Observations of Student Services for the Development of Human Potential in Selected Community Colleges and Universities

Valentine
OBSERVATIONS OF STUDENT SERVICES
FOR THE DEVELOPMENT OF HUMAN POTENTIAL
IN SELECTED COMMUNITY COLLEGES AND UNIVERSITIES

by

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Festus Howard Valentine
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CHAPTER ONE

PROSPECTUS FOR THE INTERNSHIP EXPERIENCE

Rationale for the Experience

Before accepting my present position as counselor for Lake Michigan Community College, the extent of my professional counseling experience was a Job Development Specialist for the economic disadvantaged and Project Director for the Twin Cities Correctional Guidance and Counseling Assistance Program. Both opportunities were located in Benton Harbor, Michigan. This internship will grant the writer an excellent opportunity to participate, observe, and test the reality of creative, dynamic and innovative student personnel services as offered by Western Michigan and Andrews Universities and selected Community Colleges. Special interest and emphasis of this internship will include student services areas:

- New Student Orientation Programs
- Career Planning and Placement
- Student Community Involvement
- Special Services:
  - Compensatory Services
  - The Open Door Policy
  - Day Care
  - Minority Recruitment

From a Student Personnel point of view, first published by the American Council on Education in 1937, the following terms are indicative of student personnel philosophy, (O'Banion, Thurston,
Gulden, 1970, p. 14), "The individual's full and balanced development involves the acquisition of a pattern of knowledge, skills, and attitudes consistent with his abilities, aptitudes, and interests." Taken from the objectives of one community college comes the following declaration that is repeated so often in community college catalogues (1966).

The educational offerings of Santa Fe Junior College are based upon the belief that development of the individual for a useful and productive life in a democratic society is the chief obligation of the public education system. This philosophy implies a deep and abiding faith in the worth and dignity of the individual as the most important component of a democracy.

This faith and the recognition of need for responsibility suggests that student services must find appropriate programs and effective helping techniques to assist each student discover his abilities and interests and develop them to the fullest extent, consistent with his own goals and capabilities and needs of his community or society in which he lives.

Secondly, this internship will allow an excellent opportunity to observe the role and function of the student personnel professional who may be hard headed enough to survive the battles that rage in academe and yet remain a person warm hearted and committed to the development of the human potential. Cherished ideas and services that the professional supported are now being questioned, remodeled, or cast aside as no longer useful to a new emerging college student of the 70's. The social forces which created today's student according to Shaffer (1970, p. 54) makes
traditional student personnel work obsolete for many. McConnel (1970, p. 16) defines student services.

Student service work is fundamental aspect of education that focuses its attention on helping every individual to develop the best in him as an individual and as a member of groups. It is a process of helping persons to understand themselves by discovering their own interest, needs and capacities; to formulate their own goals and to make plans for realizing them; and to evaluate their progress with reference, not only to self-realization, but to potential contribution to the welfare of society.

Finally, this internship will allow me the occasion to sample the response of the question, "centralized-decentralized" counselor services. Counselor offices are often clustered in a single building or office suite. Often counselors become isolated from the rest of the college, away from the student body and teaching faculty. It appears that the physical location of counselor and other student personnel officers may have some influence on the attitude about student personnel programs and their articulators.

Time and Location

The spring and summer semesters 1973, will be devoted to this internship project. A minimum of 125 clock hours is required to complete this invaluable experience.

This internship includes five community colleges and two universities as listed:

KALAMAZOO VALLEY COMMUNITY COLLEGE
6767 West "O" Ave.
Kalamazoo, Michigan 49009
KEWENEDY-KING COMMUNITY COLLEGE
7047 South Steward Ave.
Chicago, Ill. 60621

MALCOM X COMMUNITY COLLEGE
1900 West Van Buren St.
Chicago, Ill. 60612

MUSKEGON COMMUNITY COLLEGE
221 South Quarterline Road
Muskegon, Michigan 49443

SOUTHWEST MICHIGAN COMMUNITY COLLEGE
Cherry Grove Road
Dowagiac, Michigan

ANDREWS UNIVERSITY
Berrien Springs, Michigan 49104

WESTERN MICHIGAN UNIVERSITY
Kalamazoo, Michigan
CHAPTER TWO

REVIEW OF SELECTED LITERATURE

The community college essentially provides two basic services for its students, (1) offering the formally organized curriculum of instruction, (2) other services or activities of the college program which occurs outside of the instructional classroom activities. This area of noninstructional services can be called the personnel services (Monroe, 1973, p. 73). Its prime objective is to administer to the personal needs and problems of each student. Feder (1958), defines the personnel services as those which provide activities which supplement classroom programs and offer students the opportunity to develop themselves personally, socially, and intellectually.

Blocker, Plummer and Richardson (1965, p. 238), suggests that the two year college more than other institutions of higher learning seeks to project a student-centered image by emphasizing as its primary function the comprehensive attempt to meet the needs of widely varied groups of students. The importance of counseling in two year community colleges appears to be substantiated by the heterogeneity of the student body, the variety complexity of decisions which students must make, and the need for non-academic service support that give purpose to efforts of students.

The junior college movement began with the founding of the first public junior college in Joliet, Illinois, in 1902, and the
first complete history of student personnel work as an organized movement about 1900 (Nunn, 1964, p. 53). Both movements appear to have their major beginnings in the early turn of the century and both apparently have reached a mutual high point of development and recognition in the present decade. The junior college has now become the community college and the student personnel point of view has now become the student development point of view. There appears today a mutual claim of one upon the other, a bond of mutual purpose.

The 1,100 community colleges in the United States are fantastically diverse, from the Navajo Community (organized by Indians on the tribal reservations) to Malcom X College, (heavily urban black) to Glendale College, (white, suburban and established) (Knox, 1973, p. 57), but they are all alike in the sense that they offer a distinctive education and positive value of their own, and also play an important, constructive role in our society. It should be observed that the range of diversity will be reduced as more and more junior colleges apply for and receive admission to regional accrediting associations. Differences will continue to exist. This diversity has been regarded by Reynolds (1965, p. 242) as one of the strengths of higher education in the United States.

During 1963-1965 the Carnegie Corporation contributed $100,000.00 to the American Association of Junior Colleges for an evaluation of student personnel programs. T. R. McConnell was appointed chairman of the national advisory committee for the study. Max R. Rains directed the research staff who surveyed...
forty-nine community colleges which had an enrollment of at least a thousand and seventy-four with smaller enrollments. The conclusions of the McConnell-Raines study are summarized as follows (Rains, 1966, p. 116). (1) Threefourths of the community colleges have not developed an adequate student personnel service. (2) In more than half the colleges the counseling and guidance functions are inadequate. (3) In 90 per cent of the colleges, professional leadership, follow-up evaluation, and research are almost totally absent. (4) Only 10 per cent of the community colleges can be given a commendable rating for having an adequate personnel service program. (5) The areas of service which are best performed are those concerned with such institutional management functions as providing information to students, registering, and enrolling students, conducting student governments, regulating academic standards, and conducting cocurricular programs. (6) Student personnel programs generally suffer from a lack of financial support. As a result, the staff is inadequately trained and numerically insufficient.

The need for an effective student personnel program is especially critical at this time. According to Koos (1970, pp. 509-10) it is inherent that in two year colleges there is a greater need for diversity of programs because of the unusual wide range of student abilities, characteristics, and interest of those admitted under the policy of open-doorness. John Koos continues by stating that a larger proportion of students in community than in four year colleges have disabilities in reading, language, mathematics,
and study skills, with higher incidence of economic problems and/or lower motivation for continued attendance. Therefore (Monroe, 1972, p. 199) they need more guidance and control. Knoell (1965, p. 11) reports that this body of students are handicapped in other ways, their tendency to invite failure by postponement of decision making, failure to meet deadlines and keeping appointments, uncertain motivation, and a certain resentment toward the establishment which keeps them in a state of disadvantage.

William Moore, Jr., (1970, p. 84) describes the situation.

Community College students at the extremes are representatives of two worlds. One of those worlds is full of blight, despair, unrest, and ferment. . . . The second world is affluent, comfortable, and apathetic. It is a world that is uninvolved. There is a whole range between the extremes which have introduced an entirely new kind of student to higher education and the two year college. The high risk student is an educational reality. Like a latent disease he will not go away. Unfortunately, few teachers can, or want to teach him at the college level, even fewer understand him: many reject him academically and socially and a larger percentage of people in higher education consider his presence in a college as a prostitution of higher education.

In a survey which the Curriculum Commission of the American Association of Junior Colleges made in 1964 (Schenz, 1964, pp. 22-27) indicates the extent to which the community colleges had accepted their responsibilities for teaching disadvantaged students. The survey revealed that 91 per cent of the colleges admitted low-ability students, but only 20 per cent provided any special curriculum. Fifty-five per cent offered special remedial courses in English and mathematics, but these were not geared to the disadvantaged students. Seventy per cent of the community colleges did not provide special counseling services for the disadvantaged.
Finding faculty prepared or willing to teach the high risk student has become the major barrier to educating all community college students (Scully, 1973, p. 41). In many states the majority of underachievers are white, not black or Chicano. It is obvious from the drop-out rate which often approaches 70 per cent for minority students as compared to 30 to 50 per cent for other students that community colleges are not yet successfully meeting the academic and social needs of their new clientele (Field, 1962, p. 81). It would appear to be, "You let them in, we'll flunk them out, then they will learn what the game is about."

According to Monroe (1972, p. 209) the reason for students dropping out; one third lack of academic ability and two-thirds lack motivation and financial support. The lack of adequate goals, especially vocational goals appear to play a large part in the student's lack of motivation to remain in college. Studies (Stanford, 1967, p. 639) have demonstrated that there is a close relationship between vocational goals and college success.

During the 1960's the "open door" became a convenient metaphor for describing the admissions policy of the public two-year college. However, among the references to this policy in print there is evidence to suggest that open door does not mean the same thing to all people or institutions (Hunter, 1971, p. 25). Differences among interpretations of this policy therefore prompts a general question, "How open is the open door?" According to Hunter (1971, p. 25) the open door is defined
Admit all whether high school graduates or not. An open door to institution and all curriculums. Each individual enrolls in the curriculum of his choice. No need for developmental curriculum.

The partially open door policy is described by Thornton (1966, p. 34).

Admit all who can profit from instruction whether high school graduate or not. Selective admission to degree curriculums. Not all are enrolled in degree curriculums; some take credit courses in lobby status. Performance while in "lobby status" determines eligibility for official admission to curriculum. Developmental courses offered taken at individual's choice.

The open/closed policy as summarized by Reynolds (1965, p. 52).

Admit all with high school diplomas or the equivalent. Selective admissions to degree curriculums. All must be enrolled in some curriculum. Development curriculum need for those not eligible for degree curriculum.

O'Connell (1968, p. 5) explains the closed door policy.

Admit all with high school diplomas or the equivalent, who can profit from instruction. Admissions to curriculum only. Developmental curriculum need for those not eligible for degree curriculum.

Open admissions is a common way to seek to serve new groups. But open admissions is not enough unless it is coupled with a re-examination of educational practices and the basic assumptions upon which the colleges operate. The policy of open admissions may result only in failure of the new student to gain an education and/or training after he has enrolled (Tyler, 1973, p. 7). Moore (1970, p. 73) states in his book, Against the Odds—The High Risk Student in the Community College:

The mounting evidence that in the community college the counselor is the pivotal staff member in the remedial program. Around him revolves the functions of teaching, learning, scheduling, and program planning. He acts as the liaison person between the remedial division or department and the other divisions within the institutions . . . he represents the core of any program designed to assist the academically
unsuccessful student . . . the emerging giants in remedial education in the community college. As he deals with the high-risk students he must be concerned as much with what the student is as with what he does. Interacting with marginal students requires that he understand the immutable values, persistent reticence, and the recognizable distinct habits of this student compared to those of the traditional college student he has always known and served.

The principle of capitalistic competition and the survival of the fittest is in direct conflict with the idea of student centered service of individual development and the achievement of a truly democratic society. Therefore, programs of orientation, counseling, tutorial, remedial and/or second chance for the less advantaged should become an intrical part of student services as expressed in Dewey's humanistic concept of the intrinsic value of the individual and the development of the whole being of man.

Other areas of student service functions as indicated by Thornton (1969, p. 226).

An active placement office is an important adjunct to the student personnel service in a community college. Since most of the students work while attending college, they will appreciate help in finding suitable employment . . . it can enable them to find work to stay in college. In evaluating placement and follow-up in junior colleges in 1948, Charlotte D. Meinecke reported that, "The weaknesses most apparent are, (1) a disproportionate emphasis on transfer in contrast to job placement. (2) The lack of carefully planned placement programs within the whole guidance pattern of the colleges. . . . There is an immediate need in almost every junior college for study, evaluation, and systematic planning in the field of placement in order that an increasingly effective and up to date program may be maintained.

Starrack and Hughes (1948, p. 69) stated that, "The placement and followup of graduates in appropriate positions should also be regarded as vital parts of the guidance program of the community college (p. 69)."
The need for vocational counseling in community colleges is recognized by McDaniel (1962, p. 20) in his Guide to good two-year college personnel programs.

Junior colleges enroll unusually large proportions of 'undecided and vaguely decided' students. Career decisions must be made soon or time will be wasted. Frustration, failure and dropout often result from lack of choice or wrong choice. Good choice is made difficult by inadequate information, faulty self appraisal, peer influences, status values, family pressures, and conflict with immediate needs.

It appears to this writer that community colleges find themselves at the cross roads of relevancy. Can they make meaningful the commitment to the Open Door policy, the handicapped, the factory worker, the high school pushed-out, the advantaged and disadvantaged with reading and learning difficulties? Can the community college continue to respond to the manpower needs of business and industry? Can it participate in higher education as a respected partner with the university? Dr. Jane Matson (1968) points out, Student Personnel Workers must assume appropriate responsibility in this monumental effort. She concludes, that this may require almost a complete re-designing of the structure or frame work and even content or practices of Student Personnel work.

"Open Door Colleges," not to be confused with open enrollment, but open door, because they have opened wide their doors to numerous educational and/or training options and opportunities never before available in the history of education. They have opened their doors to a new clientele whose potentials and creativity would be otherwise lost to himself, the community of which he is a member, and the nation. The ability of student
services to meet the diverse needs of their new clientele may be directly related to the capacity of these public institutions in terms of their doors remaining open to a better way of life or revolving back to frustration and hopelessness. Their new clientele include women, veterans, racial minorities, golden agers, the industrial obsolete, and the poor.

It is inherent at this time that student services on both the community college and university level accept the challenge of human potential development with imaginative innovations and creativity that will indeed encourage all students to feel more keenly, experience more deeply, live more fully and to develop a wider range of options for the development of their potentials.

This writer would like to summarize the role of student personnel staff as described by Vermilye Dyckman (1973, p. 81).

One of my major points is that student personnel staff must function in ways that will lead students to accept them as persons who are willing and able to take them as they are and who are concerned with ways in which the environment—the academic society and the society outside its wall within which we find one another can be modified, manipulated, or shaken to increase the opportunities for effective, personal human relationships to develop and to exist.
CHAPTER THREE

LOG OF EXPERIENCES

Introduction

This writer's log of experience consists of important aspects of an on site internship. Noted with keen interest and observation those experiences which provide the climate and the encouragement for student individually to feel more keenly, experience more deeply, live more fully, and to encounter the full range of his potential, as provided for and in student services.

June 4, 11, 1973

Dr. Charles Spaniolo, Associate Director
Counseling Center
Western Michigan University
Kalamazoo, Michigan 49001

Ferguson (1967, p. 7) considers "Counseling is the most common method, technique, emphasis, and function used in a variety of different services. No other service is universally applicable to all personnel work."

A considerable amount of time was spent observing student, phone, and visitor traffic flow and the response to that flow within the Counseling Center's reception area. It is the opinion of this writer that the reception of students, visitors, or phone calls will determine to a great extent the opportunity and influence of the center. Activities observed:
1. Organization status and maturity of receptionist.

2. Attitude concerning their job, students, visitors, clients, and incoming phone calls.

3. Where and how appointments are made and posted.

4. How counselor appointment log is kept.

5. Advanced scheduling and readiness of student files for counseling and advising.

6. The post of no-shows, cancellations and re-appointments.

7. Coordination of training schedules for counseling interns.

8. Logging of internal statistics.

9. Receptionist "problem solving" that does not need the attention of a counselor.

10. Operation of the electronic counselor availability device.

11. The physical arrangement of the counseling center for student service.

12. Manner in which phone calls are received and distributed.

Time was also made available to talk with various specialists among the counseling staff.

Joe Nicolette - Occupational Information

Edith Williams - Minority Awareness

Bev. White - Life Style (career planning)

Charles Shull - Freshmen Orientation

- Marriage Counseling
  Behavior Modification

Human development services offered by the counseling center

Personal and Academic Counseling - Crisis and Career Counseling

Women Awareness - Group Seminars - Referral Service - Community Consultant Service - Occupation, vocation Library.
June 14, 1973

Mr. Herman Johnson, Director
Counseling and Testing
Andrews University
Berrien Springs, Michigan 49104

Reynolds (1965, p. 78) gives his views on what constitutes counseling.

A narrow view is often taken on what constitutes counseling. In many colleges the view presented that when a student is assisted in arranging a program of classes which has met his personal desires and also met requirements of transfer to a senior college, the major task of counseling has been fulfilled. Important as this service is, it does not include the more important task of helping the student to make certain of his occupational preference by various rational means; to make a wise choice of the next higher institution, if there is one; to analyze his achievement record in relation to his aptitude; and to solve some of the personal problems which may be affecting his academic or social adjustment.

The most important item of observation and articulation during the internship here was their successful approach to Freshman Orientation among other student services. Their Freshman Orientation is directed by a member of the counseling staff, who has solicited and organized forty volunteer faculty members to do academic advising, counseling and referral. Freshmen are divided among the advisors according to their teaching specialty and the student's major. Students who are uncommitted are given the opportunity for career counseling and testing. The Counseling Department sponsors a Career Day during the school year. More than fifty professionals and/or specialists are available for consultation to all students and the community. The Center also sponsors inservice training for the volunteer faculty advisors.
and dormitory personnel. The faculty advisors hold group and individual sessions with their clients and a specific follow-up program is followed throughout the Freshman year.

June 15, 1973

Mr. Herbert Campbell, Assistant Dean
Student Services
Southwest Community College
Dowagiac, Michigan

Among the many fine and innovative programs offered at Southwest Community College Student Services, New Student Orientation Program appears to give more attention to the individual student. Newly accepted students are required to attend a testing/orientation/counseling session, also called TOC, sometime during the summer preceding enrollment. Each student therefore, is given an adequate opportunity to discuss the range of his vocational and/or education concerns. A one day orientation session is also offered prior to registration. Tests are used for counseling purposes. This test along with high school records assists the student, counselor or advisor in discussing and evaluating the student's abilities and in selecting relevant courses. A very unique Career Planning and Placement Program is also offered. Students, parents, and interested persons are invited to attend a Career Evening at the actual location of a specific vocation. Specialists allow those in attendance to observe, handle, and ask questions about the product or service presented.
It is acknowledged that the purpose of new student orientation at Southwest Michigan Community College is: (1) to familiarize new students with the nature of the college; (2) to enhance the establishment of a new life style and environmental mastery; (3) to encourage positive attitudes about the learning process (a) from dependence to independence, (b) from chance to choice to responsibility; (4) to stimulate interaction with other students, faculty and staff.

To enhance self-confidence, maturity, and to strengthen the foundations for self-direction appears to be the individualized objectives of Student Services here.

June 18, 20, 22 - July 2, 3, 1973

Dr. Robert Hellenga, Director
Career Planning and Placement
Western Michigan University
Kalamazoo, Michigan

Hoenninger and Skouholt (1973, p. 22) consider career hopping.

Career hopping, once considered a symptom of instability, is now increasingly a norm, for workers. The traditional irreversibility associated with careers has succumbed to the super-industrial future. The changes in job requirements; the early completion of families; the ability to work and study at the same time; and perhaps more importantly, the desire of men and women to lead more satisfying lives have encouraged the "re-cycling of life styles and careers." The community college is the logical choice to provide a service to meet an expanding community phenomenon; people changing vocations throughout the life cycle. Rooted in the community, its role is that of a catalytic agent for stimulating efforts toward the enrichment and development of the district.

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One of the most interesting and provocative periods of my internship was experienced in the office of Career Planning and Placement. The service offered here is designed to assist students in making a career choice and/or future occupation upon graduation, also providing a continuous placement service to seniors, graduates, and employees. I was given the opportunity to observe and talk to each assistant director in terms of their respective speciality; Robert Hellenga, (higher Education); Leon Burgoyne, (Secondary-Higher Education), Anna Nelson, (Elementary-Special Education-Social Service); Cleophis Sturdivant, (Under-graduate-Career Planning); and Dorothy Bommerscheim, (Credentials Room). Other services offered are: (a) personnel referrals to employers, (b) maintaining a career library, (c) publishing two weekly employment bulletins of job vacancies.

Obtaining first hand knowledge of the role and function of this office in its efforts to individualize the process of human potential development was rewarding and satisfying.

June 25, 27, 28 – July 6, 12, 1973

William Murrain, Director
Minority Student Affairs
Chauncey Brinn, Assistant to
Vice President for Academic Affairs
Jetho K. Johnson, Coordinator
Martin Luther King Program
Western Michigan University
Kalamazoo, Michigan

Horace Mann appeared to have the role of educational institutions in mind when he said, "Education is the great
equalizer of the conditions of men; the balance wheel of the social machinery."

This was indeed a surprising and reassuring experience in terms of minority student identification, recruitment, special programs, supportive services, follow-up, local community involvement, and monitoring-evaluation of institutional programs in relationship to minority students. On several occasions I accompanied Mr. Murrain to the dormitories where he met with new and minority students for group and individual orientation and counseling. He gave the location, role, and function of his office, staff members and would often introduce other minority teaching faculty members. But perhaps more important were the incidental efforts to help minority students "adjust" to the intellectual and social life of Western Michigan University, and to learn the rules of the campus game. Mr. Murrain's personal approach should enable new students to feel like a part of the campus scene, rather than its guests. Mr. Murrain states, "that more minority students are encouraged to attend Western because of peer group influence than by direct recruitment," therefore, his office will seek to enhance the lifestyle of minority students while on campus through systematic follow-up and evaluation of all services offered by his office. He also feels that receptionist in his front office is a key position in his over-all operation. Her ability to receive, refer, coordinate, and counsel with students will represent to a large degree the amount of success in the retention rate of minority students how to seek the services his department provides.
I also spent a day visiting the Para-school Learning Center, located at 1223 N. Westgate, Kalamazoo, Michigan. The Learning Center is directed by Dr. Charles C. Warfield, Associate Professor, Department of Educational Leadership, Western Michigan University. University students are given the opportunity to become involved in local community affairs such as tutorial service, parent conferences and counseling, community problem solving, special programs, and graduate internships. The program is growing as fast as funds become available, according to Dr. Warfield.

Knoell (1970, p. 76) appears to support the idea of student involvement.

College students with varying abilities and backgrounds can tutor and otherwise assist younger students still in public schools who, without such assistance will continue to graduate from high schools with records which will too often deny them further educational opportunities. The conclusion is then drawn that efforts by community colleges and others must be focused on the apparently less able high school graduates, to enable them to develop their full potential while they are still in school and then qualify for college admission without the special help they now need.

A full day of involvement, which included classroom observation, student interviews, and program orientation by Mr. Chauncy Brinn, Director of the Martin Luther King Program. Mr. Brinn states, "that the program offers a chance to minority students who are willing to try." "MLK", as it is commonly called offers an alternative to minority students not accepted by general admissions. These students whose G.P.A. may be less than 2.0 in high school are given extra help in reading, mathematics, and science. The
program also offers group and individual adjustment counseling, peer and group identification. New MLK students are assigned a counselor who often has completed the MLK program themselves. These peer-counselors assist with tutoring, act as guides, and aid students in their adjustment to a new life style. Individual follow-up process continues for at least two or more years, depending on the need. The basic objective of the program according to Mr. Brinn is "student retention." "The evidence is very clear that the community college in the five cities in the study are doing their fair share in attracting black students to their institutions. If it were not for these colleges, the college attendance rate for black students would be shockingly low. The problem then appears not to be one of recruitment, but of insuring successful performance after admission (C. Brinn, personal communication, July 12, 1973)."

Dr. Clifton R. Wharton, Jr. (1972) confirms this concern in an address.

The rapidity with which the predominantly white institutions have responded with escalating enrollment of Black students has brought in its wake a host of problems. Most difficulties have stemmed from the lack of prior preparation or planning for such students and the absence of prior experience with students from such backgrounds. Poor orientation, inadequate support services, insufficient Black staff, and professors are only a few of the difficulties which have plagued many institutions. . . . The most visible short-run problems which have attracted a great deal of recent attention are the personal and social difficulties arising between Black and White students. The cultural values or "life-style" are often significantly different between Black and White students. I say "often" because the Black student body is far less homogeneous than is realized. The most extreme examples of contrast would be the inner-city youth from Chicago or Detroit and the white youth from rural or farm areas. The shock effect when the two groups take up residence in campus dormitory can be traumatic.
for each other. Contrasts are far more than skin color, hair styles, or clothes; they also include language, sleeping hours, and food preferences. Then neither group has had any prior contact or exposure, immediate problems of potential conflict arise. White students feel estranged by an alien, incomprehensible group which is visibly and behaviorally different; and Black students feel threatened by an environment which is inhospitable and predominantly white.

July 9, 10, 1973

Russel Garbier, Director of Admissions
Arthur W. Crump, Admissions Counselor
Western Michigan University
Kalamazoo, Michigan

The time spent with Mr. Garbier and Mr. Crumb was informative and beneficial to me. I am confident that many students visualize the admission office as the, "keeper of the gate," without having the benefit of insight into the many pressures from within and without on the keeper and his gate. Both officers went to great lengths to present fact, statistics, and other documents in an explanation of their role and function in recruitment, selection, articulation, program placement, advising and follow-up. Because there are several admissions counselors opportunity for individual counseling and advising is available and recommended.

According to Crossland (1971, p. lx) education is the chief instrument of upward mobility.

One can and should say that the nation's colleges and universities will represent (as they have already) the major focal point in the developing struggle for social justice. In fact, if the definition of social justice given above is the true description of what blacks and other minorities seek, it can be argued that access to higher education becomes the most strategic and significant (but by no means the only) point at which to aim and launch the attack. For education and especially higher education has functioned as the chief
instrument of social mobility for every other ethnic group in American society, except for the ethnic groups that are non-white. The issue of minority access to college is and becomes one of the dominant issues of the 1970's. Around that issue revolves a host of questions and problems related to the gravity of the racial and ethnic conflict in America, and the answers to these questions as well as solutions to those problems.

July 10, 1973

Dr. Edward Harkenrider, Director
Marvin Winegar, Assistant
Student Financial Aid
Western Michigan University
Kalamazoo, Michigan

The Financial Aid Office came into prominence in 1958 and reached its peak in the number of students served and the availability of funds in the 1970's. Due to the drastic cut in Federal Funding for student financial assistance (National Defense Student Loan, Education Opportunity Grant, and the Work Study Program 73-74), mounting concern is experienced by the Staff and student alike in terms of WHO and HOW needy individuals will be served in the coming years. At this point in time a changing role in the financial aid program appears to be emerging. The state government seems to be assuming a greater leadership role and more individual responsibility is being required of students. Increased use of clerical help and less professional, the introduction of the new Basic Educational Opportunity Grant Program appears to be of concern of all.

However, the basic objective of this office will remain the same, a personal interview and service in recognition of financial, academic, and social needs of the individual student.
For some students this personal interview may be the first and only contact with a professional college counselor. Impressions made here may influence the students attitude about counselor, student services, and the university in general. After such an interview in which I was permitted to observe, Mr. Wineger said, "difficulties in college often begin showing up in the student's financial aid program schedule first." Thus giving the financial aid counselors opportunity to talk with student individual about their problems. Those that cannot be solved are referred to officers for consultation and solution.

July 10, 1973

Marlon Gerould, Director
Office of Foreign Student Affairs
Western Michigan University
Kalamazoo, Michigan

My experience in this office was a surprising revelation in student personnel services for the development of the human potential. In addition to assisting students with matters pertaining to government and university regulations, policies and practices the office of foreign student affairs has been creative in developing programs to assist in day to day life style of foreign students.

International Neighbors Program:

To assist married couples who are in need of household furniture. Faculty members and families donate household items and volunteer time to shop with foreign student's wives (food, clothing, etc.) to acquaint them with American Shopping life style.
Community Hospitality Committee:

Arranging over-night, home stays and short visits with families in the area. This arrangement is especially meaningful to foreign dormitory students who find themselves at a loss during the holidays and between semester breaks when the dorm is closed.

International House:

The opening of the International House (converted dormitory) 1973-74 for any student, but especially for foreign students will relieve the problem somewhat of housing during break times and offer the opportunity for mutual understanding of all students foreign or American.

English in Action:

This program offers informal practice in every day English conversation for wives of foreign students. Conversational English used on the phone, supermarkets, medical contact and other common situations. Many of the cross-cultural contacts that are sponsored by this office become permanent, enriching the lives of all concerned.

July 12, 1973

Bryna Graff, Assistant Ombudswoman
Western Michigan University
Kalamazoo, Michigan

Many students feel frustrated and alienated in the increasingly elaborate bureaucracy of the campus. They sense that their individuality is being reduced as regulations multiply and student services become more impersonal. Some students respond by quietly withdrawing while others lash out by any means possible against the institution in an effort to make the authority more responsive to their needs.
To reduce this sense of abuse the "ombudsman," a term which translated from the Swedish, as "agent of justice" was introduced. The ombudsman protects the individual citizen from abuses at the hand of public officials. He is an independent official of high status who receives and investigates complaints from citizens and recommends remedial action.

Here on the university campus the powers of fact finding and mediation extend to all, student and faculty alike, except those questions of an organized union nature. The first concern, states Mrs. Bryna Graff, "is that of the individual and his ability to solve his own problem with guidance." She concludes by saying that, "listening and understanding what the problem is, are the most effective skills that must be constantly maintained and improved." The time spent in this office has broadened my understanding in terms of assisting students to develop self-actualization in solving their problems. This office is located in the student union, easily accessible to student and faculty alike. The director serves one two-year term renewable once, and reports directly to the president.

July 16, 1973

Rosa C. Moore, Coordinator
College Activities and Cultural Affairs
Malcom X Community College
1900 West Van Buren St.
Chicago, Ill. 60612

Malcom X College as I have experienced it today is a humanizing and stimulating people's college. It sees itself as a reclamation center for the rejected, the neglected, the poor, and the oppressed. One of the philosophical objectives of this institution as stated in their recent college catalogue is, "People
are helped to help themselves— to learn from failures rather than seek to avoid them; to be honored more for having tried than having succeeded."

Supportive Student Services

Learning and Instructional Resource Center:

The Learning and Instructional Resource Center is spacious, well-lighted, audio-visual equipped, including computerized programs (Plato-5). All students enrolled full or part time who need college English or mathematics for graduation or certification must matriculate through the Learning Center for individualized instruction. All English Classes are taught via the learning center. The English teaching staff man the learning center and assist students to master this communication skill with the help of learning hardware (audio-visual equipment).

Special Courses Programs:

Includes such courses that are designed to help the academically unprepared student to overcome whatever deficiencies he may have and to assist him to reach a level of proficiency that will enable him to enter the regular college program.

Faculty:

Malcom X has a faculty composed of a variety of ethnic groups, including Black, Spanish, Africans, American Indians, and White Americans.
Day Care Center:

The basic purpose of the Day Care Center is

a. to assist mothers, particularly A.D.C. mothers, with a professional child care center for their children during the academic day.

b. to assist children in developing into humane, rational, autonomous human beings.

c. to provide a work study station for the students interested in child care.

The center consists of two large classrooms, observation room, and an independent outside play area. During the summer session the center has 35, 3-5 year old children, two professional teachers, and six aids. According to the Director the Center has a waiting list of 200 children. Many mothers and dads too could not attend college without this vital service.

Action:

Action is Malcolm X commitment to the community. Students are assigned to community agencies for one full year to assist these agencies in their efforts to cope with the problems of poverty. Students earn college credit and receive a federal monthly stipend. This multi-approach in learning and doing should accomplish much in the enhancement of the students' understanding of self, the agency role and function, people being served, and the culture of poverty.
Community Tutorial Project:

Students may commit and involve themselves in assisting other young people of the community. They conduct daily tutorial programs in centers throughout the city of Chicago. It would appear that there are many benefits received by this kind of involvement.

To name a few:

a. Role model. (It is possible for you too).

b. Increased good will in the community.

c. Learn by doing. (Best way to learn a subject is to teach it).

d. Feelings of worthwhileness (self concept).

e. The college is in contact with what's going on in the community.

f. A recruitment opportunity.

Eight long years have passed since Ralph Fields cited his characteristics of a community college. When discussing his third characteristic, "the community college is community centered," Fields (1962, p. 179) noted that, "the college must be of the community, not just in it." It is the opinion of this writer that community involvement is the lifeline of the community college.

Dial-A-Problem:

For the purpose of accommodating students who are not available for regular scheduled counseling, a weekly phone call is made by one of the counselors to discuss personal or academic problems. Students are encouraged to call their counselors concerning problem areas. It is felt by the counselors here that counseling can and may
take anywhere, in the hall, classrooms, street, phone and/or in the office.

The above mentioned programs are a few of which this writer would term "unique" which assist in the individualized development of selfhood.

July 17, 1973

James Norris, Associate Dean for Admissions
Muskegon Community College
221 South Quarterline Road
Muskegon, Michigan 49443

There are several programs offered here on this picturesque 111 acre campus that focuses on positive changes in students' behavior rather than on efficient functioning of student services.

Decentralized Counseling:

Counselors' offices have been relocated within the various academic and vocational departments that are located in different buildings around the campus. It is felt by the President of the College that counselors will have better student-faculty exposure than within the counselors' cubicle in the Centralized Center. The central office is the home base for evening counseling and day time walkins.

Human Potential Seminars:

Counselor conducts a two credit hour course, "Human Potential Seminar." The purpose of this credit course is to help individuals discover and actualize their unique strengths and potentials, to
become more self-determining, self-motivating, self-affirming and more empathic toward other persons.

**Exploratory College:**

An unusual opportunity for any student to take regular college credit while he re-discovers himself and explores college, life style, careers and other objectives he feels important.

These courses are transferable to institutions of higher learning.

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<tr>
<th>Seminar I</th>
<th>Seminar II</th>
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<tbody>
<tr>
<td>World of Work</td>
<td>Communication Skills</td>
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<tr>
<td>Introduction to Self</td>
<td>Creative Arts</td>
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<tr>
<td>Communication Skills</td>
<td>Man and his Environment</td>
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<tr>
<td>Mathematical Skills</td>
<td>Individual in Society</td>
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This is a one year, two semester program adapted to meet the needs of that student who is not quite sure of himself, others, college and his commitment to the world of work. Perhaps this is the type of course needed to slow the pace of the "revolving door," and insure a place for the student as he evaluates himself and his environment.

**Personalized Achievement Laboratory (PALab):**

Students enroll in PALab for extensive work in basic study skills necessary for success in college or for temporary assistance when difficulties develop. Students may begin at their time, convenience, and conclude when objectives are reached. PALab facilities may be used by the community who may not be full or part time students. Diagnostic tests are administered to students at the request of teachers and Instructor-Student Conferences may use the facilities as pre-scheduled. Learning experiences are developed for each student based on the results of the diagnostic
testing and student-instructor conferences. PALab is located on the lower floor of the library, making readily available library and media materials.

**Tutorial Systems (Sponsored by PALab):**

Tutorial systems have been developed and are coordinated by PALab. The PALab and sponsored tutorial systems bring together student, peer tutor, paraprofessional and instructional staff members in terms of interpersonal interaction, which includes understanding, acceptance and support on an individual level.

**Tutorial Systems:**

a. **Peer tutoring:** Students volunteer to tutor candidates as recommended by instructors.

b. **Veterans tutorial services:** Students or paraprofessional tutors who are paid a minimum of $2.00 per hour.

c. **Open tutorial service:** Tutorial services that anyone may secure, student or community person at a reasonable cost. Services coordinated and supervised by PALab staff.

**Deferred Payment Plan:**

Students may defer 60 per cent of their tuition at registration each semester. The remainder of the tuition must be paid by the eighth week of classes. A five dollar service fee is charged. There are some students who because of financial embarrassment or whatever reason do not have the funds available at the time of registration. To allow this student through the "open door," the deferred payment plan was established.
Short Term Loans:

A short-term loan fund is available to students who need funds for registration, books, fees, etc. Awards up to $100.00 is possible. Students pay a $3.00 service fee for processing, and no interest is charged provided the loan is paid by the last week of the term. If it is not paid by this date, a 1-1/2 per cent interest charge is applied.

Veterans Office:

A Veterans Advisor's Office has been established to meet the needs of the returning veteran. This office is staffed by a paid veteran, who is a paraprofessional. His advice and assistance are invaluable to veterans and the college.

Placement Office:

The college placement officer will assist students in finding part-time employment while attending college or full time employment after graduation. The job of the placement officer is an aggressive, on-going process which seeks placement for students as long as they need it.

July 31, 1973

Barbara S. Johnson, Director
Resource-Skills Center
Kennedy-King Community College
6800 South Wentworth Ave.
Chicago, Illinois 60621

Fields, (1962, p. 81) describes the role of the community college in these terms.
The highly valuable role of the junior college is to help students who have had limited success in high school and failed to realize their potential. These young people thus have an opportunity to continue their education—to make up deficits and repair damage. . . . But the real comprehensive community college usually shows real concern for helping the student to succeed by showing how to try. . . . With an enlightened counseling and guidance program the Junior College can help students of diverse abilities to continue their education successfully. Counseling that helps a youngster mesh interest with ability, may salvage many a potential dropout or failure.

According to Knoell (1970, p. 66) the community college in opening up opportunity for higher education to black youth is very clearly a crucial one in the human development of minority groups.

Building Design:

The college is built on an eighteen acre plot bounded on the north by Marquette Road, 67th Street, and on the South by 69th Street. This building is unique in that it is built right over Wentworth Avenue which goes directly under the college at three places. The multi-level buildings are designed for 10,000 students. In order to accommodate the handicapped students, there are ramps leading into the college buildings with elevators to take them to the various levels. In addition special toilet facilities are provided.

Because this college is located in a rapidly deteriorating urban neighborhood, where community facilities are desperately needed, dining and meeting rooms, library, swimming pool, gym, nursery school, theaters, and lecture halls are all on the ground floor and are open to the community. Students can step from car or bus into the main corridors of the building. The building is
so designed that the liberal arts and vocational students have to "rub shoulders." Because of these and other aspects of the building design students are encouraged to achieve their educational goals with a sense of pride and dignity, often missing in students from deprived physical conditions. In 1959 (Monroe, p. 104) one of the first complete, one-year curriculums for the disadvantaged student to be offered anywhere in the nation was introduced at Kennedy-King.

Resource-Skill Center:

**Plato Project:** A computer assisted instructional program sponsored by the University of Illinois. Eight operative terminals are installed in the center for individualized instruction.

**Tutorial Component:** Paid and coordinated tutors are available free on a one-to-one basis or as leaders of small study and/or study groups.

**Counselor Services:** A counselor from the counseling center is assigned to the Resource-Skill Center to accomplish whatever counseling task may be assigned by the center's director.

**Film Curator:** The center provides the services of a film consultant for teachers and students concerning A. V. materials, material availability and equipment needs and use.

Child Development Center:

The Child Development Center occupies an entire wing of the Kennedy-King Campus building. The facilities were designed especially for pre-school children. There are three large and two smaller well-
lighted playrooms with two glassed observation rooms. Adjacent to
the inside playrooms is a fenced playground where the children can
move about freely when the weather permits. Furniture and equip­
ment are suitable in size and geared to the capabilities of the
young children. The center provides a professionally supervised
educational program, involving the children in a variety of
learning experiences appropriate to the pre-school years; in
science, language arts, number skills creative activities and
music.

The Child Development Center serves as a training center
for nursery school teachers, day care personnel, teacher aids,
supervisor, and programs for the disadvantaged child. Course
offerings are: Two year certificate program leading to the
Associate in Arts Degree, a two year transfer program designed
to meet the needs of students interested in completing their
training at a Bachelor's Level, a one year certificate program
for those who have already completed the Associate in Arts or
Bachelor's degree and who wish to prepare themselves for work in
the field of pre-school education. Single courses for practitioners
in the pre-school education field or laymen who are interested in
specific courses.

Placement Office:

This office actively seeks to place part-time, full-time,
and non-students in career opportunities and jobs. The director
spends a great deal of his time knocking on doors of prospective
employers. As a result of his direct approach, new and special courses have been developed to meet the ever changing needs of industry and providing employment and career opportunities for students and non-students alike. Students and Employers know where the action is.

New Student Orientation:

New student orientation is organized to adequately serve students in groups of 100 during the summer months preceding the fall term. During the orientation a twenty minute English Proficiency test is given. Students are placed in various levels of English classes to meet their individual needs upon registration. The admissions director states that about 80 per cent of the incoming freshmen attend orientation.

August 1, 1973

Virgil D. Hillstead, Assistant Dean of Students
Kalamazoo Valley Community College
6767 West "O" Avenue
Kalamazoo, Michigan 49009

According to Mr. Hillstead, "Kalamazoo Valley community College is deeply committed to the idea, that students deserve the opportunity to be involved in their personal and intellectual growth."

Independent Study:

An opportunity for a student with good scholastic records to pursue independently the study of some subject of interest to him,
under the guidance of the instructor and the approval of the Division Chairman.

Split Semester Calendar:

Each semester is divided into two segments, fourteen weeks in length and three in length. This three week period is commonly known among students as "CAP," College Approved Program, and can be devoted entirely to a single course or educational experience, repeat a course, take next course, internship involvement, conduct independent study, or a meaningful field trip.

Retiree Opportunity for Action and Development: (Operation Road)

This program gives citizens 65 years and older an opportunity to participate in college classes and activities as a guest of the College. Golden agers may attend classes on a "seat available" basis, without receiving credit and without payment of fees. They are issued student I.D. cards marked, "Mature Citizen Student," enabling them to utilize library services, attend athletic events, and enjoy tax free lunches in the cafeteria.

Admissions: (open door)

Persons who do not have a high school diploma but are at least eighteen years of age may apply. This student may be required to take the General Education Development Test.
Individual Counseling and Guidance:

Before acceptance into a degree or certificate program individualized counseling services is provided each student to assist in selecting courses or programs suited to his particular needs. Each student is responsible for his own choices and for defining his own educational goals in the form of a program plan. A flexible individualized program is encouraged. The counseling center is decentralized for better utilization of the counselor time and skill. There are four Admissions-Financial Aid Counselors to assist in individual student welfare.

Student Recruitment:

(A) Each summer four local High School Counselors are hired by the administration to assist in counseling and guidance services at the college. The benefits of this approach for all concerned appears to make this project worthwhile. To mention a few:

a. College good will at the local high school.
b. Counselors know most students personally.
c. Counselors learn about the college from experience.
d. The college becomes personally acquainted with high school counselors.
e. Students feel more at ease with persons they know.
f. Summer income for counselors.
g. Community good will.

(B) An increased effort is being made for the retention of students.

It is the feeling of Mr. Hillstead that,
Retention of students will be the key to success in the future years to come. If an institution does not know why attrition is happening, trouble is ahead. It is poor management to put 100 per cent efforts on recruitment and 10 per cent on retaining the product.

(C) The Placement Officer will play a more important role as a recruiter during his activities in the business and industrial community.

New Student Orientation:

Each student may participate in a Freshman Seminar conducted by counselors during his first semester. Within this group setting, students explore concerns relative to college adjustment, choice of career objectives, and develop understandings of the philosophy, standards, regulations, services, and organizations of the college.

This writer is impressed by the attitude and financial commitment of student services here at Kalamazoo Valley Community College. The programs mentioned above are a few of the many innovative strategies sponsored to meet the challenging needs of the developing human potential.
CHAPTER FOUR

EVALUATION

My internship experiences have been invaluable and an essential part of the developmental process as a student personnel worker.

This internship has provided a systematic approach in bridging the gaps between the theoretical disciplines and the practical application of working with and in the interest of all students. And especially those concerns of the non-achieving student that diminishes dramatically his chances to live more fully and learn more effectively. In essence, how to improve performance in actual live demonstration the job personnel workers were intended to do.

My internship has provided the opportunity to visit at least seven college campuses and as many or more varied student personnel programs in such a way as to obtain a meaningful orientation to and an overview of how individual and/or group student needs are met within their respective student population; from the inter-city campus of Kennedy-King, to the more affluent campus of Muskegon Community College; from the traditional remedial one-to-one counseling model toward a more active group role model as a human development specialist and/or environmental engineer. Thus seeking the logical student service approach derived from the characteristics of their students needs and retaining always an adaptive and response quality to meet new needs.
Finally these experiences have stimulated, enhanced and broadened my own personal philosophy and purpose of community college student personnel work. Without reservation I am recommending internship experiences to all who are concerned with the humanizing process of higher education which includes the harmonious development of the mental, physical, spiritual, and social identity of the individual student.
REFERENCES


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