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An Experience with Student Personnel Services at Kalamazoo Valley Community College

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AN EXPERIENCE WITH STUDENT
PERSONNEL SERVICES AT
KALAMAZOO VALLEY COMMUNITY COLLEGE

by

Ivan Klinesteker

A Report of an Internship
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
December, 1972
ACKNOWLEDGMENTS

Much of the inspiration for pursuing my Specialist's Degree came from Dr. Kenneth Engle. Dr. Engle's valuable suggestions, his friendly manner, and genuine concern have all contributed in helping me to complete this project. My gratitude extends to every teacher I have had in the Counseling and Personnel Department at Western. Without exception, they have all contributed greatly.
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Education, guidance and counseling

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An Experience with Student Personnel Service at Kalamazoo Valley Community College

My internship experience with Kalamazoo Valley Community College has enabled me to have greater understanding of the needs and problems of community college students. It has helped clarify the roles and functions of various persons in Student Personnel Services. Further, the experience has increased my understanding of the relationships of the community college to the community, including other educational institutions and the many ways they relate academically, socially, politically, and economically. This experience was gained by spending time with most of the personnel in Student Personnel Services. The major portion of my time was spent with the Director of Admissions, Director of Financial Aids, Assistant Dean of Students, and the Registrar.
Locale, Time and Rationale

On August 25, 1971, I met with Virgil Hillstead at Kalamazoo Valley Community College. We discussed the objectives of my internship, methods by which to accomplish these objectives, and developed some ideas as to time division. I proposed the following objectives:

1. To gain insight into the role and function of the Community College counselor.
2. To acquire a greater understanding of the needs and problems of Community College students.
3. To evaluate the types of counseling which most effectively serve these students.
4. To understand the relationship of the Community College to the community, including other educational institutions in the many ways they relate academically, socially, politically, and economically.
5. To achieve greater insight into my own strengths and weaknesses as a counselor by observing counselors.
6. To provide an experience which can aid in determining if I should seriously consider a career change into the field of community college counseling.

In compliance with the guidelines that one credit hour should involve forty clock hours, I am proposing the following time division:

1. Engage in dialogue with the personnel in the following areas for a period of four hours:
   a. Dean of Students
   b. Assistant Dean of Students
   c. Director of Admissions
   d. Assistant Director of Admissions
   e. Director of Placement
   f. Registrar
   g. Director of Financial Aids
   h. Director of Student Affairs
   i. Program Counselors 40 hours

2. Devote sixty hours to observing student contacts.
3. Counsel for sixty hours in various counseling situations.
   a. Visit high schools
   b. Various Community contacts
   c. Admission counseling

4. Participate in sixty hours of related activities.
   a. Night counseling
   b. Registration

5. Studying the testing program which is developing at Kalamazoo Valley Community College this fall - twenty hours.
Counseling is a multifaceted process. To be an effective counselor, one must be concerned with all facets, which include human, technical, and conceptual skills.

Conceptual Skills to be Sought or Improved:

1. Understand the relationship of the community college to the community, including other education institutions, in the many ways they relate, academically, socially, politically, and economically.

2. Acquire insight into the duties and responsibilities of the various staff members in the student personnel service division in a community college.

3. Know and understand the relationships between various personnel within the community college and their relationships to students.

Human Skills to be Sought or Improved:

1. Increase my ability to receive another person as he is.

2. Act with sufficient sensitivity so that my behavior will not be perceived as a threat.

3. Learn always to meet the other individual as a person who is in the process of becoming and not to be bound by his past and my past.

Technical Skills to be Sought or Improved:

1. Increase my knowledge about the counseling needs of community college students.

2. Understand the needs of the community college to grow as a dynamic and viable institution fully serving the community.

3. Acquire greater understanding of what in many ways is the most democratic development in education.
Means to be utilized:

One of the best methods to develop the technical, human, and conceptual skills is to involve myself as much as possible in discussion with staff members about their philosophy of community college counseling, and how it is really practiced, and through counseling with students, academically, vocationally, and personally.
Section II
Log of Experiences

Introduction

The log of experiences is based on some notes, many conversations which I remember, and interviews which I observed. The intern experience extended over a period from August 30, 1971, to August 18, 1972, and covered a wide range of experiences. The 240 hours which were completed were usually on a one day a week basis, but there were periods in which I could only spare one or two days a month from my regular job as a rehabilitation counselor.

Time Period of September 17 - October 1.

During this period, I met with the Assistant Dean of Students, who introduced me to the staff members in Student Personnel Services at Kalamazoo Valley Community College. I was provided with a report prepared by the Dean of Students Office, which states their philosophy and commitment to a student-centered institution. We discussed the "contract" which is agreed upon by the student and the college at the beginning of the program at Kalamazoo Valley Community College. This contract outlines all course requirements, including possible options and electives. The intent is to enable the student to move as flexibly as possible without losing his way through his chosen program. In many cases, the "contract" reduces further necessity for academic guidance throughout the one or two year program the student elects at Kalamazoo.
Valley Community College. This approach is similar to that used in Vocational Rehabilitation counseling and guidance, and in my opinion, its greater freedom still helps the student clearly understand the requirements he must meet to attain his goal.

**Time Period of October 2 - November 15.**

Much of my time during this period was spent with the Director of Admissions. We visited various high schools and showed a 25-minute movie produced by the Radio-Television Program students at Kalamazoo Valley Community College about Kalamazoo Valley Community College. The movie was followed by a discussion and question and answer type session, which always generated a lot of interest. I felt quite involved in this part of my internship in that I usually had an opportunity to talk with students and helped to answer many of their questions. Another intern and I developed a brief questionnaire to be completed by the students for their own benefit to stimulate thinking about their careers. Part of the goal, of course, was to recruit interested students to Kalamazoo Valley Community College who might not otherwise have considered this alternative. Also, the changing vocational scene in terms of the growing opportunities in the various fields of technology was explained. This part of my internship contributed not only to my technical and conceptual skills, but also to my human skills.

**Time Period of November 16 - February 1.**

During this period, I worked with the Registrar and gained a much clearer picture of the duties and responsibilities of the position.
Much of my time during these few weeks was spent acquiring information from the records as to reasons students dropped classes, the numbers of students who dropped and added, and compiling this information in the form of a statistical report. The information is used to further understand some of the problems of students, and thereby, determine what service could reduce the number of "drops" or other problems which may be revealed through this information. As this period extended throughout the registration period, I observed registration from a different vantage point than I always have as a registrant. It is hectic (at times, confusing), but the patience of those involved made the whole process relatively painless for most students.

Time Period of February 2 - April 25.

This period of time was spent in large part with the Financial Aids Officer. My friendship with the Financial Aids Officer extends over a period of many years, as we had worked together at Kalamazoo County Juvenile Court for several years prior to assuming our present jobs. The extensive records and reports that must be kept for various groups, such as the Michigan Higher Education Assistance Authority Loan Program, National Defense Student Loans, Economic Opportunity Grant, Law Enforcement Education Program Loans, and other emergency and long-range loan programs make this job challenging and at times, very frustrating. The Financial Aids Officer and I visited various schools and agencies in the community in an effort to obtain employment for qualified students on the Federal Work-Study Program. There are many duties in this office,
including public relations and obtaining money from local groups, service clubs, etc.

Also, I spent some time with the Director of Placement, whose office is just getting started.

Time Period of April 26 - June 16.

As I determined that I had accomplished, for the most part, the objectives which had been established, I met with Dr. Engle and discussed with him my feeling that I had gained in conceptual and technical skills, but felt a need for an additional experience involving more intensive counseling and psychotherapy. This period of time was arranged with the Kalamazoo Consultation Center. To the extent possible, I spent a day a week with the Center with members of the staff, but mostly, the psychologist and the psychiatric social worker. This experience was all that I had hoped it would be. I found the staff did have the interest and the time to involve an intern as completely as one could wish. I frequently was involved with clients and was regarded, and introduced to, clients as a co-therapist. The Center has many excellent tapes, and I gained a good deal of information from listening to these. Also, there is a substantial library on counseling and psychotherapy, which I found valuable. Equal in value to the therapy session with the clients were the opportunities to discuss and compare some of my counseling concepts and experiences with other counselors and psychologists for whom I developed much respect.
In summary, I feel the experience at Kalamazoo Valley Community College and the additional experience of the Kalamazoo Consultation Center combined to provide the well rounded experience that had been set as an objective.
Section III
Student's Evaluation

I. Evaluation of the 712 Experience.

My understanding of the roles of the various staff members in the personnel service division of a community college has been enriched by this experience. The enthusiasm of the Kalamazoo Valley Community College Student Personnel Service Staff is very healthy and contagious, and one feels an excitement about education that is too often missing in school systems. There were opportunities to deepen my conceptual techniques, and to some extent, my human skills.

II. Suggestions for the Improvement of the 712 Experience.

A. With greater experience, I believe the Student Personnel Services Staff at Kalamazoo Valley Community College will develop a clearer concept of the role of the intern.

B. More frequent meetings with the supervisor. It is too easy to view the experience as completion of a requirement (in terms of hours and a final paper) and to lose sight of the valuable opportunity to enrich one's skills.

C. The responsibilities of the intern are not clearly established, and in some ways, a little more structure could be useful, though obviously, too much structure would defeat some of the purpose of the experience.
Date: July 26, 1972

712 SUPERVISOR'S EVALUATION, FORM A

Name of Student ______ Ivan J. Klinesteker ______ Semester _____ Summer ____ 19 72

Interning Organization ______ Kalamazoo Valley Community College _______

1. Description of student's job activities and training.

   Mr. Klinesteker involved himself in activities associated with the following services offered through the Dean of Students Office:

   1. Admissions (including visitations to some area high schools)
   2. Financial Aids
   3. Registrar's Office
   4. Placement Office (limited exposure)
   5. Academic and personal counseling situations

2. Evaluation of the student's performance on the job and training activities.

   Although I did not observe Mr. Klinesteker in all areas, he spent time both during the daytime, as well as evenings, in these various areas. It is my judgment that he learned a great deal, made an excellent contribution to our area, and performed very well, indeed.

3. Performance:
   Satisfactory ___ XXX ___ Unsatisfactory _____

Virgil Hillstead
ASSOCIATE DEAN OF STUDENTS
STUDENT PERSONNEL SERVICES
AT
KALAMAZOO VALLEY COMMUNITY COLLEGE

A report prepared by
The Dean of Students Office
August 24, 1971
Student personnel services at Kalamazoo Valley Community College have been recognized from the outset as being of extreme importance. Indications of the College's commitment to a student-centered institution with a comprehensive student personnel services program is evidenced by the statement of purposes and objectives adopted by the Board of Trustees on October 27, 1960; by the fact that the Dean of Students was one of the first two appointments to the College and assumed his full-time duties some fourteen months prior to the opening of the College; by the fact that the first counselor assumed his duties on September 1, 1967, a year before the opening of the College; by the appointment of a Director of Counseling and two additional counselors on July 1, 1968; by the involvement of students as participating members of the College community, and by the appointment of other professionals to the Dean of Students Office during the initial years of operation.

In developing the student personnel services program, the Dean of Students Office has been guided by a comprehensive study made by the American Association of Junior Colleges and by subsequent studies, reports and writings by professional student personnel workers; as well as by our own professional experiences and training.

Charles C. Collins in Junior College Student Personnel Programs, What They Are And What They Should Be wrote:

"The student personnel program should be the pivot, the hub, the core around which the whole enterprise moves. It provides the structure and creates the pervasive atmosphere which prompts the junior college to label itself as student centered. The whole theoretical base underpinning the now vast junior college movement rests upon at least adequate performance of student personnel services."

We subscribe wholeheartedly to that statement and believe that student personnel services may be defined as those necessary if the student is to gain maximum profit from the instructional program of the college.

By broad category, student personnel services should provide the following:

1. orientation to college and to educational, personal and career opportunities
2. appraisal of individual potentialities and limitations
3. consultation with students about plans, progress, and problems
4. participation of students in activities that will supplement and enrich the classroom experience
5. regulation to provide optimal conditions for social and academic development
6. services enabling the student to go to college, stay in college, and make the transition to further education or employment

7. organization providing for articulation, evaluation, and improvement of the student personnel program

Background Statement

The basic organizational structure of the Dean of Students Office devised when the College began was the traditional structure almost universal then and very common today in most community colleges. The Office consisted of the Dean of Students, a Director of Counseling, and three full-time counselors, all functioning from a centralized center.

The basic student personnel functions offered by the Dean of Students Office also followed pretty much the then existing model of student personnel work. (See Appendix I) Traditionally, these functions have been regulatory, service, and therapeutic in nature. Most community college student personnel centers are modeled along these traditional lines. All the basic student personnel functions at Kalamazoo Valley Community College were provided by the five people mentioned above. All the functions were offered from a centralized Student Personnel Office with the exception of the academic advising function which was supplemented by the use of instructional faculty through a faculty advising system.

The Dean of Students Office has attempted in the three years of its existence at Kalamazoo Valley Community College to find the best methods of functioning for the student's benefit. Generally, its concern has centered on three basic areas:

1. To provide all the basic student personnel functions

2. To adjust its services and methods to the very rapidly increased student enrollment

3. To find the best organizational structure and means of carrying out its basic functions for the benefit of the student.

Efforts have been made over the past three years to provide services to students in varying degrees in each of the twenty-two basic student personnel functions listed below:

ORIENTATION FUNCTIONS
1. Precollege Information
2. Student Induction
3. Group Orientation
4. Career Information

APPRAISAL FUNCTIONS
5. Personnel Records
6. Educational Testing
7. Applicant Appraisal
8. Health Appraisal
CONSULTATION FUNCTIONS
9. Student Counseling
10. Student Advisement
11. Applicant Consulting

PARTICIPATION FUNCTIONS
12. Co-Curricular Activities
13. Student Self-Government

REGULATION FUNCTIONS
14. Student Registration
15. Academic Regulation
16. Social Regulation

SERVICE FUNCTIONS
17. Financial Aid
18. Placement

ORGANIZATIONAL FUNCTIONS
19. Program Articulation
20. In-Service Education
21. Program Evaluation
22. Administrative Organization

Administrative Organization

The most difficult area to assess and to determine direction for has been Number 22—Administrative Organization. This is true not only on our campus but throughout the country on both two and four-year college campuses.

It is becoming increasingly apparent that the existing models of student personnel work are inappropriate to meeting the needs of students in a very rapidly changing society. Professional literature has been and is currently dealing extensively with other models being tried and tested. It's not that the basic functions need changing but rather that the basic organizational structure and emphasis of student personnel work needs to be changed.

Many authorities believe that student personnel services should assume appropriate responsibility in two areas:

1. Helping the student determine specific educational objectives towards which he can move at his own pace
2. Helping the student make positive changes in attitudes and behavior

Many of the authorities seem to feel that these two responsibilities are really more important than the efficient functioning of all the identified student personnel services functions. While we recognize the importance of these two areas, we believe that they must be, and indeed are, a part of any effective program. We believe that an effective student personnel services program must be organized in such a way as to:

1. Serve the best interests and meet the needs of the entire student body
2. Actively and meaningfully involve other professionals on the campus with student personnel workers and programs

Decentralization

While much thought and discussion is still being given to administrative organization, it appears the advocates of a decentralized structure are talking the loudest and writing the most. These advocates maintain that the clustering of all student personnel functions and especially the professional personnel involved in one central office often leads to an isolation from the rest of the college.

Blocker, Plummer and Richardson, authors of *The Two-Year College: A Social Synthesis*, advocate that counselors be assigned to instructional divisions and report directly to the chairman of the division to which they are assigned. O'Banion, Thurston, and Gulden in a November 1970 *Junior College Journal* article argue that if the counselor is to be effective he must work closely with faculty and students where they are. Student personnel staff members can extend the impact of the student personnel program by serving as liaison persons with instructional divisions in terms of their interests or backgrounds. They should attend divisional meetings, participate in projects and workshops, and assume responsibility for informing other student personnel staff members regarding developments within the divisions. The student personnel worker should become acquainted with each faculty member in his area to insure continuing communication and liaison with the student personnel program. It would strengthen relationships if the student personnel worker were assigned to advise students enrolled in the division, and had a responsibility for acting as a resource for the faculty advisors of the division."

These are but two examples of the current literature advocating decentralization. The assignment of counselors as liaison persons with instructional divisions was implemented at Kalamazoo Valley Community College during the past year and was, we believe, a partial step in the right direction.

Reorganization of Student Personnel Services at KVCC

Much thought and attention has been given to the existing organizational structure and functions of the Student Personnel Services at Kalamazoo Valley Community College in the three years of its existence. Various methods have been tried to improve the academic advising functions especially in coordination with the instructional personnel who shared this function. In late March and early April of this year, serious conversations were instituted with the Dean of Instruction, Division Chairmen, and some other divisional personnel in attempting to resolve the awkwardness of the present academic counseling-faculty advising system. A visitation was made to William Rainey Harper College in Palatine, Illinois to observe and study their student personnel services organization. Conversations were also held with other student personnel workers in neighboring community colleges to ascertain their problems and concerns and their attempts to overcome them. Discussions were also held with other professional student personnel workers and instructional faculty at four-year colleges.
Recognition was also given to the comments made by Dr. Lahti, our consultant from the North Central Association of Schools and Colleges, following his visit to our campus.

Program Counseling and Advising

Before getting into the basic organizational structure of student personnel services for the coming year, it is important to recognize that discussions among instructional faculty, students, division chairmen, the Dean of Instruction, Dean of Students, counselors, and other members of the faculty have resulted in an assessment of the strengths and weaknesses of the present counseling-advising system. Efforts have been made to take the ideas expressed and develop them into a more workable and realistic system of counseling and advising; a system that would better serve each student's individual goals and capabilities.

These efforts have led to the counseling-advising system described below which will be implemented as of September 1, 1971 at Kalamazoo Valley Community College.

A. Objectives of the Counseling-Advising System

The stated purpose and objectives of Kalamazoo Valley Community College provide one point from which to view the need for and nature of the counseling and advising of students as a college function. The following statement of purpose and objectives is from the 1971-72 catalog.

PURPOSE AND OBJECTIVES

The Kalamazoo Valley Community College was established by the citizens of the area to help provide for their vocational and academic needs. It is therefore the purpose of the Kalamazoo Valley Community College to reflect these higher values living in the minds and hearts of the citizenry with dynamic programs of education, training, and service.

We believe that each person is important, is unique, is endowed with dignity, has individual needs and abilities, can make his own special contribution to society, and has the right to an opportunity to reach his highest individual potential.

In all of their actions and policies determinations, the Board of Trustees of Kalamazoo Valley Community College is and has been guided by the following statement of purposes and objectives adopted by the Board of Trustees October 27, 1966:

To provide applied programs of vocational education of varying duration;

To provide training programs of a technical nature, some applied and others with credits transferable to a degree-granting college or university;

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To provide two-year academic programs with credits transferable to a four-year institution;

To provide educational and job training opportunities to people desiring to upgrade their job skills or explore avocational interest;

To provide special short and long-term programs in cooperation with business and industry, to meet special requirements, and to keep pace with changing needs;

To plan and make the educational facilities and resources of the Kalamazoo Valley Community College available for the service and use of the youth and adults of the area;

To provide extensive counseling services to the students;

To make the programs dynamic, progressive, flexible and responsive to the changing needs of the times;

To offer cultural services to the area.

B. Basic Concepts

Some of the key Concepts on which the Program Counseling and Advising System - 1971 is based are presented here.

1. It is assumed that educational achievement can be accomplished only by each student, and that each student's personal goals, abilities, and aptitudes are unique. It follows then that some provision must be made to individualize or tailor the educational program for each student.

2. College students to an increasing degree, view themselves as adults. As part of this increasingly mature self-view, each person expects and merits an ever increasing responsibility for the planning of his own educational program. As an adult, he has the right to make his own choices, even when we who are more "mature" judge that he makes inappropriate choices.

3. Minimum requirements for awarding an associate degree, as defined by KVCC (within the guidelines of the State Board of Education) must be met by each student to qualify for graduation.

4. It is recognized that (a) a large portion of graduates will change jobs within the same occupation several times during their lifetime;
(b) Many graduates will change occupations, some several times, during their lifetime; (c) any limited number of occupational programs cannot anticipate these changes by preparing all graduates specifically for such changes; and (d) some students have previous employment experience and/or training which at least partially prepares them to reach their occupational goals. Therefore, KVCC’s occupational curricula must permit each student to design an educational program, which may be unique to his needs and goals. This tailored program can be developed with the advice and consent of a program counselor. The program counselor and the student may choose from among occupational options within a somewhat basic and broad occupational program.

C. Characteristics of the Counseling/Advising System

These basic concepts have led to development of an advising system with the following characteristics:

1. Each student meets individually with an Admissions Office representative following completion of his application for admission to (a) assess his present level of educational achievement and aptitude as indicated by past academic performance and test results, (b) identify occupational or further educational goals, and, (c) determine the KVCC educational program which best leads to those occupational or further educational goals.

2. Following admission and usually before his first regular semester at KVCC, each new student assigned meets with a program counselor to jointly plan an educational program which clearly specifies the requirements to be completed to qualify for graduation and/or reach the student’s expressed educational goals. The program plan which results must be acceptable to the student, the program counselor, and the Dean of Instruction (or his representative).

3. The student assumes complete responsibility for meeting the specified requirements for completion of the program plan. This implies that unless some difficulty occurs in registering for a specified course; in completing any other terms of the program plan; or if the student changes his goals; it is not necessary for him to seek approval of courses requested each time he registers for one or more courses. However, when such difficulty or change in goals occurs, the student should have the opportunity to consult with his program counselor to obtain appropriate information and competent advice in exploring alternative actions or in determining whether or not to modify the existing program plan agreement.
4. When a major change in occupational goals becomes evident, the student should meet with a counselor to repeat the process leading to selection of a more appropriate educational program. These redefined goals then become the basis for developing a new program plan to supercede the former document.

5. Audit of each student's record at the time he applies for graduation should be based upon the specified requirements for graduation as indicated in the program plan. The program plan, of course, must meet the minimum requirements for that associate degree at KVCC. Graduation is recommended for students who meet previously specified requirements which have been jointly accepted by the student and a college representative authorized by the Dean of Instruction.

6. Registration by each student for each term must be processed within the established procedures of this College.

If we view performance of the counseling-advising function as an operating subsystem of the College, its mission could be described as one of mediating between two dimensions of the educational process by:

1. adapting expectations of the College and curriculum models to educational needs (as defined by the difference between goals and present competencies) of individual students as, and when, appropriate; while simultaneously
2. helping each student to recognize his educational needs so to help him adjust his expectations, aims, and educational decisions to the requirements of the college and his chosen instructional program.

The following aims for program counselors are appropriate to the institutional dimension of the mission of the counseling-advising system:

1. Provide information about courses and the program to prospective students referred by the Admissions Office.

2. Explain to each assigned enrolled student the aims of his program as it relates to his preparation for an occupation and for his life as a citizen.

3. Assist each student to understand the performance requirements as well as the personal rewards which can reasonably be expected upon completion of his program. Refer the student when appropriate to sources of information such as library materials, consultants, other faculty members, independent study, special observations, work experience, or community sources.

4. Provide information to each student, or refer him to appropriate sources of information about college requirements, policies, or procedures in answering questions concerning grade point average, conversion to another program, transfer to another college, dropping or adding courses, registration, fee payments, testing, and other services available.
5. Assist each assigned student to meet graduation requirements by (1) making him consciously aware of minimum grade point average, specific courses, and minimum number of credit hours required for graduation; and (2) recommending to the Dean of Instruction or his designee, substitution of courses, as appropriate, which were taken in another college as well as within KVCC.

6. Upon application for graduation by each student, review his record and initiate the recommendation that each qualified student be graduated.

These aims for program counselors are appropriate to the student dimension of the mission of the counseling-advising system.

7. Upon his request, assist each assigned enrolled student (individually, or in a group) to select courses to meet specified terms of the program plan.

8. When problems other than those within the competence or scope of interest of the program counselor are evident for a student, refer him to an appropriate resource person and/or agency.

9. Serve as a "faculty friend" to each student enrolled in assigned programs by demonstrating a personal interest in him and in his adjustment to college.

10. Help each student to clarify educational issues and problems, discover possible alternative actions and the probable consequences of each, then permit the student to make his own choice when a decision must be made.

D. Program Agreement Planning

Program agreement planning is different from traditional counseling and advising only in two significant ways. First, it makes each student a full partner in the process of planning and assuming full responsibility for achieving the purpose of his own education. Second, it involves stating in advance in explicit performance terms what the student can expect from the College and what the College can expect from the student.

Each program counselor is responsible to the Assistant Dean of Instruction for counseling and advising all students identified with specifically assigned instructional programs. Specific duties are identified in Appendix II.

The appointment of program counselors would seem to offer several advantages to the student and the College.

1. The program counselor is in a position to work closely with students and faculty where they are. His physical presence near faculty members should enhance communication between students and faculty.
2. The program counselor has greater opportunity to individualize or tailor programs for students.

3. The program counselor assists the chairman and faculty in planning and scheduling course offerings.

4. The program counselor provides continuity for the student in his academic planning and progress.

5. Accountability for advising students in a program is placed upon a fully qualified faculty member who is closely related to instruction.

6. The program counselor is better able to understand and articulate to students course content and program goals.

7. The program counselor can encourage the development of student instructional and co-curricular activities that reflect the special interests of students in that program or cluster of programs.

E. Program Planning

The program counselor is the person primarily responsible for assuring that an appropriate program agreement for each student assigned to him is developed and filed in the Dean of Students Office. Normally, the program plan is developed in consultation with each currently enrolled student during his first regular semester at KVCC.

The program plan should include these components.

1. A general statement of the purpose for which the student is attending college. It is highly desirable that the statement be in the student's own words.

2. A list or at least a brief narrative statement, of the personal achievement and/or occupational goals and objectives the student intends to achieve from attending KVCC.

3. If not stated as an objective, an interpretation of his long term goals into specific occupational and educational objectives. (For example: "Obtain a job as an automotive technician upon completion of the associate degree at KVCC.")

4. An assessment of his present strengths and weaknesses as they relate to the specific objectives. This may include a summary of appropriate test results, record of high school and/or other college work, employment experience, and the program counselor's subjective assessment.
3. The explicit learning performance terms of the program plan. This section of the program plan should include the courses to be completed, a list from which to elect, to reach the identified specific educational objectives and any other learning experiences appropriate to achieve the objectives. Such experiences as volunteer or community service, part-time employment, a special independent study project, and travel, are examples which may be appropriate for a specific student. It may be appropriate for a few students to periodically report progress to the program counselor. If so, this can also be a part of the program plan terms.

6. Signatures and dates approved by the student and the program counselor.

Basic Organizational Structure

A. Program Counselors

As can be seen from the above, the most basic change recommended and implemented in student personnel services for the coming year has been the movement of the counselors into the instructional division of the College as program counselors. The advantages of the appointment of program counselors and the implementation of the program planning concept have been briefly described. Flexibility and accountability are the key words in describing this new concept in the counseling-advising system.

B. Admissions

The open door admissions policy has been defined by the State Board for Public Community and Junior Colleges as "a policy dedicated to enrolling and actively aiding any person beyond age 16 to complete an educational program consonant with his abilities and consistent with his interests."

In accepting this definition KVCC has attempted to open its doors to all corners—the high school graduate, the factory worker, the handicapped, the high school dropout, and the impoverished disadvantaged with serious learning disabilities.

Our "outreach process" has been effective to date, particularly with the high schools in our service area, as evidenced by the fact that nearly 8,000 individuals have enrolled since the College opened in September 1968.

More effort, however, needs to be expanded in this "outreach process" to insure that KVCC's pool of opportunities and its philosophy are made known to the non-college-going citizens in the district. This means contact work and publicity wherever large numbers of people can be found.

The evaluation of transcripts for students transferring into the College needs to be refined and integrated into the admissions process.
The admission and advising of foreign students needs to be further developed if they are to be accepted into our college community.

The "entry process" which accepts every district resident over 16 years of age as a student at the College should be as simple as possible and must provide the student with assurance that he is admitted to the College before he undergoes skills and aptitudes testing.

Continued emphasis must be placed upon coordination and cooperation between the Admissions Office and those divisions which offer programs of limited enrollment with selective admissions.

Greater emphasis must also be placed upon admissions interviewing to assess each student's level of educational achievement and general aptitude. This implies operation of a testing program plus developing guidelines for interpreting previous high school and/or college records, test scores, and other pertinent data and experiences.

The admissions process must help identify the student's educational and occupational goals and determine the educational program at KVCC which best leads to the accomplishment of those educational and occupational goals. This process will identify anticipated learning difficulties and recommended instructional student services to be provided.

The Admissions Office must then assign the student to an educational program, help him when appropriate to select first semester classes, then assign him when appropriate to a program counselor for further planning of his educational program.

If a student's specific educational or occupational goals cannot be determined at this time, the Admissions Office will place him in an undecided category and assign him to the program counselor best suited to help him determine such goals.

It is anticipated that the program planning for many students in transfer programs will be accomplished by the Admissions Office in the admissions interview.

In order to achieve the above goals of the admissions process, two Assistant Directors of Admissions will be added to the professional staff in the Dean of Students Office effective September 1, 1971. A description of the duties and responsibilities of these positions follows that of the Director of Admissions:

DIRECTOR OF ADMISSIONS

The Director of Admissions shall be responsible to the Dean of Students for:

1. The development and administration of an effective admissions program.

2. Establishment and maintenance of close liaison and rapport between the College and service area high school guidance personnel.

3. Establishment and refinement of procedures for the efficient processing of applications for admission.
4. Consultation with appropriate College officers in regard to enrollment projections and quotas.

5. Implementation of interviewing and counseling of prospective students regarding program placement.

6. Evaluation and interpretation of high school records and test scores of applicants.

7. Determination of acceptability of applicants, based on College standards and philosophies, and notification of applicants.

8. Supervision of the compilation and preparation of periodic admissions reports.

9. Evaluation and determination of transfer credit for students who have had previous college experience.

10. Development and implementation of follow-up studies and other such studies as may be appropriate.

11. Personal, vocational, educational, and program counseling responsibilities as assigned.

12. Preparation of annual admissions report for submission to the Dean of Students.

13. Establishment and maintenance of close liaison with all segments of the community served by the College.

14. Test administration as appropriate.

15. Coordinate visitations of visiting groups of prospective students.

16. Develop and administer orientation programs for new students.

17. Coordinate the visitations of high school counselors with former graduates attending KVCC.

18. Completion of such other assignments as may be deemed necessary by the Dean of Students.

RESPONSIBILITIES AND DUTIES OF THE ASSISTANT DIRECTORS OF ADMISSIONS

The person or persons in this position will report directly to the Director of Admissions and shall assist in the various duties and responsibilities of the Admissions Office as assigned by the Director. Such assignments may include:

1. Actively involved in the recruitment of students in area high schools and other persons in the community served by the College.
2. Administrator of tests involved in the admissions process.
3. Evaluation and determination of transfer credit.
4. Program placement and vocational counseling activities.
5. Advisement of foreign students.
6. Provide "back-up" service to the Financial Aids Office.
7. Implementation of a program of on-campus visitations for prospective students.
8. Assist appropriate students in developing program plans.

C. Director of Student Affairs

Another newly created position effective September 1 will be that of the Director of Student Affairs. We feel this is also in keeping with recommendations of our North Central consultant. A description of his duties and responsibilities follows:

DIRECTOR OF STUDENT AFFAIRS

The Director of Student Affairs and Activities shall be responsible to the Dean of Students for:

1. Establishment and maintenance of procedures relative to the Veterans Administration.
2. Development, coordination, and supervision of a meaningful program of student activities throughout the calendar year.
3. Act as advisor to the student governmental organization.
4. Supervision of publication of student handbook and other student publications.
5. Establishment and operation of a suitable Health Service program for the College community, including student insurance.
6. Facilitate as necessary the activities of recognized student clubs and organizations.
7. Preparation of an annual report for submission to the Dean of Students.
8. Work cooperatively with the Coordinator of Publications and Community Services in selected areas.
9. Assist in the development of a Student Information Center and in the distribution of appropriate information to all members of the College community.
10. Completion of such other assignments as may be deemed necessary by the Dean of Students.
D. **Assistant Dean of Students**

In order to help in the administration of the expanded student personnel functions flowing from the Dean of Students Office, the Assistant Dean of Students position has been created.

**RESPONSIBILITIES AND DUTIES OF THE ASSISTANT DEAN OF STUDENTS**

The Assistant Dean of Students shall be responsible to the Dean of Students for the administration, implementation and supervision of selected services within the Student Personnel Services Division.

Specifically, his responsibilities shall include:

1. Develop, implement and coordinate the system and information flow for the program counselors from the Dean of Students Office.
2. Develop and coordinate the testing program necessary for the admissions counseling of students.
3. Develop and implement the articulation procedures with four-year institutions.
4. Develop and implement such surveys and studies as deemed necessary and appropriate.
5. Coordinate the visitations of admission representatives from four-year colleges.
6. Administer, coordinate and implement the efforts of support personnel within the Division.
7. Coordinate the development of a yearly calendar of activities within the Division.
8. Develop the materials used in the academic advising process as appropriate.
9. Develop and implement those programs designed to assist the student in arriving at an occupational, vocational, and educational choice.
10. Coordinate the activities of the various service areas within the Division.
11. Coordinate the development of a Student Information Center and the dissemination of appropriate information to the College community.
12. Completion of such other assignments as may be deemed necessary by the Dean of Students.
E. **Director of Placement**

The placement functions are being expanded to the extent that a full-time Director has been appointed. The duties and responsibilities of the Director of Placement are:

1. The development, coordination, maintenance and general supervision of an effective and comprehensive student placement service.

2. Counsel and advise students to presently available and future employment opportunities.

3. Develop and maintain a complete set of placement papers for each desiring the services of the placement office.

4. Arrange placement interviews for students with prospective employers.

5. Send placement papers to prospective employers upon request of student.

6. Advance placement possibilities of graduates through field contacts and correspondence.

7. Coordinate the visitation to the campus of prospective employers.

8. Work closely with the instructional faculty in our vocational-technical programs in the placement of graduates.

9. Develop, coordinate and supervise career information seminars for interested students in cooperation with instructional personnel.

10. Preparation of an annual report for submission to the Dean of Students.

11. Completion of such other assignments as may be required by the Dean of Students.

F. **Registrar**

It is not anticipated that the duties and responsibilities of the Registrar will change significantly under this reorganization. A description of his duties and responsibilities reads as follows:

The Registrar shall be responsible to the Dean of Students for:

1. The maintenance of all student academic records and registration procedures.

2. Preparation, in consultation with appropriate faculty, of the schedule of classes and room assignments each semester.

3. Preparation of punched course cards for registration.

4. Development, implementation, and supervision of all registration procedures, including changes of program.
5. Establishment, maintenance, and preservation of all student academic records.

6. Preparation and dissemination of statistical reports in regard to enrollment.

7. Preparation and dissemination of student grade reports.

8. Preparation and dissemination of academic reports.
   a. Certified Graduation Lists
   b. Academic Probation Lists
   c. Academic Dismissal Lists
   d. Class Lists
   e. Grade Distribution Lists
   f. Dean's (honors) Lists
   g. Such other reports as shall be desirable for evaluation of student characteristics and achievement.

9. Preparation and issuance of student transcripts upon request.

10. Liaison between Dean of Students Office and Data Processing Center.

11. Preparation of annual reports for submission to the Dean of Students.

12. Completion of such other assignments as may be deemed necessary by the Dean of Students.

C. Dean of Students

The Dean of Students shall be responsible to the President of the College for the general supervision and administration of a comprehensive program of Student Personnel Services.

1. Establishment and maintenance of close liaison and rapport between the College and area high school guidance personnel.

2. Supervision and coordination of the College admissions program.

3. Supervision and coordination of an effective student orientation program.

4. Development and coordination of an effective program of student academic advisement.

5. Development and supervision of a meaningful program of student activities and an efficient and effective student government.

6. Development and supervision of an effective registration procedure and maintenance of all student personnel and academic records.
7. Development and supervision of a comprehensive student counseling, guidance and testing program.


9. Development of academic schedule to make most effective use of physical facilities and to meet student needs.

10. Advisement of veterans and students relative to the current draft rules and regulations.

11. Coordination of transfer student counseling and establishment and maintenance of rapport with four-year institutions.

12. Completion of such surveys and studies as are appropriate for effective follow-up of graduates of the College.

13. Recommendations relative to appointment of personnel to be assigned to the student personnel services area.

14. Preparation and maintenance of an Organizational Chart and Statements of Duties and Responsibilities for personnel under his supervision.

15. Organization and administration of an in-service training program for personnel under his general supervision.

16. Development and implementation of a plan for interpreting objectives of student personnel program to faculty and for close liaison between faculty and student personnel staff.

17. Cooperation with the Director of Library Services in the organization and maintenance of a library of occupational and vocational information.

18. Establishment and operation of a suitable Health Service program for students.

19. Supervision of publication of student handbook.

20. Acquisition and preparation of diplomas for certified graduates.

21. Preparation of an annual report for submission to the President and such other reports as are required by the College or other appropriate agencies.

22. Completion of such other assignments as may be required by the President of the College.
H. Financial Aids Office

Approximately, 75% of the Director of Special Programs time will be spent in directing the financial aid functions of the Dean of Students Office. His specific duties in the financial aids area are:

1. Administration and coordination of Student Financial Aid programs including Federal Work-Study, Economic Opportunity Grant, National Defence Student Loans, Michigan Higher Education Assistance Authority Loan Program, Law Enforcement Education Program Loans, and emergency and long-range loan programs.

2. Coordination and administration of certain scholarship awards.

3. Coordination of financial aids information through the Admissions Office.

4. Preparation of an annual report for submission to the Dean of Students.

5. Completion of such other assignments regarding financial aids as may be deemed necessary by the Dean of Students.

Implementation

It is recognized that the implementation of this new organizational structure, and especially the program counseling-advising system, will require close cooperation and coordination among various divisions of the College. The Assistant Dean of Instruction and the Assistant Dean of Students are charged specifically with the responsibility for coordination between those two offices and have been working closely together over the past several weeks.

The following process has been developed to assist in the transition period this fall:

A. After the 1971 Fall Semester classes begin, the following steps are recommended to implement the program planning of all enrolled students:

1. Vocational-technical students

   a. Dean of Students Office will provide the Assistant Dean of Instruction with the name, address, social security number and curriculum code number of all students enrolled in vocational-technical-occupational programs.
b. The program counselors should initiate a contact with all their counselees requesting that all those intending to return for the Spring Semester, schedule an appointment for program planning.

2. Students in Transfer Programs
   a. The Dean of Students Office will contact all 1971 Fall Semester enrollees in transfer programs requesting that all those returning contact his office for program planning.
   b. This program planning will be done by the Dean of Students, the Assistant Dean of Students and the Director of Placement prior to the beginning of the 1972 Spring Semester.

B. In-coming Students for 1972 Spring Semester and following enrollment periods.
   1. All incoming vocational-technical students upon admission will be assigned by the Admissions Office to a program counselor for program planning.
   2. All incoming students in an undecided category will be assigned to a program counselor by the Admissions Office.
   3. The program planning for all incoming students in transfer programs who have identified their program or major will be completed by the Admissions Office.

C. By January, 1972, all returning and incoming Spring Semester students should have gone through the program planning phase of academic advising.

The predicted total enrollment for Fall 1971 is 3,400 students. It is predicted that 1,687 of these students will be new. Programs are identified in four groups below. One group includes all programs designed primarily for transfer. The other groups are occupational or career programs. The undecided/unclassified students are divided among the three career groups.
The students in transfer programs can be served by Admissions Office staff. Each of the other groups could be assigned to a program counselor. It is possible that when the background of each counselor is known, some minor re-assignment of programs would be appropriate.

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<td>40</td>
<td>Radio &amp; TV Repair</td>
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<tr>
<td></td>
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<td>75</td>
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The educational process at Kalamazoo Valley Community College is graphically described in the two following charts:

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<th>1971-72</th>
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<td>STEP</td>
<td>Action</td>
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<td>--------------------------------</td>
<td>---------------------------------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Requesting information</td>
<td>Received information requested</td>
<td>I</td>
<td>Recruiting</td>
</tr>
<tr>
<td>Applying for Admission</td>
<td>Received notice of acceptance to the College. Assignment to a program and program counselor</td>
<td>II</td>
<td>Admitting</td>
</tr>
<tr>
<td>Developing a Program Plan</td>
<td>Receive copy of Program Plan signed by Program Counselor</td>
<td>III</td>
<td>Program Planning</td>
</tr>
<tr>
<td>Registering for first and subsequent terms (semesters)</td>
<td>Registration complete each term. All goals of Program Plan met.</td>
<td>IV</td>
<td>Registering</td>
</tr>
<tr>
<td>Learning (achieving learning goals specified in Program Plan)</td>
<td>Passing grade for each course or other learning activity, specified in Program Plan</td>
<td>V</td>
<td>Instructing</td>
</tr>
<tr>
<td>Completing all Program Plan specifications</td>
<td>Apply for graduation and receive diploma or certificate</td>
<td>VI</td>
<td>Graduating</td>
</tr>
<tr>
<td>Advancing</td>
<td>Begin work on job or admitted to another college</td>
<td>VII</td>
<td>Placing</td>
</tr>
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</table>
KVCC EDUCATIONAL PROCESS 1971-72

I-Recruiting
Students come from the community
Beginning (New) Students
First time in any College
Returning Students
Transfer-in from another college
Re-entry KVCC student

II-Admitting
Admitted to the College through the Admissions Office & completes approp. placement tests

III-Program Planning
Develop a Program Plan with Program Counselor or Admission Office representative

IV-Registering
Registers for classes first (and subsequent) semester(s)

V-Instructing
Completes each course for which registered

V-I-Registering
Yes

VI-Graduating
Receives a certificate or diploma

VII-Placing
Return Students to the Community
Employed in a job
Not Employed
Transfer to another college

Leave KVCC (Drop out) before graduation

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Testing

The establishment of an all-encompassing testing program at Kalamazoo Valley Community College has now moved into a number one priority item. The increased flexibility in individualizing the program planning for students necessitates a comprehensive understanding of the goals, aspirations, temperament, and achievement levels of our enrollees.

The initiation of this type of comprehensive assessment of the student must begin with an identification of the problems to be solved. Basically, it appears that these problems fall into two broad categories:

A. Those decision-making problems related to instructional areas such as:

1. Yes-No decisions regarding admissions to given programs, special curriculums or specific courses.

2. Classification decisions which could involve multi-level placement for those admitted to a given program, advanced placement in college, and placement in foreign language study groups, etc.

3. Evaluative decisions to test the progress of an individual.

4. Decisions relating to the verification of hypothesis in research studies.

B. Those problems not related to the decision-making process as far as instructional matters are concerned. Generally, this category envisions the use of tests and test scores to enhance each student's self-understanding. Those tests would be more student oriented rather than program oriented.

Steps have been taken in the past three years to use some test data for the purposes outlined above. However, the testing that was done was fragmentary and the results not meaningfully used.

It is proposed that a College Testing Committee be formed to:

A. Identify the problems that need be and can be solved with the institution of a comprehensive testing program.

B. Identify the tests that can and should be administered to provide answers for the problems identified.
C. Work out the testing responsibilities shared by the instructional divisions and the Dean of Students Office.

D. Draw up a time-table and work out the steps for implementation of the testing program decided upon.

Summary

It is anticipated that the student personnel services at Kalamazoo Valley Community College will be greatly improved under the new organizational structure.

The admissions process will become a "humanized process" with each applicant meeting with a representative of the Admissions Office, rather than the "paper process" which it now is for far too many students.

The counseling and advising system will enable the individualization of educational programs to best meet students needs and will identify those students who need help and provide time to give them that help.

Those students who do not appear to need assistance beyond the initial program planning will have been assisted in defining their educational goals and will have a total program which they can follow at their own pace.

The twenty-two student personnel function identified will be implemented to the greatest extent possible.

Responsibility and accountability, two key words in today's world, have been taken into consideration and have become meaningful terms in helping students define and reach educational-vocational goals.
Appendix I

TWENTY-TWO BASIC STUDENT PERSONNEL FUNCTIONS

Orientation Functions

1. Precolllege Information: Dissemination of information by brochures, counselor visitations, on-campus visits, conferences, direct correspondence, etc., to encourage college attendance, to note special features of the college, to further understanding of requirements for admission and for special curriculums, to develop proper attitudes, and to give all pertinent information contributing to student decision and planning.

2. Student Induction: Geographical, academic, social, attitudinal, and other psychological orientation of the student to the college. Preferably, this orientation should be intermittent throughout the spring and summer period prior to initial enrollment.

3. Group Orientation: All information giving associated with induction into college, attitude development, effective study skills, test interpretation, vocational decision, educational planning, involvement in activities, rules and regulations, etc., which lends itself to the group process as well or better than through individual contact.

4. Career Information: Provision of occupational information toward narrowing of vocational choice. Basic curriculum decisions and planning is contingent upon possession of maximum occupational information made available through comprehensive libraries, brochures and references, seminars, consultation services, faculty advisement, and particularly through local or regional occupational information centers.

Appraisal Functions

5. Personnel Records: Maintenance of accurate, functional records to be compiled into a cumulative file reflecting educational, psychological, physical, and personal development. These records should be comprehensive, pertinent, accurate, and should be widely but discreetly disseminated.

6. Educational Testing: Measurement of aptitude, interests, values, achievement, and personality factors of students as well as assessment of the pervasive characteristics and tone or climate of the institution. (6a.) Basic Skill Diagnosis: Evaluation of past record and testing in the skills of reading, listening, speaking, composition, and mathematics to assure proper placement of students in courses of varying levels of difficulty. Coordination with instruction in these fields remains integral to this service.

1 Collins, Charles C. Junior College Student Personnel Programs What They Are and What They Should Be (A Discussion Based on Findings and Recommendations in the Report).

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7. **Applicant Appraisal**: Subsumes all devices, such as transcript and test interpretation, individual case studies, interviewing of students, conducting staff enquiries, etc., to obtain, organize and evaluate significant background information to determine admission and curriculum eligibility, to effect proper placement and to assist students toward the self-knowledge needed for decision making and planning.

8. **Health Appraisal**: Canvass of health and physical condition, review of health records, health counseling, establishment of referral system, and physical well-being of students made possible by the employment of a public health nurse.

**Consultation Functions**

9. **Student Counseling**: Professional service to students in clarifying basic values, attitudes, interests and abilities; all phases of decision making; formulating vocational-educational plans; in identifying and resolving problems interfering with plans and progress; and in providing appropriate resources for more intensive and deep-seated personal problems.

10. **Student Advisement**: Giving of information pertinent to selection of courses, occupational prerequisites, transfer requirements, effective study methods, academic progress, availability of resource agencies and other such areas of concern to students. The depth level of advisement will depend on whether it is done by the professional counselor or by the faculty adviser.

11. **Applicant Consulting**: Giving of information pertinent to interpretation of tests and other data, and proffering educational and occupational service to applicants prior to formal admission.

**Participation Functions**

12. **Co-Curricular Activities**: Arranging for cultural activities, sponsoring of clubs and organizations, advising student publications, organizing vocational and other special interest groups—all co-curricular activities which contribute to educational growth and development.

13. **Student Self-Government**: Advising student government organizations, providing training in formal and informal group processes, conducting leadership training programs, and supervising intercollegiate student government conferences and all other significant aspects of citizenship training.

**Regulation Functions**

14. **Student Registration**: Designing registration forms and data processing procedures, effecting class changes and withdrawals, recording instructors' grades, providing transcripts and, where possible, machine-scheduling the students into classes. These key functions are performed by the registrar but under the supervision of the chief administrator of student personnel.
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15. **Academic Regulation**: Enforcing probation policies, evaluating graduation eligibility, handling cases of student infraction of the college rules, interviewing terminated students or probationers petitioning for readmission. These and other semi-punitive duties fall within the scope of student personnel but need not be done by those doing relationship counseling.

16. **Social Regulation**: Social involvement, social amenities, social grace, moral and ethical conduct are all concerns of student personnel workers, particularly to those responsible for student activities and for the operation of on-campus living facilities.

**Service Functions**

17. **Financial Aids**: Loans, scholarships, part-time jobs, budget management, solicitation of funds, securing of government grants. All of these are necessary if the economic equation is to be balanced so that no student is denied college because of lack of money. Specialists within student personnel are needed to perform these tasks.

18. **Placement**: The placement officer within the student personnel office has responsibility for locating appropriate employment for qualified graduates and other students terminating their college training, for providing prospective employers with placement information, and for follow-up studies designed to provide guides to curricular development.

**Organizational Functions**

19. **Program Articulation**: For smooth transition throughout the two-year college period, there must be adequate two-way college period, there must be adequate two-way flow with the faculties of the feeder high schools and with the colleges of transfer, effective intrastaff relationships, and good lines of communication with industrial and commercial enterprises and other cooperating agencies within the community.

20. **In-Service Education**: Systematic opportunities for professional discussion among student personnel staff members, consultants for special areas of interest and need, a flood of professional literature, interpretation of local research data, provision for attendance at professional conferences, systematic articulation with instructional departments and periodic summer workshops or other review and updating seminars.

21. **Program Evaluation**: Follow-up of dropouts, graduates and transfers; student evaluation of counseling; student affairs, etc.; development of local normative data and other research on special topics of interest.

22. **Administrative Organization**: To be effective, student personnel programs must be adequately staffed, housed, financed, evaluated, and effectively related to the total mission of the college.
Each program counselor is responsible to the Assistant Dean of Instruction for advising and counseling all students identified with specifically assigned instructional programs. Specific duties include the following:

1. Use approved guidelines to develop a program plan with each student identified with each assigned occupational/career and/or instructional program after his initial enrollment at the College.
   a. Interpret policies, procedures, test scores and other pertinent data to students.
   b. Advise such students in the preparation of an appropriate career and educational plan.
   c. Keep informed of current vocational-occupational-career opportunities and trends appropriate to assigned instructional programs.
   d. Keep informed of the current educational and occupational offerings and requirements of KVCC and other educational institutions.
   e. Upon its completion and approval, provide a copy of each student's program contract to the Dean of Student's Office.

2. Coordinate activities of program advisors.

3. Assist the Director of Admissions in the presentation of College programs to high school students and faculty and the general community requested by the Assistant Dean of Instruction.

4. Teach FRS 100 and/or other courses as assigned by the Assistant Dean of Instruction.

5. Participate in activities and meetings to provide liaison with the Dean of Students office as designated by the Assistant Dean of Instruction.

6. Participate in the orientation and registration processes as assigned by the Assistant Dean of Instruction.

7. Assist in placement testing or testing for selected programs upon request by the Assistant Dean of Instruction in cooperation with the Dean of Students office.

8. Serve on various College or division committees upon appointment or if elected.

9. Assist Division Chairmen and other faculty members in the planning of course offerings.

10. Keep such statistical data and other information appropriate for preparation of reports as requested by the Assistant Dean of Instruction.

11. Refer to the Dean of Students Office students who need specialized psychological, health, or other student personnel services which the counselor is not qualified to provide.

Perform other activities which are related to advising and counseling and for which he is qualified as assigned by the Assistant Dean of Instruction.