been written as an indication of what can be in student personnel programs.
New Directions in Community
College Student Personnel Prog.

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