

AN ABSTRACT OF THE THESIS OF

JAMES GERALD MITCHELL for the Ed. D.  
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Title: AN APPRAISAL OF EVENING COMMUNITY COLLEGE  
STUDENT PERSONNEL SERVICES IN WESTERN UNITED STATES  
*Redacted for Privacy*

Abstract approved: \_\_\_\_\_  
Lester Beals

This investigation has as its purpose: (1) to identify present student personnel practices in evening community college programs, (2) to identify student personnel practices considered "desirable" or "undesirable" in evening community college programs, and (3) to develop student personnel service guidelines for an evening community college program.

Securing and Treating of Data

A questionnaire was developed to identify the present practices and the "desirable" practices for an adequate student personnel program in the community college evening program. One hundred and two community colleges in the Western United States agreed to participate in the study. Eighty-nine percent (91 colleges) returned the completed questionnaire. The data contained the number of evening

community colleges practicing or desiring to practice certain student personnel functions. The data are presented in three divisions: smaller colleges--under 1,000 (evening head-count); larger colleges--over 1,000; and the totals.

### Findings

There appeared to be general agreement on these points: (1) evening student personnel programs should be recognized by the administration, faculty, and students as a vital part of the educational process, (2) a well-formulated and clear-cut statement of philosophy and objectives should be prepared by the student personnel staff, and this philosophy and these objectives should be accepted by the faculty, and (3) a person who directs and co-ordinates the evening student personnel program should have these minimum requirements (a) a master's degree and (b) more than 24 hours in graduate guidance work.

Five functions (organization, selecting and admitting new students, counseling and advising students, testing program, and student records) were found to be in operation in over 70 percent of the current programs. Seven functions (orientation for new students, extra-curricular activities, health services, student discipline, placement services, follow-up services, and financial assistance) were present in less than 50 percent of the current evening programs.

Guidelines were determined for each of the 12 functions identified

in this investigation. These guidelines were based on the following: (1) a practice had to be in at least 40 percent of the current evening programs and (2) it was necessary for approximately 60 percent to respond that they currently had, or desired to have, the practice as part of an evening student personnel program.

### Recommendations

Based on the responses from the questionnaire used in this study and on the guidelines developed for student personnel services in evening community colleges, this writer makes the following recommendations: (1) Guidelines similar to those presented in Chapter IV should be used when an institution makes a self-appraisal of its evening college student personnel program. (2) Guidelines similar to those presented in Chapter IV should be utilized when organizing a student personnel program for an evening community college. (3) Guidelines similar to those presented in Chapter IV should be used by student personnel specialists for clarifying and conceptualizing the purposes (functions) of evening community college student personnel services. (4) A study should be done to evaluate how students react to current evening community college student personnel services. (5) Whenever possible, regular day college personnel specialists should be employed for the evening student personnel program. This practice tends to produce better coordination

of student personnel services for the total community college program.

(6) The needs and goals of evening student personnel services programs should be made known to governing boards, legislators, administrators, and faculties through a well-planned interpretation and information program. This program could include authoritative spokesmen, brochures, leaflets, and other printed materials.

An Appraisal of Evening Community  
College Student Personnel Services  
in Western United States

by

James Gerald Mitchell

A THESIS

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Professor of Education  
in charge of major

*Redacted for Privacy*

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Dean of School of Education

*Redacted for Privacy*

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Dean of Graduate School

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Typed by Carolyn Irving for James Gerald Mitchell

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AN APPRAISAL OF EVENING COMMUNITY  
COLLEGE STUDENT PERSONNEL SERVICES  
IN WESTERN UNITED STATES

I. INTRODUCTION

Need for the Study

The community college is the fastest growing American educational institution. T. R. McConnell, Chairman of the Committee on Appraisal and Development of Junior College Student Personnel Programs, compares the growth of the community college in the second half of the twentieth century to the extension of secondary educational opportunities between 1900 - 1950 ( 9, p. 1).

Today, over a million students are being educated in over 800 community colleges in 50 states. California accounts for over 80 community colleges with an enrollment near one-half million (9, p. 1). Arthur M. Cohen, assistant professor of higher education at the University of California at Los Angeles, in a recent article appearing in the Los Angeles Times, remarked:

By 1970. . . California is expected to have 90 junior colleges with more than a half million students and the nation may have 1,000 community colleges with a student population of 1.75 million (2, p. 6).

Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges, commented that by 1975, 6.5 million students are expected to be in a community college in the United States

(13, p. 7). Growth in the community college movement is evident throughout the nation.

Florida aims for a community college within commuting distance of 99 percent of its population. Presently, 80 percent of Florida's population is covered by a community college. California has 90 percent of its high school students within a community college district. The state will pass the 90 mark in established institutions next year. California's Master Plan for Higher Education calls for the community colleges to carry the greater portion of the lower-division load. New York has based the state's long-range planning for higher education on the community college. Currently, there are 28 locally-sponsored two-year community colleges under the State University of New York. In addition, there are eight community colleges in the process of being established in New York. Eighty-five percent of the population is presently within daily commuting distance of a community college. Operating 24 community colleges now, Michigan is building an additional ten two-year institutions. Illinois has 19 community colleges at various stages of development. This progress, state by state, is being reported constantly in the professional journals.

During the 1965-1966 school year, 486,975 part-time students were enrolled in community colleges, and full-time students numbered 424,676 (16, p. 57). Many of these institutions enroll more students

in the evening programs than they do in their day programs.

Student personnel services in today's community college are a vital part of the total educational program of the institution. Charles

C. Collins comments on the students found in a community college:

When more people are admitted into almost any social institution, be it restaurant, club, army, or college, it follows that there is less selection. Hence a more heterogeneous group is formed with greater diversity of needs, tastes, talents, goals, and all other traits that make up the human condition. Junior colleges, or at least public community colleges, have always been an American melting pot in miniature, and have created a structure to try to accommodate this diversity (9, p. 1).

A well planned day and evening student personnel services program provides the non-instructional services needed by community college students. These student oriented services assist the total college family in providing counseling and guidance for the diverse community college student population.

In spite of the large evening program development, the student personnel structure and services in the evening are not as far advanced as the regular day programs. Evening staffs are smaller. Less services are offered to evening students. In reviewing the literature and in discussions with professionals in the field of community college education, it was found that very little research has been conducted in the area of evening community college student personnel programs. Although there have been several excellent studies regarding student personnel services in community college

regular day programs, the evening student personnel programs appear to be lacking this type of investigation. Leland L. Medsker of the University of California, in The Junior College: Progress and Prospect (28), commented that this whole area of student personnel services for evening college students needs more regional and national appraisal. The necessity for more investigations in this area is accentuated by the growing attendance, and by the lack of uniformity in, and evaluation of, existing programs.

### The Problem

This investigation has the following purposes: (1) to identify present student personnel practices in evening community college programs, (2) to identify student personnel practices considered "desirable" or "undesirable" in evening community college programs, and (3) to develop student personnel service guidelines for an evening community college program.

### Definition of Terms

Chief Administrator - The professional administrator who is hired by a board of trustees to operate the institution. The position is commonly called the president or superintendent.

College Credit Courses - Those courses offered by an institution for college credit and/or transfer to a four-year institution.

Community College - A two-year public college supported jointly by local and state funds. Work is offered in parallel university courses and in vocational-technical courses. Completion of a designated two-year program concludes with an Associate of Arts or Sciences degree. The terms "junior college" and "two-year public community college" are used in this study interchangeably with the term "community college."

Evening Community College - The evening program is considered the extension of the day program that usually begins after 5:00 p. m. This program usually services part-time students.

Head-Count - The actual number of students enrolled in the evening college program during the week for the Fall Term/Semester, 1967 - 1968.

Student Personnel Program - "The student personnel program in the junior college consists of a series of related functions designed to support the institutional program, respond to student needs, and foster institutional development," (Max R. Raines (34, p. 15).

Vocational-Technical Courses - Those courses offered by the community college that are occupationally oriented and lead to a two-year Associate of Arts or Sciences degree. After completion of the program, the student has the entry skills for the particular occupation. Normally, these courses are not transferable to a four-year institution.

### Limitations of Study

1. The sampling population is restricted to public two-year community colleges in the Western United States: Alaska, Arizona, California, Idaho, Oregon, and Washington. (Nevada only recently opened its first community college at Elko, and Hawaii has not yet included an evening division program in its community colleges.)

2. The investigation considers only evening student personnel programs developed for students receiving college credit. Adult education courses conducted by high schools are not a part of this study, even though such courses may be taught at community colleges.

3. By using the questionnaire method of investigation, the responses represent the best judgment of the persons responsible for the evening student personnel services or their appointed representatives, thus necessarily limiting the study.

4. The participating colleges were grouped in two categories by attendance: Smaller colleges--under 1,000 students enrolled in the evening program, and Larger colleges--over 1,000 evening students. These figures are based on actual students (head-count) and not on full-time equivalent attendance. The grouping of the colleges--smaller and larger--was based on the division used in the Carnegie Report by the National Committee for Appraisal and Development of Junior College Student Personnel Programs (33).

### Procedure

To identify the present practices and "desirable" or "undesirable" practices for an adequate student personnel program in the community college evening program, a questionnaire was developed. This questionnaire was formulated from extensive research of related literature and by an analysis and modification of the questionnaire used by Marlen D. Yoder in developing guidelines for day programs of student personnel services in two-year community colleges in the Western United States (45).

### Construction of the Questionnaire

The basic structure of the questionnaire, that of 12 major student personnel services, is based on Yoder's investigation (45) and the functions identified in the report entitled Junior College Student Personnel Programs: Appraisal and Development (34). Both of these studies were encouraged by the American Association of Junior Colleges. Yoder's results and conclusions appeared in a recent issue of the Journal of the American Association of Junior Colleges (3, p. 38-41).

The questionnaire requested respondents to express their opinions on a series of related functions commonly performed under each of 12 major categories. See Appendix A for complete instructions

for the questionnaire.

### Procedures Used in Securing the Information

The following procedures were used to select the participating community colleges:

(1) One hundred-thirty public community colleges within the defined region of the Western United States were initially contacted by a letter (Appendix A). This was accomplished in early November, 1967. The chief administrator was invited to cooperate in the study. One hundred and two community colleges replied that they would participate in the study.

(2) Participating colleges were classified by head-count of the evening college into the two categories of smaller and larger colleges (see p. 6, Limitations of the Study).

(3) In mid-December, 1967, a second letter was sent to the person designated by the chief administrator to complete the questionnaire. A questionnaire also accompanied this letter. The letter explained the purpose and the procedure to be followed in answering the questionnaire. A reply date, December 31, 1967, was requested.

(4) A follow-up letter was sent to 35 colleges that failed to return the questionnaire by the December 31 date. Twenty-four of the 35 colleges, after receiving a second letter, returned the questionnaire (Appendix A).

(5) The final population for this study was 91 colleges. This figure represents a questionnaire return of 89 percent, based on the original 102 respondents.

### Treatment of Data

Findings from the questionnaire are discussed in detail in Chapter III. They are presented in tabular form in Appendix B, p. 132-143. Guidelines were developed from the responses to the statements in the questionnaire. These guidelines, after meeting the approval of the writer's committee, are given in Chapter IV. Summary, conclusions, and recommendations are presented in Chapter V.

### Summary

The need for student personnel services in the evening community college and the need for guidelines were presented in this chapter. The purpose of this investigation are threefold: (1) to identify present student personnel practices in evening community college programs, (2) to identify student personnel practices considered "desirable" or "undesirable" in evening community college programs, and (3) to develop student personnel service guidelines for an evening community college program. Also included in this chapter were definition of terms, limitations of study, and the

procedures to be followed in this investigation. The following chapter reviews the related literature on student personnel services in the community college.

## II. REVIEW OF THE RELATED LITERATURE

This chapter is devoted to the review of literature in the area of student personnel services for evening students. The review is presented under the headings of the major functions and services of the evening community college student personnel services as they appear in the writer's questionnaire.

A major limitation in reviewing the literature regarding evening community college student personnel services is the extreme lack of research available on evening services. Over the last ten years, only five articles have appeared in the Junior College Journal that pertain to evening student personnel services. Elliott S. Palais, Kingsborough Community College, New York, comments, "Evening students have always been the neglected members of the campus family. Daytime student personnel had its difficulties in gaining acceptance but evening student personnel has encountered even greater difficulties" (32, p. 58). Leland L. Medsker states that very little has been done in identifying evening students and evening programs of student personnel services (28, p. 48). Thomas Emmet, University of Detroit, remarks:

Evening students, if they pay full tuition, deserve to receive equal consideration with the day student. In schools which use an activities fee system, perhaps evening students could have options; i. e. a basic fee and then the privilege to buy Yearbooks, Athletic Cards, Intramural Cards, and the Student Newspaper (10, p. 72-73).

Student personnel services have been described by the areas of service. J. Anthony Humphreys, Chairman of the Committee on Student Personnel Services of the American Association of Junior Colleges, has listed six major areas of student personnel work: (1) Orientation and High School Relationships, (2) Admission Procedures, (3) Guidance Services, (4) Student Life, (5) Job Placement and Follow-up, and (6) The Administration of Student Personnel Services (21, p. 389-390). Max R. Raines states that a student personnel program in a community college ". . . consists of a series of related functions designed to support the instructional program, respond to the student needs, and foster institutional development" (34, p. 15).

Collins presents student personnel services as a series of functions that must be performed to assure an adequate program. Raines states, "To effect the desired behavioral changes, some 21 essential student personnel functions should be provided" (9, p. 13).

The 21 functions identified by Collins include:

Precollege information, student induction, group orientation, career information, personnel records, educational testing, applicant appraisal, student counseling, student advisement, applicant consulting, co-curricular activities, student self-government, student registration, academic regulation, social regulation, financial aids, placement, program articulation, in-service education, program evaluation, and administrative organization (9, p. 13-15).

The writer's questionnaire, Survey of Current Student Personnel Practices in Evening Community Colleges in Western United States, organized student personnel services into 12 major services. These 12 major services include all of the 21 functions advocated by Collins.

### Organization

Patterns of organization for student personnel services vary among community colleges. The college size normally determines the complexity of organizational structure. There is a tendency to add more specialized personnel and to assign specific responsibilities of a single function to each specialist as the evening enrollment increases.

Everywhere a particular function is not performed by a specialist, there is usually some evening staff member of the college performing the function. James W. Reynolds states:

. . . Although many junior colleges have not recognized adequately the interrelatedness of the several aspects of the student-personnel program, there are few--if any--of these educational institutions in which most of the functions do not operate (37, p. 51-52).

There is general agreement that an organizational plan is necessary for the effective operation of student personnel services. Medsker supports a student personnel organization based on the philosophy and objectives of the college. He remarks:

Each institution, regardless of size, should consciously structure a plan for its student personnel program. The formation of the plan should call for the participation of administrators and teachers. Student opinion should be solicited and considered. . . . No matter how small the college, some staff member--even if on a part-time basis--should be made responsible for the direction of the program. An organization chart should show the responsibility of each staff member and the method of coordination (28, p. 165-166).

After reviewing more than 80 organizational patterns used in community colleges, there seems to be no two institutions using exactly the same structure for the organization of student personnel services. It is common practice to designate a person at the dean's level to coordinate the student personnel program. The evening college student personnel functions are commonly placed under the vice-president or the immediate assistant to the president.

James W. Thornton indicates that the administrative organization of student personnel services should be a direct outgrowth of the functions to be performed:

Under any form of administrative organization, it is important that the various functions be clearly defined and assigned to persons with the qualifications and with the time to accomplish them successfully. Intensive student personnel services are basic to student and faculty morale; they are an indispensable precondition of effective education (40, p. 271).

Medsker supports Thornton's position on administrative organization and feels strongly that student personnel programs need the services of professionally trained staff members. Medsker states,

"The person delegated to direct and coordinate the entire personnel program should have professional preparation in that field" (28, p. 166).

The number of graduates available to community colleges for student personnel programs is very limited. Jane Matson appraised, as part of the Carnegie Corporation Report, the existing and potential resources for training of specialists in community college student personnel services. Commenting on the preparation of student personnel workers, Matson concludes:

The idea that special preparation was desirable for those who were to assume responsibility for providing student personnel services did not develop as rapidly or extensively as did the acceptance of such services as an integral part of the college program. The teacher who "liked students," or was willing to accept the assignment (which frequently was imposed on top of a full-time teacher program) volunteered or was invited to participate in the student personnel functions (27, p. 3).

Reporting the findings of the Carnegie Report, Matson concludes that community colleges generally have inadequately trained student personnel staffs. Matson states:

Present research indicates that 45 percent of the student personnel workers in the larger colleges and 60 percent in the smaller colleges can be classified as inadequately prepared through professional training to perform student personnel functions (27, p. 22).

Joseph W. Fordyce, Eugene L. Shepard, and Charles G.

Collins, who were part of the Carnegie Report's staff, organized the

student personnel program around seven broad areas of service: orientation, appraisal, consultative, regulation, participation, service, and organizational (12, p. 2). In implementing these functions into a structural plan, Fordyce emphasizes:

Student personnel functions will not "just happen" and they cannot be relegated to administrative officers who, because of lack of appropriate training, time or interest, will make only haphazard and sporadic attempts to provide a student personnel facade. To be effective, programs must be adequately staffed, housed, financed, evaluated and effectively related to the total mission of the college (12, p. 18).

Within the organizational plan, provisions must be made for an adequate staff of professional and clerical workers. Suitable facilities and equipment must be part of an integrative plan of organization. Fordyce comments:

Specifically, the college will (a) formulate and periodically review the objectives of the college and the policies established to effect these objectives, (b) examine student personnel functions. . . to determine their congruence with the stated objectives, to measure their fulfillment of these objectives, (c) provide a corps of well-prepared counselors and student personnel workers dedicated to and capable of achieving these aims. . . , (f) provide adequate budgetary provision using as a rough guide a minimum of 10 percent of the amount expended on operation of the instructional program. . . , and (h) provide opportunities for full and open participation of all members of the student personnel staff in the curricular, instructional and administrative affairs of the college (12, p. 18-19).

From Medsker's study in the mid-1950's and the recent Carnegie Report on community college student personnel programs,

there seems to be evidence that student personnel programs have definite weaknesses in the quality of policy formulation, planning, and professional direction. T. R. McConnell, Chairman of the National Advisory Committee for the Carnegie Report, states, "The conclusions of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (9, p. 22).

Medsker finds that 57 out of 73 cooperating colleges reported that the only centralized direction for the personnel services program came either from the chief administrator or an assistant general administrator such as the academic dean or vice-president (28, p. 162). A finding of lack of central direction does not necessarily mean a poor program, but it does indicate that administrators with such a wide range of responsibility cannot possibly give personal attention and needed leadership to the various staff positions involved in student personnel functions.

Structure designs vary throughout the community college movement. Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr. advocate a student personnel program based on the counseling function, which would include: admission; information; record-keeping; orientation; student-activities; vocational placement; student-welfare (health, housing, and food); and follow-up, evaluation, and research (4, p. 247-266).

Thornton feels student personnel services should involve five basic services: guidance; student-activities; placement and follow-up; records, research, and evaluation; and administration (40, p. 254-272). Thornton recommends that the personnel program be under the leadership of a dean of students who should have trained specialists performing the major student personnel functions.

Emmet includes these services as vital to the administration of student services for evening students: admissions and pre-testing; records and registration; counseling services, vocational and academic; counseling services, personal and psychological; student co-curriculum activities; financial aids; placement services; remedial services; orientation programs; cultural programming; and coordination of special services (10, p. 67-71).

Ralph R. Fields deviates from most authorities by supporting a decentralized organization of student personnel services. This type of organization resembles the common pattern found in four-year institutions. The guidance function is held to be a central responsibility of the staff members. Advisors are used more than professionally trained counselors in assisting students in self-appraisal and career decisions. Although decentralized organization is used in some colleges, it appears from the literature that professionally trained specialists are more commonly used in community college student personnel programs (11, p. 255-257).

The Carnegie Report recommends the division of labor: Under the superintendent and/or president, there should be two assistant officers; vice-president of instruction and vice-president of student personnel. In addition to the vice-president of student personnel, there should be a dean of counseling and guidance and a dean of student activities. Admission and record specialist, along with special personnel services, would report to the vice-president of student personnel (9, p. 31-34).

#### Selecting and Admitting New Students

Reynolds detects a trend in humanizing the traditional concept of the registrar. He says:

The responsibility of the registrar has been expanded beyond a mere check on whether students meet entrance requirements. A new position is emerging in many junior colleges as well as in four-year colleges and universities. This is the position generally called the admissions officer (37, p. 54).

The responsibilities of the admissions officer encompass a new concept of selecting and admitting new students. Reynolds sees this expanding admission concept as, ". . . a concept which takes into consideration the extreme importance of helping the new student get a good start in his college work, thereby avoiding the initial misunderstanding which delays his full transition into college life" (37, p. 54).

Palais states that admissions requirements and procedures usually differ from day college and evening college. Evening college is normally less stringent and demanding in establishing requirements for entrance (32, p. 49). Palais illustrates his point of view on evening admission requirements:

A 1961 survey conducted by the Association of University and Evening Colleges reported that 50 percent of their member institutions who responded noted the following differences between day and evening admissions: omission of college board examination for evening students; health examinations required of day, but not of evening students, and formal matriculation required of all day students (32, p. 49).

Since higher education is valued in the United States, all economic and social groups must have opportunities to participate. The community college movement is rooted in this democratic principle of equal opportunity for all students. Operating from a basic "open door" policy, a term made popular by Burton R. Clark (8), California has established the following requirements for admission to a community college:

Such classes shall be open for the admission of adults and of such minors as in the judgment of the governing board may be qualified for admission (California Education Code #5706).

Thornton's investigation finds that the basic admission policy for many community colleges is similar to the California statute:

Any high school graduate, or any person over 18 years of age who seems capable of profiting by the instruction offered, is eligible for admission (40, p. 35).

The "open door" policy, of course, does not guarantee that every student will succeed. The purpose of the "open door" policy is to make sure that every person is granted the opportunity to succeed or to fail. The responsibility for success or failure should rest with the individual student, not with a standardized test nor with the arbitrary decision of an admissions counselor or an administrator.

Blocker states that approximately 50 percent of the community college population could be classified as adults since they are 21 years old or more (4, p. 123-125). Most of these adult students attend in the evening.

George F. Knerr, Dean of Admissions, Pace College, New York, comments on the problems faced when admitting evening students:

The problems of admission of evening students to college and universities are a particular challenge to Admission Officers of institutions of higher learning, due to the great diversity of their motivations in attending college and also because of the vast differences in age and maturity. Admission standards must be established specifically for evening students. Such standards must be widely different from the criteria used for the admission of day students (24, p. 77).

Knerr believes that the scholastic average attained in high school cannot be used as an adequate basis for potential collegiate success for adult evening students. He states, "The casual and

even poor student of yesterday, experiencing the demands and challenges of the world of business, well may achieve far beyond the promise of the best students who attended school with him" (24, p. 78).

Knerr expresses opposition to the practice of administering the Scholastic Aptitude Test (S. A. T. ) of the College Entrance Examination Board to evening adult students. He comments, "Since the more mature adults have not taken course work in many of these subject areas for years, the S. A. T. cannot be employed for them" (24, p. 78). The entrance examinations developed by the American Council on Education and the Educational Testing Service offer some evaluation of the evening student's aptitude to do further study, according to Knerr.

Evening students do not always share the same interests as those of their counterparts in the day programs. Blocker uses a study done at Flint College, Michigan, to investigate the characteristics and interests of 539 evening division students (4, p. 115). The median age was 24.5 years. Members of the group worked a median of 43 hours per week while attending college. These students had a strong vocational orientation. Two findings support this observation: (1) Seventy-five per cent stated that their objectives in attending evening college were professional or vocational and (2) 85 percent indicated that they were attending college in order to

obtain a better job.

The evening students in Blocker's study had to conform to admission procedures of the college. Students were required to complete the usual forms and to submit high school transcripts. Standardized admission examinations were not required of evening students, but 60 percent accepted the invitation of the college to take the tests. Although the majority indicated a knowledge of their goals, 29 percent of the group desired educational advisement and 42 percent indicated interest in a vocational guidance clinic offered by the college. Extracurricular activities and college-sponsored cultural events did not hold much interest for the evening students.

Evening college admission requirements seem to be more flexible than the regular day college. Fields reports that from a study of four community colleges (basis for the book: The Community College Movement) that he would describe the community college admission policy as flexible by intent:

Admission requirements have been definitly set in terms of the basic belief that all high school graduates who can profit from an available program should be admitted for at least a trial (11, p. 248).

Fields stresses that a flexible admission policy must be coupled with a well-organized program of student information services. He comments that in his study the adult members of the community were kept informed by ". . . speakers at service clubs and

PTA meetings, an annual open house, weekly news releases, pamphlets, brochures, posters, and displays" (11, p. 159).

### Orientation for New Students

The group orienting function of student personnel work is defined by Raines as:

Those activities of the college designed to provide organized group experiences for students conducted by college staff members, focused upon needs of the student and with emphasis upon (1) adjustment to the college program, (2) formulation of realistic and satisfying plans for the future, and (3) effective use of college and community resources (33, Function 8).

What can an evening orientation program offer evening students? Palais feels an orientation should include a handbook that explains the various aspects of the college that every evening student needs to know. He sees a difference between the type of orientation program that should be conducted for the day student and the evening student:

In day colleges, orientation is used to help students bridge the gap between high school and college. In the evening, orientation programs serve the purpose of familiarizing new students with their school. A series of informative meetings enables students to meet the members of the faculty and administrative staff upon whom they will probably be calling for answers to specific questions (32, p. 56).

J. W. McDaniel supports the group orientation program as a means of assisting the student in getting a good start in college

(26, p. 26). McDaniel does not want the orientation program to be a "one-shot" affair. There is a need for a continued program throughout the first year.

Blocker observes that the student needs met by an orientation program fall into three categories:

(1) Students entering college for the first time need to assess their particular pattern of aptitudes and aspirations and to learn how these can be best employed to promote success in the institutional context of the two-year college. Objectives may need to be expanded or modified. (2) . . . the student must become acquainted with the facilities and resources of the college and the surrounding community. . . This objective must be accompanied by an effort to interpret to students the relationships between the resources offered by the college and those existing in the community. (3) . . . the orientation program provides an opportunity for students to become acquainted with the activities sponsored by the college and to gain some understanding of how these relate to the total college program (4, p. 257).

Blocker stresses the value of a continuing program of orientation in order to " . . . smooth out some of the rough spots that occur during the student's first year in college" (4, p. 257).

Orientation is viewed as a transition from high school to college by Reynolds (37, p. 55-57). Activities during this transitional period may include: assemblies, conferences, tours, standardized testing, informal talks with students and faculty, and student handbooks. Reynolds points out that some colleges incorporate orientation into a course during the first year (37, p. 55). This course may be either

credit or non-credit. If the class method is used, then normally the class enrollment is kept small. This permits more class discussion.

Orientation is the information-giving part of the counseling service after the initial enrollment, according to Thornton. Students are encouraged to participate in campus life and to make use of the services provided by the college (40, p. 256-257).

The orientation program should be closely coordinated with the functions of admission and counseling, according to Medsker (28, p. 154). Medsker's study concludes that except for varying types of freshman-week activities, the most common kind of group guidance program in the community college is a regularly conducted orientation course that varies in length. This type of structure appeared in 70 percent of the cooperating colleges (28, p. 154).

### Counseling and Advising of Students

A. J. Brumbaugh states that the purpose of the guidance program is ". . . to aid each student to discover his own abilities and limitations, to define his educational goals as clearly as possible, to clarify his vocational objectives and to solve his personal problems" (7, p. 38). The foundation of this program is counseling and advising. Raines defines these two vital functions of a community college student personnel program:

The student advisory function: Those activities of the

college designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the needs of the student (33, Function 9) . . . The student counseling function: Those consulting activities of professionally trained counselors designed to aid students who seek or need special assistance in (1) formulating vocational and educational goals, (2) clarifying their basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with their educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems (33, Function 10).

John C. Braund, University of Rochester, New York, views the evening counselor as a specialist and a "jack-of-all-trades." He remarks:

He counsels persons whose problems are closely related to academic or educational undertakings, as opposed to those who counsel persons with problems of legal, marital or religious nature. He is a jack-of-all-trades in that he is often confronted with a multiplicity of tasks, many of which are only remotely related to counseling, especially if one defines counseling in terms of its being a process and a relationship (5, p. 149).

Medsker reports that most of the cooperating institutions classified all formal advisement services as part of the counseling program (28, p. 150). As an element of strength, Medsker observed that some type and level of counseling exists in each college (28, p.

161). He states that the term "counseling" is being used in its broadest sense. Medsker says, "In some colleges, this may mean merely academic advising; in others it may include many levels of counseling" (28, p. 161).

Gilbert Wrenn's definition of counseling is accepted by Medsker:

Counseling is a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger, or less mature, or more troubled of the two is aided to a self-determined resolution of his problem (44, p. 59).

As an element of weakness, Medsker comments that the counseling program in many institutions is inadequate (28, p. 163). He cites a narrow view of the meaning of counseling, a lack of trained personnel for counseling, and an inadequate in-service trainings program as deterrents to a good counseling service in many community colleges (28, p. 163-164).

Reynolds sees a need for an adequate counseling staff since the homogeneity of yesterday's student body has changed to heterogeneity in today's community colleges. He observes, ". . . the problem of making a wise choice of desirable curriculums and courses has become a serious one, making obvious the need for assistance from a guidance and counseling program" (37, p. 61).

There is a division of opinion on the issue of who should counsel students. Medsker identifies three basic plans in operation: (1) the

general teaching staff is used for counseling and advising students, (2) the college employs professionally trained counselors, and (3) the general administrative staff of the college performs this function (28, p. 152).

Reynolds remarks, "If the junior college is to develop a satisfactory guidance and counseling program, at least one position in this field must be filled by a well-trained person" (37, p. 62).

Blocker states, "It is desirable for all personnel in the counseling program to have attended professional-level courses in the field. In-service training and faculty workshops, although valuable, cannot carry the entire burden for preparing advisors to operate effectively" (4, p. 255).

Lester A. Alderson's study reveals some common training and organization practices in California's community colleges (1). Approximately 40 percent responded that their organization consists of trained personnel in the area of counseling and guidance. These individuals did all the counseling except the normal and informal teacher-student contacts (1, p. 101).

The respondents were also requested by Alderson to evaluate five types of preparation for counselors by indicating what seems to be essential and what seems to be only desirable. Those respondents who were instructors with released time for counseling expresses an opinion that experience in teaching and a master's degree are

essential. The released time counselors felt a master's in psychology and a pupil personnel service credential are desirable but not essential. The community colleges using only psychology instructors as counselors indicated that teaching and work experience other than teaching are essential backgrounds. They considered the other qualifications as only desirable (1, p. 101).

Medsker contends that the student personnel program demands the services of a professionally trained staff. He further states:

Even in the smallest institutions a staff member with experience and training in guidance should be in charge of all testing and counseling. This person may be engaged full-time or part-time, depending on the size of the institution. In large institutions several professionally trained counselors are needed for counseling . . . Whether the major part of the counseling is to be done by teachers or by professionally trained counselors should be decided by the institution, with the recognition that professional direction is essential (28, p. 166).

The relationship developed through an advisement system helps to individualize the student's education. Fordyce states, "By his attitude the professional counselor or the faculty advisor can convey to the student that he has a continuing interest in him and that ideally there is mutual friendliness, confidence, and respect for each other's individuality" (12, p. 12). Fordyce feels the advisement function serves a very necessary purpose in the college. It aids the student in making many choices and decisions. He says, ". . . every beginning college student needs a wise, adult friend, guide and advisor,

who has the time and patience to listen to him and who is qualified to assist and advise him" (12, p. 11).

What should be the counselor-student ratio? Fordyce suggests that the optimum of one counselor per 300 full-time students and a maximum not to exceed the figure of 1:500 (12, p. 13). These figures are supported by James M. Starr (39, p. 445), Alderson (1, p. 102), and Henry (18, p. 199). S. A. Hamrin advocates that each student is entitled to at least one conference with a professional counselor each semester (14, p. 24).

Most of the counseling programs using professionally trained personnel are organized on a centralized plan. In the literature there are several interesting exceptions to this common practice of organization.

James Harvey reports on the decentralized professional counseling approach at Harper College, New York. Counselors are assigned to the various divisions of the college and are housed in the divisional headquarters. He feels there are several elements of strength behind the rationale of this type of organization: (1) professionally trained counselors maintain a ratio of 1:300, (2) counselors do the academic advising for the division, (3) counselors assigned to a division become specialists in majors in that division, (4) each counselor, in addition to the specialized majors, is assigned a group of undecided students and a group of developmental students, (5)

counselors are used in the college orientation program, and (6) good mental hygiene is stressed and serious problems are referred (17, p. 38-40).

Harvey comments on the expenditure needed for this program. He believes that compared with the cost of faculty advisors' released time organization, and the necessary in-service training time, this system over a period of years would save the college money (17, p. 40).

Fields writes that all members of the professional staff at Tyler Junior College, Texas, participate in the student personnel work of the college. Every instructor has a group of 20 or 25 students to advise. At Tyler many faculty members sponsor student organizations (11, p. 235). Raines advocates the use of faculty members who demonstrate special interest and ability to serve as curriculum advisors for students. This, according to Raines, increases the effectiveness of the guidance program (35, p. 5).

#### Extracurricular Activities

Henry states, "The values to be derived from a well-balanced program of extraclass activities may be indispensable to the all-around development of students" (18, p. 203).

Caroline Hoff, founder of the International Association of Evening Student Councils, New York, sees a difference between day

and evening student activities programs. She comments, "To serve his needs we must discard the adolescent approach to evening student activities and formulate stimulating adult programs" (19, p. 118).

Hoff remarks that the aims of evening activities programs are similar to the day programs, but their emphasis is on an adult maturity level. She lists the following as important aims for evening activities programs: self-development, leadership training, experience in group activity, practical application of learning, and promotion of student identification with the college (19, p. 119-120).

Reynolds lists several categories of organizations commonly found under student activities: student government, honor organizations, service organizations, special-interest clubs, fine arts organizations, student publications, and social clubs (37, p. 66). Thornton agrees that the student personnel services program should include a broad variety of student activities as part of the educational program of the college. He comments, "Participation in self-government, in interest clubs and social activities, and in organized athletics contributes importantly to the achievement of the purposes of the college" (40, p. 259).

An evening student council is supported by Hoff. She states:

The functions of an evening student council are two-fold. As an elected body representing all the interests of the school, it should insure that every worthwhile activity is organized, maintained and financed in an efficient manner and that each is properly recognized

and well integrated into the life of the college. In short, the council "manages" student affairs (19, p. 124-125).

Thornton believes that student participation in student activities offers both educational growth for the student and ". . . contributes to the student morale and to the local fame of the college" (40, p. 259). He stresses that these two aspects of the student activities program must be balanced:

Student government, clubs, and athletics miss their true point if they focus only on artificial learning situations. . . if their service to the college and to the community is overemphasized, the result may be exploitation of the students and such negative learnings as political chicanery or cynical sports-manship (40, p. 260).

Blocker comments that from an institution's point of view, ". . . student activities provide a means by which the social impulses of students may be channeled toward constructive ends" (4, p. 259). He further states, "One of the great opportunities in the extracurriculum is to change the prevailing climate of opinion among students through stimulation and experimentation" (4, p. 259).

McDaniel believes students should be part of the group that forms policy concerning student activities. Students must be involved in the management of student activities (26, p. 46). Medsker comments, "The program becomes one of desirable balance between supervision by the college and initiative by the students" (28, p. 157).

### Physical and Mental Health

Reynolds divides the health service aspect of the student personnel program into two major functions: (1) the record-keeping function of recording the student's medical history and of giving a physical examination in connection with the initial admission procedure and (2) the facilities and staff for student illness or emergency (37, p. 65).

Raines maintains that the student personnel health program has three basic functions:

- (1) The health appraisal function: Those activities of the college designed to produce a systematic and periodic health and physical appraisal of students.
- (2) The health educative function: Those activities of the college designed (a) to acquaint students and staff with appropriate health and safety practices, (b) to provide adequate procedures for handling emergencies, and (c) to provide or identify suitable medical resources which can be used to treat physical and emotional problems.
- (3) The health clinical function: Those activities of the college designed to provide clinical assistance and treatment on campus for students experiencing physical ailments and/or emotional difficulties (33, Functions 21-23).

Limited health services under the student personnel program are supported by Thornton (40, p. 258). These services should not be as extensive as those provided on four-year campuses. Thornton states, "Its (health service) purpose in the community junior college will never be medical treatment, except in cases needing emergency

first aid" (40, p. 258).

The health staff usually consists of a full-time public health nurse. According to Thornton, this person should be competent in the role of advising students about minor health difficulties, in performing necessary first aid, and in referring students to personal physicians when the matter requires (40, p. 258).

Blocker conceives the student health service as a more dynamic aspect of the student personnel program. He states, "Of all the potential services of a comprehensive student personnel program, none has been more neglected by the public two-year colleges than the provision of adequate health facilities" (4, p. 262). He feels that an adequate health program should meet three basic criteria: (1) provisions for physical examinations under college supervision, (2) some type of infirmary service with medical treatment for minor illnesses of an ambulatory nature, and (3) provisions for instruction in physical and mental health (4, p. 262-263).

Very few studies have been published on this area of the student personnel program. Royal L. Brown does report findings from a study of California's community college health services.

The rest include:

All but 8 percent of the colleges have a physician or physicians employed; 81 percent of them are on call, if needed. Sixty-six percent of the schools with physicians do physical examinations on school athletes. Only 42 percent of the health departments,

however, are administered by a medical doctor. A public health nurse in 58 percent functionally heads up the department (6, p. 272).

Brown observes that many physicians employed by community college districts are inadequately utilized, and this occurs most in geographical areas where the college excels both qualitatively and quantitatively. Athletes generally benefit from the physician's services, but the non-athletic student normally does not come in contact with the physician (6, p. 276).

In some colleges it has been effective to provide full-time or part-time health services in order to coordinate student health needs with available community resources and to correlate the college's health classes with health counseling, according to McDaniel (26, p. 30). Assisting individual students in solving minor health problems or referring more serious problems to a private physician or the appropriate community agency is an important function of the personal counseling function of the community college. McDaniel feels that this approach to health problems strengthens rapport as well as promotes growth in personal adequacy (26, p. 30).

### Student Discipline

Traditionally, educational institutions have established a set of rules and regulations to govern student behavior while at that institution. These rules and regulations were the result of

non-student participation. Many times basic constitutional rights were denied the student. These standards today are being challenged.

Student personnel staffs will have to confront this topic of discipline with restraint and understanding. From the review of literature, the responsibility for student conduct on the campus in the evenings is felt by most authorities to be a joint responsibility: The individual is held responsible for his actions, but the setting of policy should include those affected by the rules and regulations.

Reynolds remarks, "The assignment of staff responsibility for the enforcement of the regulations is usually made to officials called the dean of men and the dean of women" (37, p. 67). He also supports the concept of a disciplinary committee. This committee is composed of representatives of both the faculty and the student body. Alleged violations are heard by the disciplinary committee. After hearing the student and the evidence supporting the charge, the committee makes recommendations to the administration. The administration, usually one or both deans who are responsible for student affairs, makes the case decision. During this process, the chief administrator is kept informed. He normally has veto power over any decision made by the representative committee or the decision-making administrator(s) (37, p. 67).

Kate Hevner Mueller believes that the traditional view of student discipline is ineffectual. There is a question of ethics in the

traditional view. She comments, "It shows a preoccupation with superficial techniques rather than with basic principles of behavior" (30, p. 350). Mueller maintains that discipline must be based on principles of sociology and psychology.

Mueller sees a vital role for counseling in student discipline:

The counselor's job is not to search and pinpoint any one cause, nor to indulge in any superficial philosophizing about life's dilemmas. His job is to bring the particular behavior in question into a different perspective for his client, to give him a useful way of looking at this behavior and at himself, to help him adopt an attitude with the proper balance between responsibility and irresponsibility--neither that of the victim nor of the dictator, but rather an attitude which suggests: "I did it, and the reason is myself" (30, p. 355).

Authorities normally agree that the roles of counselor and disciplinarian should be kept separate. Reynolds reports, "The theory underlying this principle is that the rapport necessary between the counselor and the student is diminished--if not actually destroyed--if the counselor is at the same time the judge, jury, and executioner" (37, p. 67).

E. G. Williamson advocates students having an important voice in developing campus behavior policies. Williamson states, "Students will desire to develop for themselves positive policies in the campus community, defining their proper voice in the management of the institution" (43, p. 263).

This process requires a joint responsibility. Along with the

institution's representatives, the students should review periodically the policies governing student conduct. It is Williamson's belief that responsible students have increasingly and justifiably requested more responsibility in making and enforcing rules and regulations governing their affairs (43, p. 171).

### Testing Service

Community colleges pride themselves in accepting Burton Clark's "open door" admissions policy. Blocker questions how open the door really is to many students. He suggested that the term would be more appropriately called a "revolving door" policy. Blocker comments, "Many two-year colleges have followed the lead of large state universities which admit all applicants and then flunk out many of them at the end of the first semester" (4, p. 251).

Wrenn maintains that if students are encouraged to enroll in an institution, then that college has a responsibility to have reasonable evidence that the students can succeed in meeting the scholastic and social requirements of the college. He states, "It is unethical to admit students without regard for their chances of succeeding" (44, p. 420). Blocker feels that before Wrenn's belief can be put into operation, community colleges must devote more attention to research and evaluation of student success and failure at their institutions (4, p. 251).

One means of predicting student success or failure is to use standardized instruments during the admissions process. Medsker remarks that he found only ten community colleges out of 222 that did not give some type of scholastic aptitude test to new students (28 p. 154). The most common instrument used was the American Council on Education Psychological Examination (A. C. E. ). Medsker reports that many institutions used tests to determine aptitudes and abilities in non-academic areas. Clerical and mechanical tests were most frequently administered (28, p. 154).

Medsker states that achievement tests were used in 162 colleges or 73 percent of the cooperating institutions. The most commonly tested areas were English and reading, general educational development, and science and mathematics (28, p. 154-155). Seventy percent of the colleges used some type of interest inventory. The Kuder Preference Inventory was the most frequently mentioned instrument for this purpose (28, p. 155).

Several disappointing aspects of testing were reported by Medsker's national study. Most colleges administered the tests either before or near the time of registration. The testing results were not known, in many cases, during the pre-registration interview with advisors and counselors. The noted exception to this observation were tests given for English placement and tests required for engineering registration (28, p. 155). He states,

"Some colleges seemed to test for testing's sake; masses of test data were available in files or even in summarized form, but apparently seldom used" (28, p. 155).

A popular feature of the Santa Monica City College Evening Division is a three-night vocational testing period. Students sign up to participate in nine hours (three nights) of standardized testing. This service is free to anyone in the community. After the testing period, each individual has a conference with a counselor or psychologist for interpretation of the testing program. This program is offered each semester.

Reynolds discusses the use of standardized tests for advanced placement:

The practice, adopted in a few four-year colleges, of using placement-test scores as a qualification for advanced standing has not appeared in junior colleges. The reason lies largely in the matter of protecting prospective transfer students from loss of credit in the institution to which he transfers. It is probable that, when the four-year colleges relax their policies in regard to this practice, placement-test scores will find still another use in the junior college, as a basis for advanced standing (37, p. 55).

Dean W. Seibel, Director of Field Studies, Evaluation and Advisory Service, Educational Testing Service, has published an excellent study on the use of standardized tests in community colleges (38). Seibel concludes that community colleges are making substantial use of a variety of standardized instruments. The

principle purpose for a testing program was to aid in the guidance process. Seibel comments on a basic problem facing student personnel workers in the testing area:

The importance of student appraisal in the guidance and counseling function is well recognized, and one of the major ways of accomplishing this is through the use of various types of standardized tests. The junior colleges, however, are in a peculiar position regarding presently available standardized tests. While many tests have been developed for use in secondary schools or in traditional four-year colleges, there are few that have been developed especially for use in junior colleges (38, p. 979).

He visited during 1964-1966 community college student personnel workers and other staff and faculty. Sixty-three community colleges from 18 states participated in this study of testing programs. Five broad purposes were identified for the practice of giving entering students standardized tests: (1) guidance and counseling, (2) selective admission, (3) course placement, (4) research, and (5) service to outside agencies (38, p. 980).

Seibel remarks on the use of an initial general ability test for the purpose of yielding an IQ score. The Otic Quick-Scoring Mental Ability Tests were used in the majority of the community colleges for this purpose:

In terms of the utility or value of the scores, general ability tests that yield IQ scores are usually of no more use or value than other types of general ability tests. . . (but), a student's record would simply not be complete unless it contained a measure of his "intelligence" (38, p. 981).

Summarizing the results, Seibel states:

A few of the colleges (six) used no standardized tests at all for guidance purposes. Several colleges administered as many as 10 different tests to entering students for guidance. The median number of standardized tests used for this purpose by public colleges is two, and by independent colleges, three. It should be noted that this does not include the administration of tests to individual students for counseling (38, p. 984).

Donald P. Hoyt investigated the predictive ability of the American College Testing Program's instrument in determining the success or failure of two-year college terminal (vocationally oriented) curriculums (20). Students in six colleges cooperated in this 1964 study. Their academic potentials were estimated by standard A. C. T. data (test scores and selected high school grades). These potentials were related to over all college grades and to grades in various academic courses. Comparisons were made with all research service participants (205 colleges) and with community college research service participants (43 colleges). Hoyt offered the following conclusions:

- (1) The academic potentials of the six groups were very homogeneous. This was more true when potential was measured by high school grades than when measured by A. C. T. scores.
- (2) These potentials were well below the averages established for all colleges, but only slightly below the general junior college average. They were weaker in English and social studies than in mathematics and natural science.
- (3) College grades for these students averaged slightly higher than comparable grades for all college and for all junior college students. However, there

were marked institutional differences suggesting that grading practices did not follow a uniform standard from college to college or from department to department (20, p. 23).

### Student Records

Thornton remarks, "The keeping of accurate records is one of the primary responsibilities of the student personnel service" (40, p. 267). Students expect the college to maintain a record of their academic achievement. Copies must be available upon request from the student and authorized institutions.

Medsker reports that one of the elements of strength found in his national study was evidence of a good system of academic record keeping (28, p. 162). Reynolds points out that this finding could have been predicted. A satisfactory system for keeping academic records is necessary for the certification of credits of students transferring to four-year colleges. Reynolds states, "Carelessness in this important area would become immediately apparent, and the gravity of omitting any significant portion of the records would be a severe blow to the professional reputation of the institution" (37, p. 58).

Blocker agrees that there is a necessity for careful and proper record-keeping. He comments, "What is not so well recognized is the purpose which these records should serve and the manner in which they ought to be utilized" (4, p. 255). Blocker supports

M. D. Hardee's justification for having the record-keeping function in a community college. Hardee states that the record-keeping function is ". . .namely, the communication of information in writing between and among those who know the facts and those who need to know them" (15, p. 161).

There are two basic questions that must be asked concerning the student record-keeping function: (1) What type of information needs to be collected for evening students? (2) To whom should this information be made available?

Thornton comments that two types of information are found in the official folder: the academic achievement record and additional documents from several sources (40, p. 267). He states, "The academic record is primarily a continuing account of the studies attempted by the student and of his success in them" (40, p. 267). Additional documents include high school transcripts, standard test scores, and required health information. The official folder is normally located in the admissions office.

Blocker states that most of the information is collected during the admission period (4, p. 255). The student completes forms and/or IBM cards calling for various items of personal history. During this period, many evening colleges administer a series of standardized tests to selected groups of students. Many colleges organize student records according to the requirements established by the

American Council on Education. A standard cumulative record folder form is available from the A. C. E.

It seems generally accepted, among authorities reviewed, that the instructors and administrators who have contact with the student should have access to the information in the official record. The exception to this generalization is in the area of confidential interviews. This material should be available only to the counselor. Material of this nature should not be in the official folder. A separate personnel folder in the counselor's file is the proper location for confidential material.

Little is said about the student's right to review his own official record file. Blocker comments:

. . . the student does have such a right to review the results of testing, health evaluations, and other data which can be of assistance to him in selecting and modifying life goals. . . It is the responsibility of the college to make this information available in comprehensive form and to provide any counseling that may be required to secure its rational acceptance (4, p. 256).

Several writers remark on the practice of maintaining a set of personnel records in addition to the permanent scholastic records. Reynolds states, "This practice facilitates the use of pertinent personnel data by those responsible for counseling without risking the misplacement or possible alteration of the permanent records" (37, p. 58). Thornton reviews the contrasting views on the contents

of this student personnel record:

One school of thought would limit the contents of the folder to a bare minimum of official and quasi-public documents; at the opposite extreme are those who include every scrap of paper dealing with the student, so that the folder becomes bulky and disorganized (40, p. 268).

Thornton recommends that the folder should include: (1) admission application, (2) personal data sheet filled out by the student, (3) a two-year educational plan completed in conference with the counselor and adjusted at each registration period, (4) an up-to-date copy of the student's permanent record, (5) a sheet of important interviews, (6) summaries of important standardized tests results, and (7) notations of other information available from the counselor, if it is of a nature to require careful interpretation to instructors by means of interview (40, p. 268-269).

McDaniel advocates a minimum amount of forms and information in the folder, but it should be sufficiently complete in order to individualize student personnel practices. A balance must be maintained by instructors and counselors in the use of student records. Availability and security must be well planned (26, p. 40).

### Placement Service

Raines divides the placement services into two basic functions: (1) graduate placement and (2) cooperative placement. The graduate placement function is defined by Raines as:

Those activities of the college designed (1) to locate appropriate employment opportunities for graduates of the junior college who may be suitably qualified, and (2) to provide prospective employers with placement information that may be helpful in reaching employment decisions (33, Function 29).

Raines includes in the role of graduate placement service a number of specific tasks: maintaining placement files, consulting with prospective employers, and scheduling placement interviews (33, Function 29).

The cooperative placement function as defined by Raines is:

Those activities of the college designed (1) to place part-time work experiences specifically related to educational goals of students, and (2) to place students who are currently enrolled in occupational curricula in positions of employment that are mutually productive for the student, the employer, and the college (33, Function 28).

Cooperative placement tasks include working with instructors in achieving placement and assisting employers in evaluating students (33, Function 28).

Raines and McDaniel comment that the graduate placement function was implemented in very few colleges. It was identified as a student personnel concern by the majority of the colleges in the Carnegie Report (36, p. 13-14).

Fordyce, Shepard, and Collins, as part of the Carnegie Report, state that job placement is a major service for the non-transferring graduate. This program should be related to the curricular areas

offered by the college and to the local needs of the community being served by the evening college. A placement officer from the student personnel staff should coordinate the placement program. A systematic follow-up procedure is important in the evaluation of graduate placements (12, p. 17-18).

Lawrence A. Lansner, Placement Director, Bernard M. Baruch School of Business and Public Administration, New York, supports the theory that the placement director should be directly responsible for both day and evening programs. He states:

The reason for this is the necessity for developing and maintaining contacts with employers in the community which can best be done during day hours. The balance of the staff can be recruited from the day college personnel, faculty (25, p. 109).

Reynolds remarks, "In some junior colleges, placement is considered to include assistance given to students in securing jobs designed to help defray part or all of their college expenses" (37, p. 67). These jobs may be campus work, commonly referred to as work experience or work scholarships, or off-campus employment.

Thornton feels there are indirect benefits gained from maintaining a campus placement office. He comments, "The constant contact of the placement officer with all kind of employers in the entire community serves to keep him aware of emerging needs for trained employees" (40, p. 264). There is a continuous community survey going on when a college has an effective placement operation.

Blocker contends all two-year colleges do some type of placement. If not through a formal placement service, individual instructors aid students in placement in specific fields (4, p. 261-262). Blocker states that the importance of placement in the community college is well illustrated by a publication sponsored by the American Association of Junior Colleges, Service Through Placement in the Junior College (29).

Lansner conducted a survey of the existing placement facilities for evening adult students throughout the United States. Of the 138 participants, 13 respondents were from evening community colleges. Eight community colleges (61 percent) did not have any placement counseling hours during the evening (25, p. 114). Lansner comments, "This includes one institution which had 8,000 evening students out of a total enrollment of 13,000" (25, p. 114).

In the colleges that had an evening placement service, the time allotted ranged from four hours per week for 268 students to three hours per week for about 6,000 students. All these colleges allowed evening students to use the regular day placement service (25, p. 114).

A major problem develops with placement when unrealistic admission requirements are held by the evening college. Blocker supports Wrenn's principle that a college has the responsibility of admitting those students who have a reasonable opportunity of being

placed in the occupation trained for by the college. Blocker interjects:

The naive assumption that a student is better off with two years of college, regardless of whether or not society has any use for the skills he learns there, is indefensible because it overlooks the uses to which the same period of time might have been put had the student been more realistically appraised of the vocational market (4, p. 261).

Henry observes that placement is a joint responsibility of the student and the placement office (18, p. 204). He states that the placement services should be offered to both graduates and former students.

Most authorities support a centralized organization for the placement services, but Fields takes exception to this common practice. He feels a decentralized system provides a closer relationship between the faculty and the student. At the Junior College of the University of Bridgeport, the Director of the Division of Community and Industrial Services is a program coordinator rather than a line administrator. He serves, also, as director of placement. This provides the coordination for two important community relations functions at Bridgeport (11, p. 187).

#### Follow-up Service

Thornton remarks, "The 'follow-up' of graduate and former students is an important part of the self-evaluation of the community

junior college" (40, p. 265). He comments that most of the studies on students involves those who transfer to a four-year institution. Thornton feels that more attention is needed in the area of the vocationally trained graduate (40, p. 265).

Henry investigates the success of junior college transfers in four-year institutions. The general method used in such studies is described by Henry:

The criterion generally used is the academic performance of the junior-college transfer in the four-year institution when compared with his previous performance in the junior college and also when compared with the academic performance of transfers from other sources and of so-called "native-students", i. e., students who have done all their work in the four-year college itself (18, p. 81).

After reviewing studies of community college transfers to four-year institutions, 1928-1954 (including both day and evening students). Henry makes four general conclusions:

- (1) Junior-college transfers make records approximately the same as those made by transfers from four-year colleges and by native students. . . They usually show a drop in their grade average in the first term after transfer but then recover that loss.
  - (2) Junior-college transfers retain the relative scholastic standing after transfer that they held before transfer. . .
  - (3) There is clear evidence that junior colleges are salvaging a large number of students for success in advanced studies who would otherwise have missed them entirely.
  - (4) There is variation, sometimes wide, in the findings in different senior institutions and also as between junior colleges in the same institutions. . .
- (18, p. 85).

A statement issued by the Joint Committee on Junior and Senior Colleges (1965) supports the earlier findings by Henry (23). Several issues concerning community college transfers were investigated by this committee. Major guidelines established include: (1) Public four year colleges and universities should adopt an over-all "C" average as the standard for admission from a community college; provided, they can accommodate all applicants who are thus qualified, and (2) Performance in a community college transfer program is the best single predictor of success in a four-year institution and, therefore, should count most heavily in the admission decision (23, p. 7).

This national articulation study by the Joint Committee on Junior and Senior Colleges remarks on the importance of the community college follow-up service function:

Counselors need to be well informed about the success and failure of former students who have transferred to senior institutions. Performance information on these transfers, such as grade reports, notification of honors earned, and names of graduates should be regularly reported back to the junior colleges. As a supplement to this type of data, junior colleges need to conduct follow-up studies of their students to learn more about the problems they have encountered after transfer (23, p. 13).

Besides follow-up services in determining the academic success of transfer students, Blocker comments that this service should be used to evaluate the effectiveness of the whole program of the

student personnel services (4, p. 264). He feels that critical evaluation and follow-up investigation is needed on the problems of dropouts, on vocationally employed students to determine the effectiveness of the training program, and on the relationship between admission criteria and academic achievement (4, p. 264).

Thornton suggests the questionnaire method of gathering information for follow-up purposes. A senior college admissions office will usually respond to these questions:

- (1) Did he (the student in question) qualify for admission?
- (2) Did he enter?
- (3) What advanced standing was allowed?
- (4) Is he now enrolled in good standing? Disqualified? On probation? Withdrew before completing a semester?
- (5) Units attempted in his first semester?
- (6) Grade points achieved in his first semester?
- (7) Grade-point average? (40, p. 265).

What can be done for the vocational-technical graduate in the area of follow-up? Thornton admits this is a more difficult problem, but it is not impossible. A questionnaire normally does not work. A personal interview can be substituted for the data-gathering process technique. Thornton states that there are many meaningful questions that can be proposed to the graduate. He suggest these questions:

- (1) How was contact made--employer request to placement office, student initiative, other?
- (2) Starting wage, compared to usual beginning wage?
- (3) Advancement during employment?
- (4) Employer ratings of skills, personality, training?
- (5) Reasons for separation, if applicable?
- (6) Employer suggestions

for improved training programs (40, p. 265)?

Reynolds feels that follow-up studies are not receiving enough emphasis in community colleges. He comments that very few colleges do more than the minimum requirements for graduate follow-up. Reynolds remarks, "The chief reason for lack of performance appears to be the reluctance or inability to expend the extra effort, time, and money required" (37, p. 68). This observation is specially true for evening community college program.

#### Financial Assistance

Raines states that the financial assistance function in a community college include the following activities:

. . . those activities designed to provide or identify various sources of financial assistance (loans, grant-in-aids, part-time employment opportunities) for students whose progress or continuation in college may be impaired by the lack of finances" (33, Function 24).

Reynolds comments, "The principle of maintaining loan funds to assist students to finance educational costs is well established in junior colleges" (37, p. 59). But, Reynolds adds, "The principle of regarding such transactions as aspects of student personnel programs is less well established" (37, p. 59).

Many colleges handle financial assistance, especially loans, through the business office. When this procedure is followed, it is

important to have specialized counseling in the business office. There needs to be a realistic assessment of the actual financial requirements of each student.

Henry reports that many community college students list the expense of college attendance as one of the major hurdles for those in post-high school education. This means that proximity and tuition rates become factors in the final choice of a college (18, p. 27). Charles A. Wedemeyer investigated the factors that contribute to morale problems in a community college (42). Approximately 75 percent of the students at Racine Extension Center held outside employment. More than 70 percent of those employed outside of college were responsible for 50 percent or more of their over-all living expenses. An important factor to note is that 63 percent of all students at Racine considered the financial factor the major factor in selecting a community college (42, p. 434-443).

Placing higher education within the reach of all qualified students has been a promise of national and state administrations for years. The major non-military oriented aid came in 1958 with the National Defense Education Act. The NDEA, as amended in 1963, provides student loans under Title II, "Student Loans for Higher Education" (41, p. 3). Title II allows needy students to borrow up to but not to exceed 1,000 dollars per year or 5,000 dollars for all years in school. Title II funds are available to both four-year and

two-year students (41, p. 3).

In 1961, Peter P. Muirhead states that the community colleges were allocated 2.9 million dollars. This was divided between 5,531 students. He remarks that the community college was accepting this loan program as an important phase of aiding students to finance their education (31, p. 514).

Other federal aid programs include: Higher Education Act of 1965, Work-Study Programs of 1965, and the Manpower Development and Training Act of 1962 (41, p. 1-3). The Higher Education Act of 1965 provides several methods of assisting students in community colleges (day and evening) with financial aid. The scholarship and loan program is aimed at undergraduate college students and graduate students training for teaching. Under the Work-Study Program, Section 13, students in vocational education are provided employment under federal financing. This employment may not exceed 15 hours a week. Manpower Development and Training Act of 1962, Title II, is assistance aimed at the unemployed or underemployed person 16 years of age and older who cannot reasonably be expected to secure appropriate full-time employment without new training. Community colleges, especially evening programs, have been important institutions in providing employment training courses (41, p. 1-3).

Sol Jacobson, Brooklyn College, New York, comments on the

financial assistance problems faced by part-time evening students:

Many evening college students, though employed during the day, are nevertheless in need of financial assistance to continue college studies. To deny them the opportunity for educational opportunity grants or for participation in work-study programs is to relegate them entirely to borrowing, in many instances from private lending institutions. . . Interest on loans from banks accrues from the time of the loan whereas interest charges under the student loan program do not begin to accrue until the beginning of the repayment period. Prior to that time, no interest is charged (22, p. 145).

Collins recommends that the function of financial aids be closely related to both guidance and counseling and to student activities (9, p. 33). The placement officers and the director of scholarships and loans in large colleges should be responsible to the vice-president of student personnel. A counselor with appropriate interest and experience will normally perform this function in smaller colleges.

In addition, Collins suggests that since financial aid requires intimate knowledge of and close contact with the local community, the personnel in this area should have wide experience in business or industry as a prerequisite (9, p. 33-34).

### Summary

Literature reviewed in this chapter covers various areas of student personnel services found in a community college. The areas reviewed were organization, selection, and admission of new

students, orientation for new students, counseling and advising of students, extracurricular activities, health services, student discipline, testing program, student records, placement services, follow-up services, and financial assistance.

Common practices and policies used in both regular day and evening student personnel programs were reviewed. The recommendations of recognized authorities and leaders in community college education have been summarized.

As indicated in the introduction of this chapter, literature on evening student personnel programs is very limited. Many evening practices are "carbon copies" of the regular day programs. Some services are restricted in the evening sessions. When discussing this problem of lack of available literature on evening community college student personnel programs with evening directors and other evening student personnel professionals, the writer found that there appears to be a general agreement that evening sessions need more reported research on current practices. Part of the problem stems from the part-time staff organization used by many community colleges. Part-time student personnel workers are not always abreast of current policies and practices found in the evening community college. This situation tends to create problems in coordinating the day and evening programs.

There is a definite concern over the effectiveness of current

programs of student personnel services. The recent national study of student personnel services in the community college (Carnegie Report) has presented the state of student personnel in a rather negative position. T. R. McConnell, Chairman of the National Advisory Committee, comments on the findings, "The conclusions of these studies may be put bluntly: when measured against criteria of scope and effectiveness, student personnel programs in community colleges are woefully inadequate" (9, p. 22).

Authorities suggest that student personnel programs need guidelines and more conformity in their direction. The Carnegie Report stressed the importance of defining the functions that need to be performed by student personnel professionals. Fordyce states:

The improvement of junior college student personnel programs has been handicapped by problems in communication, occasioned by the fact that different functions have been given different titles by workers in the field. In order to improve understanding, it would seem necessary to arrive at common names for similar activities (12, p. 1).

Fordyce further comments, "A college will make available specific services and procedures through its student personnel program in relation to its total aims and purposes" (12, p. 1). Student personnel functions then should contribute to the total development of the student. A community college should use all educational methods and techniques to effectively bring about the desired behavioral changes in each student.

Yoder's study of regular day student personnel services has established a broad set of guidelines. He stresses the importance of a well-planned program based on 12 student personnel services. He also lists recommended practices that should appear in a regular day student personnel services program.

This writer's research, through a revised questionnaire adopted from Yoder's study, investigates the current practices found in evening student personnel programs. From the data collected and from the review of professional literature, evening student personnel services guidelines are formulated. Chapter III relates the findings from this questionnaire.

### III. FINDINGS FROM THE QUESTIONNAIRE

#### Introduction

The responses from the questionnaire, Survey of Current Student Personnel Practices in Evening Community Colleges in the Western United States, are reported in this chapter in the same order as they appeared in the questionnaire. As indicated previously, a total of 91 community colleges from the six Western States of Alaska, Arizona, California, Idaho, Oregon, and Washington, responded to the questionnaire. The participating community colleges were divided into two classes: Under 1,000 evening students and over 1,000 evening students. There are 24 smaller colleges (under 1,000 evening students) and 67 larger colleges (over 1,000 evening students) included among the participating colleges.

Each participating community college was requested to delegate one of its staff members, usually a person connected directly with the evening college program, to complete the questionnaire. The questionnaire provided for checking each designated function as either a current practice or a desired practice for an evening student personnel services program. If no check mark was made after any specific function, it was assumed that the function was not considered necessary or desirable for an evening community college student personnel program.

For the purpose of this investigation, the number of respondents checking each function was totaled. The total response to each function was divided by the number of colleges in the size classification. A percentage was obtained for each function on the questionnaire by using the above procedure. The findings from this investigation are presented under each of the 12 student personnel services areas. Complete percentages are found in Appendix B, p. 132-143.

### Organization

The need for an evening student personnel program is recognized by the administration in 88 colleges (97 percent), by the faculty in 83 colleges (91 percent), and by the students in 83 colleges (91 percent). All 91 colleges (100 percent) have a position/person responsible for evening college student personnel services. There are a variety of titles used, but the most common ones are dean of students, director of counseling, director of the evening division of the college, and vice-president of the college.

Seven colleges (eight percent) indicated that the director of the evening student personnel services held a bachelor's degree, 68 directors (73 percent) held a master's degree, and 15 directors (17 percent) had a doctorate degree.

The degree of professional preparation in graduate level guidance work by the directors was requested by the survey.

Fourteen directors (15 percent) had less than 12 hours of graduate work (semester hours). Twenty directors (22 percent) reported having between 13 - 24 semester hours of graduate guidance study and 55 directors (60 percent) indicated having more than 24 semester hours of professional graduate guidance experience. The term director indicates the position/person who is directly responsible for the evening college student personnel services program.

There appeared to be a variety of persons/positions included on the representative student personnel committee serving the function of assisting and advising the person who directs the evening student personnel program. Persons/positions most commonly on the representative student personnel committee include the following: dean of students, counselors, director of the evening college, evening faculty, evening students, and specialists from the various student personnel areas.

A majority of the respondents agreed that the faculty needs to support a well-formulated and clear-cut statement of philosophy and objectives for the student personnel program. Nine smaller colleges (38 percent) felt that there was acceptance of the student personnel philosophy and objectives and ten (42 percent) reported that this was a desired practice. Thirty-two larger colleges (48 percent) indicated that the student personnel philosophy and objectives were accepted by the faculty and 24 others (36 percent) desired

this acceptance as an evening student personnel practice.

Each college was requested to respond, as part of the organization section, to the student personnel services that were either currently in its program or to those services that should be (desired) in an evening student personnel program. The results are reported as part of each service area presented in the findings of the questionnaire and are described in the following pages.

### Selecting and Admitting New Students

Selecting and admitting new students are considered by 79 colleges (87 percent) to be proper functions of the student personnel program in the evening college. Most evening colleges practice the "open door" policy. Twenty-four smaller colleges (100 percent) admits all high school graduates who apply to the evening college. The larger colleges reported 60 colleges (90 percent) followed the "open door" policy. The other ten percent of the larger colleges use some type of screening device, usually a standardized entrance examination as part of the requirements for being admitted. The evening colleges followed an open counseling policy in 78 colleges (86 percent). An open counseling policy allows any member of the community or college district to confer with an evening counselor concerning problems related to selection and to admittance.

Local high schools are kept informed of the evening curricula

offerings and entrance requirements through bulletins and circulars sent to them by 67 evening colleges (74 percent). Eighty-three colleges (91 percent) have an evening college representative, usually a counselor or the evening director, who corresponds with all students who make inquiries or request for information about the evening program. Announcements of evening college courses and eligibility requirements in 65 colleges (71 percent) are printed each new semester/quarter in the respective community newspapers. Fifty colleges (55 percent) have special nights before registration for individual and/or group counseling.

#### Orientation for New Students

A majority of the smaller colleges, 79 percent, indicated that an orientation program is an appropriate service to be included under an evening college student personnel program, while only 29 larger colleges (43 percent) held the same point of view. Various reasons are given for having an evening orientation program. Forty-seven colleges (52 percent) commented that orientation acquaints the student with the rules and regulations of the institution. Acquainting the student with other students does not seem to be considered an important function of the evening orientation program. Only six colleges (seven percent) reported this as a practice and another eight (nine percent) noted it as a desired practice.

Orientation programs serve as a means of gathering information for the administration, instruction, and guidance personnel in many two-year colleges. Thirteen smaller (54 percent) and 28 larger (42 percent) colleges administer tests during orientation periods. Interviews between students and advisors take place in nine smaller (38 percent) and 12 larger (18 percent) colleges, and interviews between students and counselors occur in 12 smaller (50 percent) and 27 larger (40 percent) colleges as part of the orientation function.

Four smaller (17 percent) and 11 larger (16 percent) colleges indicated that the orientation program continues throughout the student's first semester/quarter of enrollment. Only nine smaller (38 percent) and 15 larger (22 percent) colleges stated that this is a desired practice. Continual individual orientation is provided for in seven smaller (29 percent) and 15 larger (22 percent) colleges through individual discussions with an advisor or a counselor.

#### Counseling and Advising of Students

Fifteen smaller colleges (63 percent) and 52 larger colleges (78 percent) provide counseling and advising services under the evening college student personnel program. Ninety colleges (99 percent) indicated that the counseling and advising services should be part of the evening student personnel program.

The evening college employs professionally trained counselors in eight smaller (33 percent) and 52 larger (78 percent) colleges. In 14 smaller (58 percent) and 39 larger (58 percent) colleges, the evening college program uses only regular day college counselors. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to the evening college program in four smaller (17 percent) and 27 larger (40 percent) colleges. One or two counselors per night seemed to be the number of counselors normally available to evening students.

Most evening colleges responded that their counselors were prepared to counsel in vocational, educational, and personal-social areas. Sixteen smaller (67 percent) and 67 larger (100 percent) colleges reported that counselors were prepared to counsel in the vocational area. Counselors were prepared for the educational aspect of guidance in 18 smaller (75 percent) and 65 larger (97 percent) colleges). Fourteen smaller colleges (58 percent) and 56 larger colleges (84 percent) responded that counselors were prepared to counsel in the personal-social area.

What specialists other than counselors do evening college student personnel programs have available to them? Seven smaller colleges (29 percent) currently employ, on campus, a psychologist and five others (21 percent) desired an on-campus psychologist. The services of a psychologist off campus are available at five

smaller colleges (21 percent) and five others (21 percent) desired this practice. Twenty-eight larger colleges (42 percent) have a psychologist on campus and 13 others (19 percent) desired this service. Ten larger colleges (15 percent) had the services of a psychologist off campus and five additional colleges (six percent) desired this service.

No smaller college employed a psychiatrist on campus and only one larger college (one percent) provided this service. A total of 15 colleges (17 percent) desired to employ an on-campus psychiatrist. Six smaller (25 percent) and 14 larger (21 percent) colleges maintain the services of a psychiatrist off campus. A total of 17 colleges (19 percent) desired the services of an off-campus psychiatrist.

A chaplain, minister, or priest is available on campus in two colleges (two percent). An evening college nurse is part of the student personnel services in 18 colleges (20 percent). None of the smaller colleges and only four larger colleges (four percent) have a campus social worker.

What are the methods used for initiating a counseling session? The most common practice, self-referral, is found in 86 colleges (95 percent). In 17 smaller colleges (71 percent) and in 62 larger colleges (68 percent), students are referred to a counselor by a faculty member or by an advisor. Nine smaller (38 percent and 24

larger (40 percent) colleges require that students in scholastic difficulty must see a counselor. Twenty-six colleges (29 percent) have disciplinary cases confer with a counselor. Counselors initiate the contact between student and counselor for various reasons in 15 smaller (62 percent) and 43 larger (64 percent) colleges.

Some evening college faculty members are designated as advisors to do educational counseling in their major field in 14 smaller (58 percent) and 25 larger (37 percent) colleges. Besides counseling college oriented students, many community colleges during the evening program give guidance to students interested in completing a high school degree during the evening hours at the college. During the pre-registration and registration periods, usually more counselors are available to evening students for counseling and advising.

#### Extracurricular Activities

There seems to be some question to the value of having an extracurricular activities program for evening students. A total of 25 colleges (28 percent) list this service as part of the present services under the evening college student personnel program. The smaller colleges, 18 (75 percent), reported that it is desirable to have an extracurricular activities program, and 37 larger colleges (55 percent) indicated this to be desirable. In practice, only eight

smaller (33 percent) and 17 larger (25 percent) colleges have an activities program for evening students.

What are the extracurricular activities offered in the evening program? Activities include: evening student government in 14 colleges (15 percent), evening publications in 31 colleges (34 percent), recreational sports in 20 colleges (22 percent), religious activities in four colleges (four percent), political organizations in 12 colleges (13 percent), musical activities in 45 colleges (49 percent), and departmental clubs in 17 colleges (19 percent). Musical activities are the most popular of the evening extracurricular activities. Smaller colleges reported that 12 colleges (50 percent) have evening musical activities and six more (25 percent) desired these activities. Thirty-three larger colleges (49 percent) presently have musical activities and 12 others (13 percent) desired these activities.

Forty-three colleges (47 percent) have a staff member serve as an advisor or sponsor to the various evening extracurricular activities. There is a staff member who coordinates all evening extracurricular activities in eight smaller (31 percent) and 21 larger (31 percent) colleges. The staff member who coordinates these activities maintains an activities calendar in eight smaller (33 percent) and 21 larger (31 percent) colleges. Normally, this staff member is part of the regular college day administrative staff.

### Physical and Mental Health

There seems to be a lack of health services available to evening college students. Only ten colleges (11 percent) commented that they had health services as part of the evening program or as part of the evening student personnel services. Forty-two colleges (46 percent) indicated that health services were a desired function for an evening student personnel program.

Five colleges (six percent) required physical examinations of all new students. Only ten colleges (11 percent) considered this a desired practice. Dispensary service for evening students is very limited. Eighteen colleges (20 percent) reported that this service was desired, and only one college (one percent) noted this service as a current practice.

Systematic attention is given to screening individuals with regard to emotional factors in only seven colleges (eight percent). Eighteen colleges (20 percent) desired this screening function. When a student has symptoms indicating possible mental illness, psychiatric referrals are made in 33 colleges (36 percent). Such referrals are desired in another ten colleges (11 percent).

It is not a common practice to maintain health records for each evening student. Eighteen colleges (20 percent) presently keep health records on each evening student and 16 colleges (18

percent) desire this practice. Only seven colleges (eight percent) maintain records on mental health and another 14 colleges (15 percent) desire to have this practice.

Health records are available to counselors in 29 colleges (32 percent). They are available to advisors in 15 colleges (17 percent), to health and physical education instructors in 22 colleges (24 percent), and to nurses and physicians in 22 colleges (24 percent).

Emergency cards are kept on each student who attends the evening division in 60 colleges (66 percent). A total of 66 colleges (73 percent) considered this an important function. Sixty-three colleges (69 percent) responded that they desired to have emergency hospital services available to evening students. Many of the community colleges in large population areas (Los Angeles, San Francisco, Seattle, and Portland) reported having near by emergency hospital facilities. Although many of the evening colleges do not provide much in the area of health services, many of them do offer courses in nursing and basic health information.

#### Student Discipline

Student discipline is considered a part of 48 colleges' (52 percent) evening student personnel services. Fifty-nine colleges (65 percent) responded that there were a number of definite rules and regulations governing student conduct.

Who determines the rules and regulations for evening college students? The responsibility of formulating rules and regulations is shared by several groups. The board of trustees determines them in 58 colleges (64 percent), the administrative staff in 50 colleges (55 percent), the faculty in 27 colleges (30 percent), and the student personnel staff in 36 colleges (40 percent).

Nineteen smaller (79 percent) and 47 larger (70 percent) colleges place the responsibility for conduct largely with the student. Students participate in the formulation and modification of the rules and regulations in 13 smaller (54 percent) and 30 larger (45 percent) colleges. Students who violate college rules and regulations or transgress the moral code are treated as individuals with adjustment problems in 13 smaller (54 percent) and 30 larger (45 percent) colleges. Twelve smaller (50 percent) and 32 larger (48 percent) colleges recognized disciplinary cases as subjects for counseling.

Who handles the evening college disciplinary cases? Administrative officers or committees determine and enforce punishment given to students in disciplinary difficulty in 18 smaller (75 percent) and 47 larger (70 percent) colleges. Counselors are not responsible for determining and enforcing punishment to students in cases of disciplinary problems in 12 smaller (50 percent) and 37 larger (55 percent) colleges. Seventy-one colleges (78 percent) indicated

that it is current practice or the desire for the administrator who is responsible for the evening college to handle disciplinary cases. Twenty-one colleges (23 percent) commented that a member of the regular day college administrative staff was responsible for handling evening college disciplinary cases.

From the written comments on the questionnaires, there does not seem to be many evening college disciplinary cases or problems.

### Testing Program

The testing program is a definite part of the evening college student personnel services. Eighty-five colleges (94 percent) reported that the testing services are either in the current program, 70 colleges (77 percent), or they are desired, 15 colleges (17 percent).

Sixteen smaller (67 percent) and 51 larger (76 percent) colleges indicated having adequate rooms for testing. Eight smaller (33 percent) and 49 larger (73 percent) colleges have data processing equipment for scoring tests.

An administrator or counselor who is well-trained in testing selects and scores tests and interprets test data or gives direct supervision to those who do in 66 colleges (73 percent). This official gives, or supervises the giving of tests in 66 colleges (73 percent); uses, or supervises the use of test results in counseling

and advising in 65 colleges (71 percent).

What types of standardized tests do evening colleges administer to new students? Six smaller (25 percent) and 31 larger (46 percent) colleges give general intelligence or scholastic aptitude tests. Special English ability tests are given by seven smaller (29 percent) and 41 larger (61 percent) colleges. Six smaller (25 percent) and 19 larger (28 percent) colleges administer a special reading ability test.

Standardized personality inventories are not commonly administered. Only one smaller (four percent) and eight larger (12 percent) colleges use personality inventories. Achievement tests were reported in two categories: (1) general achievement in basic skills and (2) achievement in special fields of academic study. Six smaller (25 percent) and 15 larger (22 percent) colleges indicated giving general achievement tests in the basic skills. Four smaller (17 percent) and 13 larger (19 percent) colleges reported giving achievement tests in specific fields of academic study.

Few evening programs, three smaller (13 percent) and 13 larger (19 percent) colleges, administered an interest inventory to new students. With the exception of mathematics, four smaller (17 percent) and 32 larger (48 percent) colleges, few specific aptitude tests are used by the evening community colleges in screening new students for specific areas of study.

Standardized tests that are administered assist students in

making personal choices, adjustments, and plans. Thirteen smaller (54 percent) and 36 larger (54 percent) colleges use tests for these purposes. Sixty-seven colleges (74 percent) considered this service an important part of the testing program.

It is an accepted practice, in 13 smaller (54 percent) and 55 larger (82 percent) colleges, for counselors and advisors to use test results in the counseling and advising of evening college students. Test results are used only as an indication and not as the sole answer to problems in 63 colleges (69 percent). Six smaller (25 percent) and 25 larger (37 percent) colleges felt that instructors made use of testing information by adapting instruction to individual differences.

#### Student Records

Eighty-five colleges (93 percent) included the student records function under the evening college student personnel services. A personnel folder, apart from the permanent record in the central office, is kept for each student attending in the evening division by eight smaller (33 percent) and 37 larger (55 percent) colleges. Thirty-eight colleges (42 percent) developed the personnel folder through cooperative staff efforts.

What information is found in the personnel folders? Previous school achievement and experience are included by ten smaller (42 percent) and 44 larger (66 percent) colleges. Nine smaller (38

percent) and 43 larger (64 percent) colleges place the results of standardized tests in the personnel folders.

Health records tend not to be available in the personnel folder. Only five smaller (21 percent) and 16 larger (24 percent) colleges include physical health records in the folder, while only two smaller (eight percent) and six larger (nine percent) colleges provide mental health information in the folder. Social and emotional status and adjustment information seem to be lacking in the personnel folder. Two smaller (eight percent) and 12 larger (18 percent) colleges noted having this data available in the folder. Family history information is not commonly found in the personnel folder. Only four smaller (17 percent) and ten larger (15 percent) colleges indicated this practice as a proper function of record keeping for evening students. Records of present educational achievement appears in the personnel folders of 11 smaller (46 percent) and 34 larger (50 percent) colleges. Eight smaller (33 percent) and 34 larger (50 percent) colleges reported the student's educational plans as a vital part of the personnel folder.

The personnel folder and/or other important information about the student is kept in a central file where it is available to all persons responsible for counseling and advising the student in 15 smaller (63 percent) and 52 larger (78 percent) colleges. Seventy-three colleges (81 percent) indicated that this was a current or desired practice under the record-keeping function. Twelve smaller (50

percent) and 39 larger (58 percent) colleges commented that teachers and inexperienced advisors were assisted by a counselor or by the administrative staff in interpreting contents of the personnel folder and/or other important information about the student.

Confidential material is kept out of the central file in 12 smaller (50 percent) and 39 larger (58 percent) colleges. Six smaller (25 percent) and 33 larger (49 percent) colleges indicated that there was adequate secretarial help available to assist in maintaining the student personnel records for evening students.

#### Placement Service

A majority of the community colleges maintain a part-time employment service for students attending college. Eighty-three colleges (91 percent) noted part-time employment placement is a practice or a desired part of an evening student personnel program. Fourteen smaller (58 percent) and 52 larger (78 percent) colleges maintain a placement service for short-term employment during summer vacation.

The two year vocational students and other terminal education students receive placement service aid in securing employment in 12 smaller (50 percent) and 50 larger (74 percent) colleges. Twelve smaller (50 percent) and 42 larger (63 percent) colleges assist evening students in finding full-time day employment.

Occupational and educational information services for evening students are maintained by 17 smaller (71 percent) and 45 larger (67 percent) colleges. Sixteen smaller (67 percent) and 43 larger (64 percent) colleges keep the occupational and educational information in the counseling center. Seventeen smaller (71 percent) and 37 larger (55 percent) colleges use the regular campus library to maintain occupational and educational information.

Five smaller colleges (21 percent) use campus conferences to provide occupational and educational information, while 28 larger colleges (42 percent) follow this procedure. Sixty-seven colleges (74 percent) maintain continuous contact with business, industry, state employment service, and the professions for the latest information concerning jobs and placement of students.

#### Follow-up Services

Follow-up services show a wide gap between programs in current practice and those programs that are desired by professionals in the evening student personnel services area. Only five smaller colleges (21 percent) included the follow-up services under evening student personnel services while 12 others (50 percent) desired this function. Eighteen larger colleges (27 percent) indicated follow-up services as part of the current program, while 32 additional larger colleges (48 percent) desired these services. Follow-up services do

not appear to be coordinated with the placement services, the counseling and advising services, or the curriculum development program.

Four smaller colleges (17 percent) currently practice and six others (25 percent) desired the practice of gathering information from alumni and employers to ascertain the results of personnel services provided during the evening at the college. Fourteen larger colleges (21 percent) currently practice and 15 others (22 percent) desired to have this feedback. Information is gathered from alumni and employers to ascertain the value of specific curricula and courses by four smaller (17 percent) and 19 larger (28 percent) colleges.

The evening college keeps alumni and other former students informed of college activities and developments in five smaller (21 percent) and 12 larger (18 percent) colleges. Ten smaller colleges (42 percent) reported a desire to maintain contact with students who have left college, but only three colleges (13 percent) currently attempt this individual contact. Seven larger colleges (10 percent) currently practice and another 23 colleges (34 percent) desired to maintain contact with students who have left college.

A number of evening college services are extended to former students. Seventeen smaller (71 percent) and 48 larger (71 percent) colleges practice or desire to extend the counseling and advisement services to former students. Testing services in ten smaller (42

percent) and 32 larger (48 percent) colleges are opened to former students. There was very little evidence to indicate that there is coordination between the day and evening follow-up services.

#### Financial Assistance

Nineteen smaller (79 percent) and 43 larger (64 percent) colleges indicated that financial assistance services are a current or a desired function of an evening student personnel program. According to this investigation, scholarships are awarded to evening students in 14 colleges (15 percent) by the administrative staff, in 13 colleges (14 percent) by the community, and in 29 colleges (32 percent) by a special committee. Evening scholarships are based on the student's scholastic achievement in 30 colleges (33 percent), on the financial needs of the student in 29 colleges (32 percent), on the occupational goals of the student in 16 colleges (18 percent), and on the character of the student in 22 colleges (24 percent).

Evening college grants-in-aid are determined by the administrative staff in ten colleges (11 percent) and by a special committee in 20 colleges (22 percent). Grants-in-aid are based on the student's scholastic achievement in 20 colleges (22 percent), on the financial needs of the student in 25 colleges (28 percent), and on the occupational goals of the student in 14 colleges (15 percent).

Evening college loans are handled by a member of the

administrative staff in 22 colleges (24 percent) and by a member of the counseling staff in 13 colleges (14 percent). Loans are based on the financial needs of the student in 39 colleges (43 percent), on the scholastic needs of the student in 20 colleges (22 percent), and on the character of the student in 21 colleges (23 percent). Some community colleges are appointing financial aids officers and establishing student loan committees. Other institutions offer the work-study program as part of their financial assistance program to evening students. Federal funds, in the form of loans and work-study programs, are becoming more common on the community college level. Because of the high rate of employed students normally found in an evening community college, financial assistance programs are still in the development stage.

### Summary

This chapter has presented the more significant findings from the questionnaire, Survey of Current Student Personnel Practices in Evening Community Colleges in the Western United States. The various functions were reported in the order as they appeared in the questionnaire.

Appendix B, p. 132-143, presents in table form (percentages) the complete statistical findings from the questionnaire. From the evaluation of this data, the next chapter establishes criteria for

creating guidelines for evening community college student personnel services.

#### IV. GUIDELINES FOR EVENING STUDENT PERSONNEL SERVICES

##### Procedure Used to Establish the Guidelines

Guidelines for student personnel services in the evening community college were determined by the responses to the questionnaire used in the investigation and from the review of the related literature. This writer felt that it was necessary for a function, in order to be a guideline, to actually exist in the evening student personnel programs. Based on this assumption, a function had to be in current practice in at least 40 percent of the community colleges included in the survey before it could be considered as a guideline.

In addition to actually existing in at least 40 percent of the current programs, it was necessary for approximately 60 percent of the community colleges in the study to respond that they currently had, or desired to have, the function as part of an evening student personnel program. If a function met these requirements, it was considered as a guideline.

Of the 12 evening student personnel services included as part of the questionnaire, five appeared to be basic (primary) functions. These five appeared in over 70 percent of the current programs. Primary evening student personnel services include: organization, selecting and admitting new students, counseling and advising students, testing program, and student records. Secondary functions

(seven) appeared in 50 percent or less of the current programs.

Secondary functions were the following: orientation for new students, extracurricular activities, health services, student discipline, placement services, follow-up services, and financial assistance.

Guidelines for Student Personnel Services  
in the Evening Community College

I. Organization (Primary Function)

- A. The need for a good student personnel program should be recognized by the administration, faculty, and students.
- B. There should be a person who directs and co-ordinates the evening student personnel program. This person should at least have the following academic qualifications:
  1. Master's degree.
  2. More than 24 hours in graduate guidance work (semester hours).
- C. A well-formulated and clear-cut statement of philosophy and objectives should be prepared by the student personnel staff, and this philosophy and these objectives should be accepted by the faculty.
- D. The evening college student personnel program should include the following basic (primary functions) services:
  1. Organization

2. Selecting and admitting new students.
  3. Counseling and advising students.
  4. Testing program.
  5. Student records.
- E. In addition to the basic services (D), an evening community college student personnel program may include these services (secondary functions):
1. Orientation for new students.
  2. Extracurricular activities.
  3. Health services.
  4. Student discipline.
  5. Placement services.
  6. Follow-up services.
  7. Financial assistance.

## II. Selecting and Admitting New Students (Primary Function)

- A. The evening college should admit:
1. All high school graduates, and
  2. All persons 18 years of age or over who are residents of the district.
- B. Pre-college counseling for high school students should be offered by the evening student personnel staff.
- C. The evening college should provide an open counseling

policy for any member of the community to get college guidance and counseling.

- D. Bulletins and circulars should be sent to high schools in the evening college district.
- E. Evening college courses should be printed in the local newspaper at the beginning of each semester and/or quarter.
  - 1. Eligibility for evening college attendance should be included in the newspaper publicity.
  - 2. Special nights before registration should be set aside for individual and/or group counseling.
- F. A representative of the evening college student personnel staff should correspond with all students making inquiry or requesting information about the evening college.

### III. Orientation for New Students (Secondary Function)

- A. The purpose of an evening orientation program should be to gather information about the student for administrative, instructional, and guidance purposes.
- B. Information gathered during an evening orientation program should include these sources:
  - 1. Results of tests.
  - 2. Interviews between students and counselors.

#### IV. Counseling and Advisement of Students (Primary Function)

- A. The evening college should employ some professionally trained counselors.
- B. Whenever possible, regular day college counselors should be used in the evening college program.
- C. Counselors should be prepared to counsel in the vocational, educational, and personal areas.
- D. A psychologist should be available on campus for counseling evening students.
- E. Students should have several methods available to them for contacting counselors.
  - 1. Referral by faculty member or advisor.
  - 2. Self-referral.
  - 3. Required of those who have scholastic difficulty.
  - 4. Requested by the counselor for various reasons.
- F. Some faculty members should be designated as advisors to do educational counseling in their major fields.

#### V. Physical and Mental Health (Secondary Function)

- A. It is not common practice to maintain health records or to require physical examinations for evening community college students.

- B. Emergency cards should be kept on each evening student (information on whom to contact in case of an emergency, etc. ).
- C. Emergency hospital service in the community should be available to evening students.
- D. The evening college should employ a nurse.

#### VI. Extracurricular Activities (Secondary Function)

- A. Extracurricular activities as practiced in the day colleges are not commonly found in evening student personnel programs.
- B. Evening college extracurricular activities should include a variety of activities. Activities commonly found on the evening community college campuses include:
  - 1. Publications (evening editions).
  - 2. Recreational sports.
  - 3. Musical groups.
- C. Most extracurricular activities for evening students should have a staff advisor or sponsor.

#### VII. Student Discipline (Secondary Function)

- A. An evening college should have a number of definite rules and regulations governing student conduct.

- B. Student rules and regulations should be determined by the board of trustees, administrative staff, and the students.
- C. The evening college should place the responsibility for conduct largely with the students.
  - 1. Students should participate in the formulation and modification of rules and regulations.
  - 2. Each student who violates the evening college's rules and regulations or transgresses the moral code should be treated as an individual with adjustment problems, but he is held responsible for his acts.
- D. Students in disciplinary difficulty should be recognized as subjects for counseling.
  - 1. Persons who act as counselors should not be responsible for determining and enforcing punishment.
  - 2. Administrative officers or committees should determine and enforce punishment.
- E. The Dean of the Evening College or the administrator responsible for the evening college operation should handle disciplinary cases (decision making authority).

#### VIII. Testing Program (Primary Function)

- A. A planned student testing program should be maintained by the evening college.

- B. Facilities should be available for administering and evaluating standard tests:
1. Adequate rooms for administering standard tests.
  2. Test scoring equipment (data processing) for scoring standard tests.
- C. An administrator or counselor well-trained in the testing area should:
1. Select and score tests.
  2. Give or supervise the giving of tests.
  3. Interpret test results, or give direct supervision to those who perform this function.
  4. Use or supervise the use of test results in counseling and advising students.
- D. New evening students should be given an English ability test.
- E. Evening students with special problems should be given selected standardized tests to aid them in making choices, plans, and adjustments.
- F. Test results, together with other information about the student, should assist counselors and advisors in counseling and advising students.
- G. Test results should only be used as indications and not the sole answer to problems.

## IX. Student Records (Primary Function)

- A. A personnel folder, apart from the permanent record in the office, should be kept for each student attending the evening college.
- B. The following information should appear in the personnel folder:
  - 1. Previous school achievement and experience.
  - 2. Results of standardized tests.
  - 3. Present school achievement.
  - 4. Vocational plans.
  - 5. Educational plans.
- C. The personnel folder and/or other important information about the student should be kept in a central file where it is available to all persons responsible for counseling and advising the student.
- D. Instructors and inexperienced advisors should be assisted by a counselor or an administrator in interpreting the personnel record and/or other important information about students.
- E. Material of a very confidential nature should not be kept in the central file, but in a separate and secure location.
- F. Adequate secretarial help should be available to assist in

maintaining the student personnel records.

X. Placement Service (Secondary Function)

- A. The college should maintain a placement service for the following:
  - 1. Part-time employment while attending college.
  - 2. Short-time employment during summer and vacations.
  - 3. Placement for vocational-technical students.
  - 4. Evening students for finding full-time day employment.
- B. Occupational and educational information services should be maintained by the college.
- C. Occupational and educational information services for evening students should be provided through an occupational information library located in the regular college library and/or in the counseling center.
- D. The college should maintain continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement.

XI. Follow-up Service (Secondary Function)

- A. Follow-up service on evening students is not a common practice, but there seems to be a need and desire for

more follow-up research on evening students.

B. When desired by former students, the evening college should extend the following services to them:

1. Counseling and advising services.
2. Testing services.
3. Placement services.

## XII. Financial Assistance (Secondary Function)

A. Financial assistance should be available to evening students, but the actual program should be a regular day college service.

B. An employment office for part-time work should be available to both evening and regular day students on campus.

## V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

This investigation had as its purpose: (1) to identify present student personnel practices in evening community college programs, (2) to identify student personnel practices considered "desirable" or "undesirable" in evening community college programs, and (3) to develop student personnel service guidelines for an evening community college program.

There appeared to be general agreement on these points: (1) evening student personnel programs should be recognized by the administration, faculty, and students as a vital part of the educational process, (2) a well-formulated and clear-cut statement of philosophy and objectives should be prepared by the student personnel staff, and this philosophy and these objectives should be accepted by the faculty, and (3) a person who directs and co-ordinates the evening student personnel program should have these minimum requirements (a) a master's degree and (b) more than 24 hours in graduate guidance work.

Five functions (organization, selecting and admitting new students, counseling and advising students, testing program, and student records) were considered primary functions for an evening student personnel program. These five functions were found to be

in operation in over 70 percent of the current programs. Seven functions (orientation for new students, extracurricular activities, health services, student discipline, placement services, follow-up services, and financial assistance) were considered secondary functions for an evening program of student personnel services. These seven functions were present in less than 50 percent of the current programs.

The questionnaire's responses identified the current, desired, and undesired practices found in evening community college student personnel programs. From these responses criteria were established in order to determine guidelines.

As part of Chapter IV, evening community college student personnel guidelines were established. These guidelines were based on the following: (1) a practice had to be in at least 40 percent of the current evening programs, and (2) it was necessary for approximately 60 percent to respond that they currently had, or desired to have the practice as part of an evening student personnel program.

### Conclusions

As a result of this investigation of evening community college student personnel services, several conclusions can be drawn.

These include the following:

1. Community colleges provide student personnel services for

evening students.

2. Five student personnel services tend to be basic to an evening program of student personnel services (organization, selecting and admitting new students, counseling and advising students, testing program, and student records).

3. There is a person responsible for directing and co-ordinating the evening student personnel services. This person has a master's degree and a minimum of 24 hours (semester) in graduate guidance work.

4. The "open door" policy is considered generally as the admission principle followed by evening community colleges.

5. Professionally trained counselors are employed to counsel and advise evening students. Most community colleges prefer to have regular day college counselors serve in the evening college.

6. A planned student testing service is available in most evening community colleges.

7. Providing student records, especially a personnel folder apart from the permanent record, is an important service performed by evening student personnel workers.

8. There is a definite lack of published research on the evening phase of community college student personnel services.

### Recommendations

Based on the responses from the questionnaire used in this study and on the guidelines developed for student personnel services in evening community colleges, the writer makes the following recommendations:

1. Guidelines similar to those presented in Chapter IV should be used when an institution makes a self-appraisal of its evening college student personnel program.

2. Guidelines similar to those presented in Chapter IV should be utilized when organizing a student personnel program for an evening community college.

3. Guidelines similar to those presented in Chapter IV should be used by student personnel specialists for clarifying and conceptualizing the purposes (functions) of evening community college student personnel services.

In addition to the guidelines developed from the questionnaire used in this study, the writer would like to make several recommendations for evening community college student personnel services based on the related literature reviewed in this investigation. These recommendations include:

1. The needs and goals of evening student personnel services programs should be made known to governing boards, legislators,

administrators, and faculties through a well planned interpretation and information program. This program could include authoritative spokesmen, brochures, leaflets, and other printed materials.

2. Whenever possible, regular day college personnel specialists should be employed for the evening student personnel program. This practice tends to produce better coordination of student personnel services for the total community college program.

3. Evening college extracurricular activities need to be developed that are appropriate for the evening student population. This program could be either included under or coordinated with the college's community services program.

4. An emergency health service on campus should be available to evening students. A minimum program should include at least one qualified nurse and a facility for emergency treatment.

5. The student personnel services should include referral agencies, public and private, for students who need either physical or mental health assistance that is beyond the scope of the community college personnel program.

6. Financial assistance for evening students needs much more research. Day financial aid programs have developed in the last decade with the assistance of federal funds, but very little has been done to financially aid the evening student. It seems important that the initial step should be local investigations into the financial

needs of evening students.

7. Evening orientation service should include printed materials explaining the services available at the college. Students should have an opportunity to hear and to ask questions of individuals responsible for the various services.

8. Since many of the evening students are seeking to better themselves in the world of work, placement counseling and advising should be available to the students in the evening. The community college and the state employment agency could cooperate in a joint effort to place evening students in desired and appropriate employment.

9. Follow-up procedures should be developed for evening students. Studies should include both transfer and vocational-technical students. Follow-up questionnaires could be used to sample the students' reaction to the personnel services of the evening college.

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## APPENDICES

APPENDIX A  
QUESTIONNAIRE AND RELATED MATERIAL

OREGON STATE UNIVERSITY

Corvallis, Oregon 97331

School of Education

November 7, 1967

One of our graduate students, Jim Mitchell of Santa Monica, California, is making a study of current student personnel practices in evening community colleges. We would like very much to include your college in the study. The study will help in developing guidelines for evening college student personnel services.

✓ Your consent will mean that an appropriate official, designated by you, would respond to the questionnaire which will be sent to him in mid-November.. This person would probably be your Dean of Students or Director of the Evening College.

Space is available below for providing the desired information and a self-addressed, stamped envelope is enclosed. Thank you in advance for this information.

Sincerely,

Lester Beals  
Professor of Education

\_\_\_\_\_ is the official to whom the  
questionnaire should be sent. His/her official title is \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
(Signed)

Oregon State University  
School of Education  
Corvallis, Oregon 97331  
November 25, 1967

This questionnaire, on current practices in evening community college student personnel services, is being sent to all the public supported community colleges in the western United States. The study is designed to assist in establishing guidelines for evening college student personnel programs.

Earlier this month, a letter was sent from Dr. Lester Beals, Professor of Education, Oregon State University, to your college president. It requested his consent for participation in the study. Your college president has designated you as the appropriate official to whom the questionnaire should be sent.

It would be appreciated if you will complete this questionnaire as soon as possible. The information is to be used only in this study, and the college will not be identified in any way. A resume of the study will be sent to you as soon as the study is completed.

Thank you for your prompt attention to filling out the questionnaire and returning it to me in the enclosed self-addressed, stamped envelope.

Sincerely,

James G. Mitchell  
Graduate Student

Encl: Questionnaire  
Self-addressed envelope

AN APPRAISAL OF EVENING COMMUNITY COLLEGE  
STUDENT PERSONNEL SERVICES IN WESTERN UNITED STATES

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SURVEY OF CURRENT STUDENT PERSONNEL PRACTICES  
IN EVENING COMMUNITY COLLEGES IN  
WESTERN UNITED STATES

conducted by

JAMES G. MITCHELL, Graduate Student  
Oregon State University  
School of Education

Fall, 1967-1968

This questionnaire is part of the doctoral dissertation study under the chairmanship of Dr. Lester Beals, Professor of Education, School of Education, Oregon State University, Corvallis, Oregon.

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## FOREWARD

This survey is part of a study to determine current and desired student personnel practices in evening divisions of community colleges. Several recent studies have investigated the status of student personnel programs in the community college, but each study only included the regular day program in its evaluation.

After a review of the literature, twelve areas were identified as being vital to program of student personnel services. To help determine the current practices and the practices desired by professional educators in the area of student personnel services, this questionnaire was developed.

Your cooperation in this survey is appreciated. A summary of the findings will be sent to you as soon as the study is completed.

James G. Mitchell  
Graduate Student  
Oregon State University  
Corvallis, Oregon

## INSTRUCTIONS

In this questionnaire you are asked to check  under one of the two columns:

Current: check only those features which now exist as part of your evening college program.

Desired: check those features which you feel should be included in an evening program, but these items do not now exist in your program.

If no check mark is made after any specific item, it will be assumed you consider the feature unnecessary or undesirable in an evening college personnel program.

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### Terms used in this questionnaire:

Evening college - The evening extension of the community college usually beginning after 5:00 p. m.

Student Personnel Program - ". . . a series of related functions designed to support the instructional program, respond to student needs, and foster institutional development." (M. R. Raines)

Counselor - A person with professional training in counseling and guidance as a counselor regardless of title or other duties.

Advisor - A person who is not professionally trained in counseling and guidance, but has official responsibilities for the advising of a number of students.

SURVEY OF CURRENT STUDENT PERSONNEL PRACTICES  
IN EVENING COMMUNITY COLLEGES  
IN WESTERN UNITED STATES

GENERAL INFORMATION

NAME OF COLLEGE \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

NAME OF PERSON COMPLETING  
THIS QUESTIONNAIRE \_\_\_\_\_

TITLE OF PERSON COMPLETING  
THIS QUESTIONNAIRE \_\_\_\_\_

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(1) The current enrollment in the evening college (Fall, 1967-68):

(check one) Under 1000 \_\_\_\_\_ Over 1000 \_\_\_\_\_

(2) Number of evening college instructors (Fall, 1967-68):

(check one) Under 50 \_\_\_\_\_ 51 to 100 \_\_\_\_\_ Over 101 \_\_\_\_\_

(3) Number of evening college student personnel workers:

(check one) Under 5 \_\_\_\_\_ 6 to 10 \_\_\_\_\_ Over 11 \_\_\_\_\_

I. ORGANIZATION

|  |                |                |
|--|----------------|----------------|
|  | <u>Program</u> |                |
|  | <u>Current</u> | <u>Desired</u> |

A. The need for a good student personnel program is recognized by:

- |   |       |       |
|---|-------|-------|
| 1. the administration generally . . . . . | _____ | _____ |
| 2. the faculty generally . . . . .        | _____ | _____ |
| 3. the students generally . . . . .       | _____ | _____ |

B. The person who directs or co-ordinates the evening student personnel program is the: (LIST THE TITLE OF THIS POSITION)

\_\_\_\_\_

C. The person who directs or co-ordinates the evening student personnel program has attained:

- |                                  |       |       |
|----------------------------------|-------|-------|
| 1. a Bachelor's degree . . . . . | _____ | _____ |
| 2. a Master's degree . . . . .   | _____ | _____ |
| 3. a Doctor's degree . . . . .   | _____ | _____ |

D. The person who directs or co-ordinates the personnel program of the evening college has attained:

- |  |       |       |
|--|-------|-------|
| 1. 12 or less hours in graduate guidance work (semester hours) . . | _____ | _____ |
| 2. 13 to 24 hours in graduate guidance work (semester hours) . . . | _____ | _____ |
| 3. more than 24 hours in graduate guidance work (semester hours)   | _____ | _____ |

E. The director of co-ordinator of the evening student personnel program is assisted and advised by a representative student personnel committee \_\_\_\_\_

This committee consists of:

1. Staff members (give positions):

|  |  |                |                |
|--|--|----------------|----------------|
|  |  | <u>Program</u> |                |
|  |  | <u>Current</u> | <u>Desired</u> |

|  |           |  |  |
|--|-----------|--|--|
|  | . . . . . |  |  |
|  | . . . . . |  |  |
|  | . . . . . |  |  |

2. Student representatives (give office or group represented):

|  |           |  |  |
|--|-----------|--|--|
|  | . . . . . |  |  |
|  | . . . . . |  |  |
|  | . . . . . |  |  |

3. If the director is not chairman of the committee, what official is chairman?

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

F. A well-formulated and clear cut statement of philosophy and objectives has been prepared by the student personnel staff and is accepted by the faculty . . . . .

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G. The following services are included in the evening college student personnel program:

1. Selecting and admitting new students . . . . .
2. Orientation for new students . . . . .
3. Counseling and advising students . . . . .
4. Extracurricular activities . . . . .
5. Health services . . . . .

|  |  |
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|  |  |
|  |  |
|  |  |

|                                    | <u>Program</u> |                |
|------------------------------------|----------------|----------------|
|                                    | <u>Current</u> | <u>Desired</u> |
| 6. Student discipline . . . . .    | _____          | _____          |
| 7. Testing program . . . . .       | _____          | _____          |
| 8. Student records . . . . .       | _____          | _____          |
| 9. Placement services . . . . .    | _____          | _____          |
| 10. Follow-up services . . . . .   | _____          | _____          |
| 11. Financial assistance . . . . . | _____          | _____          |
| 12. Other services: _____          | _____          | _____          |

II. SELECTING AND ADMITTING NEW STUDENTS

|   |       |       |
|---|-------|-------|
| A. The evening college admits all high school graduates who apply . . .   | _____ | _____ |
| B. The evening college admits all persons 18 years of age or over<br>who are a resident of the district . . . . . | _____ | _____ |
| C. The evening college admits only a selected group of high school<br>graduates:                                  |       |       |
| 1. Those meeting certain academic standards . . . . .   | _____ | _____ |
| 2. Those making satisfactory scores on admission tests . . . . .  | _____ | _____ |
| D. The evening college provides for the community:  |       |       |
| 1. Pre-college counseling to high school students . . . . .   | _____ | _____ |
| 2. An open counseling policy for any member of the community to<br>get college guidance and counseling . . . . .  | _____ | _____ |

|    |  | <u>Program</u> |                |
|----|--|----------------|----------------|
|    |  | <u>Current</u> | <u>Desired</u> |
| E. | The evening college sends bulletins and circulars to high schools in the district . . . . .  | _____          | _____          |
| F. | An evening college representative corresponds with all students making inquiry or requesting information about the evening college | _____          | _____          |
| G. | Evening college courses are printed in the local newspaper at the beginning of each semester and/or quarter . . . . .              | _____          | _____          |
| 1. | Eligibility for evening college attendance is included in the newspaper publicity . . . . .  | _____          | _____          |
| 2. | Special nights before registration are set aside for individual and/or group counseling . . . . .                                  | _____          | _____          |
| H. | Other significant features of selecting and admitting new students:<br>_____<br>_____  | _____          | _____          |

III. ORIENTATION FOR NEW STUDENTS

|    |   |       |       |
|----|---|-------|-------|
| A. | An orientation program is provided for evening students at the beginning of the school year . . . . . | _____ | _____ |
| B. | The purpose of the orientation program is:  |       |       |
| 1. | To acquaint the student with:   |       |       |
| a. | the purposes of the college . . . . .   | _____ | _____ |
| b. | the rules and regulations of the college . . . . .  | _____ | _____ |
| c. | the campus and the buildings . . . . .  | _____ | _____ |

|    |   | <u>Program</u> |                |
|----|---|----------------|----------------|
|    |   | <u>Current</u> | <u>Desired</u> |
|    | d. the administration and the faculty . . . . .   | _____          | _____          |
|    | e. the advisor . . . . .  | _____          | _____          |
|    | f. the counselors . . . . .   | _____          | _____          |
|    | g. other students . . . . .   | _____          | _____          |
|    | h. the subject offerings . . . . .  | _____          | _____          |
|    | i. the personnel services . . . . .   | _____          | _____          |
|    | j. enrollment procedures . . . . .  | _____          | _____          |
|    | k. other matters: _____   | _____          | _____          |
| 2. | To gather information about the student for administrative, instructional and guidance purposes . . . . .                   | _____          | _____          |
|    | a. tests administered . . . . .   | _____          | _____          |
|    | b. interviews between students and advisors . . . . .   | _____          | _____          |
|    | c. interviews between students and counselors . . . . .   | _____          | _____          |
|    | d. other sources: _____   | _____          | _____          |
| C. | The college continues an active orientation program throughout the student's first semester/quarter of enrollment . . . . . | _____          | _____          |
| 1. | The purpose of the continued orientation is:  |                |                |
|    | a. to aid the student in personal adjustment . . . . .  | _____          | _____          |
|    | b. to acquaint him with other students . . . . .  | _____          | _____          |

|  | <u>Program</u> |                |
|--|----------------|----------------|
|  | <u>Current</u> | <u>Desired</u> |

|   |       |       |
|---|-------|-------|
| c. to assist him in academic adjustment . . . . . | _____ | _____ |
|---|-------|-------|

|                 |       |       |
|-----------------|-------|-------|
| d. other: _____ | _____ | _____ |
|-----------------|-------|-------|

2. This continued orientation is provided through:

|   |       |       |
|---|-------|-------|
| a. special assemblies and convocations (evenings) . . . . . | _____ | _____ |
|---|-------|-------|

|  |       |       |
|--|-------|-------|
| b. special group discussions . . . . . | _____ | _____ |
|--|-------|-------|

|   |       |       |
|---|-------|-------|
| c. individual discussions with advisor and/or counselor . . . . . | _____ | _____ |
|---|-------|-------|

|                       |       |       |
|-----------------------|-------|-------|
| d. other means: _____ | _____ | _____ |
|-----------------------|-------|-------|

D. Other significant features of the orientation program \_\_\_\_\_

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
|-------|-------|-------|

IV. COUNSELING AND ADVISING STUDENTS

|   |       |       |
|---|-------|-------|
| A. The evening college employs counselors . . . . . | _____ | _____ |
|---|-------|-------|

|  |       |       |
|--|-------|-------|
| B. The evening college program uses <u>only</u> regular day college counselors<br>in its program . . . . . | _____ | _____ |
|--|-------|-------|

|   |       |       |
|---|-------|-------|
| C. The college employs some faculty members who are trained in guidance<br>and counseling and who give part-time service to the evening college | _____ | _____ |
|---|-------|-------|

|  |       |       |
|--|-------|-------|
| D. The evening college has available _____ counselors per night. ***<br>(Number) | _____ | _____ |
|--|-------|-------|

\*\*\* Please indicate the average figure based on a four night week

E. Counselors are prepared to counsel in the following areas:

|                         |       |       |
|-------------------------|-------|-------|
| 1. Vocational . . . . . | _____ | _____ |
|-------------------------|-------|-------|

|    |   | <u>Program</u> |                |
|----|---|----------------|----------------|
|    |   | <u>Current</u> | <u>Desired</u> |
| 2. | Educational . . . . .   | _____          | _____          |
| 3. | Personal and Social . . . . .   | _____          | _____          |
| F. | The following specialists are available to the college for counseling students: |                |                |
| 1. | Psychologist  |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |
| 2. | Psychiatrist  |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |
| 3. | Chaplain, minister, or priest   |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |
| 4. | College nurse   |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |
| 5. | Physician   |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |
| 6. | Social worker   |                |                |
|    | a. on campus . . . . .  | _____          | _____          |
|    | b. off campus . . . . .   | _____          | _____          |

|  | <u>Program</u> |                |
|--|----------------|----------------|
|  | <u>Current</u> | <u>Desired</u> |

G. Methods by which students contact counselors:

- |   |       |       |
|---|-------|-------|
| 1. Referred by faculty member or advisor . . . . .          | _____ | _____ |
| 2. Self-referral . . . . .                                  | _____ | _____ |
| 3. Required of those having scholastic difficulty . . . . . | _____ | _____ |
| 4. Disciplinary cases . . . . .                             | _____ | _____ |
| 5. Called in by the counselor for various reasons . . . . . | _____ | _____ |

H. Some evening college faculty members are designated as advisors to do educational counseling in their major field . . . . .

|  |       |       |
|--|-------|-------|
|  | _____ | _____ |
|--|-------|-------|

I. Other significant features of the counseling and advisement program:

|  |       |       |
|--|-------|-------|
|  | _____ | _____ |
|--|-------|-------|

V. PHYSICAL AND MENTAL HEALTH

- |  |       |       |
|--|-------|-------|
| A. Physical examinations are required of all new evening students . . . . .                          | _____ | _____ |
| B. The evening college provides dispensary service for students . . . . .                            | _____ | _____ |
| C. Systematic attention is given to screening individuals with regard to emotional factors . . . . . | _____ | _____ |
| D. Psychiatric referrals are made when symptoms indicate possible mental illness . . . . .           | _____ | _____ |
| E. Health records are maintained for each evening student:   |       |       |
| 1. on physical health . . . . .  | _____ | _____ |

|    |  | <u>Program</u> |                |
|----|--|----------------|----------------|
|    |  | <u>Current</u> | <u>Desired</u> |
|    | 2. on mental health . . . . .  | _____          | _____          |
| F. | The health records are available to the following people concerned with the state of health of the student:      |                |                |
|    | 1. Counselors . . . . .  | _____          | _____          |
|    | 2. Advisors . . . . .  | _____          | _____          |
|    | 3. Health and physical education instructors . . . . .   | _____          | _____          |
|    | 4. Other instructors: _____  | _____          | _____          |
|    | 5. Nurse and/or physician . . . . .  | _____          | _____          |
| G. | Emergency cards are kept on each student (information on whom to contact in case of an emergency, etc) . . . . . | _____          | _____          |
| H. | Emergency hospital services are available to the evening students  | _____          | _____          |

VI. EXTRACURRICULAR ACTIVITIES

|    |   |       |       |
|----|---|-------|-------|
| A. | The student personnel program in the evening college includes the following student activities: |       |       |
|    | 1. Student government . . . . .   | _____ | _____ |
|    | 2. Publications . . . . .   | _____ | _____ |
|    | 3. Recreational sports . . . . .  | _____ | _____ |
|    | 4. Religious activities . . . . .   | _____ | _____ |
|    | 5. Political organizations . . . . .  | _____ | _____ |

|  |   | <u>Program</u> |                |
|--|---|----------------|----------------|
|  |   | <u>Current</u> | <u>Desired</u> |
| 6.   | Music activities . . . . .  | _____          | _____          |
| 7.   | Departmental clubs . . . . .  | _____          | _____          |
| 8.   | Others: _____   | _____          | _____          |
| B. Faculty advice and counsel:   |   |                |                |
| 1.   | All or most of the activities listed in "A" above have a staff advisor or sponsor . . . . . | _____          | _____          |
| 2.   | There is a staff member who coordinates all these activities . . . . .                      | _____          | _____          |
| 3.   | This person who coordinates these activities maintains an activity calendar . . . . .       | _____          | _____          |
| C. Other significant features of the extracurricular activities program: |   |                |                |
| _____  |   | _____          | _____          |

VII. STUDENT DISCIPLINE

|   |   |       |       |
|---|---|-------|-------|
| A. The college has a number of definite rules and regulations governing student conduct . . . . . |   |       |       |
| 1. These rules and regulations are determined by:   |   |       |       |
| a.  | the Board of Trustees (Education) . . . . . | _____ | _____ |
| b.  | the administrative staff . . . . .          | _____ | _____ |
| c.  | the faculty . . . . .                       | _____ | _____ |
| d.  | the student personnel staff . . . . .       | _____ | _____ |

|    |   | <u>Program</u> |                |
|----|---|----------------|----------------|
|    |   | <u>Current</u> | <u>Desired</u> |
| B. | The college places the responsibility for conduct largely with the students   | _____          | _____          |
| 1. | Students participate in the formulation and modification of the rules and regulations . . . . .   | _____          | _____          |
| 2. | Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems . . . . . | _____          | _____          |
| C. | The first aim of discipline with respect to the individual student is to give him training in citizenship and moral development . . . . .             | _____          | _____          |
| D. | Students in disciplinary difficulty are recognized as subjects for counseling   | _____          | _____          |
| 1. | Persons who act as counselors, however, are <u>not</u> responsible for determining and enforcing punishment . . . . .                                 | _____          | _____          |
| 2. | Administrative officers or committees determine and enforce punishment . . . . .  | _____          | _____          |
| E. | Disciplinary cases in the evening college are handled by:   |                |                |
| 1. | Dean of Evening College or the administrator responsible for the evening college operation . . . . .  | _____          | _____          |
| 2. | an assistant to the evening college administrator . . . . .   | _____          | _____          |
| 3. | a member of the regular day college administrative staff . . . . .  | _____          | _____          |
| 4. | others: _____   | _____          | _____          |
| F. | Other significant features of student discipline: _____   | _____          | _____          |
|    | _____   | _____          | _____          |

Program  
Current Desired

VIII. TESTING SERVICE

- |  |       |       |
|--|-------|-------|
| <p>A. The evening college maintains a planned student testing program . . . . .</p>  | _____ | _____ |
| <p>B. The following facilities are available for administering and evaluating tests:</p>   |       |       |
| <p>1. Adequate rooms for testing . . . . .</p>   | _____ | _____ |
| <p>2. Test scoring equipment (data processing equipment) . . . . .</p>   | _____ | _____ |
| <p>3. Others: _____</p>  | _____ | _____ |
| <p>C. An administrator or counselor well-trained in testing:</p>   |       |       |
| <p>1. selects and scores tests and interprets test results, or gives direct supervision to those who perform this function . . . . .</p> | _____ | _____ |
| <p>2. gives, or supervises the giving, of tests . . . . .</p>  | _____ | _____ |
| <p>3. uses, or supervises the use of, test results in counseling and advising</p>  | _____ | _____ |
| <p>D. New evening students are given the following types of standardized tests:</p>  |       |       |
| <p>1. general intelligence, or scholastic aptitude tests . . . . .</p>   | _____ | _____ |
| <p>2. special English ability tests . . . . .</p>  | _____ | _____ |
| <p>3. special reading ability tests . . . . .</p>  | _____ | _____ |
| <p>4. personality inventories . . . . .</p>  | _____ | _____ |
| <p>5. achievement tests:</p>   |       |       |
| <p>a. general achievement in basic skills . . . . .</p>  | _____ | _____ |
| <p>b. specific fields of academic study . . . . .</p>  | _____ | _____ |

|    |  | <u>Program</u> |                |
|----|--|----------------|----------------|
|    |  | <u>Current</u> | <u>Desired</u> |
| 6. | interest inventories . . . . .   | _____          | _____          |
| 7. | special aptitude tests:  |                |                |
|    | a. mathematics . . . . .   | _____          | _____          |
|    | b. language . . . . .  | _____          | _____          |
|    | c. science . . . . .   | _____          | _____          |
|    | d. art/music . . . . .   | _____          | _____          |
| E. | Students with special problems are given special tests to aid them in choices, plan, and adjustments . . . . .                               | _____          | _____          |
| F. | Test results, together with other information about the student, are used by counselors and advisors in counseling and advising students . . | _____          | _____          |
| G. | Teachers also make use of this information in adapting instruction to individual differences . . . . .                                       | _____          | _____          |
| H. | Test results are used only as indications and <u>not</u> as the sole answer to problems . . . . .  | _____          | _____          |
| I. | Other significant features of the testing program: _____   | _____          | _____          |

**IX. STUDENT RECORDS**

- A. A personnel folder, apart from the permanent record in the office, is kept for each student attending in the evening . . . . . \_\_\_\_\_
- B. Development of the personnel folder:
  - 1. It was developed cooperatively by staff members in the personnel program \_\_\_\_\_

|     |  | <u>Program</u> |                |
|-----|--|----------------|----------------|
|     |  | <u>Current</u> | <u>Desired</u> |
| 2.  | It was secured from other sources: (Indicate) _____  | _____          | _____          |
| C.  | The following information is included in the personnel folder:   |                |                |
| 1.  | Previous school achievement and experience . . . . .   | _____          | _____          |
| 2.  | Results of standardized tests . . . . .  | _____          | _____          |
| 3.  | Health record:   |                |                |
|     | a. physical . . . . .  | _____          | _____          |
|     | b. mental . . . . .  | _____          | _____          |
| 4.  | Social and emotional status and adjustment . . . . .   | _____          | _____          |
| 5.  | Family history . . . . .   | _____          | _____          |
| 6.  | Present school achievement . . . . .   | _____          | _____          |
| 7.  | Extracurricular activities . . . . .   | _____          | _____          |
| 8.  | Vocational plans . . . . .   | _____          | _____          |
| 9.  | Educational plans . . . . .  | _____          | _____          |
| 10. | Other information: _____   | _____          | _____          |
| D.  | The personnel folder and/or other important information about the student is kept in a central file where it is available to all persons responsible for counseling and advising the student . . . . . | _____          | _____          |
| E.  | Teachers and inexperienced advisors are assisted by a counselor or the administrator in interpreting the personnel record and/or other important information about the student . . . . .               | _____          | _____          |
| F.  | Material of very confidential nature is kept out of the central file . . . .   | _____          | _____          |

|  |                               |
|--|-------------------------------|
|  | <u>Program</u>                |
|  | <u>Current</u> <u>Desired</u> |

G. Adequate secretarial help is available to assist in maintaining the student personnel records . . . . . \_\_\_\_\_

H. Other significant features of the personnel record system: \_\_\_\_\_  
 \_\_\_\_\_

X. PLACEMENT SERVICE

- A. The college maintains a placement service for the following:
- 1. Part-time employment while attending school . . . . . \_\_\_\_\_
  - 2. Short-time employment during summer and vacations . . . . . \_\_\_\_\_
  - 3. Placement for terminal students . . . . . \_\_\_\_\_
  - 4. Evening students are assisted in finding full-time day employment \_\_\_\_\_

B. The college maintains an occupational and educational information service for the students . . . . . \_\_\_\_\_

This is provided through:

- 1. An occupational information library . . . . . \_\_\_\_\_
  - a. in the counseling center . . . . . \_\_\_\_\_
  - b. in the regular library . . . . . \_\_\_\_\_
- 2. Conferences on campus . . . . . \_\_\_\_\_
- 3. A job orientation program . . . . . \_\_\_\_\_
- 4. Other means: \_\_\_\_\_

Program  
Current Desired

- |  |       |       |
|--|-------|-------|
| C. The college maintains continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement . . . . . | _____ | _____ |
| D. Other significant features of the placement services: _____<br>_____  | _____ | _____ |

XI. FOLLOW-UP SERVICE

- |   |       |       |
|---|-------|-------|
| A. The college maintains a follow-up service on evening students . . . . .  | _____ | _____ |
| B. The follow-up service is closely coordinated with:   |       |       |
| 1. the placement service . . . . .  | _____ | _____ |
| 2. the counseling and advisement services . . . . .   | _____ | _____ |
| 3. the curriculum development program . . . . .   | _____ | _____ |
| 4. other services: _____  | _____ | _____ |
| C. Information is gathered from alumni and employers to ascertain:  |       |       |
| 1. the results of personnel services . . . . .  | _____ | _____ |
| 2. the value of specific curricula and courses . . . . .  | _____ | _____ |
| 3. the results of methods of instruction . . . . .  | _____ | _____ |
| D. The evening college attempts to maintain contact with students who have left college . . . . .                       | _____ | _____ |
| E. The evening college keeps alumni and other former students informed of college activities and developments . . . . . | _____ | _____ |

Program  
Current Desired

- |   |   |   |
|---|---|---|
| <p>F. When desired, the evening college extends the following services to former students:</p> <ol style="list-style-type: none"> <li>1. Counseling and advisement . . . . .</li> <li>2. Testing . . . . .</li> <li>3. Placement . . . . .</li> <li>4. Other services: _____</li> </ol> <p>G. Other significant features of the follow-up service: _____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|---|

XII. FINANCIAL ASSISTANCE SERVICE

- |  |   |  |
|--|---|--|
| <p>A. Evening college scholarships are awarded by:</p> <ol style="list-style-type: none"> <li>1. the administrative staff . . . . .</li> <li>2. the community . . . . .</li> <li>3. a special committee . . . . .</li> </ol> <p>B. Evening college scholarships are based on:</p> <ol style="list-style-type: none"> <li>1. the student's scholastic achievement . . . . .</li> <li>2. the financial needs of the student . . . . .</li> <li>3. the occupational goals of the student . . . . .</li> <li>4. the character of the student . . . . .</li> <li>5. other factors: _____</li> </ol> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|--|

|  |                |                |
|--|----------------|----------------|
|  | <u>Program</u> |                |
|  | <u>Current</u> | <u>Desired</u> |

C. Evening college grants-in-aids are determined by:

- |    |                                    |       |       |
|----|------------------------------------|-------|-------|
| 1. | the administrative staff . . . . . | _____ | _____ |
| 2. | a special committee . . . . .      | _____ | _____ |
| 3. | other means: _____                 | _____ | _____ |

D. Evening college grants-in-aids are based on:

- |    |   |       |       |
|----|---|-------|-------|
| 1. | the student's scholastic achievement . . . . .  | _____ | _____ |
| 2. | the financial need of the student . . . . .     | _____ | _____ |
| 3. | the occupational goals of the student . . . . . | _____ | _____ |
| 4. | other factors: _____                            | _____ | _____ |

E. Evening college loans:

- |    |  |       |       |
|----|--|-------|-------|
| 1. | handling of the application is done by:        |       |       |
| a. | a member of the administrative staff . . . . . | _____ | _____ |
| b. | a member of the counseling staff . . . . .     | _____ | _____ |
| c. | other personnel: _____                         | _____ | _____ |
| 2. | Loans are based on:                            |       |       |
| a. | the financial need of the student . . . . .    | _____ | _____ |
| b. | the scholastic need of the student . . . . .   | _____ | _____ |
| c. | the character of the student . . . . .         | _____ | _____ |
| d. | other factors: _____                           | _____ | _____ |

|   | <u>Program</u> |                |
|---|----------------|----------------|
|   | <u>Current</u> | <u>Desired</u> |
| F. An employment office for part-time is available to both evening and regular day students on campus . . . . . | _____          | _____          |
| G. Other significant features of the financial assistance service:  |                |                |
| _____   | _____          | _____          |

\*\*\*THANK YOU FOR YOUR COOPERATION\*\*\*

Oregon State University  
School of Education  
Corvallis, Oregon 97331  
January 1, 1968

Your help is needed! A letter was sent to your president on November 7, 1967, requesting his consent and cooperation in a study of current student personnel practices in evening community college programs in western United States.

A reply was received from your president. He consented to your institution's participation in the study. You were designated as the appropriate official to whom the questionnaire should be sent. The questionnaire was sent on November 25, 1967.

The questionnaire to you may have been laid aside and it is needed, by me, now. Would you please fill it out and return it to me in the self-addressed envelope provided? If it has been lost, please let me know. A self-addressed, stamped envelope is enclosed for this purpose.

The information is to be used only in this study, and the college will not be identified in any way. A resume of the study will be sent to you as soon as the study is completed.

Thank you for your prompt attention to this request. Your time and effort is appreciated.

Sincerely,

James G. Mitchell  
Graduate Student

Encl.: Self-addressed envelope

Approved: Dr. Lester Beals  
Professor of Education  
Oregon State University

APPENDIX B  
TABULATION OF RESPONSES

Table 1. Organization of student personnel services in the evening community college. (Responses given in percent.)

|   | Under 1000 |    |     | Over 1000 |    |    | Totals |    |    |
|---|------------|----|-----|-----------|----|----|--------|----|----|
|   | n = 24     |    |     | n = 67    |    |    | n = 91 |    |    |
|   | C          | D  | T   | C         | D  | T  | C      | D  | T  |
| A. The need for a good student personnel program is recognized by:  |            |    |     |           |    |    |        |    |    |
| 1. the administration generally   | 92         | 08 | 100 | 81        | 15 | 96 | 84     | 13 | 97 |
| 2. the faculty generally  | 54         | 29 | 83  | 72        | 22 | 94 | 67     | 24 | 91 |
| 3. the students generally   | 71         | 21 | 92  | 81        | 10 | 91 | 78     | 13 | 91 |
| B. The person who directs or co-ordinates the evening student personnel program has attained:   |            |    |     |           |    |    |        |    |    |
| 1. a Bachelor's degree  | 13         | 00 | 13  | 06        | 00 | 06 | 08     | 00 | 08 |
| 2. a Master's degree  | 74         | 08 | 82  | 72        | 00 | 72 | 77     | 02 | 79 |
| 3. a Doctor's degree  | 13         | 17 | 30  | 18        | 03 | 21 | 17     | 07 | 24 |
| C. The person who directs or co-ordinates the personnel program of the evening college has attained:  |            |    |     |           |    |    |        |    |    |
| 1. 12 or less hours in graduate guidance work (semester hours)  | 17         | 00 | 17  | 15        | 00 | 15 | 15     | 00 | 15 |
| 2. 13 to 24 hours in graduate guidance work (semester hours)  | 08         | 00 | 08  | 24        | 03 | 27 | 20     | 02 | 22 |
| 3. more than 24 hours in graduate guidance work (semester hours)  | 50         | 21 | 71  | 49        | 07 | 56 | 49     | 11 | 60 |
| D. The director or co-ordinator of the evening student personnel program is assisted and advised by a representative student personnel committee          | 13         | 42 | 55  | 30        | 19 | 49 | 25     | 25 | 50 |
| E. A well-formulated and clear-cut statement of philosophy and objectives has been prepared by the student personnel staff and is accepted by the faculty | 38         | 42 | 80  | 48        | 36 | 84 | 45     | 37 | 82 |
| F. The following services are included in the evening college student personnel program:  |            |    |     |           |    |    |        |    |    |
| 1. selecting and admitting new students   | 63         | 21 | 84  | 78        | 10 | 88 | 74     | 13 | 87 |
| 2. orientation for new students   | 33         | 46 | 79  | 33        | 10 | 43 | 33     | 20 | 53 |
| 3. counseling and advising all students   | 63         | 37 | 100 | 78        | 21 | 99 | 74     | 25 | 99 |
| 4. extracurricular activities   | 33         | 42 | 75  | 25        | 30 | 55 | 28     | 33 | 61 |
| 5. health services  | 17         | 63 | 80  | 09        | 40 | 49 | 11     | 46 | 57 |
| 6. student discipline   | 33         | 29 | 62  | 40        | 09 | 49 | 38     | 14 | 52 |
| 7. testing program  | 67         | 25 | 92  | 81        | 13 | 94 | 77     | 17 | 94 |
| 8. student records  | 83         | 08 | 92  | 91        | 03 | 94 | 89     | 04 | 93 |
| 9. placement services   | 25         | 50 | 75  | 40        | 33 | 73 | 36     | 37 | 73 |
| 10. follow-up services  | 21         | 50 | 71  | 27        | 48 | 75 | 25     | 48 | 73 |
| 11. financial assistance  | 46         | 33 | 79  | 45        | 19 | 64 | 45     | 23 | 68 |

C = Current; D = Desired; T = Total.

(These letters will have the same meaning in all subsequent tables.)

Table 2. Selecting and admitting new students in student personnel services in the evening community college. (Responses given in percent.)

|   | Under 1000 |    |     | Over 1000 |    |    | Totals |    |    |
|---|------------|----|-----|-----------|----|----|--------|----|----|
|   | n = 24     |    |     | n = 67    |    |    | n = 91 |    |    |
|   | C          | D  | T   | C         | D  | T  | C      | D  | T  |
| A. The evening college admits all high school graduates who apply   | 96         | 04 | 100 | 90        | 00 | 90 | 91     | 01 | 92 |
| B. The evening college admits all persons 18 years of age or over who are a resident of the district                                  | 79         | 08 | 87  | 88        | 00 | 88 | 86     | 02 | 88 |
| C. The evening college admits only a selected group of high school graduates:   |            |    |     |           |    |    |        |    |    |
| 1. Those meeting certain academic standards.  | 04         | 00 | 04  | 06        | 03 | 09 | 06     | 02 | 08 |
| 2. Those making satisfactory scores on admission tests.   | 04         | 04 | 08  | 03        | 01 | 04 | 03     | 01 | 04 |
| D. The evening college provides for the community:  |            |    |     |           |    |    |        |    |    |
| 1. Pre-college counseling to high school students   | 42         | 29 | 71  | 56        | 06 | 62 | 53     | 12 | 65 |
| 2. An open counseling policy for any member of the community to get college guidance and counseling                                   | 58         | 29 | 87  | 69        | 16 | 85 | 66     | 20 | 86 |
| E. The evening college sends bulletins and circulars to high schools in the district  | 54         | 33 | 87  | 81        | 04 | 85 | 74     | 12 | 86 |
| F. An evening college representative corresponds with all students making inquiry or requesting information about the evening college | 67         | 21 | 88  | 87        | 06 | 93 | 81     | 10 | 91 |
| G. Evening college courses are printed in the local newspaper at the beginning of each semester and/or quarter                        | 75         | 17 | 92  | 64        | 13 | 77 | 67     | 14 | 81 |
| 1. Eligibility for evening college attendance is included in the newspaper publicity  | 54         | 29 | 83  | 63        | 09 | 72 | 71     | 14 | 85 |
| 2. Special nights before registration are set aside for individual and/or group counseling  | 38         | 29 | 67  | 61        | 12 | 73 | 55     | 17 | 72 |

Table 3. Orientation for new students in student personnel services in the evening community college. (Responses given in percent.)

|  | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|--|------------|----|----|-----------|----|----|--------|----|----|
|  | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|  | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. An orientation program is provided for evening students at the beginning of the school year                       | 21         | 58 | 79 | 19        | 33 | 42 | 20     | 40 | 60 |
| B. The purpose of the orientation program is:  |            |    |    |           |    |    |        |    |    |
| 1. To acquaint the student with:   |            |    |    |           |    |    |        |    |    |
| a. the purposes of the college   | 25         | 46 | 71 | 18        | 25 | 43 | 20     | 31 | 51 |
| b. the rules and regulations of the college  | 29         | 42 | 71 | 22        | 22 | 44 | 24     | 28 | 52 |
| c. the campus and the buildings  | 25         | 42 | 67 | 16        | 22 | 38 | 19     | 28 | 47 |
| d. the administration and the faculty  | 25         | 33 | 58 | 12        | 25 | 37 | 15     | 28 | 43 |
| e. the advisor   | 25         | 33 | 58 | 06        | 27 | 33 | 11     | 29 | 40 |
| f. the counselors  | 29         | 42 | 71 | 18        | 22 | 40 | 21     | 28 | 49 |
| g. other students  | 21         | 33 | 54 | 03        | 13 | 16 | 08     | 19 | 27 |
| h. the subject offerings   | 33         | 33 | 66 | 18        | 22 | 40 | 22     | 25 | 47 |
| i. the personnel services  | 33         | 38 | 71 | 19        | 22 | 41 | 23     | 26 | 49 |
| j. enrollment procedures   | 21         | 42 | 63 | 22        | 18 | 40 | 22     | 24 | 46 |
| 2. To gather information about the student for administrative, instructional, and guidance purposes:                 |            |    |    |           |    |    |        |    |    |
| a. tests administered  | 54         | 17 | 71 | 42        | 09 | 51 | 45     | 11 | 56 |
| b. interviews between students and advisors  | 38         | 25 | 63 | 18        | 12 | 30 | 23     | 15 | 38 |
| c. interviews between students and counselors  | 50         | 21 | 71 | 40        | 13 | 53 | 43     | 15 | 58 |
| C. The college continues an active orientation program throughout the student's first semester/quarter of enrollment | 17         | 38 | 55 | 16        | 22 | 38 | 17     | 26 | 43 |
| 1. The purpose of the continued orientation is:  |            |    |    |           |    |    |        |    |    |
| a. to aid the student in personal adjustment   | 21         | 29 | 50 | 16        | 13 | 29 | 18     | 18 | 36 |
| b. to acquaint him with other students   | 13         | 21 | 34 | 04        | 04 | 08 | 07     | 09 | 16 |
| c. to assist him in academic adjustment  | 17         | 42 | 59 | 18        | 16 | 34 | 18     | 23 | 41 |
| 2. This continued orientation is provided through:   |            |    |    |           |    |    |        |    |    |
| a. special assemblies and convocations (evenings)  | 04         | 13 | 17 | 03        | 12 | 15 | 03     | 12 | 15 |
| b. special group discussions   | 17         | 13 | 30 | 03        | 15 | 18 | 24     | 18 | 42 |
| c. individual discussions with advisor and/or counselor  | 29         | 25 | 54 | 22        | 15 | 37 | 24     | 18 | 42 |

Table 4. Counseling and advising students in student personnel services in the evening community college. (Responses given in percent.)

|  | Under 1000<br>n = 24 |    |    | Over 1000<br>n = 67 |    |     | Totals<br>n = 91 |    |    |
|--|----------------------|----|----|---------------------|----|-----|------------------|----|----|
|  | C                    | D  | T  | C                   | D  | T   | C                | D  | T  |
| A. The evening college employs counselors  | 33                   | 42 | 75 | 79                  | 09 | 87  | 66               | 18 | 84 |
| B. The evening college program uses <u>only</u> regular day college counselors in its program  | 58                   | 13 | 71 | 58                  | 01 | 59  | 58               | 04 | 62 |
| C. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to the evening college | 17                   | 25 | 42 | 40                  | 07 | 47  | 34               | 12 | 46 |
| D. The evening college has available _____ counselors per night.* (number)<br>*Please indicate the average figure based on a four night week |                      |    |    |                     |    |     |                  |    |    |
| (Most respondents indicated 1 or 2 counselors.)  |                      |    |    |                     |    |     |                  |    |    |
| E. Counselors are prepared to counsel in the following areas:  |                      |    |    |                     |    |     |                  |    |    |
| 1. vocational  | 67                   | 13 | 80 | 100                 | 00 | 100 | 91               | 03 | 94 |
| 2. educational   | 75                   | 08 | 83 | 97                  | 01 | 98  | 91               | 03 | 94 |
| 3. personal and social   | 58                   | 21 | 79 | 84                  | 01 | 85  | 77               | 07 | 84 |
| F. The following specialists are available to the college for counseling students:   |                      |    |    |                     |    |     |                  |    |    |
| 1. Psychologist  |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 29                   | 21 | 50 | 42                  | 19 | 61  | 38               | 20 | 58 |
| b. off campus  | 21                   | 21 | 42 | 15                  | 06 | 21  | 17               | 10 | 27 |
| 2. Psychiatrist  |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 00                   | 21 | 21 | 01                  | 15 | 16  | 01               | 17 | 18 |
| b. off campus  | 25                   | 25 | 50 | 21                  | 16 | 37  | 22               | 19 | 41 |
| 3. Chaplain, minister, or priest   |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 08                   | 04 | 12 | 00                  | 06 | 06  | 02               | 06 | 08 |
| b. off campus  | 21                   | 13 | 34 | 12                  | 09 | 21  | 14               | 10 | 24 |
| 4. College nurse   |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 17                   | 38 | 55 | 21                  | 38 | 59  | 20               | 38 | 58 |
| b. off campus  | 08                   | 08 | 16 | 06                  | 04 | 10  | 07               | 06 | 13 |
| 5. Physician   |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 00                   | 17 | 17 | 04                  | 12 | 16  | 03               | 13 | 16 |
| b. off campus  | 33                   | 17 | 50 | 19                  | 09 | 28  | 23               | 11 | 34 |
| 6. Social worker   |                      |    |    |                     |    |     |                  |    |    |
| a. on campus   | 00                   | 21 | 21 | 06                  | 18 | 24  | 04               | 19 | 23 |
| b. off campus  | 17                   | 21 | 38 | 12                  | 07 | 19  | 13               | 11 | 24 |
| G. Methods by which students contact counselors:   |                      |    |    |                     |    |     |                  |    |    |
| 1. Referred by faculty member or advisor   | 71                   | 17 | 88 | 82                  | 01 | 83  | 68               | 06 | 74 |
| 2. Self-referral   | 83                   | 08 | 91 | 99                  | 00 | 99  | 95               | 02 | 97 |
| 3. Required of those having scholastic difficulty  | 38                   | 21 | 59 | 40                  | 09 | 49  | 40               | 12 | 52 |
| 4. Disciplinary cases  | 42                   | 08 | 50 | 24                  | 01 | 25  | 29               | 03 | 32 |
| 5. Called in by the counselor for various reasons  | 63                   | 04 | 67 | 64                  | 00 | 64  | 64               | 01 | 65 |
| H. Some evening college faculty members are designated as advisors to do educational counseling in their major field                         | 58                   | 04 | 62 | 37                  | 09 | 46  | 43               | 08 | 51 |

Table 5. Physical and mental health in student personnel services in the evening community college. (Responses given in percent.)

|  | Under 1000<br>n = 24 |    |    | Over 1000<br>n = 67 |    |    | Totals<br>n = 91 |    |    |
|--|----------------------|----|----|---------------------|----|----|------------------|----|----|
|  | C                    | D  | T  | C                   | D  | T  | C                | D  | T  |
| A. Physical examinations are required of all new evening students  | 17                   | 13 | 30 | 01                  | 10 | 11 | 06               | 11 | 17 |
| B. The evening college provides dispensary service for students  | 00                   | 29 | 29 | 01                  | 15 | 16 | 01               | 19 | 20 |
| C. Systematic attention is given to screening individuals with regard to emotional factors                     | 08                   | 42 | 50 | 07                  | 12 | 19 | 08               | 20 | 28 |
| D. Psychiatric referrals are made when symptoms indicate possible mental illness                               | 33                   | 21 | 54 | 37                  | 07 | 44 | 36               | 11 | 47 |
| E. Health records are maintained for each evening student:   |                      |    |    |                     |    |    |                  |    |    |
| 1. on physical health  | 25                   | 25 | 50 | 18                  | 15 | 33 | 20               | 18 | 38 |
| 2. on mental   | 04                   | 13 | 17 | 09                  | 16 | 25 | 08               | 15 | 23 |
| F. The health records are available to the following people concerned with the state of health of the student: |                      |    |    |                     |    |    |                  |    |    |
| 1. Counselors  | 29                   | 13 | 42 | 33                  | 09 | 42 | 32               | 10 | 42 |
| 2. Advisors  | 17                   | 13 | 30 | 16                  | 03 | 19 | 17               | 06 | 23 |
| 3. Health and physical education instructors   | 21                   | 13 | 34 | 25                  | 06 | 31 | 24               | 08 | 32 |
| 4. Nurse and/or physician  | 25                   | 04 | 29 | 24                  | 10 | 34 | 24               | 09 | 33 |
| G. Emergency cards are kept on each student (information on whom to contact in case of an emergency, etc.)     | 71                   | 08 | 79 | 64                  | 06 | 70 | 66               | 07 | 73 |
| H. Emergency hospital services are available to the evening students   | 54                   | 08 | 62 | 60                  | 12 | 72 | 58               | 11 | 69 |

Table 6. Extracurricular activities in student personnel services in the evening community college.  
(Responses given in percent.)

|  | Under 1000<br>n = 24 |    |    | Over 1000<br>n = 67 |    |    | Totals<br>n = 91 |    |    |
|--|----------------------|----|----|---------------------|----|----|------------------|----|----|
|  | C                    | D  | T  | C                   | D  | T  | C                | D  | T  |
| A. The student personnel program in the evening college includes the following student activities: |                      |    |    |                     |    |    |                  |    |    |
| 1. Student government  | 13                   | 29 | 42 | 16                  | 15 | 31 | 15               | 19 | 34 |
| 2. Publications  | 29                   | 29 | 58 | 36                  | 13 | 49 | 34               | 18 | 52 |
| 3. Recreational sports   | 25                   | 33 | 58 | 21                  | 15 | 36 | 22               | 20 | 42 |
| 4. Religious activities  | 08                   | 17 | 25 | 03                  | 04 | 07 | 04               | 08 | 12 |
| 5. Political organizations   | 17                   | 21 | 38 | 12                  | 07 | 19 | 13               | 11 | 24 |
| 6. Music activities  | 50                   | 25 | 75 | 49                  | 09 | 58 | 49               | 13 | 62 |
| 7. Departmental clubs  | 25                   | 21 | 46 | 16                  | 10 | 26 | 19               | 13 | 32 |
| B. Faculty advice and counsel:   |                      |    |    |                     |    |    |                  |    |    |
| 1. All or most of the activities listed in "A" above have a staff advisor or sponsor               | 46                   | 17 | 63 | 48                  | 09 | 57 | 47               | 11 | 58 |
| 2. There is a staff member who coordinates all these activities                                    | 33                   | 21 | 54 | 31                  | 15 | 46 | 32               | 17 | 49 |
| 3. This person who coordinates these activities maintains an activity calendar                     | 33                   | 21 | 54 | 31                  | 12 | 43 | 32               | 14 | 46 |

Table 7. Student discipline in student personnel services in the evening community college.  
(Responses given in percent.)

|  | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|--|------------|----|----|-----------|----|----|--------|----|----|
|  | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|  | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. The college has a number of definite rules and regulations governing student conduct  | 58         | 04 | 62 | 67        | 01 | 68 | 65     | 02 | 67 |
| 1. These rules and regulations are determined by:  |            |    |    |           |    |    |        |    |    |
| a. the Board of Trustees (Education)   | 54         | 04 | 58 | 67        | 00 | 67 | 64     | 01 | 65 |
| b. the administrative staff  | 58         | 08 | 66 | 53        | 01 | 54 | 55     | 03 | 58 |
| c. the faculty   | 33         | 08 | 41 | 28        | 03 | 31 | 30     | 04 | 34 |
| d. the student personnel staff   | 46         | 08 | 54 | 37        | 04 | 41 | 40     | 06 | 46 |
| e. the students  | 50         | 25 | 75 | 49        | 09 | 58 | 49     | 13 | 62 |
| B. The college places the responsibility for conduct largely with the students   | 79         | 13 | 92 | 70        | 04 | 74 | 73     | 07 | 80 |
| 1. Students participate in the formulation and modification of the rules and regulations   | 54         | 21 | 75 | 45        | 12 | 57 | 47     | 14 | 61 |
| 2. Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems | 54         | 08 | 62 | 45        | 10 | 55 | 47     | 10 | 57 |
| C. The first aim of discipline with respect to the individual student is to give him training in citizenship and moral development             | 33         | 17 | 50 | 37        | 10 | 47 | 36     | 12 | 48 |
| D. Students in disciplinary difficulty are recognized as subjects for counseling   | 50         | 08 | 58 | 48        | 04 | 52 | 48     | 06 | 54 |
| 1. Persons who act as counselors, however, are <u>not</u> responsible for determining and enforcing punishment                                 | 50         | 17 | 67 | 55        | 01 | 56 | 54     | 06 | 60 |
| 2. Administrative officers or committees determine and enforce punishment  | 75         | 04 | 79 | 70        | 00 | 70 | 71     | 01 | 72 |
| E. Disciplinary cases in the evening college are handled by:   |            |    |    |           |    |    |        |    |    |
| 1. Dean of Evening College or the administrator responsible for the evening college operation  | 67         | 04 | 71 | 79        | 01 | 80 | 76     | 02 | 78 |
| 2. an assistant to the evening college administrator   | 04         | 04 | 08 | 12        | 03 | 15 | 10     | 03 | 13 |
| 3. a member of the regular day college administrative staff  | 25         | 08 | 33 | 22        | 00 | 22 | 23     | 02 | 25 |

Table 8. Testing program in student personnel services in the evening community college.  
(Responses given in percent.)

|   | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|---|------------|----|----|-----------|----|----|--------|----|----|
|   | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|   | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. The evening college maintains a planned student testing program  | 38         | 46 | 84 | 64        | 12 | 76 | 57     | 21 | 78 |
| B. The following facilities are available for administering and evaluating tests:   |            |    |    |           |    |    |        |    |    |
| 1. Adequate rooms for testing   | 67         | 25 | 92 | 76        | 12 | 88 | 74     | 15 | 89 |
| 2. Test scoring equipment (data processing equipment)   | 33         | 46 | 79 | 73        | 15 | 88 | 63     | 23 | 86 |
| C. An administrator or counselor well-trained in testing:   |            |    |    |           |    |    |        |    |    |
| 1. Selects and scores tests and interprets test results, or gives direct supervision to those who perform this function                     | 71         | 21 | 92 | 73        | 06 | 79 | 73     | 10 | 83 |
| 2. Gives or supervises the giving of tests  | 71         | 17 | 88 | 73        | 06 | 79 | 73     | 09 | 82 |
| 3. Uses or supervises the use of test results in counseling and advising  | 71         | 17 | 88 | 72        | 07 | 79 | 71     | 10 | 81 |
| D. New evening students are given the following types of standardized tests:  |            |    |    |           |    |    |        |    |    |
| 1. General intelligence, or scholastic aptitude tests   | 25         | 29 | 54 | 46        | 04 | 50 | 41     | 11 | 52 |
| 2. Special English ability tests  | 29         | 29 | 58 | 61        | 09 | 70 | 53     | 14 | 67 |
| 3. Special reading ability tests  | 25         | 33 | 58 | 28        | 12 | 40 | 28     | 18 | 46 |
| 4. Personality inventories  | 04         | 25 | 29 | 12        | 09 | 21 | 10     | 13 | 23 |
| 5. Achievement tests:   |            |    |    |           |    |    |        |    |    |
| a. general achievement in basic skills  | 25         | 25 | 50 | 22        | 10 | 32 | 23     | 14 | 37 |
| b. specific fields of academic study  | 17         | 17 | 34 | 19        | 06 | 25 | 19     | 09 | 28 |
| 6. Interest inventories   | 13         | 29 | 42 | 19        | 09 | 28 | 18     | 14 | 32 |
| 7. Special aptitude tests:  |            |    |    |           |    |    |        |    |    |
| a. mathematics  | 17         | 21 | 38 | 48        | 06 | 54 | 40     | 10 | 50 |
| b. language   | 08         | 21 | 29 | 24        | 06 | 30 | 20     | 10 | 30 |
| c. science  | 08         | 17 | 25 | 18        | 07 | 25 | 15     | 10 | 25 |
| d. art/music  | 04         | 17 | 21 | 09        | 07 | 16 | 08     | 10 | 18 |
| E. Students with special problems are given special tests to aid them in choices, plans, and adjustments                                    | 54         | 33 | 87 | 54        | 15 | 69 | 54     | 20 | 74 |
| F. Test results, together with other information about the student, are used by counselors and advisors in counseling and advising students | 54         | 29 | 83 | 82        | 04 | 86 | 75     | 11 | 86 |
| G. Teachers also make use of this information in adapting instruction to individual differences   | 25         | 42 | 67 | 37        | 15 | 52 | 34     | 22 | 56 |
| H. Test results are used only as indications and <u>not</u> as the sole answer to problems  | 46         | 21 | 67 | 78        | 01 | 79 | 69     | 07 | 76 |

Table 9. Student records in student personnel services in the evening community college.  
(Responses given in percent.)

|   | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|---|------------|----|----|-----------|----|----|--------|----|----|
|   | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|   | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. A personnel folder, apart from the permanent record in the office, is kept on each student attending in the evening  | 33         | 38 | 71 | 55        | 10 | 65 | 49     | 18 | 67 |
| B. The personnel folder was developed cooperatively by staff members in the personnel program   | 29         | 17 | 46 | 46        | 06 | 52 | 42     | 09 | 51 |
| C. The following information is included in the personnel folder:   |            |    |    |           |    |    |        |    |    |
| 1. Previous school achievement and experience   | 42         | 17 | 59 | 66        | 04 | 70 | 59     | 08 | 67 |
| 2. Results of standardized tests  | 38         | 17 | 55 | 64        | 06 | 70 | 57     | 09 | 66 |
| 3. Health record:   |            |    |    |           |    |    |        |    |    |
| a. physical   | 21         | 13 | 34 | 24        | 12 | 36 | 23     | 12 | 35 |
| b. mental   | 08         | 21 | 29 | 15        | 09 | 24 | 13     | 12 | 25 |
| 4. Social and emotional status and adjustment   | 08         | 21 | 29 | 18        | 10 | 28 | 15     | 13 | 28 |
| 5. Family history   | 17         | 21 | 38 | 15        | 10 | 25 | 15     | 13 | 28 |
| 6. Present school achievement   | 46         | 13 | 59 | 50        | 09 | 59 | 49     | 10 | 59 |
| 7. Extracurricular activities   | 21         | 17 | 38 | 15        | 16 | 31 | 17     | 17 | 34 |
| 8. Vocational plans   | 25         | 17 | 42 | 46        | 12 | 58 | 41     | 13 | 54 |
| 9. Educational plans  | 33         | 17 | 50 | 50        | 10 | 60 | 46     | 12 | 58 |
| D. The personnel folder and/or other important information about the student is kept in a central file where it is available to all persons responsible for counseling and advising the student | 63         | 13 | 76 | 78        | 04 | 82 | 74     | 07 | 81 |
| E. Teachers and inexperienced advisors are assisted by a counselor or the administrator in interpreting the personnel record and/or other important information about the student               | 50         | 13 | 63 | 58        | 04 | 62 | 56     | 07 | 63 |
| F. Material of very confidential nature is kept out of the central file   | 50         | 17 | 67 | 58        | 13 | 71 | 56     | 14 | 70 |
| G. Adequate secretarial help is available to assist in maintaining the student personnel records  | 25         | 50 | 75 | 49        | 28 | 77 | 43     | 34 | 77 |

Table 10. Placement service in student personnel services in the evening community college.  
(Responses given in percent.)

|  | Under 1000<br>n = 24 |    |    | Over 1000<br>n = 67 |    |    | Totals<br>n = 91 |    |    |
|--|----------------------|----|----|---------------------|----|----|------------------|----|----|
|  | C                    | D  | T  | C                   | D  | T  | C                | D  | T  |
| A. The college maintains a placement service for the following:  |                      |    |    |                     |    |    |                  |    |    |
| 1. Part-time employment while attending school   | 63                   | 17 | 80 | 85                  | 10 | 95 | 79               | 12 | 91 |
| 2. Short-time employment during summer and vacations   | 58                   | 17 | 75 | 78                  | 06 | 84 | 73               | 09 | 82 |
| 3. Placement for terminal students   | 50                   | 29 | 79 | 74                  | 13 | 87 | 68               | 18 | 86 |
| 4. Evening students are assisted in finding full-time day employment   | 50                   | 21 | 71 | 63                  | 19 | 82 | 59               | 20 | 79 |
| B. The college maintains an occupational and educational information service for the students  | 71                   | 08 | 79 | 67                  | 01 | 68 | 68               | 03 | 71 |
| This is provided through:  |                      |    |    |                     |    |    |                  |    |    |
| 1. An occupational information library   | 67                   | 00 | 67 | 67                  | 06 | 73 | 67               | 04 | 71 |
| a. in the counseling center  | 67                   | 00 | 67 | 64                  | 07 | 71 | 65               | 06 | 71 |
| b. in the regular library  | 71                   | 00 | 71 | 55                  | 04 | 59 | 59               | 03 | 62 |
| 2. Conferences on campus   | 21                   | 13 | 34 | 42                  | 06 | 48 | 36               | 08 | 44 |
| 3. A job orientation program   | 13                   | 25 | 38 | 16                  | 09 | 25 | 15               | 13 | 28 |
| C. The college maintains continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement | 63                   | 08 | 71 | 78                  | 06 | 84 | 74               | 07 | 81 |

Table 11. Follow-up service in student personnel services in the evening community college.  
(Responses given in percent.)

|   | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|---|------------|----|----|-----------|----|----|--------|----|----|
|   | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|   | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. The college maintains a follow-up service on evening students  | 21         | 50 | 71 | 27        | 48 | 75 | 25     | 48 | 73 |
| B. The follow-up service is closely coordinated with:   |            |    |    |           |    |    |        |    |    |
| 1. The placement service  | 08         | 25 | 33 | 15        | 24 | 39 | 13     | 24 | 37 |
| 2. The counseling and advisement services   | 13         | 38 | 51 | 15        | 22 | 37 | 14     | 26 | 40 |
| 3. The curriculum development program   | 13         | 38 | 51 | 13        | 15 | 28 | 13     | 21 | 34 |
| C. Information is gathered from alumni and employers to ascertain:  |            |    |    |           |    |    |        |    |    |
| 1. The results of personnel services  | 17         | 25 | 42 | 21        | 22 | 43 | 20     | 23 | 43 |
| 2. The value of specific curricula and courses  | 17         | 25 | 42 | 28        | 19 | 47 | 25     | 21 | 46 |
| 3. The results of methods of instruction  | 21         | 13 | 34 | 18        | 18 | 36 | 19     | 17 | 36 |
| D. The evening college attempts to maintain contact with students who have left college                       | 13         | 42 | 55 | 10        | 34 | 44 | 11     | 36 | 47 |
| E. The evening college keeps alumni and other former students informed of college activities and developments | 21         | 21 | 42 | 18        | 22 | 40 | 19     | 22 | 41 |
| F. When desired, the evening college extends the following services to former students:                       |            |    |    |           |    |    |        |    |    |
| 1. Counseling and advisement  | 50         | 21 | 71 | 61        | 10 | 71 | 58     | 13 | 71 |
| 2. Testing  | 42         | 21 | 63 | 48        | 10 | 58 | 46     | 13 | 59 |
| 3. Placement  | 38         | 21 | 59 | 39        | 16 | 55 | 38     | 18 | 56 |

Table 12. Financial assistance in student personnel services in the evening community college.  
(Responses given in percent.)

|  | Under 1000 |    |    | Over 1000 |    |    | Totals |    |    |
|--|------------|----|----|-----------|----|----|--------|----|----|
|  | n = 24     |    |    | n = 67    |    |    | n = 91 |    |    |
|  | C          | D  | T  | C         | D  | T  | C      | D  | T  |
| A. Evening college scholarships are awarded by:  |            |    |    |           |    |    |        |    |    |
| 1. The administrative staff  | 17         | 08 | 25 | 15        | 04 | 19 | 15     | 13 | 28 |
| 2. The community   | 17         | 08 | 25 | 13        | 07 | 20 | 14     | 08 | 22 |
| 3. A special committee   | 33         | 25 | 58 | 31        | 13 | 44 | 32     | 17 | 49 |
| B. Evening college scholarships are based on:  |            |    |    |           |    |    |        |    |    |
| 1. The student's scholastic achievement  | 38         | 21 | 59 | 31        | 10 | 41 | 33     | 13 | 46 |
| 2. The financial needs of the student  | 33         | 25 | 58 | 31        | 10 | 41 | 32     | 13 | 45 |
| 3. The occupational goals of the student   | 08         | 13 | 21 | 21        | 10 | 31 | 18     | 11 | 29 |
| 4. The character of the student  | 25         | 13 | 38 | 24        | 10 | 34 | 24     | 11 | 35 |
| C. Evening college grants-in-aids are determined by:   |            |    |    |           |    |    |        |    |    |
| 1. The administrative staff  | 08         | 04 | 12 | 12        | 03 | 15 | 11     | 03 | 14 |
| 2. A special committee   | 25         | 21 | 46 | 21        | 10 | 31 | 22     | 13 | 35 |
| D. Evening college grants-in-aids are based on:  |            |    |    |           |    |    |        |    |    |
| 1. The student's scholastic achievement  | 21         | 17 | 38 | 22        | 06 | 28 | 22     | 09 | 31 |
| 2. The financial need of the student   | 25         | 21 | 46 | 28        | 07 | 35 | 28     | 11 | 39 |
| 3. The occupational goals of the student   | 08         | 13 | 21 | 18        | 04 | 22 | 15     | 07 | 22 |
| E. Evening college loans:  |            |    |    |           |    |    |        |    |    |
| 1. Handling of the application is done by:   |            |    |    |           |    |    |        |    |    |
| a. a member of the administrative staff  | 25         | 04 | 29 | 24        | 06 | 30 | 24     | 06 | 30 |
| b. a member of the counseling staff  | 17         | 08 | 25 | 13        | 03 | 16 | 14     | 04 | 18 |
| 2. Loans are based on:   |            |    |    |           |    |    |        |    |    |
| a. the financial need of the student   | 46         | 13 | 59 | 42        | 07 | 49 | 43     | 09 | 52 |
| b. the scholastic need of the student  | 25         | 04 | 29 | 21        | 06 | 27 | 22     | 06 | 28 |
| c. the character of the student  | 17         | 00 | 17 | 25        | 03 | 28 | 23     | 02 | 25 |
| F. An employment office for part-time work is available to both evening and regular day students on campus | 29         | 33 | 62 | 50        | 12 | 62 | 45     | 18 | 63 |