Availability and Utilization of Student/Personnel Services for Academic and Personal Development at Kalamazoo Valley Community College

Verlyn R. Knowles
Western Michigan University

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AVAILABILITY AND UTILIZATION OF
STUDENT/PERSONNEL SERVICES FOR ACADEMIC AND
PERSONAL DEVELOPMENT AT KALAMAZOO VALLEY COMMUNITY COLLEGE

by

Verlyn R. Knowles

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Counseling and Personnel

Western Michigan University
Kalamazoo, Michigan
December 1980
ACKNOWLEDGMENTS

Those who have assisted in this project with their help and encouragement are too numerous to mention. However, I would like to express my sincere appreciation for the advice, encouragement, and constructive criticism of my advisor and committee chairman, Dr. Robert Betz. Also, I am most appreciative of the friendship and assistance afforded me by Dean Bruce Kocher, Mr. Virgil Hillshead, Ms. Penny Presley, Mr. Murray Maurer and Ms. Pam Ackerman of Kalamazoo Valley Community College. Also to my children David, Karen, and Larry for their support. I am dedicating this project to my wife, Nancy, whose constant assistance, patience, understanding, and love made this educational experience possible.

Verlyn R. Knowles
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COMMUNITY COLLEGE.

WESTERN MICHIGAN UNIVERSITY, ED.S., 1980
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CHAPTER I

PROSPECTUS FOR THE INTERNSHIP EXPERIENCE

Rationale For The Experience

My prior experience in the field of counseling and personnel work had consisted of a five week counseling practicum with the Texas Department of Rehabilitation, San Antonio, Texas, while a student in Personnel and Guidance, Master of Education Degree Program at Trinity University, San Antonio, Texas during the Spring, 1973 semester. Additionally, I was a counselor one year at Delton Kellogg Intermediate School, Delton, Michigan during the 1973-74 school year. Presently I am one of two high school counselors at Delton Kellogg High School serving approximately 760 students in grades 9 through 12.

Approximately 40% of Delton graduates enter some form of post-secondary school educational institution. This internship provided me with an excellent opportunity to learn which services were available at Kalamazoo Valley Community College (KVCC) and how those services were used by KVCC counseling personnel to assist the academic and personal development of the community college student. Much of the information received can be generalized to other two-year colleges as well.

I have long admired the role and function of the community college in education in the United States. One source, Blocker, Plummer, and Richardson (1965) proposed, "The two-year college is receiving increasing recognition as the most significant development in American education in the past half-century" (p. 1).

1

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The philosophy that post-secondary education is appropriate for a
great number of students is in step with these times. Miller (1977)
states, "Our number one job in education is the production of better
citizens to live in a democracy" (p. 166). Harper (1977) supports
this philosophy when he indicates:

No question about it, the community college is generally
considered to be a "good" thing. There are critics and
questioners, but there is mounting evidence that this
kind of institution was needed and helped to answer cries
for universal opportunity for education beyond high
school. (p. 7)

The community college movement was designed to fulfill the needs
of many students from all walks of life and many diverse backgrounds.
The need for additional post-secondary education became evident with
the advent of increased education necessary for mid-level industrial
positions. Legislators helped meet this need by passing education-
oriented bills. King (1977) states:

Fueled by monumental legislative acts such as the Morrill
Act and the later G.I. Bill of Rights, nineteenth- and twen-
tieth-century land-grant colleges and low-cost state univer-
sities opened higher education to the sons and daughters of
factory workers, farmers, mechanics, and clerks. Prompted
by new egalitarian philosophies, by the increased need for
knowledge among all sections of the population, by the new
demand for educated middle-level workers and, later, by an
unparalleled affluence, higher education became available
to staggering numbers of post-adolescents. (p. 5)

Areas of specialization for the internship included familiariza-
tion with the various student services available and experience in
counseling new and previously enrolled students at Kalamazoo Valley
Community College.

The internship presented an opportunity for me to attend orienta-
tion sessions concerning the nature and availability of student services
as well as providing access to a vast amount of information on these services. I became familiar with the clerical aspects of community college counseling. The proper use of counseling forms and the preparation of various record keeping logs was also learned.

The internship provided me with valuable information and experiences which were of great value in the guidance of high school students who were considering continuing at the community college level after high school graduation.

Finally, the internship provided me insight into the role of the community college counselor during the initial two-year college experience of the graduating high school senior and the student who was entering from other than high school graduation. Also, the role of the counselor in assisting the returning community college student. As was stated, Blocker, Plummer, and Richardson (1965) "the task of mediating between the needs of the student and the requirements of the institution is assigned to the student personnel division" (p. 242).

**Time, Duration, and Location of Internship**

The internship project was accomplished during the spring and summer sessions of 1980. A minimum of 500 clock hours was required to successfully complete this internship experience. The internship was served at:

Kalamazoo Valley Community College  
6767 West "O" Avenue  
Kalamazoo, Michigan 49009

The internship was developed and coordinated during March and April, 1980, by my advisor and committee chairperson Dr. Robert Betz.
It was determined that the site of my field experience would be Kalamazoo Valley Community College, Admissions and Counseling Office. This experience was to be under the on site supervision of Dr. Bruce Kocher, KVCC Dean of Students. Coordination of the internship experience between Dr. Betz and KVCC was accomplished by Dean Kocher and this intern. Coordination at the site of the experience was a result of the daily communication which took place between the KVCC administrative and staff members and myself.
CHAPTER II

REVIEW OF SELECTED LITERATURE

It has been stated, Cohen (1975) that the:

"Community college" maybe a misnomer; the institution might more aptly be named "commuter college"--a place where administrators, instructors, counselors, and students come, interact together within defined roles, and depart, each to his own ventures. (p. 84)

Looking at the word community from another direction, however, points to the appropriateness of the term. Hunter (1977) states "Community is the opposite of alienation, aloneness, nonalliance, impersonal action" (p. 55). Community then, is a correct term to describe the two-year college.

Essentially the community college provides for its students in two primary ways. Monroe (1972) indicates:

The public community college provides two services for its students. One is offering the formally organized curriculum of instruction. The other service is the formal activities of the college program which occur outside of the instructional services and can be called the personnel services because its prime objective is to administer to the personnel needs and problems of the student. (p. 114)

Student/personnel services have been promoted and expanded by student personnel workers and dedicated faculty workers. Besides this group these services have been of interest to others. Blocker (1974) states:

The general public, parents, administrators, trustees, and students themselves have also contributed to the development of a system of higher education and of student services in particular, unique to the United States and to our general conception of a democratic educational system. (p. 93)

The importance of these services is apparent to all who become familiar with them. Hillway (1958) states, "For community colleges to
successfully accomplish their goals of being easily accessible and comprehensive community service institutions, they must provide extensive student services" (p. 101). As Foresi (1974) says, "Leadership as exerted through the community college function of student personnel services has in recent years become widely recognized as an important, and necessary adjunct to the traditional basic program of instruction and curriculum" (p. 71). Continuing, Monroe (1972) tells us "... today no responsible person in the community college movement denies the importance of a well organized, adequately staffed, and generously financed department of student-personnel services" (p. 115). Finally, Hillway (1958) informs that "As long as young people have problems and decisions to make, the establishment of personnel services in colleges to assist in meeting them is amply justified" (p. 116).

The services of the community college student services programs are as varied as the students backgrounds. Counselors in a single day may counsel a high school drop-out, a high school graduate, a high school junior, a grandmother who has been out of school thirty years, a veteran of the military service, and persons with degrees through the doctorate. According to Miller (1977) these persons must be counseled in such a way as to "Assist each individual student to make more effective adjustments to the environment in which he or she lives" (p. 170). Services are many and varied and remain nearly the same today as they were twenty years ago. Medsker (1960) described these services:

Despite some variation in terminology, there has come to exist a fairly well-accepted list of services comprising a student personnel program in colleges and universities. One of the most recent of such lists is the following prepared
by the Committee on Student Personnel Work of the American Council on Education: selection for admission; registration and records; counseling; health service; housing and food service; student activities; financial aid; placement; discipline; special clinics for remedial reading, study habits, speech and hearing; special services such as student orientation, veterans' advisory services, foreign-student programs, marriage counseling, religious activities and counseling. (p. 114)

Not all of these services are appropriate to Kalamazoo Valley Community College since there is no available on-campus housing and only first-aid and on-call physicians to make up the health service. However, the other services listed are maintained and utilized heavily.

Counselors must know as much as possible about the students and prospective students they are counseling in order to properly assist them. Testing services, records, and personal interviews are essential in student advising. Medsker (1972) supported this position when he said:

Assisting students to make educational and vocational choices and thus of enabling the junior college to serve as a "distributing center" ostensibly means appropriate testing and counseling activities . . . . Suffice it to say that, while these are functions to be rendered with expertise, they cannot be performed in a vacuum and must generally draw on the resources of all that is known about the student. (p. 4)

Vocational training is a major endeavor at Michigan community colleges. Morsch (1971) in speaking of the two-year colleges said, "the Michigan system, more than those of many other states, is preoccupied with the problems of preparing its youth for employment" (p. 83).

However, it seemed to Kintzer (1973) that:

Pressure to conform to university course outlines hinders the community colleges in designing work appropriate to students needs and in experimenting with new curricula and teaching techniques. In many states, community college patterns off the senior colleges. This requirement can become unreasonably complex, and the student, after all, is likely to remain
caught in the middle. (p. 26)

A university orientation is exemplified by the number of community colleges which, for instance, require an entrance examination by one of the well known national testing services. Cohen (1971) indicates "The appropriateness of the tests may be questioned for students who have not pursued a college preparatory program in high school and who attend a community college which does not require such preparation" (p. 90).

Counseling as a part of the total student services picture was recognized as an important ingredient essential to successful student experiences. The Kalamazoo Valley Community College catalog (1980-81) states that:

A meaningful program of counseling and guidance is essential to the educational program at Kalamazoo Valley Community College. Counseling services are available to assist each student in selecting programs or courses to suit his particular skills, aptitudes, aspirations, and preparation. . . . A continuing, comprehensive counseling program provides students with help in dealing with problems of educational and vocational planning, adjustment to college, and other matters of a personal nature which pertain to their welfare. (p. 22)

Summary

Student/personnel services have long been an integral part of the community college structure. These services have been of great interest to all persons associated with community college development.

The services offered are, of necessity, many and varied. The need arises from the variety of backgrounds from which the community college students are drawn. No other institution of post secondary learning is designed to fulfill the educational needs of such a wide range of student
goals. Services available are utilized extensively to provide a multitude of services to a great number of students.

Finally, the student/personnel services at two-year community colleges have been expanded and added to time and time again. It is expected that this trend will continue as guidance and counseling personnel constantly strive to better serve students with more diverse backgrounds and goals.
CHAPTER III

THE INTERNSHIP EXPERIENCE

Introduction

Chapter three consists of three sections. Section one describes the services available which the counselor may suggest to the student or refer the student to. Section two describes those student services often included when counseling a new student. Section three describes experiences of this counselor while serving the internship.

Description of Services

Student/personnel services are of necessity more extensive at the two-year college. Blocker, Plummer, and Richardson (1965) state:

Two-year college students are, on the average, less academically able than the students of four-year colleges and universities. This factor, whether or not combined with non-selective admission policies, results in certain student needs which may include: remedial courses, assistance in developing favorable study habits, counseling to modify unrealistic vocational aspirations, and aid in adjusting to the emotional consequences of failing to achieve a desired goal. (p. 210)

Services provided to students at Kalamazoo Valley Community College (KVCC) and other two-year colleges have been changed and expanded over and over again. Continued change will be necessary to meet the needs of students in a changing world. Blocker (1974) indicates "While most institutional activities can well be improved, of course, student services have helped hundreds of thousands of individuals during the past twenty years. We must recognize that they have been effective" (p. 93).
Services available to assist the student at KVCC are described below:

**Course Equivalency Sheets**

Course equivalency sheets were available to designate which course taken at KVCC would transfer to other colleges and universities. These were designed for easy use by listing in columns the KVCC course number and in an adjoining column the course number of the other college or university for which the sheet was prepared.

Additional information was added in footnote fashion to explain certain restrictions governing the transfer of credits.

Schools for which course equivalency sheets were available at KVCC guidance and counseling center included: Central Michigan University; Eastern Michigan University; Ferris State College; Grand Valley State Colleges; Michigan Technological University; Northern Michigan University; University of Michigan (Ann Arbor); and Western Michigan University.

The sheets were updated from time to time by the college or university concerned and the latest revision date was posted on the front of the sheet.

**Credit by Examination**

KVCC students could earn credit by examination for certain college courses listed in the catalog and offered by the college. The examinations were available to regularly enrolled students at KVCC who had gained approval of a counselor and had taken the petition form to the examining instructor for approval and test date assignment. They also had to pay a non-refundable fee equal to the in-district tuition.
fee for the course the examination was for. This fee had to be paid prior to test administration.

Credit earned in that manner did not affect the student's grade point average and was entered on the Permanent Record Card (PRC) as "Credit By Examination".

A 15 credit hour limit was placed on credit by examination.

Experience Based Education

Experience Based Education (EBE) was available in 19 programs at KVCC. It was usually utilized no earlier than the third semester of the students program. This work-study program was incorporated into the student's education in three different ways.

First was the "alternate" schedule. This consisted of periods of full time employment alternated with periods of full time attendance at KVCC. It usually involved two students alternating their schedules.

Second was the "parallel" schedule where students worked for part of a day and attended KVCC another part of the same day or week.

Last was the "extended day plan" in which the student attended KVCC during a portion of the day, usually the evening, and worked during the day part-time or full-time.

In utilizing this program the counselor referred the student to the EBE coordinator at least 4 weeks before registration.

Extended Education Opportunities

The Office of Extended Educational Opportunities (EEO) offered on and off-campus activities in community services, continuing education,
seminars, workshops, speaker bureau, law enforcement in-service training, business and industrial in-plant training, pre-retirement planning, education for retirement and aging, and the Sunday College.

Of these the Sunday College received the most utilization. Sunday College courses were offered between 1:30 and 5:30 PM, Sunday afternoons during the fall and spring semesters. These courses were designed for those persons who found attending college during the week difficult. Credit from some of those course offerings could apply toward a certificate or associate degree program. Many of the courses were available for avocational or hobby interests also.

Financial Aids and Placement Office

A Financial Aids Office was maintained at KVCC. It was conspicuously located and all persons desirous of financial assistance were referred to this office.

Work Study was often a means of financial assistance and the college Placement Office was located within the same office area.

Financial aid personnel informed students of the many sources of aid such as grants, scholarships, aid from foundations, loans, and other benefit programs available. Students were advised as to their current eligibility for the programs available.

That area of student services was extensively covered in both the Catalog and Student Handbook.

International Student Program

There were approximately 173 international students from 27 countries
attending KVCC during the 1980 summer session.

Those students were provided services through the International Student Office. The program included all students who were not citizens of the United States who filled out the visa portion of the application for admission to KVCC.

Services included a booklet entitled Information for International Students KVCC. It included information on academic procedures, academic requirements, the academic year, admissions requirements, and passport and visa information. Information was also included on climate and clothing, correspondence, employment, English requirements, housing, insurance, programs of study, student expenses, transfer of funds and student transfers to other schools.

The booklet also included information concerning international student orientation which involved a three day orientation program including; registration, introduction, campus tour, information on objective type testing, placement evaluation, learning resource center, what the United States government expected of them, money management, driving (cars, trucks, motorcycles, mopeds, etc.) study skills, records and registration, and academic advising.

Testing Learning Laboratory

The Testing Learning Laboratory provided course placement testing in the areas of reading, English Placement Evaluation (EPE), and mathematics. Five different math tests were used; the health careers math placement test, arithmetic test, Beginning algebra, intermediate algebra, and advanced algebra. The EPE was a prerequisite examination
used prior to entry into any English course at KVCC. Recommendations for
more than 8,000 students over six years showed those students following
the recommendation more successful than those who did not.

Through the use of the placement tests it was possible for health
careers students to waive the taking of as many as five different courses
if the student was successful on the tests.

New students were referred for testing using the learning lab re-
ferral form indicating the three tests to be taken.

Approximately 40 minutes to one hour was required to complete each
of the examinations. With the exception of the reading test which re-
quired an appointment, all could be taken at any time the Learning Lab
was open. The tests were administered free of charge and the results
were mailed to the student on a postcard a week after they were taken.

Tutoring

Another service of the Learning Lab was a tutoring service conducted
on a drop in basis in the areas of math and English. Instructional
modules were available in the areas of grammar, punctuation and spelling.
In addition to tutoring for a specific course, tutoring was also avail-
able in such study skills areas as outlining, note taking, planning
study time and test awareness.

Career Guidance

Career guidance was also available through the Learning Lab. KVCC
students were encouraged to explore the world of work by taking career
decision making courses and by utilizing the materials available in a
Career Guidance Lab.

The career decision making course allowed the student to explore personal career alternatives, to do self-exploration, and to learn decision making techniques.

The Career Guidance Lab. housed a multitude of career exploration materials in many forms. The student explored the many career possibilities individually and with the assistance of laboratory personnel.

Career oriented counseling was always available through the guidance office and placement services through the placement office.

Student Handbook

A student handbook was available to assist the student with information from a number of areas.

A section on student services listed information on the dean of students, counseling, financial aids, placement, registration and records, veterans benefits, volunteer services, student representatives on college committees, student activities, clubs and organizations, and student governance.

Another section provided information on educational services such as career guidance, study skills, learning resources center, exploratory career courses, and experience based education.

General information was provided on many wide ranging subjects useful to the student.

Academic information was provided on attendance, grading, change of program (add and drop), withdrawal from a class, withdrawal from college, class audit, release of student information, graduation, honors, trans-
cripts, and academic records.

Other sections of the student handbook listed student rights and responsibilities, rules and regulations, traffic and parking regulations, student discipline, and student activities.

Veterans Administration Benefits

At the beginning of the internship the Veterans Administration (VA) representative's office was located in the admissions and counseling area at KVCC. Later during the internship it was moved to the Financial Aids Office area.

Students with prior military service, or who as dependents of persons with military service were eligible for benefits, were referred to the VA representative for assistance in completing the necessary forms to apply for educational assistance.

Additional services such as program description pamphlets, campus maps, bus schedules, extensive registration information, and counseling program guides, were too extensive to list.

Project

Although when dealing with students in a counseling situation each experience was different and no situation could be called typical, the following might have been included in counseling a new Kalamazoo Valley Community College student.

Pre-admissions

The function of pre-admissions was primarily to provide the pros-
pective student with information about educational opportunities at KVCC. Baird and Hartnett (1980) indicated "A high school senior choosing colleges wants to know what they are really like" (p. 1). This was done through the use of personal contact by counselors and through the use of the various media.

Included in the various approaches were:

1. Student on-campus tours
2. High School Counselor Information Workshops
3. Admissions high school visitation
4. "College Nights"
5. High School Financial Aids Information Presentations
6. Radio advertising
7. Newspaper advertising
8. Posters
9. Shopping Mall Outreach Presentations
10. Brochures
11. Kalamazoo County Fair Booth
12. Billboard advertising
13. Special newspaper marketing inserts
14. Individual pre-admissions appointments

It was hoped that interested persons touched by one or more of these media would apply for admission to the college.

Admissions

When an admissions application was received it was sent to Data Processing. A file folder was generated and sent to Records and Registra-
A Certificate of Admission was mailed to the applicant containing the following information:

1. Admission status

2. A statement that course placement testing was available in reading, English and mathematics at no charge

3. An invitation to call the Admissions and Counseling office for a counseling appointment if they
   a. planned to complete a degree or certificate program
   b. did not plan to complete a degree or certificate program but wanted assistance with selecting their courses.

4. A reminder to consult the Schedule of Classes for date and time of registration if they did not plan to complete a degree or certificate program and did not request assistance in selecting courses.

A welcome letter was sent from the President of the College to the student as was a letter from the Dean of Students listing educational services available. These services included but were not limited to:

1. Career Guidance
2. Study Skills Workshop
3. Learning Resources Center
4. Learning Laboratories

Brochures were available describing certain KVCC programs. If a brochure existed for the program indicated by the student, one was included in the Dean's letter.

Assessment Evaluation and Course Placement

After the student had been made aware of the assessment service available either through the Dean's letter or through personal con-
tact with a counselor, the student or the counselor made arrangements for an evaluation to take place. The tests were given free of charge in the Learning Laboratory. They consisted of a reading test, English test, and one of five mathematics tests. The math test taken depended on the students education program (if known), and the student's mathematics background.

Approximately a week after the tests were taken the student received a card in the mail with appropriate courses to take in the three areas tested indicated on the back of the card. Computer print-outs of the results were sent to the admissions office and were filed in the students folder for future use by counselors.

Other testing was available through the course content of the FDC100 Career Decision Making Course.

Students who desired extensive assessment services were referred to the Western Michigan University Testing Center where a multitude of testing and evaluation instruments were available.

College credit was also possible through examination at KVCC.

Orientation

The Office of Admissions and Counseling scheduled orientation sessions periodically throughout the year in the morning, afternoon and evening.

These sessions were for the beginning college student and included such information as;

1. The organization of post secondary education in the United States
2. Types of degrees and certificates available
3. Degree and certificate requirements
4. General education requirements and major and minor requirements
5. Distribution and explanation of academic advising sheets
6. Registration information

Students were requested to make an appointment with the Admissions and Counseling Office six to eight weeks after classes began to have a program plan completed listing courses and other requirements necessary to complete their educational goals. The delay allowed the new student to become somewhat accustomed to college life, college courses, and their individual ability to successfully complete college level work. Individual appointments with counseling were encouraged at each stage of the admission process.

Newly admitted students from other colleges were not included in the group orientation process since it was felt that they already had some knowledge of the material presented. They were familiar with catalogs, schedules and registration procedures. They had earned credits and in most cases were in need of a program plan rather than orientation.

Advising

Individual appointments were utilized with new students and transfer students in the preparation of the Curriculum Course Advising Form.

Current college catalogs for the year of student entry were used to determine curriculum requirements necessary for successful completion of a degree or certificate. Additionally the Counseling/Advising Handbook was used as a source of current associate degree program information.
Academic Monitoring

Primarily, academic monitoring took place in three ways. First, the "absence report" was turned in to the Dean of Students' Office by faculty members to indicate excessive absences. Counseling with the student resulted from those reports.

Second, if a mid-term deficiency notice was given to the student indicating less than a 2.0 grade a copy was sent to the Dean of Students Office. This action resulted in individual counseling in an attempt to provide assistance.

Third, the end of semester grade review was presented to the Dean of Students' Office for those students enrolled in six or more hours who had less than a 2.0 overall grade point average. Those students were contacted by letter and invited to meet with a counselor in an attempt to improve their chances for success in the future.

Log of Experiences

During the internship many students were counseled each day concerning certain broad areas of services. Six of these areas are listed and make up categories for Table 3.1. These service areas are:

1. Individual Course Advising--information pertaining to a specific course or to specific courses

2. Registration Information--information pertaining to registration procedure

3. General Admissions Information--information concerning application, initial testing, and other admissions information

4. Financial Aid Information--information concerning availability, eligibility, and current states of students financial aid
5. Transfer College Information—information concerning which course credits could be transferred to which colleges and universities and under what conditions.

6. Career Counseling—counseling pertaining to the student's career options and availability of information, courses and testing to assist in decision making.

Table 3.1 indicates the number of students counseled during each week of the internship in the above listed service areas.

Table 3.1

Students Counseled During Each Week of the Internship by Service Area

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Internship Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6-23 to 6-27</td>
</tr>
<tr>
<td>Individual Course Advising</td>
<td>16</td>
</tr>
<tr>
<td>Registration Information</td>
<td>12</td>
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<td>General Admissions Information</td>
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<td>Financial Aid Information</td>
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<td>Transfer College Information</td>
<td>7</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Total Number of Students Counseled</td>
<td>24</td>
</tr>
</tbody>
</table>

The information in Table 3.1 was taken from a log of daily experiences.
Other experiences make up the following log, and although all counseling experiences with all students counseled are not included, those listed provide an accurate indication of the diversity of subjects discussed.

Week of June 23

6-23-80

Orientation for summer interns in counseling, was provided by Dr. Bruce Kocher, Dean of Students; and Mr. Virgil Hillstead, Associate Dean of Students. Counselors from area high schools counseling last summer were: Al Bult (Kalamazoo Christian), Doug Degner (Gull Lake), and Don Shull (Portage Northern). Interns were introduced to the health careers programs offered at Kalamazoo Valley Community College and to the forms used. I used Ms. Penny Presley, the Director of Admissions, office because she was on vacation that week. Part time counselor, Ms. Gerri Thoman, stopped in to say "hello" and gave me some Student Contact Forms which I was to fill out on each person I counseled during the internship. I was to log all student contacts made by phone and in person. I received a call for Ms. Presley from a person interested in the nursing program. The caller said she would come in and fill out an application and talk to a counselor about entering the pre-nursing program. She was given directions to KVCC. Remainder of the day was spent reviewing the current KVCC catalog.

6-24-80

I counseled eight students that day. Referred three students to the Learning Laboratory for testing in reading, English and mathematics,
and helped two students plan their first semester. I advised those students referred to testing to return with their results in about a week. Counseled student who needed help with a National Direct Student Loan and referred him to the Financial Aids Office.

6-25-80

Six students were counseled and four were advised to take reading, English and mathematics tests at the Learning Lab. A student on academic dismissal from Western Michigan University (WMU) who needed 15 semester hours to return to WMU was advised which courses were transferable according to the course equivalency sheet. She was advised to check with WMU to be sure the course would transfer into her program there. Talked to a student with a Masters Degree in English Literature and Library Science who wanted a business course to make her more employable if she was pink slipped. A student was advised to check with financial aids office to determine his eligibility for a State of Michigan Scholarship. Saw a student who wanted to change from the Associate of Applied Science degree program to a certificate program so he could qualify for both Comprehensive Education and Training Act (CETA) and Veterans Administration (VA) benefits. Advised him to check with VA as they oppose a program change. Saw a student and changed the order of courses on her Program Selection Form (PSF) to reflect the course offerings during the fall semester. Filled out two additional PSF.

6-26-80

Met with seven students and talked to five on the phone. Of those who phoned I sent catalogs to five, applications to four and sent a fall schedule to five. Talked to a student who wanted to transfer to WMU and
assisted her in filling out the WMU application. Gave her the WMU College of Business phone number. Advised a transferring student we needed his transcript for evaluation. Talked to a student who had a Bachelors degree and was working on her Masters but desired a Secretarial Certificate. Told her registration procedures and when fall schedules would be available. Assisted a WMU student with selection of math courses at KVCC transferable to WMU. Advised a student who transferred from Grand Valley State College (GVSC) to send a transcript of her eight term hours accrued and to complete tests in Learning Lab. Suggested she contact Ms. Presley concerning the possibility of testing out of the pre-requisites for the registered nursing program. Completed two PSF and referred two students to testing.

6-27-80

Met with three students. Advised student of courses transferable to Lansing Community College (LCC) and requested he take English and math tests since he had been out of school for thirteen years. Talked with a student who had taken some courses through Kalamazoo Christian High School division but had never been admitted to KVCC. Advised him to have his General Educational Development (GED) scores sent to KVCC and that he take the three tests in testing. Assisted a student in selecting appropriate courses for fall semester. He had his Associate in Arts (AA) degree from Hillsdale College and was transferring to WMU. Remainder of the day was spent familiarizing myself with the international student program.

Week of June 30

6-30-80
Counseled twelve students. Informed a student whose test results showed he should be able to handle a math course he was worried about, that a free tutoring service was available if needed. Told a student transferring from a Grand Rapids technical school that he needed a credit evaluation as soon as his transcript arrived. Advised a student who was in the Navy to see the VA representative immediately, then completed a Program Plan as required by VA. Counseled a student who had attended Purdue University and LCC and wanted pre-engineering. Provided a nursing handout and pamphlet to a student considering the nursing program. Talked to a student who wanted a biology course and advised that BIO 100 would be appropriate since no prior biology had been taken.

7-1-80

Attended meetings all day with representatives from KVCC testing, continuing education, learning labs., financial aids, VA, CETA, admissions, records, and international students programs.

7-2-80

Met with seven students. Wrote one program plan and referred three to testing. Referred one student to VA representative, completed one Program Plan, and filled out three Program Selection Forms. Talked to a student who wanted to transfer to the University of Houston and has credits from the Community College of the Air Force. He needed a transcript for evaluation. Wrote a program plan for VA and referred him to the VA representative.

7-3-80

Counseled eight students and wrote a Program Plan for one. Provided information on graduation to one student and referred two to testing.
Counseled a student who had been told by his instructor he could sub-
stitute mathematics course MTH 098 for MTH 150 in his program. Checked
on this possibility and then wrote a permission slip signed by Ms. Presley
and myself. Sent a copy of the permission slip to records. Counseled
a student who would be completing requirements for the Associate in
Applied Science (AAS) degree in the fall. Recommended he fill out a
Petition for Graduation immediately. Counseled a student who wanted to
transfer to WMU and was concerned since she had taken sociology but not
psychology. Told her she needed one or the other and helped her fill
out a transcript request for the records office. Wrote a Program Plan
for Experience Based Education (ERE) and wrote a referral for a math test.

Week of July 7
7-7-80
Met with twelve students of which ten were referred to testing for
reading, English, and math tests. Wrote two program plans and inter-
preted a third to a student. Provided housing information to one stu-
dent and advised seven to have their transcripts sent to KVCC. Advised
them when fall schedules would be available and suggested that six students
have a program plan filled out in October when registration was over.
Talked to a student visiting from Indiana University who wanted to transfer
to KVCC. Advised him to check with WMU concerning housing and told him
we would mail him a schedule as soon as they were available.
7-8-80
Counseled three students and wrote a program plan for one. One
student needed to send an official transcript from high school and one
needed a transcript from a college. Two students were asked to return
with their test results and all were advised when schedules would be available. One student was referred to the VA representative.

7-9-80

Talked with nine students and wrote one program plan. Four students needed transcripts sent to KVCC and four needed testing at the Learning Lab. Six students were referred to the Financial Aids Office. Talked to a student who wanted to transfer to either WMU or Michigan State University (MSU) and suggested classes which would be transferable to both institutions. Talked to a student who transferred from a private college due to the high tuition cost there.

7-10-80

Counseled three students and wrote a program plan for one after checking with the Records Office for student folder and the Permanent Record Card (PRC). Filled out a File Requisition Request Form for the Records Office to hold while the folder was in counseling. Talked to a Practical Nurse who wanted the Registered Nursing program. Informed her she had to see Mrs. Mary Scott who handled those matters for the nursing program. Had a military electronics course evaluated for a student.

7-11-80

Counseled nine students. Required transcripts of four and eight were referred to testing. Talked with a student who wanted help selecting fourth semester classes that would transfer to WMU but she hadn't chosen a program yet. Asked her to check with counseling at WMU. Called high school graduates for questionnaire information the rest of the day.

Week of July 14

7-14-80
Met with seven students and wrote one program plan. Referred three students to testing and one to the VA representative. Wrote two PSF and phoned high school graduates for the questionnaire the rest of the day.

7-15-80

Counseled fourteen students and wrote one program plan. Referred five students to testing. Counseled a student who was in academic trouble in a physiology class and wanted the nursing program. Suggested he register in the fall and if he then fails his summer class he could go through drop and adds. He hadn't attended the nursing meeting and I advised him to contact Ms. Presley immediately to set that up. Drew up identical schedules for two students who wanted to ride to school together. Provided application materials to the friend of a person who was incarcerated but hoped to be available for schooling by fall.

6-16-80

Counseled twelve students and referred three to testing. Filled out three program selection forms. Talked to a student who wanted ART 107 course but the course wasn't offered in the fall. Suggested she call WMU art department and gave her the number. Talked to a student who had completed 59 hours and needed six more including DPR 205 which was not offered. Referred him to Mr. John Crandle for a substitute course. Met with Learning Lab. personnel for about 45 minutes for a slide presentation and handouts on testing and other services.

7-17-80

Counseled fourteen students, wrote two program plans, and referred one student to the Financial Aids Office. Completed seven program selection forms and filled out a program plan for the VA. Talked to a student
who wanted to waive a construction class for experience and take CET 150. Approval was granted by Mr. Hillstead. Referred three students to testing for reading, English, and math tests.

7-18-80

Counseled twelve students and wrote one program plan. Referred two students to testing and filled out program selection forms for five. Talked to a student who wanted to be a welding inspector but didn't know the requirements. Referred him to the Learning Resources Center microfische for the requirements. Talked to a student who had worked in a hospital and had a bone disease which required him to change to a new profession. He wanted an AAS degree in pre-dental hygiene.

Week of July 21

7-21-80

Counseled twenty-two students and wrote two program plans. Referred eight students to testing, wrote six program selection forms and referred three to financial aids. Counseled a student who has degrees from DePauw and Northwestern Universities but needs two English credits for teacher certification. She has checked with DePauw University and she may take any two credits in English to qualify. She took the English test at the Learning Lab since it had been a long time since she had been in school. Talked with a former teacher who had a masters degree but wanted EBR for a more saleable trade.

7-22-80

Counseled twenty students and wrote two program plans. Referred seven to testing, wrote program selection forms for four, referred two to the Financial Aids Office and one to the VA representative. Talked
with a student who wanted to transfer to WMU in "some business area". Suggested he contact WMU business department to get course recommendations. Talked to a person who called from a local business wanting information on women returning to work. Informed her about our FDC 100 course, and financial aid that is available under the new Displaced Homemaker and Non-Traditional Job classification.

7-23-80

Met with twenty-two students and referred six to testing. Wrote five program selection forms and referred two students to the VA representative. Advised a student who wanted to attend Kellogg Community College and transfer to KVCC for graduation to petition for graduation at KVCC immediately. Talked to a student who couldn't get social security without classes and couldn't get classes without social security. Referred him to financial aids office.

7-24-80

Counseled fourteen students. Referred three to testing at the Learning Lab, seven to financial aids and wrote Program Selection Forms for four. Talked to a student about an Electronics Engineering degree from MSU. He was advised to check with MSU as to what course he should take at KVCC.

7-25-80

Met with twenty-one students and wrote one program plan. Referred eight students to testing for reading, English, and math tests, and two to financial aids. Wrote Program Selection Forms for eight and directed two to the VA representative. Ran credit check for a student then advised him that everything was in order and that he should petition for
graduation.

Week of July 28

7-28-80

Counseled twenty-seven students and wrote program plans for three of them. Referred nine of those students to testing, filled out Program Selection Forms on eight, referred three to financial aids and one to the VA representative. Talked to a student transferring to Eastern Michigan University and suggested course ACC 101 for the fall. Talked to a student who wanted to know if Income Tax Preparation course would sub for ACC 205 and if EBE counts toward graduation. Both questions were answered in the affirmative.

7-29-80

Counseled twenty-two students and wrote program plans for two. Referred nine students to testing and five to financial aids. Directed two to the VA representative, completed 13 Program Selection Forms, and advised one student to petition for graduation. Described "technical electives" to a student. For another student, reviewed records and PRG and informed her of courses yet to be taken. Suggested courses to a student still in high school who wanted advanced standing.

7-30-80

Met with twelve students and wrote two program plans. Referred one to testing and one to VA representative. Filled out five Program Selection Forms, and advised a student she couldn't take weaving for art appreciation humanities credit.

7-31-80

Counseled twenty-three students and wrote four program plans.
Referred five students to testing and one to financial aids. Wrote twelve Program Selection Forms. Counseled a student who wanted Sunday College classes. Directed her to room 18 of the Redwood Bldg. Talked to a student in Florida and informed her she needed to come in as soon as possible for testing and registration.

8-1-80

Talked to nineteen students and referred four to testing, three to financial aids and completed eight PSF. Counseled two students who wanted to know what courses could be taken at KVCC to fulfill the general education requirements at WMU. Helped two students make out their schedules.

Week of August 11

8-11-80

Counseled forty-six students and helped two of them with their schedules. Referred four to testing and two to the financial aids office. Filled out a program plan for a VA student and then referred him to the VA representative. Filled out three Program Selection Forms.

8-12-80

Counseled thirty-nine students and wrote one program plan. Assisted with the actual registration process of four students. Helped six students in scheduling their classes and referred one to testing. Wrote two Program Selection Forms, and performed a graduation audit for a student.

8-13-80

Counseled eight students, assisted two with their schedules, and one with registration procedure. Referred two to testing and wrote
two PSF. Talked with a student who wanted a physics course through the Inter-Institutional Study Program with WMU and referred him to Mr. Hillstead. Called high school graduates listed for a survey. 8-14-80

Met with eight students, referred one to testing and one to financial aids. Assisted a student with his schedule and another with registration. Counseled a student who wanted information on photography schooling and gave him a list of all Michigan two-year and four-year colleges offering photography. Phoned students from the high school graduate list for the survey.

**Supervision**

On numerous occasions during this internship, Dr. Kocher met with me in his office to discuss how my internship was developing. Additionally, he came to see me often to determine how the internship was progressing and to ask if he could be of any assistance.

Other guidance administrative and staff members were continually assisting me, making helpful suggestions, and contributing to my supervision.

Outside the counseling and guidance area, other staff members assisted with my supervision by explaining and discussing how the field experience related to their specific area.
CHAPTER IV

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Summary

My experiences during the internship at Kalamazoo Valley Community College (KVCC) added tremendously to my educational program. When I began counseling at the college I was rather skeptical as to how extensive my practical experience would be. I was very happy to discover that my experience meeting with students and prospective students was to begin almost immediately.

My introduction to student services at KVCC was accomplished through meetings with staff members from the various service areas, group meetings, and presentations which were held on several occasions. I was truly amazed to find the scope of services available to be as broad as it was and the extent to which they were being utilized.

The cooperation, patience, and helpfulness of all administrative and staff members throughout the internship made it both a valuable and pleasant experience. Whether asking for assistance or information, in person or over the phone, the response without exception was friendly, patient, and most helpful.

A great deal of time was spent exploring the various duties and responsibilities of the community college counselor. It was surprising to find the vast difference between counseling at the community college level and the counseling of high school students to which I am most accustomed.
Of some concern at the beginning of this internship was how I might quickly learn the proper way to complete the fifteen different forms to be used on numerous occasions. Examples were given in some cases which helped a great deal. Some of the forms used were quite extensive.

During the 500 hour internship I became relaxed and confident while working with counselees who came each with a problem or a question differing from the others to some degree.

Recommendations

Hillway (1958) states:

It seems clear that student personnel services are undergoing a number of changes in both function and practice. While the basic commitment to helping individual students with both academic and personal problems is a major tenet of the professions, new attempts to relate more closely to the instructional aspect of the colleges will be seen. (p. 107)

Since Hillway wrote the above, many changes have come into being in both aspects of the profession. Which precipitated more change was not known to this writer. However, the one recommendation that I would make does involve the instructional rather than the student service end of the college experience.

Depending on the student's test results from the Learning Lab., there were as many as nine courses that were pre-requisite to the actual nursing program. If these courses were taken in the recommended sequence it could take as long as two years before the student qualified for entrance into the nursing program. The recommended sequence was often not required but was confusing to counselor and student alike. At this writing, the problem was being examined by Admission
and Counseling at the college.

**Conclusion**

This entire project was a truly exceptional experience that I consider a high point in my counseling education. All aspects of this internship were very informative and extremely worthwhile. The assistance and cooperation by all with whom I came in contact will be forever remembered and appreciated.
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