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The purposes of this investigation are twofold: (1) to identify the functions necessary for an adequate student personnel program in the two-year community college and (2) to develop guidelines based on the functions identified.

Securing And Treating Of Data

The data for this study were obtained by using a questionnaire which was sent to each of the 100 two-year public colleges in the western states of United States. Eighty-six officials returned the completed questionnaire. The data consisted of the number of colleges having or desiring to have certain functions for the student personnel services. Four classifications are presented: colleges under 1, 000 FTE; colleges between 1, 000 and 5, 000 FTE; colleges above 5, 000 FTE; and the totals.

Findings

The answers on the questionnaire show much agreement on these points: recognition of the student personnel program by administrators and students; need for a single head of the student personnel program with a master's degree or more; desirability of a student representative group to work with a faculty group to assist in the student personnel program; and clear-cut objectives and philosophy for the program.

Areas of the program receiving high percentages of agreement are selecting and admitting students, extracurricular activities, and record keeping. Less agreement was found in areas of testing, placement, follow-up, and financial assistance; however, sufficient agreement to indicate definite guidelines was shown in all 12 areas.

A tentative set of guidelines for student personnel services in the two-year community college was determined from the identified functions necessary for an adequate student personnel program. These guidelines were sent to ten specialists in student personnel services in the two-year college and these men made their evaluation of the guidelines. From this tentative set of guidelines and consideration of the recommendations of the specialists, a final set of guidelines was determined.

Recommendations

As a result of this investigation and the formulation of a set of guidelines for student personnel services in the two-year community college, the writer makes the following recommendations: (1) The guidelines should be used by experienced practitioners for clarifying and conceptualizing the functions in the student personnel program in the two-year community college. (2) The guidelines are more likely to foster student personnel program development in the two-year community college if used in institutional self-study rather than in any external appraisal. (3) The guidelines should be used to evaluate an existing student personnel program in a two-year community college. (4) The guidelines should be used in organizing the student personnel program in a two-year community college. (5) A comparison should be made of these guidelines and guidelines for student personnel services in four-year colleges and guidelines for student personnel services in universities to ascertain whether or not a common set of guidelines could be formulated for student personnel services in all educational institutions even though certain functions would not be applicable to some institutions. (6) A study similar to this study should be conducted in the various sections of United States and then the guidelines should be compared for: (a) Differences and similarities (b) Organizing a set

of guidelines which would serve for all student personnel services
in the two-year community colleges in the United States.

THE DEVELOPMENT OF GUIDELINES FOR
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TWO-YEAR COMMUNITY COLLEGE

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THE DEVELOPMENT OF GUIDELINES FOR STUDENT PERSONNEL SERVICES IN THE TWO-YEAR COMMUNITY COLLEGE

I. INTRODUCTION

Need For The Study

In a democratic society the importance of the individual is paramount. To benefit society, as well as the individual, democratic education must be designed to develop the highest potential of each individual. The two-year college is increasingly being recognized today as a multi-purpose educational institution with the development of each individual's highest potential as its primary objective. These institutions need adequate student personnel services, for as Leland L. Medsker points out, one of the ways to guide students is through the student personnel program (31, p. 142).

The fundamental purposes of the student personnel program are to aid each student to discover his own abilities and limitations, to define his educational goals, to clarify his vocational objectives, to solve his personal problems, to develop his qualities for leadership, and to acquire attitudes and social competencies necessary for good citizenship. Nelson B. Henry expresses the conviction that, "Student personnel services provide the best means of affording students the opportunity to make the needed adjustments" (18, p. 211).

No critical evaluation has been made of the junior college student personnel program. D. Grant Morrison, Specialist, Community and Junior Colleges, U. S. Office of Education, gives the following opinion on the point of evaluation of the two-year colleges,

A dynamic, fast growing institution such as the two-year college seldom has the time to examine where it is going or what the future holds, for most of its driving force is consumed in meeting day-to-day problems (33, p. 128).

Max R. Raines, Staff Director for the Appraisal and Development of Junior College Student Personnel Programs, points out that in the absence of data for evaluating programs we seem to maintain an on-going "love-affair" with the ideal of guidance but are reluctant to establish an "honest marriage" of comprehensive student personnel programs with instructional programs (49, p. 32). The only evaluation that can be made of the student personnel services in the two-year community college is in terms of how extensive the services are, how widely they are performed by staff members who have the preparation and time to perform the services adequately, and how these services are organized and directed.

About one out of four college students in the United States is now attending a junior college. It is reported that by 1970 California and New York anticipate this proportion will be doubled in those states. The need for written guidelines for student

personnel services in the two-year community college is accentuated by this burgeoning attendance, and by the lack of uniformity in, and evaluation of, existing services. The primary need is for the development of guidelines of necessary functions in student personnel services to enable any two-year community college to establish or evaluate an organized student personnel program.

The Problem

The purposes of this investigation are twofold: (1) to identify the functions necessary for an adequate student personnel program in the two-year community college and (2) to develop guidelines based on the functions identified.

Definition Of Terms

Two-Year Community College:

A public college offering the first two years of schooling beyond the high school level and offering a curriculum including courses in general and adult education, vocational and technical training, and courses for transfer credit.

Junior College:

The same as the Two-Year Community College.

"Public" College:

A college receiving almost its entire support from public funds.

Student Personnel Services:

Refers to all the services given to assist students beyond what is given through regular class instruction and routine custodial services.

Student Personnel Program:

The total program of student personnel services.

Limitations Of Study

1. This study is limited to identifying functions and developing guidelines for student personnel services in the two-year community college.

2. The sampling to determine functions in student personnel programs in two-year community colleges is limited to the public two-year colleges in western United States, namely in the states of Arizona, California, Idaho, Oregon, Utah and Washington.

3. The wide range in enrollment of the two-year colleges used in the sampling will cause differences of opinion about services which will need to be recognized.

4. The responses to the statements in the questionnaire for this investigation involve judgments by the appropriate official, named by the president of the college, which, necessarily, limit the study.

5. The tentative set of guidelines of student personnel services for the two-year community college has been reviewed by ten

specialists (Appendix C, p. 131-132) in two-year college student personnel services, who were selected by the writer, his committee, the national office of the American Association of Junior Colleges, and the American Association of Junior Colleges Student Personnel Commission. The opinions of these specialists will be somewhat subjective; however, the subjectiveness will be minimized by the specialist's known ability in the area of student personnel services in the two-year college and by the number of specialists evaluating the guidelines.

Procedure

To identify the functions necessary for an adequate student personnel program in the two-year community college and to develop guidelines from these functions, the writer formulated a questionnaire to secure information relating to the functions that now exist or are desired in the two-year college. The development of the original list of necessary functions in the student personnel program in the two-year college was prepared after an extensive search of related literature reviewed in Chapter II and an analysis of the questionnaire by Alvin Allen (2, p. 237-258).

Construction Of The Questionnaire

The questionnaire was prepared with the first page containing

the specific instructions for the instrument. Provision was made for the checking of each function listed in the questionnaire, either as existing in the student personnel program in that two-year college or being desired by the respondent as a function of the student personnel program in that two-year college. If a function was not checked it meant the respondent considered the function unnecessary or undesirable in the student personnel program in that two-year college. The respondent was asked to mark his answers from his knowledge and experience with the program in the college he represents. The questionnaire listed 12 major categories of student personnel services with related questions in each category.

The proposed questionnaire was presented to members of the writer's committee and to members of the American Association of Junior Colleges Student Personnel Services Commission for their critical analysis. The American Association of Junior Colleges Student Personnel Services Commission endorsed this study and made some suggestions for the questionnaire. These suggestions, along with those from the writer's committee, were considered in the revision of the questionnaire.

The revised questionnaire, including an added section dealing with financial assistance, was sent to three Oregon two-year community college presidents for their suggestions. The final questionnaire was then prepared and accepted by the writer's committee.

This instrument is reproduced in Appendix A, p. 94-105.

Selection Of Two-Year Colleges For This Study

After careful consideration of all suggestions, the writer decided, with the approval of his committee, that the questionnaire should be sent to the 100 public two-year colleges listed in the 1964 Junior College Directory (3) in Arizona, California, Idaho, Oregon, Utah and Washington. A letter (Appendix A, p. 92), signed by the chairman of the writer's committee, was sent to the presidents of these colleges. The letter explained the proposed study and asked each president's cooperation and participation in naming an official to whom the questionnaire could be sent. Three college presidents replied that they could not participate due to state and college rulings.

Participation By The Selected Two-Year Colleges

Within a month, after the mailing of the letters to the presidents of the two-year colleges selected for this study, 79 questionnaires were mailed with an accompanying letter (Appendix A, p. 93) to the officials named by the participating two-year college presidents. After two month's time the questionnaire with an accompanying letter (Appendix A, p. 106) was mailed to the 18 two-year colleges that had not replied to the original letter. The

writer also mailed 17 follow-up letters (Appendix A, p. 107) to those officials who had been sent a questionnaire in the original mailing and had not replied.

Eighty-six of the 100 two-year colleges, selected for this study, returned the completed questionnaire. Thus 86 percent of the total number of two-year public colleges in the western states of the United States participated in this study.

Treatment Of Data

The presentation of the findings from the questionnaire is discussed in detail in Chapter III and presented in tabular form in Appendix B, p.109-129. A tentative set of guidelines for student personnel services in the two-year community college was compiled from the responses to the statements on the questionnaire. To provide further evaluation of these guidelines, this tentative set of guidelines was sent to ten specialists in the field of student personnel services in the two-year college for their comments. Their suggestions were considered in the final guidelines, given in Chapter IV, and their comments are also noted in Chapter IV.

Summary

This chapter reviews the need for student personnel services in the two-year community college and points out the need for

guidelines for these services. The problems for this investigation are twofold: to identify the functions necessary for an adequate student personnel program in the two-year community college, and to develop guidelines based on the functions thus identified. The writer has defined the terms, stated the limitations, and explained the procedure followed in carrying out this investigation.

The following chapter summarizes the literature related to this study.

II. REVIEW OF THE RELATED LITERATURE

In this chapter the review of the literature relevant to the student personnel services of the two-year community college is presented by major services in the same order as the services are listed in the writer's questionnaire. Thus the reviewed literature can be directly related to the summary of responses from the writer's questionnaire. The literature was also used, in relation to the questionnaire responses, to help develop the guidelines for student personnel services in the two-year community college.

Organization

Any good program must have adequate organization and coordination. In the student personnel services in the two-year community college it is important to know that the program is accepted by the administration, faculty, and students. It is also important to know what preparation the personnel administrator has for his position. Certainly it is necessary to know what services are considered essential in the student personnel program.

According to current thinking it appears that the organization of student personnel services should be by functions rather than by offices; that is, by "counseling" rather than "counselors". In a recent publication written as part of a major project of the

American Association of Junior Colleges to provide new and improved literature on counseling, guidance, and placement, J. W. McDaniel stresses this functional approach to student personnel services (30). James W. Thornton emphasizes the same approach and adds that "the administrative organization of student personnel services should grow out of functions to be performed" (57, p. 269-270). A. J. Brumbaugh, in an article on better student personnel services, agrees that the determination of purposes and functions takes precedence over administrative structure (7, p. 41).

For proper organization, Tyrus Hillway suggests that the student personnel services must be smoothly coordinated and operated in harmony with the general purposes of the college (21, p. 161). To facilitate the organizing of a coordinated curriculum, the faculty, administration, and students of the college must understand the relationship between student personnel services and the educational program. As Jesse Parker Bogue points out, specially trained persons must do the work requiring their talents but this work must be understood, and sympathetic cooperation given to it, by all personnel of the college (4, p. 32).

People tend to be more interested in activities in which they are involved according to Donald W. Robinson. With this in mind many colleges are including the faculty in the planning phase of program development on the basis that increasingly the program

will need to involve a combination of the resources of specialists and faculty (52, p. 16-19).

A recent pamphlet prepared by the Prudential Insurance Company points out that two-year college faculties must recognize from the outset that many students have no clear-cut career aims, and the educator's responsibility is to emphasize guidance and counseling (48, p. 9). Robinson believes that the instructors need to interpret the entire student personnel program to their students (52, p. 21).

Many current writers writing on student personnel services say that all student personnel services should be placed, for proper coordination and efficiency, under the supervision of one person. This person should coordinate and administer the services. He will need to perform some of the services himself; other services will need to be delegated depending on the size of the college. The need for a director of the program is stressed by Raines (50, p. 1) and Hillway (21, p. 161). Medsker illustrates this point by telling how most California junior colleges have a more centralized student personnel program and a wider scope of services than junior colleges in other sections of the country (31, p. 159). Thornton suggests a workable plan that would include a Dean of Students with appropriately trained staff members in charge of the several functions of student personnel services. These various functions

should be clearly defined and assigned to persons with the qualifications and the time to accomplish them successfully (57, p. 269-271).

Medsker reports that in a study he performed, 22 percent of the two-year colleges have a special administrator of the entire personnel program, usually with the title of either Dean of Student Personnel or Dean of Students. With few exceptions this person devoted full time to the personnel functions and had considerable training in student personnel work. Thirty-three percent of the colleges have, as coordinator, an assistant general administrator, usually the academic dean or vice-president of the college. Forty-five percent of the two-year colleges reported that the only person responsible for personnel services was the chief administrator of the college (31, p. 147).

Medsker also points out (31, p. 148), as does McDaniel (30, p. 51), that the plan of administration, or coordination, is related to the size of the college. Several writers mention that as the school reaches an enrollment of more than 500 there is a greater tendency to appoint a special administrator of student personnel services.

What training should this special administrator of student personnel services have? Most writers agree that the person should have considerable specialized training in student personnel work. McDaniel expresses the opinion that "the administrator and

full time counselor should have completed specialized training in counseling to the master's degree or doctoral level" (30, p. 51).

One point omitted by most authorities is the importance of a faculty-student personnel committee. Several did mention the need for communication between faculty, administration, and students. This writer believes that no better way could be established for communication than a representative committee.

What are the student personnel services in the two-year community college? Most authorities are in agreement that the services should be everything other than classroom instruction and custodial services. Raines mentions instructional relationships, high school articulation, orientation, admissions, testing, registration, guidance, placement, and student activity (50). McDaniel groups them into six general areas of informing, orientating, advising, testing, and recording, counseling, and motivating (30, p. 16).

Medsker does not list the services in his study but reports the following as part of the student personnel program in more than 90 percent of the two-year colleges: counseling and orientation; promotion and supervision of student activities; and placement of students in jobs. A lesser percent, in Medsker's study, reported such services as administration of financial aid to students, discipline, follow-up studies of drop-outs and graduates, and administration of a health program (31, p. 145). Thornton mentions four

areas plus the area of administration of student personnel services: guidance services; student activities; placement and follow-up; and records, research and evaluation. He includes information giving, orientation, and individualized counseling in the guidance services area, and makes some reference to health services (57, p. 252-271).

Brumbaugh envisions a well-conceived and well-planned student personnel program that would include pre-college advisement, counseling, physical and mental health services, remedial services, administration of housing and food services, development of an appropriate program of extra-classroom activities, provision of financial aid, and provision of religious experiences (7, p. 37).

James M. Starr, president of Wenatchee (Washington) Valley College and chairman of the Curriculum Committee of the Northwest Association of Junior Colleges, reporting on a six months study of each of the northwest states by the committee, finds that the guidance and counseling services in the junior colleges in the Northwest follow a consistent pattern. Included in this pattern are testing, academic advising, personal counseling, housing, employment, loans, follow-up, vocational counseling, and scholarships (56, p. 443).

After a review of these and other studies the writer determined that the eleven services included in the questionnaire would be as follows: selecting and admitting new students; orientation for

new students; counseling and advising all students; extracurricular activities; health services; student discipline; testing program; student records; placement services; follow-up services; and financial assistance. A section on organization is included in the questionnaire to determine what is being done in this area.

Selecting and Admitting New Students

The two-year community college is a part of the community and as such has some responsibilities to the community including cooperation with the high schools in the area. Charlotte Drummond Meineicke recommends this can be done "by disseminating information and providing pre-orientation counseling for high school students" (32, p. 66). Ralph R. Fields tells how Long Beach City College in California handles this activity. He states that:

Coupled with the flexible admission policy is a well-organized program to acquaint high school students, parents, and adults with the offerings of the college. Student performers and speakers are regularly scheduled for high school assemblies. Counselors speak to classes and are available to the high school for follow-up interviews. Matriculation tests are given on Saturdays, for the convenience of high school seniors. Other activities are carried on: assemblies, teas, annual newspaper days, women's athletic playdays, Big and Little sister contacts, freshmen parties before school opens, and the like (12, p. 158).

McDaniel suggests additional activities such as providing high schools with college entertainment and informational programs,

bringing high school and other community groups to the college, involving high school teachers in college advisory committees, and involving college students in communicating inspiring information to on-coming high school students. He also stresses that accurate information about admission requirements, courses, standards, activities and achievements should be distributed continuously and by all media (30, p. 18).

Most colleges send out bulletins, newspapers, catalogues, and other printed materials to prospective students. Henry points out that there are other means of informing persons about the college. He tells of visits being made to the high school by student groups and faculty members of the college. High school seniors are invited to the college on special occasions for a tour of the campus, for an entertainment program, and for brief talks by both students and faculty. Seniors are informed that the deans' offices are open at all times for high school students, and they are invited to make appointments for themselves and their parents to go over admission requirements and other matters (18, p. 200).

Pre-registration contacts with potential students are essential. As pointed out by Raines, personal contacts with counselors, administrators, and teachers of "feeder" high schools will provide for exchanging important information pertaining to admissions and course requirements. Such personal contacts provide opportunity

for identifying those students who are capable of profiting from education beyond high school and encouraging them to continue their education (50, p. 2). Further, counseling of high school students prior to registration should be provided for those students who seek help or for those applicants who, in the judgment of the admission staff members, need counseling assistance. Any data collected can be of "aid in predicting probable success of applicants in various courses and curricula" (50, p. 4).

Under the heading "Information giving", Thornton lists the following important activities: interpretation of the college to the community through all means of communication; information to the local high schools; administration of aptitude and achievement tests to graduating seniors in February and March; and organized visits of high school seniors to the junior college campus (57, p. 254-256).

The admissions office can be of help to the prospective student by making sure that the individual requirements of the student can be met adequately by the college. This office can also provide complete and accurate information about the college to the person, his family, and his high school teachers. As Hillway remarks, the admission office really takes the first step toward proper guidance of the student (21, p. 156).

It might be mentioned that the so-called "open door" policy of admissions to the two-year community college is beginning to be

of concern to some in the junior college field. Under this policy, any person who can profit from further education and is over 18 years of age, or has graduated from high school, can attend a junior college. Some question the feasibility of this arrangement and the need for further study of this policy is indicated.

The legal framework for formulating admission policies in California junior colleges is embodied, according to Ben K. Gold (15, p. 9), in a brief statement in section 5706 of the California Education Code, which states:

The principal of any two-year junior college shall admit to the junior college any high school graduate and any other person over 18 years of age who in his judgment is capable of profiting from the instruction offered.

Gold, in his article on admission and retention policies in California colleges, is of the opinion that selective admission policies should not be imposed but that the proper attack is early identification and disqualification, if necessary, as soon as possible (15, p. 13). John Lombardi, writing on the impact of population changes on enrollment and standards, feels that "too many students are permitted to enroll in courses and curriculum for which they do not have the prerequisites or the aptitude" (29, p. 450).

Agreeing with this point of view, Alfred O'Connell states that the students, who are ill-equipped to cope with the rigors of a traditional academic schedule, are unable to meet the necessarily

demanding standards and contribute to the alarming attrition rate in the community college (41, p. 241).

O'Connell suggests that placement examinations should be given to all applicants prior to matriculation. He adds that this screening device is merely a recognition that not all students are equally endowed and that the colleges are remiss in their duty when they permit students to enter a program for which they are ill-suited or inadequately prepared (41, p. 242). Damon D. Reach emphasizes that admission standards and curriculums should be adapted to meet the needs of all young men and women who can profit from this training (51, p. 102). He feels that flexibility and creativity are key words in describing the function of the comprehensive community college (51, p. 103).

The importance of issuing information, to the community at large, regarding purposes, programs, and courses, of the college, is apparent. Adults of the area also need to secure this information about the two-year community college. Fields, in describing the Long Beach City College program, says:

Adult members of the community are kept informed regarding the college through programs and speakers at service clubs and P. T. A. meetings, an annual open house, weekly news releases, pamphlets, brochures, posters, and displays. One service club each year is invited to lunch at the Culinary Arts Center. An alumni news letter stimulates continued interest on the part of those who have attended the college at some time (12, p. 159).

Orientation For New Students

The two-year community college has grown greatly in numbers in the last few years. Many students enter these colleges with limited familiarity about the traditions and requirements of the colleges. McDaniel feels that an orientation program is one means of overcoming this deficiency and getting new students off to a good start (30, p. 26). Thorough planning is necessary to achieve a good orientation program and the purpose of the program must be well known to the administration, faculty, and students. As Henry points out, the "orientation service should not cease with registration but should continue throughout the year" (18, p. 200).

Bogue raises the question of whether the orientation program is practical and helpful, or whether the students think of it as a waste of time (4, p. 323). J. Anthony Humphreys also questions the orientation program, believing that in some colleges the program is inadequate in content and extent. However, he finds that too few junior colleges offer programs of orientation for first year students (22, p. 13). Thornton suggests that some time at the opening of each year should be devoted to the orientation of new students including a "Freshman Day" and introduction to the campus (57, p. 257).

Starr's first recommendation for developing the guidance and

counseling services is "that an effort be made in each institution to find a method to make students aware of the services that are available to them within the college and community" (56, p. 145). Raines recommends that the orientation program just prior to the beginning of classes should stress those aspects of the student's initial adjustment to the college program (50, p. 3). Hillway says that orientation involves registration, the proper selection of courses, familiarization with college rules and procedures, and making first acquaintances with college personnel and other students (21, p. 151).

The functions of orientation should be coordinated with those of admission and counseling. Medsker reports that the orientation course, that continues for varying lengths of time, is the most common type of group counseling (31, p. 154). McDaniel recommends that counselors should be used as teachers for required orientation courses (30, p. 26). Raines believes that group meetings of new students during the first semester should be conducted according to the needs and interests of the students by those staff members who are qualified to handle group guidance techniques (50, p. 3). He also finds the program for orienting prospective students is most effective when the "orientation services are effectively integrated with the admissions process, the counseling and advisory services, and the student activities program" (50, p. 3). McDaniel is of the opinion that the two-year community college should

conceive of orientation as a general function of all college activities without the need for a specially designed program (30, p. 26).

Counseling And Advisement Of Students

Counseling and advisement of students is the heart of the student personnel program according to most guidance specialists. Counseling is one method for accomplishing most student-in-college relationships (30, p. 38). D. Grant Morrison claims one of the two major functions of the community college is "to provide an adequate program of guidance which will assist each student in a realistic appraisal of his competencies and in the development of a vocational and educational goal which is appropriate" (34, p. 8).

Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, states that "because of their varied enrollments and wide range of educational programs, junior colleges can fulfill their roles in the community only through effective student counseling" (39, p. 53). Guidance and counseling functions are thus key responsibilities of the community college if the college is to adapt itself to the needs of the community.

Some important questions arising in the area of counseling are: What is the number of full and part time counselors a two-year community college should have? In what areas do the students need counseling? What specialists are available to help the

students and how do the students reach these specialists? What responsibilities do advisors have in the success of any particular student in the two-year community college?

Medsker finds two basic plans seem to dominate the post-admission counseling in the two-year community college. One plan makes use of the general teaching staff for counseling and advising and the other plan uses primarily professionally trained counselors or the general administrative staff of the college (31, p. 152). In December, 1959, Lester A. Alderson received 55 responses to a questionnaire, on counseling training and organization, which he had sent to California junior colleges. About 40 percent of the responding colleges indicated that their organization consisted of personnel trained specifically for counseling and guidance and that these individuals do all the counseling except for informal teacher-student contacts (1, p. 101).

Hillway points out that "in general, we may consider as ideal the arrangement in which professional counselors are available to coordinate the program and serve all students directly and in which the teachers understand and support the specialized work of the counselors without being required to participate in actual guidance beyond the limits of their training and ability" (21, p. 147).

McDaniel relates that one method found effective by some colleges is the providing of qualified counselors and, in addition, redeploying

part of the time of the dean of men and dean of women for individual counseling. Some institutions have found that it is helpful to provide separate counseling services by type of problem and to publicize these sources of help (30, p. 38). L. G. Derthick stresses that "the strong guidance and counseling emphasis found in the junior college assists in screening those whose ambitions and interests are not commensurate with their aptitudes and capabilities and provides appropriate alternate programs" (9, p. 185). Fields, in agreement, comments that available guidance often makes the difference between frustrated withdrawal and well-directed replanning (12, p. 70).

What background is desirable for these counselors? In Alderson's study, the respondents were asked to evaluate five types of backgrounds for counselors by indicating what they considered essential and what they considered only desirable. Those respondents who were instructors with released time for counseling expressed their opinion that experience in teaching and a master's degree are essential. The same respondents considered a master's degree in psychology, work other than teaching, and a Pupil Personnel Service credential as only desirable. The three junior 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).

Another of Starr's recommendations is that only those faculty members specifically trained in guidance and counseling be permitted to do personal counseling with those students with extreme emotional maladjustments (56, p. 145). Raines believes that a well trained psychologist to supervise counselors, who are assisting students with problems of personal adjustment, helps the guidance program operate effectively (50, p. 6).

With the limited number of specialists available, Starr suggests "that the teaching staff of each college be used more extensively in the program in areas where their particular training equips them." He further recommends that the in-service training program in the college should include extension courses, field service training, on-campus courses, and observation opportunities in guidance and counseling for the better preparation of these teachers. The colleges should make a study of guidance resources available to their communities, work with their staffs in establishing methods of utilizing these resources, and acquaint their teachers with these resources (56, p. 145). Robinson thinks the most promising development along these lines is the indication that some institutions now provide opportunities for faculty advisors to enroll for pertinent formal course work (52, p. 19). McDaniel recommends the developing of counseling skills in teacher-advisors and the identification of resources for counseling in the community (30, p. 38).

The need for counseling was considered so important in Orange County, Florida, that the Community College established a counseling center. The Center offers educational, vocational, personal, and marriage and family counseling (12, p. 136). Bill J. Priest, writing on the most significant problems of junior colleges in the field of student personnel services, states that the counseling program has the responsibility for helping the student make the transition from adolescence into adulthood and still realize the highest possible degree of individual growth (47, p. 303). Raines thinks that professionally trained counselors provide effective guidance to assist students who need to make decisions regarding educational and vocational objectives or who need assistance in resolving personal problems which are interfering with their educational progress (50, p. 6).

Henry states that, "Although a certain amount of group guidance is effective the pay-off is in individual counseling" (18, p. 199). He adds that there is a definite need for education and curriculum advisement as well as for counseling in the field of personal problems. Starr recommends that more professional counselors be added to the junior college staffs with a minimum of one for each 350 full day students and that professional counselors be made available all hours of the day (56, p. 145). Alderson found in his survey that 350 was the average number of students for each full

time counselor (1, p. 102). S. A. Hamrin believes that each student in a junior college is entitled to at least one conference with a trained counselor each semester (17, p. 24).

Medsker indicates that when the counseling is done by the teaching staff the students are assigned among the faculty members so that each student has a specified teacher to whom he is expected to go for advisement. Assignment of students to teachers is made either arbitrarily or according to the student's proposed specialization (31, p. 152). Fields reports that in Tyler Junior College in Texas, all members of the professional staff participate in the personnel work with students; every instructor has a group of twenty to twenty-five students as his advisees and, in addition, many faculty members serve as sponsors to student organizations and activities. Students are assigned advisors according to their major field (12, p. 235).

Robinson claims "more institutions are beginning to select advisors on the basis of interest, desire, and qualifications, and giving positive recognition to the role of advisor by: (a) reducing teaching loads or (b) financial remuneration" (52, p. 20). Raines feels the use of faculty members who have special interest and ability to serve as curriculum advisors for students increases the effectiveness of the guidance program (50, p. 5).

Another method found effective in promoting good counseling,

according to McDaniel, is the promotion of the use of faculty office hours for individualized teacher-student relationships (30, p. 32). Fields believes that the "personnel point of view", friendly interest in individual students, and the willingness to take advantage of every opportunity for guidance must characterize the faculty (12, p. 317). However, Robinson cautions that the instructor should always remember the basic role of the faculty advisor should be that of a generalist, not a specialist (52, p. 20). Robinson suggests to the instructor that he use the specialist as an agency of referral and make use of information which the specialist may have that could be useful to him in the understanding of his students (52, p. 21). Donald F. Tweedie, in his article dealing with a referral program in a junior college guidance pattern, states that a well developed referral program is a necessary aspect of good guidance and makes possible the utilization of counseling talent (58, p. 422). McDaniel claims that colleges should "develop criteria and procedures for teacher referral and advisor referral for counseling". Self-referral, by students with problems, should be encouraged (30, p. 38). Fields suggests that the office of director of counseling and guidance services should serve as a clearing house for students, advisors, and teachers on student counseling problems (12, p. 235).

Extracurricular Activities

The student activities carried on in the junior colleges, like those studied by Fields, represent a range wide enough to include practically all the student activities that have become customary in four-year colleges (12, p. 256). Priest and others are of the opinion that the activity program, along with the counseling program, are the two primary areas in helping the student through this transition period in his life (47, p. 303). McDaniel emphasizes that these activities attempt to help the student develop a mature personality. Each activity must promote the goals of the college, must share the time of students, and must possess incentives that lead to voluntary participation (30, p. 46).

Thornton believes that the student personnel services of the community junior college should encourage the establishment of a broad variety of student activities as a part of the total educational effort of the college. Participation in self-government, interest clubs and social activities, and in organized athletics contributes in an important way to the achievement of the purposes of the college (57, p. 259).

Several writers mention the advantages and contributions which athletics, interest clubs, and social activities make to the individual and the college. Thornton says that student government

permits students to exercise control over their activities and to learn skills of self-government (57, p. 260). Kate Hevner Mueller, writing on student personnel work in higher education, expresses the opinion that in the two-year colleges there are no national fraternities and no big-time sports, but there is often a full program of student activities and the opportunity for academic work of very high quality (35, p. 39). Orange County Community College in Florida, as an example of a typical community college, has student activities consisting of college dances, picnics, student-talent shows, music programs, various homecoming activities, an organized athletic program, and activities connected with academic interests such as student publications, music groups, acting group, education club, business club, international relations club, audio-visual club and church groups (12, p. 137).

R. William Graham indicates that there are some disadvantages to junior colleges attempting to copy activities from the four-year college. He is critical of such activities as homecoming functions, student elections, campus organizations, and intercollegiate athletics (16, p. 43-45). He adds that the junior college "should be kept unique in all aspects by the establishment of student activity programs which serve the needs of the students rather than by parroting the programs of the colleges and universities" (16, p. 45). Fields agrees that student activities need to be

organized more effectively to take the place of the informal relationship of group-living in college (12, p. 317). McDaniel expects the activities to be identified as valued parts of the educational program and to represent student interests (30, p. 46-47).

In order to facilitate the organization of activities Fields recommends an activity period within the daily schedule, four days each week, to take care of the number of commuters with regular, immediately-after-class departure (12, p. 237). Medsker also believes that there is need for such an arrangement since most students in the public two-year colleges live at home and consequently miss the social interactions of campus life at a residential college. Therefore, it is important for the junior college to provide opportunities for student participation in out-of-class activities (31, p. 143).

Henry writes: "The values to be derived from a well-balanced program of extraclass activities may be indispensable to the all-around development of students." He suggests one value may be the carry-over of learned behavior into adult life (18, p. 203). Henry adds that full and honest participation by the greater part of the student body is the ideal to be desired. The faculty personnel, by virtue of their broader understanding and experience in democratic procedures, must serve as guides in such a program (18, p. 204). Priest, Robinson, and McDaniel all agree that total

faculty understanding, acceptance, and support are "musts" for having a good activity program (47, p. 305).

Medsker believes strongly in this area of the student personnel program because "whatever the problems encountered by the two-year colleges in the administration of the extraclass program, the opportunities for joint staff and student participation in the making and execution of policies are probably greater in this phase of the college program than in any other" (31, p. 158). In the junior colleges Medsker surveyed, the administrators regarded the social programs of the various campus organizations and occasional social activities sponsored by the administration as sufficient to give students an opportunity for participation. Medsker feels that "the program becomes one of desirable balance between supervision by the college and initiative by the students" (31, p. 157). McDaniel and Raines believe the students should be involved in forming policies concerning student activities as well as in the management of the activities (30, p. 46). Hillway reports that almost every two-year college today not only controls much of the nonclassroom program of every student but actually encourages and directs these activities (21, p. 164).

Student activity time must be provided for in the college calendar. McDaniel believes the responsibility for activity supervision should be assigned to one office (30, p. 46). At Tyler

Junior College in Texas a director of student activities approves and supervises all college affairs, maintains a college calendar, and assigns chaperones when needed (12, p. 237). Similar arrangements prevail in other junior colleges.

Physical And Mental Health

Health responsibilities provide the two-year community college with some important educational opportunities. McDaniel remarks that helping individual students to resolve these practical aspects of life, many of which might involve a minor crisis, provides college counseling personnel with opportunities for strengthening rapport as well as for promoting growth in personal adequacy (30, p. 30). Hillway reminds us that the student's mental and physical health affects many aspects of his educational experience and thus it should receive the attention of the college as an important function of the student personnel services (21, p. 157).

Thornton emphasizes that the community college should maintain a limited health service in connection with its student personnel office and that a program of medical examinations of all students is helpful to the counseling office (57, p. 258-259). Hillway points out that "practically all junior colleges throughout United States make provision for at least one medical examination for every student at the beginning of each academic year" (21, p. 157).

Physical examinations help determine the extent and type of assistance needed and may indicate when the services of a specialist is necessary. Records need to be maintained so the specialists can be of service to the individual student.

The purpose of the health service, according to Thornton, will never be medical treatment, except in emergency cases. The staff consists ordinarily of a full time public health nurse, competent to advise students about minor difficulties, to present some topics to classes upon the request of the instructor, to perform needed first aid, and to know when to insist that the student see his personal physician (57, p. 258). She may also teach courses in health.

Hillway claims the typical health program in the community college consists only of required medical examinations chiefly for new students, facilities for first aid, special examinations for participants in athletic events when required by state law, and a bare minimum of treatment leading to the correction of defects (21, p. 157).

Royal L. Brown made a study of California junior colleges and their health services. He reports:

All but 8% of colleges have a physician or physicians employed; 81% of them are on call, if needed. Sixty-six percent of schools with physicians do physical examinations on school athletes. Only 42% of the health departments, however, are administered by a medical doctor. A public health nurse in 58% functionally heads up the department (6, p. 272).

Brown claims further that the survey shows that services

ordinarily made available by competent school physicians are inadequately utilized in junior colleges located in a geographical area where such colleges excel qualitatively and quantitatively. He points out that physicians are used most by the colleges to examine athletes, to examine others at college, to be on call during the day, and to give first aid when they are present (6, p. 276).

McDaniel states that it has proven effective for some colleges to provide full or partial health services to coordinate student health needs with community resources and to correlate health classes with health counseling (30, p. 30).

Student Discipline

In any educational institution, rules and regulations are necessary to govern student conduct. Should the college place this responsibility for conduct largely with the students? What is the place of student personnel services in handling disciplinary cases?

The writer is of the opinion that this area should be an important responsibility of the student personnel program. It has been proven in the secondary schools of the nation that counseling, advisement, and extraclass activities can be beneficial to the "disciplinary" student. Little has been written on this area as related to the two-year community college.

Raymond E. Schultz, in a recent article dealing with the

impact of academic probation and suspension practices on junior college students, expresses the opinion that most public junior college administrators and faculties are, and should be, committed to creating optimum conditions for success (54, p. 273). If this commitment is accepted, the writer thinks the two-year community colleges need to face the responsibility brought about by student discipline.

In regard to student responsibility for their conduct, E. G. Williamson maintains that "students will desire to develop for themselves positive policies in the campus community, defining their proper voice in the management of the institution" (61, p. 263). He further advocates that students share joint responsibility for the establishment of rules of conduct and that the rules be periodically reviewed to keep them current with the best thinking of the college community (61, p. 165). Responsible students have increasingly and justifiably requested more responsibility in making and enforcing rules governing their affairs (61, p. 171).

Schultz supplies an answer to the question of the place that the student personnel services has in disciplinary cases when he suggests that students on academic probation be required to utilize student personnel services and that the colleges replace probation with required student personnel services for those who are experiencing academic difficulty (54, p. 274). The first step appears to

be the recognition that those in disciplinary difficulty are subjects for counseling.

Testing Program

Because two-year community colleges have operated with a liberal admission policy, testing of students in the colleges needs to be concerned with career choice, educational planning, and course placement. McDaniel believes the variety of curricula offered, the heterogeneity of students, and the variation in educational backgrounds and educational plans make the securing of reliable test information important (30, p. 36). To accomplish this he suggests that all students should complete a minimum pattern of tests to be used to verify high school grades, to select students for admission to certain curricula and courses, to help students and counselors determine probable success in various curricula, and to establish a basis for comparing the average ability level of students in college (30, p. 36).

Henry tells of a Minnesota college which has a program of testing at the beginning of the Freshman year and at the end of the Sophomore year. Records kept for each student include the high school rank, various student test scores on standardized tests, and scores from any tests taken in the Counseling Bureau (18, p. 198). Medsker, reporting on his survey of junior colleges, states

that most of the colleges administer some type of scholastic aptitude test and many use tests to determine aptitudes and abilities other than academic, such as clerical or mechanical. Seventy-three percent of the total reporting in Medsker's study used achievement tests in English and reading, although several reported the use of test batteries to determine general educational development, and some included measures in science and mathematics. More than 70 percent of the colleges reported the use of some type of interest inventory; only 30 percent of the colleges reported the use of personality scales (31, p. 154-155). Starr reports that tests in the areas of occupational interests, English, and mathematics are being required in all junior colleges in the Northwest (56, p. 144). According to Raines, the testing program should be supplemented by special tests to meet special needs (50, p. 4).

Henry maintains that a good program of testing, followed by a discussion of the results with the students, is of considerable value in helping students evaluate their development in various areas of learning. The following describes what the typical Minnesota college does in this regard:

The scores of the tests given are discussed with each student individually to assist him in getting a picture of his strengths and weaknesses as he begins his Freshman orientation. He receives a copy of his profile of scores for reference.

At the end of the Sophomore year, the student takes the Co-operative English Test, the Co-operative

General Culture Test, and the Co-operative Contemporary Affairs Test. These scores are discussed with the student individually and are used in comparison with Freshman scores. Scores are discussed in reference to selected majors and occupational goals. The student receives a profile of his score in comparison to those of junior-college Sophomore to national Sophomore norms (18, p. 198).

McDaniel points out that, ideally, methods are used to analyze and interpret to faculty and students the findings from tests administered before matriculation or early in the college year. Test data is, then, made a part of the student's record so that it is available at times of decisions (30, p. 36).

Student Records

Student personnel records constitute the nerve structure of a student personnel program. Thornton writes that the keeping of accurate records is one of the primary responsibilities of the student personnel services (57, p. 267). Henry states that "complete and cumulative personal records are essential to effective personnel services" (18, p. 197). McDaniel emphasizes that a central file should be established for each student (30, p. 40); Henry states that this file usually carries a student's academic accomplishment, personal data about the student and his family, interests and hobbies, vocational goals, citizenship, aptitude and other objective test records (18, p. 197). Brumbaugh thinks the following

information is needed on each student: application for admission, results of a battery of well-chosen tests, health information, records of interviews, and reports from instructors (7, p. 38).

Andrew Johnson gives many good and valid reasons for a reading record being added to the cumulative record of the student (25, p. 167-173).

Thornton, writing on student records, tells of the difference of opinion on the individual cumulative record folder. 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 would include every scrap of paper dealing with the student, so the folder becomes bulky and disorganized. This folder ordinarily has a single most recent copy of the student's permanent record; in addition it should contain such available information as will help counselors and instructors to work intelligently and professionally with the student.

Some writers would restrict the use of this folder to those who have extensive training in personnel work. Others believe that anyone who is qualified to teach should have access to all pertinent information about the individual. Thornton is in favor of a moderate economy of contents in the folder and the encouragement of all instructional faculty members to become acquainted with its contents (57, p. 268). McDaniel suggests that the number of forms

and the information listed should be kept to a minimum but be sufficiently complete to individualize personnel practices. Procedures need to be established in the use of records by teachers and counselors that balance availability and security (30, p. 40).

Humphreys suggests the registrar might well be given a larger measure of responsibility in the operation of the program of student personnel services because of the wealth of records, actual and potential, in his hands and because his department is strategically placed to carry on personnel work (22, p. 13).

McDaniel suggests the preparation of a records flow chart as a method for more efficient preparing and handling of records. Then specific jobs can be identified and clerical personnel assigned (30, p. 40).

Placement Service

Thornton believes "an active placement office is an important adjunct to the student personnel service in a community junior college" (57, p. 264). McDaniel stresses that the placement service is an essential part of the student personnel service since two-year community colleges enroll unusually large proportions of "undecided" and "vaguely decided" students and career decisions must be made soon or time may be wasted.

Thornton states that for effective occupational and educational

choice and placement, students need accurate information about themselves. It happens frequently that such information makes the difference for the student between withdrawal from college and successful completion of a course (57, p. 40-41). To increase the student's occupational knowledge, Hillway stresses the importance of a library of occupational information (21, p. 152). Starr finds that the value of the college and community libraries as a tool of guidance has not been generally recognized (56, p. 445). While it is important to have occupational information in the placement office and the school library much of the direction for the use of this information would come from the counseling office.

Meinecke believes that because of the many vocational curriculums offered and because of the rapid turn over in students, junior colleges are both fitted and obligated to assume a major responsibility in the areas of vocational counseling and placement (32, p. 66). Hillway expresses a similar theory by writing that the college "should be able to help the student in taking his next step after graduation, whether it involves transfer to another college for more advanced instruction or immediate entrance into his chosen field of work"(21, p. 152).

Arthur M. Jensen, writing about the placement coordinator of a junior college, describes the following jobs in the placement service: place students enrolled in part time jobs; place graduates

and those who have completed their training; conduct direct follow-up and other studies related to placement; inform students of placement services; assist in job and career counseling; organize assigned time so that adequate contacts can be established and maintained with business, industry, and governmental agencies; and work with related agencies in the community (24, p. 393-394).

Raines relates that the placement service "is concerned with part-time employment, cooperative work-study programs, and post-college employment" (50, p. 7). The major aim, according to Jensen, is to assist each individual in continuing his growth and development through effective placement (24, p. 394).

McDaniel recommends making job surveys and reporting the worker needs to the students (30, p. 20). Thornton emphasizes that the constant contact of the placement officer with all kinds of employers in the entire community serves to keep him aware of emerging needs for trained employees (57, p. 264). Meinecke believes that counselors and placement functionaries should obtain a comprehensive and up-to-date knowledge of conditions in all occupations (32, p. 66). Raines urges the placement service to maintain close contact with employers who have hired graduates of occupational programs or employers who participate in the cooperative work-study program as a means of improving the placement service (50, p. 7).

Hamrin states "it is of tremendous value to have the pupil, as well as counselors and faculty members, cooperate in these functions" (17, p. 25). Henry says that placement during and after college is a joint responsibility of the student and the placement officer of the college. He continues that the vocational counselor and placement officer have much assistance to offer in choice of vocation and placement if the student will ask for it. Placement on a job is the culmination of a training course and guidance during that training (18, p. 204-205) and the junior college has a responsibility in the area of placement and follow-up (32, p. 67). Robinson expresses the opinion that "in the placement program instructors can serve as experts and resource personnel in their own particular field. In fact, this should be a clearly defined responsibility" (52, p. 20).

Follow-up Service

The follow-up service provides evaluation for the program and suggest ways to improve the program. Bogue expresses concern for the operation of the follow-up program and questions whether it is doing a complete job (4, p. 323). This service needs "open lines" of communication and close contact with alumni, former students, and employers of the area, as well as with all other student personnel services of the two-year community college. Hillway

maintains that follow-up is necessary to provide information upon which to base an evaluation of the entire guidance program (21, p. 153).

Henry stresses that follow-up service is necessary to insure proper advancement of students and alumni. This calls for an up-to-date file of employees placed on jobs and publicity which will acquaint prospective employers with the placement service. This office needs to be sensitive to the study of, and demand for, new employees (18, p. 205). Medsker also believes that the follow-up service is important. He points out that "an important aspect of the personnel program is the research done with respect to characteristics of entering students, the length of time they remain, what they do after they leave the junior college, and the evaluation made of factors relating to their performance" (31, p. 155). He adds that it is essential to have information about students who transfer to other colleges such as how well they performed in senior college and the relationship between their performance after transfer and their experience in the junior college. The same would be true of students who have entered directly into employment (31, p. 156).

Medsker reports from his study:

Out of 225 institutions, only 38 percent reported that they had ever made a study of the number of entering students who later transferred to a four-year college. Only 40 percent stated that they had made a study of the number of graduates who had transferred. Sixty

percent had studied why students drop out of junior college during the first semester of attendance. Twenty-seven percent reported over all studies of drop-outs to determine why students leave and what they do after leaving. About a fourth of the colleges regularly polled their current students for opinions on the extent to which they believed the college met their needs and expectations (31, p. 156).

Henry maintains that the success attending the activities of graduates of an education institution provides a clue for evaluating the effectiveness of the curriculum planning and the basis for needed changes in existing curriculum plans (18, p. 196). Thornton emphasizes that the facts concerning former students who have gone on to upper-division colleges and universities and the success of vocationally trained graduates in finding employment in the area of their training and their comparative progress after placement are all equally important to a complete follow-up program (57, p. 265). McDaniel suggests periodic follow-up studies be performed for evaluation of policies and procedures (30, p. 44) and Starr recommends that personnel be made available to permit more extensive follow-up (56, p. 145).

Financial Assistance

Financial assistance is an important service of the two-year community college. It provides the college personnel with an opportunity to strengthen rapport with individual students as well as to

promote growth in personal adequacy. Hillway believes scholarship funds, in an ideal situation, ought not to be narrowly restricted in their use but should be allocated in a manner which will recognize merit and also help to equalize educational opportunity. In general, the granting of scholarships and loans by the college ought to be contingent upon both academic ability and actual need. Loans and scholarship aids may be considered another logical responsibility of the personnel program (21, p. 158).

Thomas A. Larner found, in a study of 44 California junior colleges in 1957-1958, that only three percent of the student population was affected by student financial assistance (28, p. 31). (The National Defense Education Act program, for scholarships and loans, was not available at that time.) Larner found the traditional method of providing financial assistance through scholarships appears to be of least significance in junior colleges. In the 1957-1958 academic year, the greatest number of students were assisted by campus employment. Loans were next in point of use, followed by scholarships. A substantial majority of all available scholarships were granted. Larner reports further that virtually all the schools used achievement, character, promise, and financial need as criteria in determining who should receive scholarships. However, these factors were used to a lesser extent in loan selection. Of the four factors, scholarship was the least important in obtaining

loans (28, p. 31-32). Larner concludes "that there is need for financial assistance programs, and the public junior colleges have made a start in the formulation of such programs. They need greater support, better administration, and proper evaluation" (28, p. 35).

Bogue declares that scholarships and opportunities to earn some part of college expenses play an important role in college attendance (5, p. 5). In 1961, Peter P. Muirhead, writing about the need of the junior college to assist in putting higher education within the reach of qualified students, reports that in the first 18 months of the N. D. E. A. program the two-year colleges were allocated 2.9 million dollars and with these funds they made loans totaling 2.1 million dollars to 5,531 students. He adds that along with the student's change of attitude toward borrowing has come an acceptance of loan programs on the part of the colleges themselves (36, p. 514).

Oscar H. Edinger, Jr. and Max D. Bell tell how recognition of economic barriers is important in Florida junior colleges. Thirty-seven percent of all junior college students in 1961-1962 reported the need for financial assistance to complete their education and fifty-eight percent of the full-time students worked part time in their local communities (10, p. 6). To help the student find employment, McDaniel believes the employment placement

office should be provided with procedures that bring together campus and community jobs with student job seekers. There should also be coordination of job placement services with services of public employment offices (30, p. 30).

Hillway is of the opinion that "those who operate the student personnel services usually are in the best position to determine whether a student really needs financial help or whether he is capable of holding a job without allowing his academic efforts to slacken" (21, p. 158). Thus the area of financial assistance should be a part of the student personnel program.

Summary

The studies and related literature reviewed in this chapter relate to certain student personnel services in the two-year community college, namely: organization; selecting and admitting new students; orientation for new students; counseling and advisement of students; extracurricular activities; physical and mental health; student discipline; testing program; student records; placement service; follow-up service; and financial assistance. The policies and practices of these services, recommended by leaders in the field, have been ascertained and summarized.

This review of literature reveals the concern in the area of student personnel services in the two-year community college.

Almost every writer infers the need for guidelines and for more uniformity in direction. Several indicate that differences in size of the two-year community colleges will vary the program but it is obvious that the same functions are needed in all the two-year community colleges. Consequently, the need for developing guidelines for student personnel services in the two-year community college is apparent.

Chapter III reports the findings from the questionnaire used in this investigation.

III. FINDINGS FROM THE QUESTIONNAIRE

Introduction

The findings from the questionnaire are reported in this chapter by the major student personnel services of the two-year community college in the same order as the services are listed in the writer's questionnaire. Thus the findings can be directly referred to the writer's questionnaire.

In reporting the findings, the 86 responding two-year colleges were placed in three groups: Under 1,000 FTE, 1,000-5,000 FTE, and over 5,000 FTE. (FTE means the "full time equivalent enrollment" and is the common way colleges express their enrollments for comparison purposes.) There are 37 colleges in the small college classification, 40 colleges in the medium size classification, and nine colleges in the large college classification.

Provision was made for checking each function, listed in the questionnaire, either as existent in the student personnel program at that two-year college or desired by the respondent as a function of the student personnel program at that two-year college. If a function was not checked it meant the respondent considered the function unnecessary or undesirable for the student personnel program at that two-year college. For this investigation, the number of respondents checking each function were totaled. These totals

were divided by the number of colleges in the classification and thus a percentage was computed for each function of the questionnaire. These percentages are reported in the tables in Appendix B, p. 109-129.

Organization

Nearly all colleges are in full agreement that the need for a good student personnel program is recognized by the administration, the faculty, and the students. Sixty-nine colleges (80 percent) indicated that there needs to be a single head of the student personnel program. Sixteen colleges (19 percent) list more than one person responsible. The director of the program holds a master's degree in 58 (76 percent) and a doctorate in 17 (22 percent) of the small and medium size colleges. He has a master's degree in three (33 percent) and a doctorate in six (67 percent) of the large colleges. In 53 schools (62 percent), in all groupings, the director has more than 24 hours in graduate guidance work.

A representative student personnel committee to assist and advise the student personnel director operates in 37 (75 percent) of the large and medium size two-year colleges; 14 (38 percent) of the small colleges have such a committee and 12 (32 percent) colleges express the desire for a committee. The committee usually includes deans, heads of departments, and counselors as the

faculty representatives and student body officers or delegates as the student representatives.

A well-formulated and clear-cut statement of philosophy and objectives prepared by the student personnel staff and accepted by the faculty is in existence in 13 small colleges (35 percent), in 29 medium size colleges (73 percent), and in four large colleges (44 percent). All groupings indicate a majority desiring such a statement.

The eleven student personnel services chosen for this study and the percentages of colleges having or desiring the services are recorded in Appendix B, Table I, p. 109-110.

Selecting And Admitting New Students

Most colleges work closely with the high schools in their vicinity. In this study, 69 two-year colleges (80 percent) offer pre-college counseling to high school students, 77 colleges (90 percent) give standardized admission tests to high school students, and 84 colleges (98 percent) keep students informed on what is offered at the college. All the colleges issue information to the public and the students. Apparently little is done by the college representative in calling on all prospective students.

The "open door" policy is in effect at these two-year colleges; nearly all admit all high school graduates who apply. Sixty-four

colleges (74 percent) admit any person 18 years of age or over who is a resident of the district. A few colleges require that the person must be capable of profiting from further education and several others report that special tests or an interview are necessary to enter certain areas of study. The percentages of colleges desiring or having each of these functions are listed in Appendix B, Table II, p. 111.

Orientation For New Students

Sixty-six colleges (88 percent) have an orientation program ranging from one to 87 days at the beginning of the year. The most common number of days is four. One of the purposes of the orientation program is to acquaint the student with the various facilities listed in Appendix B, Table III, p. 112-113. This table also gives the percentages of colleges having or desiring the program. Thirty-four colleges (40 percent) use the orientation program to gather information about the student for administrative, instructional, and guidance purposes. Fifty-six colleges (65 percent) administer tests and 54 colleges (63 percent) schedule interviews between students and counselors at this time.

Only 22 colleges (26 percent) have an orientation program which continues throughout the student's first year and only 25 colleges (29 percent) desire such a program. The majority of the

colleges agree there should be continued aid to the student in personal and academic adjustment. Forty-five colleges (52 percent) provide continued orientation through individual discussions with the student's advisor. A few colleges reported continued orientation through classes taught by counselors.

Counseling And Advisement Of Students

Fifty-five colleges (64 percent) employ full time counselors and the number of schools having these counselors varies with the size of the college. Twenty-one small colleges (57 percent), 26 medium size colleges (65 percent), and eight large colleges (89 percent) have full time counselors. Evidently the medium size colleges lack interest in more counselors as only four of them (11 percent) express the desire for full time counselors while ten small colleges (27 percent) and the one large college not having the use of full time counselors express the desire for them. According to almost all the responding colleges, the counselors are prepared to counsel equally well in each of the three areas: vocational, educational, and personal. A few colleges stated that they use the student's psychology instructor as his counselor.

Some faculty members who are trained in guidance and counseling and who give part-time service to counseling are employed in 29 small colleges (78 percent), 26 medium size colleges (65

percent), and seven large colleges (78 percent). These people counsel for both planning and adjustment in 29 small colleges (78 percent), 24 medium size colleges (60 percent), and six large colleges (67 percent). In 15 small colleges (41 percent), 15 medium size colleges (38 percent), and in four large colleges (44 percent) these faculty members give at least fifty percent of their time to counseling.

In the small colleges, 13 (35 percent) have a psychologist and two of the psychologists are full time campus specialists. Nineteen medium size colleges (48 percent) have a psychologist; twelve are full time campus specialists, of which four are clinical psychologists. Five large colleges (56 percent) have a psychologist and four are full time campus specialists. Two other large colleges (22 percent) have a psychologist off campus, as do nine small colleges (24 percent) and 12 medium size colleges (30 percent).

Nurses and physicians are the only other campus specialists hired extensively. Nine large colleges (100 percent) have nurses and seven serve full time; thirty-one (78 percent) of the medium size colleges report having nurses and of that number 15 serve full time; only 11 small colleges (30 percent) report having nurses and none serve full time. Only two physicians serve full time in the ten (25 percent) medium size colleges having physicians; of the seven (78 percent) large colleges having physicians, only one serves

full time; only two small colleges (five percent) have physicians and they do not serve full time.

A psychiatrist is available, off campus, to 24 colleges (28 percent) of which 19 are medium size colleges (48 percent). No college in this study reports a psychiatrist available on campus. A social worker is available off campus to eight small colleges (22 percent) and 12 medium size colleges (30 percent). No large college reports a social worker available either on or off campus. A chaplain, minister, or priest is available on campus in only five colleges (six percent). The percentages of two-year colleges in this study having or desiring specialists for counseling and advisement of students is recorded in tabular form in Appendix B, Table IV, p. 114-116.

Various avenues are used to bring the student and counselor together. This study shows that students contact counselors through faculty or advisor referral in nine large colleges (100 percent), 35 small colleges (95 percent), and 37 medium size colleges (93 percent); through self-referral in nine large colleges (100 percent), 39 medium size colleges (98 percent), and 36 small colleges (97 percent); and counseling is required because of scholastic difficulty in eight large colleges (89 percent), 29 small colleges (78 percent), and 25 medium size colleges (63 percent). Students are called in by the counselor for various reasons in 34 small colleges

(92 percent), eight large colleges (89 percent), and 32 medium size colleges (80 percent). Disciplinary action brings the student to the counselor in 24 small colleges (65 percent), four large colleges (44 percent), and 17 medium size colleges (43 percent). Apparently self-referral and faculty advisor referral are the most satisfactory methods used for establishing student-counselor contact.

All faculty members are designated as advisors to do educational counseling in their major field in 20 small colleges (54 percent), 13 medium size colleges (33 percent) and two large colleges (22 percent). These advisors are specially selected and assigned in less than half the colleges and there seems to be no definite person responsible for assigning students to advisors in most colleges. In 15 small colleges (41 percent), five medium size colleges (13 percent), and one large college (11 percent), it is the Dean of Students or Co-ordinator of the Personnel Program who handles this task. Staff members, other than those listed on the questionnaire, who assign students to advisors are the registrar, a faculty volunteer, a department chairman, the director of guidance and testing, and various deans.

The first assignment of a student and advisor is made by common interests in 23 small colleges (62 percent), 17 medium size colleges (43 percent), and two large colleges (22 percent). Provision is made for the student to change advisors when there is a

personality conflict or lack of common interests in 27 small colleges (73 percent), 16 medium size colleges (40 percent), and two large colleges (22 percent). The advisor may be relieved of a student for similar reasons in 23 small colleges (62 percent), 15 medium size colleges (38 percent), and two large colleges (22 percent). The number of students assigned each advisor varies from five to 300 with 30 being the most common number.

Students are interviewed periodically by the advisors in 19 small colleges (51 percent), 12 medium size colleges (30 percent), and two large colleges (22 percent). Advisors interview students whenever the student comes for help in 27 small colleges (73 percent), 23 medium size colleges (58 percent), and four large colleges (44 percent) or whenever some problem arises which comes to the attention of the advisor in 19 small colleges (51 percent), 20 medium size colleges (50 percent), and two large colleges (22 percent). Members of the faculty and administration refer students to the advisors in 25 small colleges (68 percent), 21 medium size colleges (53 percent), and four large colleges (44 percent).

It appears that as the colleges are able to employ more counselors there is less use of the advisors. In most cases, revealed by this study, the percentage of colleges having counselors varies directly with the size of the colleges, with the large colleges having the most counselors; the number of colleges having advisors

varies indirectly with the size of the college, with the small colleges having the most advisors.

Extracurricular Activities

Nearly all the two-year colleges see the apparent value in extracurricular activities according to the questionnaire responses. Seven of the ten listed activities are found in more than 69 colleges (80 percent). Some type of student government is present in 84 colleges (98 percent); publications in 79 colleges (92 percent); intercollegiate athletics in 78 colleges (91 percent); intramural athletics in 74 colleges (86 percent); departmental clubs in 76 colleges (88 percent); music activities in 70 colleges (81 percent); and dramatic activities in 69 colleges (80 percent). All nine of the larger colleges have some form of student government, interscholastic and intramural athletics, and departmental clubs. Some kind of dramatic and music activities are present in seven of the large colleges (78 percent). The medium size colleges have the same number, 38 colleges (95 percent), participating in intercollegiate athletics and in student government activities. The small colleges are consistent with the pattern of activity participation in all two-year colleges except for the music and dramatic activities each of which are in 29 (78 percent) colleges in this classification.

Political organizations are present in eight large colleges

(89 percent); in 36 medium size colleges (90 percent); and in 17 small colleges (46 percent). The participation in forensics is in the same proportion as the size of the college with eight large colleges (89 percent), 26 medium size colleges (65 percent), and only 18 small colleges (49 percent) participating in this activity. Religious activities are present in four large colleges (44 percent); in 19 medium size colleges (48 percent); and in only ten small colleges (27 percent). The percentages of colleges, in each of the three classifications, having or desiring each of these activities are presented in Appendix B, Table V, p. 117. While social, service, and honor clubs were not listed specifically in the questionnaire and only a few colleges report such clubs under "Other", it is presumed most community colleges have some clubs of this type.

Eighty-four colleges (98 percent) have a staff advisor or sponsor for each of the extracurricular activities. There is a staff member who co-ordinates all these activities in 77 colleges (90 percent) and is responsible for maintaining an activity calendar in 84 colleges (98 percent).

Physical And Mental Health

The two-year colleges do not require physical examinations of all students each year and only 37 colleges (43 percent) require physical examinations of all new students when they enter school.

Eighteen colleges (21 percent) provide dispensary service to all students and a like number give systematic attention to screening individuals with regard to emotional factors. Fifty-two colleges (61 percent) make psychiatric referrals when symptoms indicate possible mental illness.

Forty-four colleges (51 percent) maintain complete physical health records and a few colleges maintain complete mental health records. Health records are available to the counselors in 65 colleges (76 percent), to the advisors in 41 colleges (48 percent), to the health and physical education teachers in 57 colleges (66 percent) and to the nurse and/or the physician in 57 colleges (66 percent). Only 27 colleges (31 percent) make these records available to other teachers.

Only two small colleges have students counseled by special health officials on the basis of health records and other information. Twenty-two medium size colleges (55 percent) and eight large colleges (89 percent) do provide this service to their students. Thirty-six colleges (42 percent) have emergency hospital service available to the students.

Several colleges report the availability of accident insurance to the student. A few colleges mention that community facilities are available for assistance in the health service area. In Appendix B, Table VI, p. 118, the findings for physical and mental

health services are listed.

Student Discipline

A number of definite rules and regulations governing student conduct are established in 58 colleges (67 percent). These rules and regulations are determined by the administrative staff in 67 colleges (78 percent) and by the student personnel staff in 57 colleges (66 percent). Sixty-two colleges (72 percent) report that the student representative group helps determine these rules and regulations. It is obvious that in most of the two-year colleges, in this study, several groups share in the formulation of these rules. Some colleges list the state education code, the student association cabinet, the state law, and the board of education as determining the rules and regulations governing student conduct.

Twenty-six small colleges (70 percent), 23 medium size colleges (58 percent), and four large colleges (44 percent) place the responsibility for conduct largely with the student. Sixty-seven colleges (78 percent) treat each student who violates college rules and regulations or transgresses the moral code as an individual with adjustment problems, but at the same time 73 colleges (85 percent) agree that he be held responsible for his acts as a student citizen. The first aim of disciplinary action with respect to the individual student in sixty-seven colleges (78 percent) is to give him training

in citizenship and moral development.

Sixty-one colleges (71 percent) recognize the student in disciplinary difficulty as a subject for counseling. In seventy-two colleges (84 percent) persons who act as counselors are not responsible for determining and enforcing punishment; in seventy-six colleges (88 percent) the administrative officers or committees determine and enforce punishment.

The dean of students handles the disciplinary cases in most two-year colleges in the western United States; however, in most cases more than one official is involved. Additional information on student discipline is presented in Appendix B, Table VII, p.119-120.

Testing Program

Seventy-three schools (85 percent) maintain a well-planned student testing program; 56 schools (65 percent) indicate they have adequate rooms for testing while 52 schools (61 percent) have adequate test scoring equipment.

An administrator or counselor well-trained in testing selects and scores tests and interprets test results, or gives direct supervision to those who do, in 83 colleges (97 percent). Such an official gives, or supervises the giving of tests in 84 colleges (98 percent); uses, or supervises the use of, test results in counseling and

advising in 82 colleges (95 percent). Explanation of the difference in the three groupings of colleges is presented in Appendix B, Table VIII, p. 121-122.

Few standardized tests are given, to all new students, in the majority of these two-year colleges. Seventy-five colleges (86 percent) give a general intelligence, or scholastic aptitude test, to all students. Seventy-three colleges (85 percent) give a special English ability test and 50 colleges (58 percent) give a special reading test. Forty-four colleges (51 percent) give a mathematics aptitude test. A few schools give personality inventory tests, interest inventory tests, general achievement tests, and special aptitude tests to new students. Some of the tests that schools noted on the questionnaire as being used were: space, mechanical, physical education, acting, nursing, technical comprehension, and clerical aptitude.

Sixty-nine colleges (80 percent) give special tests to students with special problems to aid them in choices, plans, and adjustments. In eighty colleges (93 percent) test results, with other information about students, are used by counselors and advisors in counseling and advising students; however, in only 43 colleges (50 percent) do teachers make use of this information in adapting instruction to individual differences. Test results are used only as indications and not as the sole answer to problems in 79 colleges

(92 percent). Several colleges responded that a special vocational and educational testing program was used on a voluntary basis.

Student Records

A personnel folder, apart from the permanent record in the office, is kept for each student in 73 colleges (85 percent). This folder is developed cooperatively by staff members in the personnel program of 56 colleges (65 percent). The following personal information is included in the personnel folder in the majority of the two-year colleges in this study: previous school achievement and experience; results of standardized tests; physical health record; out-of-school activities; present school achievement; positions of leadership; extracurricular activities; vocational plans; and educational plans. More detailed information is available in Appendix B, Table IX, p. 123-124.

Seventy-one schools (83 percent) keep the personnel folder and/or other important information about the student in a central file where it is available to all persons responsible for counseling and advising the student. In 72 colleges (84 percent) this information is used frequently by counselors and advisors. In 66 colleges (77 percent) the 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.

Sixty-one colleges (71 percent) keep material of very confidential nature out of the central file.

Placement Service

The majority of the two-year colleges provide placement service for the part-time employment of students while they are attending school, short time employment during summer vacations, placement of terminal students, and assistance to students in the selection of further college training. Forty-three schools (50 percent) provide assistance in the selection, by the student, of further special training other than college and 28 colleges (33 percent) even assist the student in selecting an appropriate area of military training.

Sixty-one colleges (71 percent) provide occupational and educational information for the student in an occupational information library located either in the regular library or in the counseling center. Other means of supplying this type of information are tabulated in Appendix B, Table X, p. 125.

Sixty-six schools (77 percent) maintain continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement for students. All placement and vocational information services of the college are coordinated in 51 schools (59 percent). Forty-one

colleges (48 percent) keep in mind exploratory and try-out values of work experiences when making placement in part-time and vacation work. Several colleges report close cooperation with the state employment office and some even have a branch of the state office on their campus.

Follow-up Service

Only 38 colleges (44 percent) maintain a definite follow-up service. In this study, 40 colleges (47 percent) have close coordination between the follow-up and counseling and advising services. Only 30 colleges (35 percent) have close coordination between the follow-up service and the placement service; close coordination between the follow-up service and the curriculum development program is found in only 25 colleges (29 percent).

Information is gathered from the employers and alumni to ascertain the value of specific curricula and courses in 43 two-year colleges (50 percent). Less than 50 percent of the colleges use this information to ascertain the results of the personnel services and of the methods of instruction.

Forty-eight colleges (56 percent) attempt to maintain contact with students who leave school. Only twenty-seven colleges (31 percent) keep alumni and other former students informed of activities and developments; however, 46 colleges (54 percent) desire to

furnish this service. Fifty-three schools (62 percent) extend the counseling and advisement service, and 37 colleges (43 percent) extend the testing services to former students. Appendix B, Table XI, p. 126 shows that the entire follow-up service is less emphasized than other areas of the student personnel program.

Financial Assistance

An organized program of financial assistance to students has been increasing in the colleges. According to this study, scholarships are awarded in 82 colleges (95 percent) by a special committee. The scholarships are based on the student's scholastic achievement in 84 colleges (98 percent), the financial need of the student in 82 colleges (95 percent), the character of the student in 63 colleges (73 percent), and the occupational goal of the student in 60 colleges (70 percent).

Grants-in-aid are determined by a special committee in 45 colleges (52 percent) and are based on the financial need of the student in 58 colleges (67 percent), the student's scholastic record in 49 colleges (57 percent), the character of the student in 38 colleges (44 percent), and the occupational goal of the student in 28 colleges (33 percent).

Thirty-five colleges (41 percent) have a special employment office to assist the student in finding part-time work. Twenty-four

colleges (28 percent) have a member of the administrative staff supervise this office and 20 colleges (23 percent) have a member of the counseling staff perform this service.

For loans, the student application is handled by a member of the administrative staff in 62 colleges (72 percent) and 20 colleges (23 percent) have a member of the counseling staff handle the applications. Loans are based on the financial need of the student in 84 colleges (98 percent), the character of the student is also considered in 64 colleges (74 percent), and the scholastic need of the student is taken into account in 49 colleges (57 percent).

The degree to which students are given financial assistance by these colleges is given in the tabulations in Appendix B, Table XII, p. 127-129.

IV. GUIDELINES AND RECOMMENDATIONS

Introduction

A tentative set of guidelines for student personnel services in the two-year community college was determined from the related reading and the responses to the writer's questionnaire. For a function to be considered as a guideline the writer and his committee felt that it was more important that the function be in existence in the student personnel program in the two-year colleges than be merely desired. Therefore, the function had to be in existence in at least 40 percent of the two-year colleges in this study before it was considered for a guideline. Furthermore, it was necessary for approximately two-thirds of the responding colleges to indicate they have, or desire to have, the function as part of their student personnel program before the function would be considered for a guideline.

This tentative set of guidelines was sent, with an accompanying letter (Appendix C, p. 133), to ten specialists in the student personnel services field at the two-year college level. These men evaluated the guidelines and returned them with their recommendations. Comments of these specialists, relative to functions as guidelines, are recorded in this chapter. From the tentative set of guidelines and consideration of the specialists'

recommendations the final set of guidelines was determined by the writer. Six recommendations for further study of and use of the guidelines for student personnel services in the two-year community college are also enumerated.

Comments By Specialists

All of the responding specialists, whose opinions were solicited, were most gracious in replying and for the greater part were commendatory in their attitude toward the proposed guidelines. The writer expresses his sincere appreciation for their cooperation, suggestions, and encouragement.

Several specialists felt that two of the tentative guidelines under Selecting and Admitting New Students were actually more administrative policies than guidelines within the scope of the student personnel services. The following two tentative guidelines were therefore withdrawn as guidelines: (1) The college admits all high school graduates who apply. (2) The college will admit any person 18 years of age or over who is a resident of the district.

A few specialists questioned the tentative guideline which suggests that complete physical health records are maintained for each student. One believed that the guideline should refer to just certain health records and another expressed the opinion that "complete" was impossible. However, this item was retained as a

final guideline.

Two suggestions were made relative to the health records being available to counselors, to health and physical education teachers, and to the nurse and/or the physician. The section stating "to health and physical education teachers" was eliminated from the final guidelines as it was indicated this was not within the scope of the student personnel program. The other suggestion was that some items of the health record should be available only to the nurse and the physician. The writer agreed with this recommendation but did not feel adequate to stipulating what the certain records would be and decided this should be left up to the individual college to determine.

Other suggestions and opinions of these specialists are worthy of note. Some said there should be further definition of what a representative student personnel committee is. It was suggested that a well-formulated and clear-cut statement of philosophy and objectives which has been prepared by the student personnel staff and accepted by the faculty should also be accepted by the administrative staff and the board of education. Another suggestion in regard to this statement of philosophy and objectives was that it might be better prepared jointly by the student personnel staff, administration, and the faculty.

One specialist suggested that the word "orientation" or

"placement" be inserted in place of the word "admission" for the type of standardized tests given to high school students due to the open door policy of most two-year colleges. The word "placement" was inserted in this guideline. Another suggestion included was that a college representative "responds to" rather than "corresponds with" all students making inquiry or requesting information about the college.

In the guidelines, the administering of tests and allowing of interviews between students and counselors are each a part of Orientation For New Students. Two specialists suggested that this might best be done apart from the orientation program. Another specialist suggested that the student should be "invited in", rather than "called in", by the counselor.

It was also recommended that honor and service organizations, forums, assemblies, rallies, dances, and student center should be added as part of student activities. Three of the authorities thought that the emergency hospital services available to the student might not be a guideline since this service should be just as available to the student as anyone else in the community. This was included as a guideline, however, because it is necessary even if provided by the local community.

One specialist indicated that certain rules and regulations governing student conduct needed to be determined by the

administration. Another suggested that the administration have veto power. Some believed that the student should have some responsibility, along with the administrative officers and committee, in determining and enforcing punishment.

It was recommended that in the testing program tests be used only when needed. However, a standardized mathematical ability test should be given to all new students, according to one specialist. Another specialist said the placement of terminal students should be guided by the staff of the vocational department.

Finally, one specialist explained that in relation to applications for financial assistance, the actual amount and terms of the loan are determined only after a conference between the student and a person designated to handle this responsibility. The business office exercises no judgment in this matter other than seeing that generally recognized policies are observed.

Guidelines For Student Personnel Services
In The Two-Year Community College

I. Organization

- A. The need for a good student personnel program is recognized by the administration, faculty, and students.
- B. There is a person who directs or coordinates the student personnel program and he holds at least a master's degree and has more than 24 hours in graduate guidance work.
- C. The director or coordinator of the student personnel program is assisted and advised by a representative student personnel committee.
- D. 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, administration and the board of education.
- E. The following services are included in the student personnel program:
 - 1. Selecting and admitting new students
 - 2. Orientation for new students
 - 3. Counseling and advising all students
 - 4. Extracurricular activities
 - 5. Health services
 - 6. Student discipline
 - 7. Testing program
 - 8. Student records
 - 9. Placement service
 - 10. Follow-up service
 - 11. Financial assistance

II. Selecting And Admitting New Students

- A. The college, in cooperation with the high schools in the vicinity, offers pre-college counseling to high school students; gives standardized placement tests to high

school students; and keeps students of the vicinity informed on what is offered at the college.

- B. The college sends bulletins and circulars to high schools in the vicinity.
- C. A college representative responds to all students making inquiry or requesting information about the college.

III. Orientation For New Students

- A. An orientation program is provided at the beginning of the year.
- B. The purposes of the orientation program are:
 - 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.
 - d. the administration and the faculty.
 - e. the advisors.
 - f. the counselors.
 - g. other students.
 - h. the subject offerings.
 - i. the personnel services.
 - j. enrollment procedures.
 - 2. To administer tests.
 - 3. To allow interviews between students and counselors.
- C. The purpose of a continued orientation is:
 - 1. To aid the student in personal adjustment.
 - 2. To assist him in academic adjustment.

IV. Counseling And Advisement Of Students

- A. The college employs some full time counselors.
- B. The college employs some faculty members trained in guidance and counseling who give part-time service to counseling; they counsel for both planning and adjustment.

- C. Counselors are prepared to counsel in the vocational, educational, and personal areas.
- D. The specialists available on campus to the college for counseling students are a psychologist either part or full time and a college nurse either part or full time.
- E. Methods by which the students contact counselors are:
 - 1. Referral by faculty member or advisor.
 - 2. Self-referral.
 - 3. Required of those who have scholastic difficulty.
 - 4. Invited in by the counselor for various reasons.
- F. Some faculty members are designated as advisors to do educational counseling in their field.
 - 1. All students are interviewed by advisors whenever the student comes for help.
 - 2. Members of the faculty and administration refer students to the advisors.
 - 3. Every student knows it is his privilege to contact his advisor or counselor whenever he needs assistance.

V. Extracurricular Activities

- A. The student personnel program includes the following student activities:
 - 1. Student government
 - 2. Publications
 - 3. Intramural athletics
 - 4. Intercollegiate athletics
 - 5. Forensics
 - 6. Political organizations
 - 7. Music activities
 - 8. Dramatic activities
 - 9. Departmental clubs
- B. Faculty advice and counsel:
 - 1. All or most of the activities listed under "A" above have a staff advisor or sponsor.
 - 2. There is a staff member for coordinating all these activities.

3. This person, or someone working closely with him, maintains an activity calendar.

VI. Physical And Mental Health

- A. Physical examinations are required of all new students when they enter school.
- B. Psychiatric referrals are made when symptoms indicate possible mental illness.
- C. Complete physical health records are maintained for each student.
- D. The health records are available to counselors and to the nurse and/or the physician.
- E. Emergency hospital services are available to the student.

VII. Student Discipline

- A. The college has a number of definite rules and regulations governing student conduct.
These rules and regulations are determined by the administrative staff, student personnel staff, and a representative student group.
- 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 that do exist.
 2. Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems but he is held responsible for his acts as a student citizen.
- C. The first aim of disciplinary action 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 are not responsible

- for determining and enforcing punishment.
2. Administrative officers or committees determine and enforce punishment.

VIII. Testing Program

- A. The college maintains a well-planned student testing program.
- B. Adequate rooms for testing and test scoring equipment are available for administering and scoring tests.
- 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 do.
 2. Gives and supervises the giving of tests.
 3. Uses or supervises the use of test results in counseling and advising.
- D. All new students are given the following kinds of standardized tests:
 1. General intelligence or scholastic aptitude
 2. Special English ability
 3. Special reading ability
- E. Students with special problems are given special tests to aid them in choices, plans, 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 not as the sole answer to problems.

IX. Student Records

- A. A personnel folder, apart from the permanent record in the office, is kept for each student.

- B. The personnel folder is developed cooperatively by staff members in the student personnel program.
- C. The following information is included in the student personnel folder:
 - 1. Previous school achievement and experience
 - 2. Results of standardized tests
 - 3. Physical health records
 - 4. Out-of-school activities
 - 5. Present school achievement
 - 6. Positions of leadership
 - 7. Extracurricular activities
 - 8. Vocational plans
 - 9. Educational plans
- 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. The personnel folder and/or other important information about the student is used frequently by counselors and advisors.
- F. 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.
- G. Material of very confidential nature is kept out of the central file.
- H. Adequate secretarial help is available to assist in maintaining the student personnel records.

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. Assistance in the selection of further college

training and further special training other than college

- B. Occupational and educational information for the students is provided through an occupational information library located in the counseling center and/or in the regular college library.
- C. The college maintains continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement.
- D. All placement and vocational information services of the college are coordinated.
- E. Exploratory and try-out values of work experiences are kept in mind in making placements in part-time and vacation work.

XI. Follow-up Service

- A. The college maintains a definite follow-up service.
- B. This service is closely coordinated with the counseling and advisement service.
- C. Information is gathered from alumni and employers to ascertain the results of personnel services, the value of specific curricula and courses, and the results of methods of instruction.
- D. The college attempts to maintain contact with students who leave school.
- E. When desired, the college extends the counseling and advisement services and the placement services to former students.

XII. Financial Assistance

- A. Scholarships are:
 - 1. Awarded by a special committee.

2. Based on:
 - a. the student's scholastic achievement.
 - b. the financial need of the student.
 - c. the character of the student.
 - d. the occupational goal of the student.

- B. Grants-in-aid are based on the financial need of the student and the student's scholastic achievement.

- C. Many students are assisted in locating part-time work off campus and on campus.

- D. Loans
 1. A member of the administrative staff handles the applications for loans.
 2. Loans made to students are based on the financial need and the character of the student.

Recommendations

As a result of this study and the formulation of a set of guidelines for student personnel services in the two-year community college, the writer makes the following recommendations:

1. The guidelines should be used by experienced practitioners for clarifying and conceptualizing the purposes of student personnel work in the two-year community college.

2. The guidelines are more likely to foster student personnel program development in the two-year community college if used in institutional self-study rather than in any external appraisal.

3. The guidelines should be used to evaluate an existing student personnel program in a two-year community college.

4. The guidelines should be used in organizing the student personnel program in a two-year community college.

5. A comparison should be made of these guidelines and

guidelines for student personnel services in four-year colleges and guidelines for student personnel services in universities to ascertain whether or not a common set of guidelines could be formulated for student personnel services in all educational institutions even though certain functions would not be applicable to some institutions.

6. A study similar to this study should be conducted in the various sections of the United States and then the guidelines should be compared for: (a) Differences and similarities (b) Organizing a set of guidelines which would serve for all student personnel services in the two-year community colleges in the United States.

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APPENDICES

APPENDIX A

QUESTIONNAIRE AND RELATED MATERIAL

It is desired that a questionnaire, which will serve as the basis for a doctoral dissertation, be sent to all the public supported two-year colleges in the western United States. This study, which has been endorsed by the American Association of Junior Colleges Student Personnel Commission, will help to determine guidelines for student personnel services in the two-year colleges.

It would be appreciated if the college, of which you are president, would participate in this study. Would you, please, indicate the appropriate official to whom the questionnaire should be sent? A self-addressed envelope, addressed to Marlen Yoder, doctoral candidate, is enclosed for your convenience.

Thank you in advance for your participation.

Sincerely yours,

Lester Beals
Doctoral Committee Chairman

_____ is the official to whom
the questionnaire should be sent. His official title is
_____.

(Signed)

This questionnaire, which will serve as the basis for a doctoral dissertation, is being sent to all the public supported two-year colleges in the western United States. The study, which has been endorsed by Oregon State University and the American Association of Junior Colleges Student Personnel Commission, will help to determine guidelines for student personnel services in the two-year college.

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 to the best of your present knowledge. The information is to be used only in this study and the colleges will not be identified in any way.

If you would like a resume of the completed questionnaire, I will be glad to send one upon your request.

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

Sincerely yours,

Marlen D. Yoder
P. O. Box 428
Independence, Oregon

Encl: Questionnaire
Self-addressed envelope

QUESTIONNAIRE ON
STUDENT PERSONNEL SERVICES
IN THE
TWO-YEAR COLLEGE

NAME OF SCHOOL _____

CITY _____ STATE _____

NAME OF PRESIDENT OR DIRECTOR _____

PERSON COMPLETING THIS QUESTIONNAIRE

(Name)

(Title)

PRESENT COLLEGE ENROLLMENT (Full Time Equivalent)

NUMBER OF REGULAR TEACHERS _____

* * * *

In this questionnaire, the terms will be defined as follows:

Personnel Services -- refers to all the services to assist students beyond what is given through regular class instruction and routine custodial services. The Personnel Program is the total program of the Personnel Services.

Counselor -- means one who has had specific training in counseling and guidance and is officially known and recognized by the administration, faculty and students as a counselor regardless of title or other duties.

Advisor -- means one who is not specifically trained in counseling and guidance, but has official responsibility for the advising of a number of students.

	Program	
	<u>"Existing"</u>	<u>"Desired"</u>
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	_____	_____
G. The following services are included in the student personnel program:		
1. Selecting and admitting new students	_____	_____
2. Orientation for new students	_____	_____
3. Counseling and advising all students	_____	_____
4. Extracurricular activities	_____	_____
5. Health services:		
Mental	_____	_____
Physical	_____	_____
6. Student discipline	_____	_____
7. Testing program	_____	_____
8. Student records	_____	_____
9. Placement services	_____	_____
10. Follow-up services	_____	_____
11. Financial assistance	_____	_____
12. Other services: _____	_____	_____
13. _____	_____	_____

II. SELECTING AND ADMITTING NEW STUDENTS

A. The college, in cooperation with the high schools in the vicinity:		
1. offers pre-college counseling to high school students	_____	_____
2. gives standardized admission tests to high school students	_____	_____
3. keeps students of the vicinity informed on what is offered at the college	_____	_____
B. The college sends bulletins and circulars to high schools in the vicinity	_____	_____
C. A college representative corresponds with all students making inquiry or requesting information about the college	_____	_____
D. A college representative calls on all prospective students	_____	_____
E. The college admits all high school graduates who apply	_____	_____
F. The college admits only a selected group of high school graduates:		
1. Those meeting certain academic standards	_____	_____
2. Those making satisfactory scores on admission tests	_____	_____
G. The college will admit any person 18 years of age or over who is a resident of the district	_____	_____
H. Other significant features of selecting and admitting students:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

III. ORIENTATION FOR NEW STUDENTS

A. An orientation program is provided for (how many? _____) days at the beginning of the year	_____	_____
---	-------	-------

Program
"Existing" "Desired"

- B. The purposes of the orientation program are:
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 _____
 - 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: _____
 - l. _____
 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: _____
 - e. _____
- C. The college continues an active orientation program throughout the student's first year _____
1. The purpose of the continued orientation is:
 - a. to aid the student in personal adjustment _____
 - b. to acquaint him with other students _____
 - c. to assist him in academic adjustment _____
 - d. other: _____
 2. This continued orientation is provided through:
 - a. special assemblies and convocations _____
 - b. special group discussions _____
 - c. individual discussions with advisor _____
 - d. other means: _____
- D. Other significant features of the orientation program:
- _____
- _____
- _____

IV. COUNSELING AND ADVISEMENT OF STUDENTS

- A. The college employs some full-time counselors _____
 (How many?____)
- B. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to counseling _____
 (How many?____)
1. They give at least fifty percent of their time to counseling _____
 2. They give less than fifty percent of their time to counseling _____
 3. They counsel for both planning and adjustment _____

Program
"Existing" "Desired"

- C. Counselors are prepared to counsel in the following areas:
- 1. Vocational _____
 - 2. Educational _____
 - 3. Personal and Social _____
 - 4. Others: _____
 - 5. _____

- D. 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 _____
 - 7. Others: _____
 - a. on campus _____
 - b. off campus _____
 - 8. _____
 - a. on campus _____
 - b. off campus _____

(Please circle the "a" for all specialists who are full-time campus workers.)

- E. 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 _____
 - 6. Other means: _____
 - 7. _____

- F. Some faculty members are designated as advisors to do educational counseling in their major field:
- 1. All faculty members are advisors _____
 - 2. Advisors are specially selected and assigned _____
 - 3. In the assignment of students to advisors:
 - a. the number of students assigned each advisor is limited _____
- (How many? _____)

	Program	
	<u>"Existing"</u>	<u>"Desired"</u>
b. first assignment is made by common interests of student and advisor	_____	_____
c. the student is allowed to change advisor when there is a personality conflict or lack of common interests	_____	_____
d. the advisor may be relieved of a student for similar reasons ("c" above)	_____	_____
e. assignment of students to advisors is made by or approved by:		
1) the Dean of Faculty or Instruction	_____	_____
2) the Dean of Students or Coordinator of the Personnel Program	_____	_____
3) other: _____	_____	_____
4) _____	_____	_____
4. All students are interviewed by advisors:		
a. periodically	_____	_____
b. whenever the student comes for help	_____	_____
c. whenever problems arise which come to the attention of the advisor	_____	_____
5. Members of the faculty and administration refer students to the advisors	_____	_____
6. Every student knows it is his privilege to contact his advisor or counselor whenever he needs assistance	_____	_____
G. Other significant features of the counseling and advisement program:		
_____	_____	_____
_____	_____	_____

V. EXTRACURRICULAR ACTIVITIES

A. The personnel program includes the following student activities:		
1. Student government	_____	_____
2. Publications	_____	_____
3. Intramural athletics	_____	_____
4. Intercollegiate athletics	_____	_____
5. Religious activities	_____	_____
6. Forensics	_____	_____
7. Political organizations	_____	_____
8. Music activities	_____	_____
9. Dramatic activities	_____	_____
10. Departmental clubs	_____	_____
11. Others: _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
B. Faculty advice and counsel:		
1. All or most of the activities listed under "A" above have staff advisor or sponsor	_____	_____
2. There is a staff member for coordinating all these activities	_____	_____
3. This person, or someone working closely with him, maintains an activity calendar	_____	_____
C. Other significant features of the extracurricular activity program:		
_____	_____	_____
_____	_____	_____

Program
"Existing" "Desired"

VI. PHYSICAL AND MENTAL HEALTH

- A. Physical examinations are required of all new students when they enter school _____
- B. Physical examinations, certified on approved forms, are required of all students each year _____
- C. The college provides dispensary service to all students _____
- D. Systematic attention is given to screening individuals with regard to emotional factors _____
- E. Psychiatric referrals are made when symptoms indicate possible mental illness _____
- F. Complete records are maintained for each student:
 - 1. on physical health _____
 - 2. on mental health _____
- G. The health records are available to the following people concerned with the health of the students:
 - 1. Counselors _____
 - 2. Advisors _____
 - 3. Health and physical education teachers _____
 - 4. Nurse and/or physician _____
 - 5. Other teachers: _____
 - 6. _____
 - 7. Others: _____
- H. Students are counseled by the special health officials on the basis of health records and other information _____
- I. Emergency hospital services are available to the student _____
- J. Other significant features of the health 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 _____
 - b. the administrative staff _____
 - c. the faculty _____
 - d. the student personnel staff _____
 - e. the student representative group _____
 - f. other: _____
- B. The college places the responsibility for conduct largely with the students _____
 - 1. Rules and regulations are not stressed _____
 - 2. Students participate in the formulation and modification of the rules and regulations that do exist _____
 - 3. Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems _____
 At the same time, he is held responsible for his acts as a student citizen _____

	Program	
	<u>"Existing"</u>	<u>"Desired"</u>
C. The first aim of disciplinary action 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 not responsible for determining and enforcing punishment	_____	_____
2. Administrative officers or committees determine and enforce punishment	_____	_____
E. Disciplinary cases are handled by:		
1. the President	_____	_____
2. the Dean of the College	_____	_____
3. the Dean of Students	_____	_____
4. the Dean of Men	_____	_____
5. the Dean of Women	_____	_____
6. others: _____	_____	_____
7. _____	_____	_____
F. Other significant features of student discipline: _____	_____	_____
_____	_____	_____

VIII. TESTING PROGRAM

A. The college maintains a well-planned student testing program . . .	_____	_____
B. The following facilities are available for administering and scoring tests:		
1. Adequate rooms for testing	_____	_____
2. Test scoring equipment	_____	_____
3. Others: _____	_____	_____
4. _____	_____	_____
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 do	_____	_____
2. Gives, or supervises the giving, of tests	_____	_____
3. Uses, or supervises the use of, test results in counseling and advising	_____	_____
D. All new students are given the following kinds of standardized tests:		
1. General intelligence, or scholastic aptitude	_____	_____
2. Special English ability	_____	_____
3. Special reading ability	_____	_____
4. Personality inventory	_____	_____
5. Interest inventory	_____	_____
6. Achievement:		
a. General achievement	_____	_____
b. In specific fields (indicate): _____	_____	_____
_____	_____	_____
7. Special aptitudes:		
a. Mathematics	_____	_____
b. Language	_____	_____
c. Science	_____	_____
d. Art	_____	_____
e. Music	_____	_____

	Program	
	<u>"Existing"</u>	<u>"Desired"</u>
f. Others: _____	_____	_____
g. _____	_____	_____
E. Students with special problems are given special tests to aid them in choices, plans, 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 not 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	_____	_____
B. Development of the personnel folder:		
1. It was developed cooperatively by staff members in the personnel program	_____	_____
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:		
Physical	_____	_____
Mental	_____	_____
4. Social and emotional status and adjustment	_____	_____
5. Family history	_____	_____
6. Out-of-school activities	_____	_____
7. Present school achievement	_____	_____
8. Positions of leadership	_____	_____
9. Extracurricular activities	_____	_____
10. Other special interests and hobbies	_____	_____
11. Vocational plans	_____	_____
12. Educational plans	_____	_____
13. Other information: _____	_____	_____
14. _____	_____	_____
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. The personnel folder and/or other important information about the student is used frequently by counselors and advisors	_____	_____
F. 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	_____	_____
G. Material of very confidential nature is kept out of the central file	_____	_____

Program
"Existing" "Desired"

- H. Adequate secretarial help is available to assist in maintaining the student personnel records _____
- I. 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. Assistance in the selection of:
 - a. further college training _____
 - b. further special training other than college _____
 - c. appropriate area of military training _____
 - 5. Others: _____
 - 6. _____
- 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. career days or conferences _____
 - 3. a job orientation program _____
 - 4. other means: _____
 - 5. _____
- C. The college maintains continuous contact with business, industry, state employment service, and the professions for the latest information about jobs and placement _____
- D. All placement and vocational information services of the college are coordinated _____
- E. Exploratory and try-out values of work experiences are kept in mind in making placements in part-time and vacation work _____
- F. Other significant features of placement services: _____

XI. FOLLOW-UP SERVICE

- A. The college maintains a definite follow-up service _____
- B. This service is closely coordinated with:
 - 1. the placement service _____
 - 2. the counseling and advisement service _____
 - 3. the curriculum development program _____
 - 4. other: _____
- C. Information is gathered from alumni and employers to ascertain:
 - 1. the results of personnel services _____
 - 2. the value of specific curricula and courses _____

	Program	
	<u>"Existing"</u>	<u>"Desired"</u>
3. the results of methods of instruction	_____	_____
4. others: _____	_____	_____
5. _____	_____	_____
D. The college attempts to maintain contact with students who leave school	_____	_____
E. The college keeps alumni and other former students informed of activities and developments	_____	_____
F. When desired, the college extends the following services to former students:		
1. counseling and advisement	_____	_____
2. testing	_____	_____
3. placement	_____	_____
4. other: _____	_____	_____
5. _____	_____	_____
G. Other significant features of follow-up services: _____	_____	_____
_____	_____	_____

XII. FINANCIAL ASSISTANCE

A. Scholarships		
1. Awarded by:		
a. the administrative staff	_____	_____
b. a special committee	_____	_____
c. other: _____	_____	_____
2. Based on:		
a. the student's scholastic achievement	_____	_____
b. the financial need of the student	_____	_____
c. the occupational goals of the student	_____	_____
d. the character of the student	_____	_____
e. other: _____	_____	_____
B. Grants-in-Aid		
1. Determined by:		
a. the administrative staff.	_____	_____
b. a special committee	_____	_____
c. other: _____	_____	_____
2. Based on:		
a. the student's scholastic achievement	_____	_____
b. the financial need of the student	_____	_____
c. the occupational goals of the student	_____	_____
d. the character of the student	_____	_____
e. other: _____	_____	_____
C. Part-time Work		
1. A special employment office is set up		
a. This office is supervised by:		
1) a member of the administrative staff	_____	_____
2) a member of the counseling staff	_____	_____
3) other: _____	_____	_____

		Program	
		<u>"Existing"</u>	<u>"Desired"</u>
b. This office handles:			
	1) off campus work	—	—
	2) on campus work	—	—
D. 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: _____	—	—
2. Based on:			
	a. the financial need of the student	—	—
	b. the scholastic need of the student	—	—
	c. the character of the student	—	—
	d. other: _____	—	—
E. Degree to which students are helped in this college by:			
1. Scholarships			
	a. Many	—	—
	b. Some	—	—
	c. Few	—	—
	d. None	—	—
2. Grants-in-Aid			
	a. Many	—	—
	b. Some	—	—
	c. Few	—	—
	d. None	—	—
3. Part-time Work (On and Off Campus)			
	a. Many	—	—
	b. Some	—	—
	c. Few	—	—
	d. None	—	—
4. Loans			
	a. Many	—	—
	b. Some	—	—
	c. Few	—	—
	d. None	—	—
5. Other: _____			
	a. Many	—	—
	b. Some	—	—
	c. Few	—	—
	d. None	—	—
F. Other significant features of financial assistance:			
_____		—	—
_____		—	—

In the early part of May, this year, a letter was sent out from Dr. Lester Beals, my Doctoral Committee Chairman, to the president of each public two-year college in the western United States. In this letter we asked the president to indicate an appropriate official, of the college of which he is president, to whom a questionnaire, on student personnel services in the two-year college, could be sent. We have heard from eighty-two percent of the presidents to whom the letter was sent. I am in need of a higher percentage than this for the purpose of my study.

The letter to you may have been misplaced or you may have thought the questionnaire would be too time consuming. Would you please reconsider and give the enclosed questionnaire to the appropriate official to fill out and return to me in the enclosed self-addressed envelope?

This study, which has been endorsed by Oregon State University and the American Association of Junior Colleges Student Personnel Commission, will help to determine guidelines for student personnel services in the two-year college. The information from the questionnaire is to be used only in this study and the colleges will not be identified in any way.

If you, or the official filling out the questionnaire, would like a resume of the completed questionnaire, I will be glad to send one upon request.

Thank you for your consideration and helping me complete my study.

Sincerely yours,

Marlen D. Yoder
P. O. Box 428
Independence, Oregon

Encl: Questionnaire
Self-addressed envelope

Over the last two months, as requested letters were received from the presidents of public two-year colleges in western United States, we have mailed a questionnaire on Student Personnel Services to the appropriate official named by the president of the college. We have received sixty-eight percent of the questionnaires. I am in need of a higher percentage than this for the purpose of my study.

The questionnaire to you may have been laid aside and it is needed, by me, now. Would you please fill it out and return to me in the self-addressed envelope which was enclosed? If it has been lost, please let me know, in the enclosed stamped envelope, and I will send another questionnaire.

This study, which has been endorsed by Oregon State University and the American Association of Junior Colleges Student Personnel Commission, will help to determine guidelines for student personnel services in the two-year college. The information from the questionnaire is to be used only in this study and the colleges will not be identified in any way.

If you would like a resume of the completed questionnaire, I will be glad to send one upon request.

Thank you for your consideration and helping me complete my study.

Sincerely yours,

Marlen D. Yoder
P. O. Box 428
Independence, Oregon

Enc: Stamped envelope

APPENDIX B
TABULATION OF RESPONSES

Table I. Organization in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000			1000-5000			Over 5000			Totals		
	n = 37			n = 40			n = 9			n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The need for a good student personnel program is recognized by:												
1. the administration generally	95	03	98	100	00	100	100	00	100	98	01	99
2. the faculty generally	89	08	97	83	17	100	100	00	100	87	12	99
3. the students generally	81	14	95	90	05	95	100	00	100	87	08	95
B. The person who directs or coordinates the personnel program is the:												
1. Dean of the College	08	00	08	03	00	03	11	00	11	06	00	06
2. Dean of Students	51	05	56	50	10	60	22	00	22	48	07	55
3. Dean of Men	03	00	03	02	00	02	00	00	00	02	00	02
4. Dean of Women	03	00	03	00	00	00	00	00	00	01	00	01
5. Director of Personnel	16	00	16	03	00	03	00	00	00	08	00	08
6. Other person	30	00	30	40	03	43	78	00	78	40	01	41
C. The person who directs or coordinates the personnel program has:												
1. a Bachelor's degree	00	00	00	03	00	03	00	00	00	01	00	01
2. a Master's degree	76	00	76	75	03	78	33	00	33	71	01	72
3. a Doctor's degree	24	05	29	20	05	25	67	00	67	27	05	32
D. The person who directs or coordinates the program has attained:												
1. 12 or less hours in graduate guidance work	11	00	11	13	00	13	00	00	00	11	00	11
2. 12 to 24 hours in graduate guidance work	24	05	29	20	03	23	33	00	33	23	04	27
3. More than 24 hours in graduate guidance work	60	05	65	65	05	70	56	00	56	62	05	67
E. The director or coordinator of the personnel program is assisted and advised by a representative student personnel committee . .	38	32	70	78	15	93	67	22	89	59	23	82
1. Staff members are on the committee	38	00	38	70	00	70	56	00	56	38	00	38
2. Student representatives are on the committee	22	00	22	30	30	60	44	00	44	28	20	48
3. Someone other than the Director is chairman of the committee	14	05	19	20	05	25	11	00	11	16	05	21
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	35	46	81	73	27	100	44	56	100	54	38	92

Table I Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
G. The following services are included in the student personnel program:												
1. Selecting and admitting new students	87	03	90	93	00	93	78	00	78	88	01	89
2. Orientation for new students	89	05	94	98	00	98	100	00	100	94	02	96
3. Counseling and advising all students	97	00	97	98	00	98	100	00	100	98	00	98
4. Extracurricular activities	87	00	87	90	03	93	78	00	78	87	01	88
5. Health services: Mental	22	43	65	80	08	88	67	11	78	54	23	77
Physical	46	41	87	78	15	93	78	11	89	64	26	90
6. Student discipline	81	05	86	90	00	90	78	00	78	85	02	87
7. Testing program	95	00	95	98	00	98	100	00	100	97	00	97
8. Student records	87	05	92	93	00	93	100	00	100	91	02	93
9. Placement services	84	14	98	88	05	93	89	11	100	86	09	95
10. Follow-up services	68	24	92	80	15	95	78	22	100	74	20	94
11. Financial assistance	87	08	95	95	00	95	100	00	100	92	04	96
12. Other services	19	00	19	53	00	53	56	11	67	38	01	39

E = Existing; D = Desired; T = Total (These letters will have the same meaning in all subsequent tables.)

Table II. Selecting and admitting new students in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college, in cooperation with the high schools in the vicinity:												
1. offers pre-college counseling to high school students	89	05	94	70	18	88	89	00	89	80	11	91
2. gives standardized admission tests to high school students . . .	87	03	90	95	00	95	78	11	89	90	02	92
3. keeps students of the vicinity informed on what is offered at the college	100	00	100	95	00	95	100	00	100	98	00	98
B. The college sends bulletins and circulars to high schools in the vicinity	100	00	100	95	03	98	100	00	100	98	01	99
C. A college representative corresponds with all students making inquiry or requesting information about the college	97	00	97	93	00	93	89	00	89	94	00	94
D. A college representative calls on all prospective students	32	22	54	20	05	25	22	00	22	26	12	38
E. The college admits all high school graduates who apply	92	00	92	90	00	90	100	00	100	92	00	92
F. The college admits only a selected group of high school graduates:												
1. Those meeting certain academic standards	00	00	00	10	03	13	11	00	11	06	01	07
2. Those making satisfactory scores on admission tests	03	00	03	08	03	11	00	00	00	05	01	06
G. The college will admit any person 18 years of age or over who is a resident of the district	70	03	73	75	00	75	89	00	89	74	01	75
H. Other significant features of selecting and admitting students . . .	16	00	16	28	00	28	33	00	33	23	00	23

Table III. Orientation for new students in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. An orientation program is provided for a certain number of days at the beginning of the year	84	11	95	93	00	93	89	00	89	88	05	93
B. The purposes of the orientation program are:												
1. To acquaint the student with:												
a. the purposes of the college	92	05	97	88	05	93	89	00	89	90	05	95
b. the rules and regulations of the college	89	08	97	88	03	91	100	00	100	90	05	95
c. the campus and the buildings	73	14	87	83	05	88	78	00	78	78	08	86
d. the administration and faculty	84	08	92	78	10	88	67	00	67	79	08	87
e. the advisor	65	11	76	50	08	58	44	00	44	56	08	64
f. the counselors	84	08	92	75	08	83	89	00	89	80	07	87
g. other students	73	05	78	75	05	80	56	00	56	72	05	77
h. the subject offerings	76	05	81	60	05	65	56	00	56	66	05	71
i. the personnel services	89	08	97	88	08	96	89	00	89	88	07	95
j. enrollment procedures	73	05	78	58	03	61	89	00	89	67	04	71
k. other matters	24	03	27	58	00	58	11	00	11	38	01	39
2. To gather information about the student for administrative, instructional, and guidance purposes	43	03	46	35	05	40	44	00	44	40	04	44
a. Tests administered	70	03	73	60	03	63	67	00	67	65	02	67
b. Interviews between students and advisors	62	05	67	33	03	36	44	00	44	47	04	51
c. Interviews between students and counselors	62	03	65	63	05	68	67	00	67	63	04	67
d. Other sources	14	00	14	20	00	20	00	00	00	15	00	15
C. The college continues an active orientation program throughout the student's first year	27	43	70	25	20	45	22	11	33	26	29	55
1. The purpose of the continued orientation is:												
a. to aid the student in personal adjustment	46	19	65	60	08	68	56	00	56	54	12	66
b. to acquaint him with other students	24	19	43	30	08	38	11	00	11	26	12	38
c. to assist him in academic adjustment	54	14	68	60	08	68	78	00	78	59	09	68
d. other	03	00	03	15	00	15	22	00	22	11	00	11

Table III Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
2. This continued orientation is provided through:												
a. special assemblies and convocations	30	14	44	33	05	38	33	00	33	31	08	39
b. special group discussions	16	22	38	35	13	48	44	00	44	28	15	43
c. individual discussions with advisor	54	08	62	53	05	58	44	00	44	52	06	58
d. other means	14	00	14	25	00	25	33	00	33	21	00	21
D. Other significant features	05	00	05	23	00	23	22	00	22	15	00	15

Table IV. Counseling and advisement of students in student personnel services in the two-year college. (Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college employs some full-time counselors	57	27	84	65	10	75	89	11	100	64	17	81
B. The college employs some faculty members who are trained in guidance and counseling and who give part-time service to counseling	78	14	92	65	08	73	78	11	89	72	11	83
1. They give at least fifty percent of their time to counseling	41	27	68	38	13	51	44	11	55	40	19	59
2. They give less than fifty percent of their time to counseling	51	00	51	30	00	30	33	11	44	40	01	41
3. They counsel for both planning and adjustment	78	08	86	60	03	63	67	11	78	69	06	75
C. Counselors are prepared to counsel in the following areas:												
1. Vocational	97	00	97	95	05	100	100	00	100	97	02	99
2. Educational	97	00	97	100	00	100	100	00	100	99	00	99
3. Personal and social	95	03	98	98	00	98	100	00	100	97	01	98
4. Others	05	00	05	15	00	15	00	00	00	09	00	09
D. The following specialists are available to the college for counseling students:												
1. Psychologist: a. on campus	35	32	67	48	23	71	56	00	56	43	24	67
b. off campus	24	16	40	30	10	40	22	00	22	27	12	39
2. Psychiatrist: a. on campus	00	16	16	00	18	18	00	00	00	00	15	15
b. off campus	11	46	57	48	30	78	11	22	33	28	36	64
3. Chaplain, minister, or priest: a) on campus	05	11	16	08	05	13	00	00	00	06	07	13
b) off campus	27	14	41	15	13	28	11	00	11	20	12	32
4. College nurse: a. on campus	30	46	76	78	15	93	100	00	100	59	27	86
b. off campus	14	08	22	03	00	03	00	00	00	07	04	11
5. Physician: a. on campus	05	14	19	25	05	30	78	11	89	22	09	31
b. off campus	32	35	67	28	20	48	22	11	33	29	26	55
6. Social worker: a. on campus	00	11	11	03	05	08	00	00	00	01	07	08
b. off campus	22	32	54	30	15	45	00	00	00	23	21	44
7. Others: a. on campus	00	03	03	15	03	18	00	00	00	07	02	09
b. off campus	00	00	00	10	00	10	00	00	00	05	00	05

Table IV. Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
E. Methods by which students contact counselors:												
1. Referred by faculty member or advisor	95	03	98	93	00	93	100	00	100	94	01	95
2. Self-referral	97	03	100	98	00	98	100	00	100	98	01	99
3. Required of those having scholastic difficulty	78	14	92	63	13	76	89	00	89	72	12	84
4. Disciplinary cases	65	00	65	43	03	46	44	00	44	52	01	53
5. Called in by the counselor for various reasons	92	00	92	80	00	80	89	00	89	86	00	86
6. Other means	19	00	19	23	00	23	11	00	11	20	00	20
F. Some faculty members are designated as advisors to do educational counseling in their major field:												
1. All faculty members are advisors	54	08	62	33	03	36	22	11	33	41	06	47
2. Advisors are specially selected and assigned	46	16	62	30	10	40	44	00	44	38	12	50
3. In the assignment of students to advisors:												
a. the number of students assigned each advisor is limited	35	24	59	28	13	41	22	00	22	30	16	46
b. first assignment is made by common interests of student and advisor	62	08	70	43	03	46	22	11	33	49	06	55
c. the student is allowed to change advisor when there is a personality conflict or lack of common interests . . .	73	11	84	40	03	43	22	11	33	52	07	59
d. the advisor may be relieved of a student for similar reasons ("c" above)	62	11	73	38	03	41	22	00	22	47	06	53
e. assignment of students to advisors is made or approved by:												
1) the Dean of Faculty or Instruction	11	03	14	08	00	08	11	00	11	09	01	10
2) the Dean of Students or Coordinator of the Personnel Program	41	08	49	13	05	18	11	00	11	24	06	30
3) other	19	00	19	30	00	30	44	00	44	27	00	27
4. All students are interviewed by advisors:												
a. periodically	51	14	65	30	10	40	22	22	44	38	13	51
b. whenever the student comes for help	73	03	76	58	00	58	44	11	55	63	02	65
c. whenever problems arise which come to the attention of the advisor	51	05	56	50	00	50	22	11	33	48	04	52

Table IV Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
5. Members of the faculty and administration refer students to the advisors	68	03	71	53	03	56	44	11	55	58	04	62
6. Every student knows it is his privilege to contact his advisor whenever he needs assistance	81	14	95	68	03	71	56	11	67	72	08	80
G. Other significant features	03	00	03	20	00	20	33	00	33	14	00	14

Table V. Extracurricular activities in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The personnel program includes the following student activities:												
1. Student government	100	00	100	95	00	95	100	00	100	98	00	98
2. Publications	95	03	98	90	03	93	89	00	89	92	02	94
3. Intramural athletics	81	14	95	88	08	96	100	00	100	86	09	95
4. Intercollegiate athletics	84	05	89	95	03	98	100	00	100	91	04	95
5. Religious activities	27	11	38	48	03	51	44	00	44	38	06	44
6. Forensics	49	16	65	65	15	80	89	00	89	61	14	75
7. Political organizations	46	14	60	90	05	95	89	00	89	71	08	79
8. Music activities	78	08	86	85	03	88	78	00	78	81	05	86
9. Dramatic activities	78	08	86	83	05	88	78	00	78	80	06	86
10. Departmental clubs	87	03	90	88	00	88	100	00	100	88	01	89
11. Others	14	00	14	35	00	35	56	00	56	28	00	28
B. Faculty advice and counsel:												
1. All or most of the activities listed under "A" above have staff advisor or sponsor	97	03	100	98	00	98	100	00	100	98	01	99
2. There is a staff member for coordinating all these activities	84	08	92	93	05	98	100	00	100	90	06	96
3. This person, or someone working closely with him, main- tains an activity calendar	97	03	100	98	00	98	100	00	100	98	01	99
C. Other significant features	03	00	03	13	00	13	11	00	11	08	00	08

Table VI. Physical and mental health in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. Physical examinations are required of all new students when they enter school	46	30	76	40	23	63	44	44	88	43	28	71
B. Physical examinations, certified on approved forms, are required of all students each year	11	24	35	03	18	21	00	22	22	06	21	27
C. The college provides dispensary service to all students	08	43	51	33	20	53	22	11	33	21	29	50
D. Systematic attention is given to screening individuals with regard to emotional factors	11	46	57	33	30	63	11	44	55	21	38	59
E. Psychiatric referrals are made when symptoms indicate possible mental illness	41	24	65	78	13	91	67	22	89	61	19	80
F. Complete records are maintained for each student:												
1. on physical health	43	30	73	58	25	83	56	22	78	51	27	78
2. on mental health	05	38	43	18	33	51	00	33	33	11	35	46
G. The health records are available to the following people concerned with the health of the students:												
1. Counselors	68	05	73	78	03	81	100	00	100	76	04	80
2. Advisors	51	05	56	45	05	50	44	00	44	48	05	53
3. Health and physical education teachers	54	05	59	70	05	75	100	00	100	66	05	71
4. Nurse and/or physician	51	16	67	73	08	81	100	00	100	66	11	77
5. Other teachers	22	03	25	38	05	43	44	00	44	31	04	35
6. Others	03	00	03	15	00	15	22	00	22	11	00	11
H. Students are counseled by the special health officials on the basis of health records and other information	05	35	40	55	18	73	89	00	89	37	23	60
I. Emergency hospital services are available to the student	46	22	68	38	20	58	44	11	55	42	20	62
J. Other significant features	14	00	14	23	00	23	33	11	44	20	01	21

Table VII. Student discipline in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college has a number of definite rules and regulations governing student conduct	62	03	65	70	00	70	78	00	78	67	01	68
1. These rules and regulations are determined by:												
a. the Board of Trustees	35	03	38	58	00	58	55	00	55	48	01	49
b. the administrative staff	65	03	68	85	00	85	100	00	100	78	01	79
c. the faculty	41	03	44	53	00	53	78	00	78	50	01	51
d. the student personnel staff	49	03	52	75	00	75	100	00	100	66	01	67
e. the student representative group	60	03	63	78	00	78	100	00	100	72	01	73
f. other	00	00	00	10	00	10	22	00	22	07	00	07
B. The college places the responsibility for conduct largely with the students	70	03	73	58	05	63	44	11	55	62	05	67
1. Rules and regulations are not stressed	24	03	27	35	05	40	22	00	22	29	04	33
2. Students participate in the formulation and modification of the rules and regulations that exist	73	05	78	80	00	80	78	11	89	77	04	81
3. Each student who violates college rules and regulations or transgresses the moral code is treated as an individual with adjustment problems	76	11	87	83	08	91	67	00	67	78	08	86
At the same time, he is held responsible for his acts as a student citizen	81	05	86	88	00	88	89	00	89	85	02	87
C. The first aim of disciplinary action with respect to the individual student is to give him training in citizenship and moral development	78	08	86	75	10	85	89	00	89	78	08	86
D. Students in disciplinary difficulty are recognized as subjects for counseling	84	00	84	68	10	78	33	00	33	71	05	76
1. Persons who act as counselors are not responsible for determining and enforcing punishment	76	05	81	93	05	98	78	00	78	84	05	89
2. Administrative officers or committees determine and enforce punishment	84	05	89	90	00	90	100	00	100	88	02	90

Table VII Continued.

	Under 1000			1000-5000			Over 5000			Totals		
	n = 37			n = 40			n = 9			n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
E. Disciplinary cases are handled by:												
1. the President	24	03	27	15	00	15	22	00	22	20	01	21
2. the Dean of the College	22	00	22	08	00	08	33	00	33	16	00	16
3. the Dean of Students	54	00	54	60	00	60	67	00	67	58	00	58
4. the Dean of Men	08	00	08	45	00	45	33	00	33	28	00	28
5. the Dean of Women	08	00	08	43	00	43	55	00	55	29	00	29
6. others	30	00	30	40	00	40	44	00	44	36	00	36
F. Other significant features	03	00	03	15	00	15	00	00	00	08	00	08

Table VIII. Testing program in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college maintains a well-planned student testing program	76	21	97	90	08	98	100	00	100	85	13	98
B. The following facilities are available for administering and scoring tests:												
1. Adequate rooms for testing	70	30	100	60	40	100	67	22	89	65	34	99
2. Test scoring equipment	43	43	86	70	30	100	89	11	100	61	34	95
3. Others	05	00	05	03	00	03	00	00	00	04	00	04
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 do	97	00	97	95	03	98	100	00	100	97	01	98
2. Gives, or supervises the giving, of tests	97	00	97	98	00	98	100	00	100	98	00	98
3. Uses, or supervises the use of, test results in counseling and advising	95	00	95	95	00	95	100	00	100	95	00	95
D. All new students are given the following kinds of standardized tests:												
1. General intelligence, or scholastic aptitude	76	16	92	93	00	93	100	00	100	86	07	93
2. Special English ability	87	00	87	90	00	90	56	11	67	85	01	86
3. Special reading ability	46	05	51	75	05	80	33	22	55	58	07	65
4. Personality inventory	19	16	35	20	10	30	11	11	22	19	13	32
5. Interest inventory	22	27	49	30	18	48	22	11	33	26	21	47
6. Achievement:												
a. General achievement	30	11	41	33	05	38	11	22	33	29	09	38
b. In specific fields	51	05	56	38	00	38	11	00	11	41	02	43
7. Special aptitudes:												
a. Mathematics	41	11	52	65	00	65	33	00	33	51	05	56
b. Language	24	08	32	13	05	18	11	11	22	17	07	24
c. Science	19	11	30	20	05	25	00	00	00	17	07	24
d. Art	08	11	19	08	03	11	00	00	00	07	06	13
e. Music	05	11	16	13	00	13	00	00	00	08	05	13
f. Others	14	00	14	15	00	15	11	00	11	14	00	14

Table VIII Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
E. Students with special problems are given special tests to aid them in choices, plans, and adjustments	73	14	87	83	08	91	100	00	100	80	09	89
F. Test results, together with other information about the student, are used by counselors and advisors in counseling and advising students	92	05	97	93	00	93	100	00	100	93	02	95
G. Teachers make use of this information in adapting instruction to individual differences	54	41	95	45	35	80	56	11	67	50	35	85
H. Test results are used only as indications and not as the sole answer to problems	87	03	90	95	00	95	100	00	100	92	01	93
I. Other significant features	03	00	03	18	00	18	11	00	11	11	00	11

Table IX. Student records in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. A personnel folder, apart from the permanent record in the office, is kept for each student	84	05	89	83	08	91	100	00	100	85	06	91
B. Development of the personnel folder:												
1. Developed cooperatively by staff members in the personnel program	60	16	76	68	08	76	78	11	89	65	12	77
2. Secured from other sources	05	03	08	10	03	13	11	00	11	08	02	10
C. The following information is included in the personnel folder:												
1. Previous school achievement and experience	84	05	89	88	03	91	89	00	89	86	04	90
2. Results of standardized tests	84	05	89	93	03	96	100	00	100	90	04	94
3. Health record: Physical	60	16	76	50	13	63	56	11	67	55	14	69
Mental	16	24	40	20	10	30	11	22	33	17	17	34
4. Social and emotional status and adjustment	30	19	49	33	13	46	22	22	44	30	16	46
5. Family history	38	24	62	30	13	43	44	00	44	35	16	51
6. Out-of-school activities	60	16	76	48	13	61	44	22	66	52	15	67
7. Present school achievement	76	05	81	75	10	85	89	00	89	77	07	84
8. Positions of leadership	62	19	81	58	18	76	56	22	78	59	19	78
9. Extracurricular activities	65	16	81	50	23	73	56	22	78	57	20	77
10. Other special interests and hobbies	38	16	54	38	13	51	44	11	55	38	14	52
11. Vocational plans	60	11	71	83	05	88	78	11	89	72	08	80
12. Educational plans	65	11	76	73	08	81	89	11	100	71	09	80
13. Other information	14	03	17	23	00	23	22	00	22	19	01	20
D. The personnel folder and/or other important information about the student is:												
1. kept in a central file where it is available to all persons responsible for counseling and advising the student . . .	81	05	86	80	03	83	100	00	100	83	04	87
E. 2. used frequently by counselors and advisors	76	19	95	88	03	91	100	00	100	84	09	93
F. Teachers and inexperienced advisors are assisted by a counselor or the administrator in interpreting the personnel record and/or other important information to the student	73	16	89	78	05	83	89	11	100	77	11	88

Table IX Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
G. Material of very confidential nature is kept out of the central file	68	14	82	75	05	80	67	11	78	71	09	80
H. Adequate secretarial help is available to assist in maintaining the student personnel records	57	41	98	65	28	93	56	44	100	61	35	96
I. Other significant features	03	00	03	10	00	10	00	00	00	06	00	06

Table X. Placement service in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000			1000-5000			Over 5000			Totals		
	n = 37			n = 40			n = 9			n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college maintains a placement service for the following:												
1. Part-time employment while attending school	89	11	100	98	00	98	100	00	100	94	05	99
2. Short time employment during summer and vacations	62	27	89	93	05	98	100	00	100	80	14	94
3. Placement for terminal students	62	32	94	78	10	88	100	00	100	73	19	92
4. Assistance in the selection of:												
a. further college training	76	11	87	50	03	53	56	00	56	62	06	68
b. further special training other than college	60	22	82	40	05	45	56	00	56	50	12	62
c. appropriate area of military training	38	24	62	28	05	33	33	00	33	33	13	46
5. Others	05	00	05	03	00	03	00	00	00	04	00	04
B. The college maintains an occupational and educational in- formation service for the students	43	05	48	48	00	48	22	00	22	43	02	45
This is provided through:												
1. An occupational information library	62	14	76	80	05	85	67	33	100	71	12	83
a. in the counseling center	57	16	73	70	03	73	44	22	66	62	11	73
b. in the regular library	62	08	70	65	00	65	67	00	67	64	04	68
2. Career days or conferences	30	22	52	33	10	43	78	00	78	36	14	50
3. A job orientation program	14	38	52	28	08	36	33	33	66	22	23	45
4. Other means	00	03	03	28	03	31	44	00	44	17	02	19
C. The college maintains continuous contact with business, industry, state employment service, and the professions for the latest in- formation about jobs and placement	68	27	95	80	13	93	100	00	100	77	17	94
D. All placement and vocational information services of the college are coordinated	43	51	94	68	28	96	89	11	100	59	36	95
E. Exploratory and try-out values of work experiences are kept in mind in making placements in part-time and vacation work	32	41	73	53	28	81	89	11	100	48	31	79
F. Other significant features	03	00	03	20	00	20	11	00	11	12	00	12

Table XI. Follow-up service in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. The college maintains a definite follow-up service	30	60	90	58	33	91	44	56	100	44	47	91
B. This service is closely coordinated with:												
1. The placement service	19	24	43	43	25	68	67	00	67	35	22	57
2. The counseling and advisement service	30	30	60	63	18	81	44	22	66	47	23	70
3. The curriculum development program	19	30	49	40	25	65	22	44	66	29	29	58
4. Other	00	00	00	05	00	05	11	11	22	04	01	05
C. Information is gathered from alumni and employers to ascertain:												
1. The results of personnel services	22	51	73	63	25	88	56	33	89	44	37	81
2. The value of specific curricula and courses	27	43	70	68	18	86	67	22	89	50	29	79
3. The results of methods of instruction	24	41	65	53	28	81	44	44	88	40	35	75
4. Others	00	00	00	10	00	10	00	11	11	05	01	06
D. The college attempts to maintain contact with students who leave school	49	43	92	55	35	90	89	00	89	56	35	91
E. The college keeps alumni and other former students informed of activities and developments	22	54	76	38	55	93	44	44	88	31	54	85
F. When desired, the college extends the following services to former students:												
1. Counseling and advisement	68	16	84	58	13	71	56	11	67	62	14	76
2. Testing	46	16	62	40	13	53	44	22	66	43	15	58
3. Placement	35	19	54	58	08	66	78	00	78	50	12	62
4. Other	03	05	08	05	00	05	11	00	11	05	02	07
G. Other significant features	05	00	05	05	00	05	00	00	00	05	00	05

Table XII. Financial assistance in student personnel services in the two-year college.
(Responses given in percent)

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
A. Scholarships												
1. Awarded by:												
a. the administrative staff	05	03	08	03	00	03	11	00	11	05	01	06
b. a special committee	92	05	97	98	00	98	100	00	100	95	02	97
c. other	05	03	08	08	00	08	22	00	22	08	01	09
2. Based on:												
a. the student's scholastic achievement	97	00	97	98	02	100	100	00	100	98	01	99
b. the financial need of the student	97	00	97	93	00	93	100	00	100	95	00	95
c. the occupational goals of the student	57	03	60	78	03	81	89	00	89	70	02	72
d. the character of the student	78	00	78	65	00	65	89	00	89	73	00	73
e. other	08	00	08	03	00	03	11	00	11	06	00	06
B. Grants-in-Aid												
1. Determined by:												
a. the administrative staff	24	00	24	18	08	26	22	00	22	21	04	25
b. a special committee	51	03	54	58	08	66	33	00	33	52	05	57
c. other	00	00	00	05	03	08	00	00	00	02	01	03
2. Based on:												
a. the student's scholastic achievement	54	00	54	50	10	60	56	00	56	57	05	62
b. the financial need of the student	70	00	70	68	13	81	56	00	56	67	06	73
c. the occupational goals of the student	32	05	37	33	10	43	33	00	33	33	07	40
d. the character of the student	49	00	49	40	08	48	44	00	44	44	04	48
e. other	03	00	03	05	00	05	00	00	00	04	00	04
C. Part-time Work												
1. A special employment office is set up												
	35	22	57	43	05	48	56	00	56	41	12	53
a. This office is supervised by:												
1) a member of the administrative staff	22	05	27	30	03	33	44	00	44	28	04	32
2) a member of the counseling staff	22	11	33	28	03	31	11	00	11	23	06	29
3) other	19	00	19	33	03	36	22	00	22	26	01	27

Table XII Continued.

	Under 1000			1000-5000			Over 5000			Totals		
	n = 37			n = 40			n = 9			n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
b. This office handles:												
1) off campus work	51	16	67	73	03	76	78	00	78	64	08	72
2) on campus work	49	16	65	73	03	76	67	00	67	62	08	70
D. Loans												
1. Handling of the application is done by:												
a. a member of the administrative staff	68	00	68	73	03	76	89	11	100	72	02	74
b. a member of the counseling staff	24	03	27	28	00	28	00	11	11	23	02	25
c. other	05	00	05	08	00	08	11	00	11	07	00	07
2. Based on:												
a. the financial need of the student	95	00	95	100	00	100	100	00	100	98	00	98
b. the scholastic need of the student	46	00	46	65	00	65	67	00	67	57	00	57
c. the character of the student	65	00	65	76	00	76	100	00	100	74	00	74
d. other	00	00	00	03	00	03	11	00	11	02	00	02
E. Degree to which students are helped in this college by:												
1. Scholarships												
a. Many	16	24	40	25	20	45	11	00	11	20	20	40
b. Some	62	03	65	43	03	46	44	22	66	51	05	56
c. Few	19	00	19	20	00	20	44	00	44	22	00	22
d. None	00	00	00	00	00	00	00	00	00	00	00	00
2. Grants-in-Aid												
a. Many	05	19	24	10	13	23	00	00	00	07	14	21
b. Some	38	03	41	38	03	41	11	00	11	35	02	37
c. Few	24	00	24	20	00	20	22	00	22	22	00	22
d. None	16	00	16	23	00	23	56	00	56	23	00	23
3. Part-time Work (On and Off Campus)												
a. Many	46	16	62	68	15	83	67	00	67	58	14	72
b. Some	38	03	41	33	00	33	11	00	11	33	01	34
c. Few	16	00	16	00	00	00	11	00	11	08	00	08
d. None	00	00	00	00	00	00	00	00	00	00	00	00

Table XII Continued.

	Under 1000 n = 37			1000-5000 n = 40			Over 5000 n = 9			Totals n = 86		
	E	D	T	E	D	T	E	D	T	E	D	T
4. Loans												
a. Many	14	14	28	27	13	40	00	00	00	19	12	31
b. Some	41	03	44	58	00	58	44	11	55	49	02	51
c. Few	41	00	41	15	00	15	55	00	55	30	00	30
d. None	00	00	00	00	00	00	00	00	00	00	00	00
5. Other												
a. Many	00	00	00	00	00	00	00	00	00	00	00	00
b. Some	00	00	00	05	00	05	00	00	00	02	00	02
c. Few	00	00	00	00	00	00	00	00	00	00	00	00
d. None	00	00	00	00	00	00	00	00	00	00	00	00
F. Other significant features	00	00	00	13	00	13	11	00	11	07	00	07

APPENDIX C
LIST OF SPECIALISTS
LETTER TO SPECIALISTS

SPECIALISTS ON TWO-YEAR COLLEGES

- Dr. Edmund J. Gleazer, Jr. Executive Director,
American Association of
Junior Colleges,
1777 Massachusetts Avenue, N. W.,
Washington, D. C.
- Dr. Robert Hatton Assistant Superintendent,
State Department of Education,
Salem, Oregon
- Dr. J. W. McDaniel Vice-President for Instruction,
San Bernardino Valley College,
San Bernardino, California
- Dr. Leland L. Medsker Professor,
Tolman Hall,
University of California,
Berkeley, California
- Dr. Thomas B. Merson Assistant Director of Commissions,
American Association of
Junior Colleges,
1777 Massachusetts Avenue, N. W.,
Washington, D. C.
- Dr. D. Grant Morrison Specialist, Community and
Junior Colleges,
Division of Higher Education,
Dept. of Health, Education, and
Welfare, Office of Education,
Washington, D. C.
- Dr. Max R. Raines Staff Director,
Appraisal and Development of Junior
College Student Personnel Program,
P. O. Box 305,
Flint, Michigan
- Dr. James Reynolds Professor,
University of Texas,
Austin, Texas

SPECIALISTS ON TWO-YEAR COLLEGES Cont.

Dr. H. J. Sheffield

President,
San Bernardino Valley College,
San Bernardino, California

Dr. James Thornton

Professor,
Secondary Education Department,
San Jose State College,
San Jose, California

Dr. Lester Beals, Chairman of my doctoral committee, has written asking you to serve as one of a panel of experts to evaluate a set of guidelines for student personnel services which I am developing as a part of a doctoral dissertation. It would be very much appreciated if you would do this and return your evaluation to me by November 1, 1964.

Enclosed you will find the tentative set of "Guidelines for Student Personnel Services in the Two-year Community College". A blank is provided in front of each guideline for you to check if you approve or agree with it. If you disagree or disapprove of the guideline you are asked to place a check mark in the blank which follows the guideline. I would also appreciate any comments you might wish to make.

To be considered as a guideline the function has to have a total of approximately two-thirds of the colleges in this study either having or desiring it. Also, the function has to be in existence in 40 percent of the colleges before it is to be considered.

As a basis for this information a questionnaire was sent to the 100 two-year public colleges in western United States; eighty-six responses were received. A full set of tables giving the percentages of colleges having or desiring the various 300 functions on the questionnaire is now being compiled. I will be happy to send a set to you if you desire one.

Thank you for your assistance in my endeavor.

Sincerely yours,

Marlen D. Yoder

Encl: Guidelines
Self-addressed envelope