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ABSTRACT

Guidelines for a student personnel program suggest that there should be clear-cut objectives and policies for each program function. In addition to personal, educational, and vocational counseling, the program can give assistance in housing, financial aid, job placement, and health care. Other student services include admissions, orientation, testing, registration, and retention of records. All services should be available to all students, including part-time, summer, and adult students. Personnel workers can encourage the expansion of educational opportunities in response to community needs and the activity program (ranging from student government to athletic events) can attract faculty participants and help to develop student potential. Student involvement in community service programs should be encouraged. (MS)

MARYLAND ASSOCIATION OF JUNIOR COLLEGES--STUDENT PERSONNEL DIVISION
TASK FORCE ONE
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE ROLE OF STUDENT PERSONNEL PROGRAMS IN MARYLAND COMMUNITY COLLEGES

By a Task Force of community college students,
faculty members, presidents, academic deans, and
student personnel workers.

JC 700 048

JOHN E. RAVEKES
Chairman

UNIVERSITY OF CALIF.
LOS ANGELES

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ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES

Adopted by the Maryland Association
of Junior Colleges -- Student Personnel Division on
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Two versions of this document have been prepared. This complete edition as well as a short summary one is available through the Office of the Dean of Students, Essex Community College, Baltimore, County, Maryland, 21237. Cost per copy \$1.00.

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FOREWORD

A sincere word of thanks and appreciation is offered on behalf of the Student Personnel Division of the Maryland Association of Junior Colleges to all members of Task Force One who worked to make this document a useful tool for all student personnel workers in the public, community colleges of Maryland. Dr. John Ravekes, Task Force Chairman, must be singled out for particular mention because his enthusiasm for the project was largely responsible for having a complicated task completed on schedule and with maximum involvement of the total membership as the committee produced the several drafts that led to the final copy you have before you.

It is hoped that the Division members will use this document to begin, or continue, a thoughtful discussion on their campus that will produce or refine a statement of philosophy and set of objectives for their work with students that is appropriate to the community of which their college is a part. Remember that these guidelines are just that – guidelines. They need to be applied in a manner that reflects philosophy and is relevant to your community.

Our Division must build on this excellent beginning by using these guidelines as a base from which healthy, professional debate should grow. In particular, I believe the topics, which produced in the committee the toughest debate, should be used as subjects for future annual meetings. Additional Task Forces should be called for by the membership to study, suggest and implement the recommendations of this pioneer effort.

EDWARD C. KUHL, JR.
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FOREWORD

We can forget too easily that all aspects of the college program exist to facilitate learning on the part of students. The *locus* is the student; indeed, the message of the student revolts and disorders on the American campus is that we have too often neglected the student in our planning, in our curriculum programming, and in other aspects of the college scene.

It is well then that the Student Personnel Division of the Maryland Association of Junior Colleges has set forth under one cover the nature of Maryland community college students, the objectives of junior college education, the duties and responsibilities of the Student Personnel Division specifically, and the tasks of the faculty and administration in the area of student personnel services.

The Maryland Council of Community College Presidents is proud to have had a role in this publication and to have assisted in its furtherance. We salute those whose names are included in the membership of Task Force One Roster.

HARRY BARD
President
Maryland Council of Community
College Presidents

PREFACE

In 1968, the Student Personnel Division of the Maryland Association of Junior Colleges, supported by a Title 5 A NDEA grant from the Federal Government, developed a four-phase project to advance professionalism among its members. Phase one was a conference in October, 1968, at Williamsburg, Virginia, with the theme "Patterns for Progress in Personnel Programs." Phase two was a written summary of this conference. Phase three was a self-evaluation study of the various student personnel programs in Maryland community colleges. Phase four was the establishment of a Task Force comprised of community college students, faculty, administration and student personnel workers to write a set of guidelines for student personnel services. This document completes phase four.

Mr. Edward Kuhl, Chairman of the Maryland Association of Junior Colleges — Student Personnel Division appointed the members of Task Force One in December, 1968. After several meetings of this committee a draft was approved and sent to the Community Colleges. Members of the Task Force then met with the various student personnel departments to discuss the proposed guidelines. Thus virtually every community college student personnel worker in Maryland was able to contribute to the formation of these guidelines. After this series of meetings, a final draft was prepared. At the Spring, 1969 meeting of the Student Personnel Division, this document was adopted.

In the course of preparing these guidelines a variety of people contributed measurably to their development. Certainly the entire Task Force was most helpful, especially the sub-committee and our consultant, Dr. Jane Matson. Furthermore, I received the advice and support of many other colleagues. The several drafts were read and criticized by the members of the Student Personnel staff at Essex Community College. Dr. Terry O'Banion's perceptive comments were also most helpful. Also, I wish to acknowledge Mr. Michael Virden for his fine editing of the final version. Last, but not least, I wish to thank Mrs. Julia Gaul and Mrs. Ruby Gaul who supplied the secretarial services and social amenities so important to the successful completion of this project.

JOHN E. RAVEKES
Chairman
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Student Personnel Division

Maryland Council of Community College Presidents

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INTRODUCTION

Higher Education in Maryland is undergoing rapid growth and fundamental change in both purpose and organization. Particularly affected are the public community colleges which are experiencing a virtual explosion in student enrollment, building programs, curriculum offerings, and public demand for service.

While some of the changes currently taking place in Maryland are subtle, others are dramatic with their full impact still to be felt. A new State Board for Community Colleges has assumed responsibilities previously held by the State Department of Education. At the present time, several local boards of education have already divested themselves of their responsibility for community colleges, and new, independent boards of trustees have assumed this responsibility. A new Master Plan for Higher Education (which includes important implications for community colleges) is under consideration,¹ and the Maryland Council for Higher Education is assuming an expanded role in the direction and coordination of higher education in Maryland. Clearly, public higher education in Maryland is in a dynamic period.

Furthermore, national attention is focused on higher education. A variety of sources, including basic research, suggests higher education is not achieving all of its stated objectives. Student revolts highlight claims that education is inappropriate and irrelevant, that teaching is poor, that there is inadequate student involvement in the institutional decision-making process, and that regulations have been established that impinge on personal rights. Taxpayers, indignant over student activism and burdened with an ever spiraling tax rate, are demanding more proof of results and more justification of budget requests. Our public colleges are being asked to undertake a greater degree of self-assessment and meaningful self-evaluation than ever before. Maryland's proposed Master Plan for Higher Education makes this abundantly clear:

As more and more young people graduate from secondary school and an ever increasing number of these seek admission to college with the reasonable expectation that such institutions will better prepare them for productive lives that will extend into the 21st century, it is imperative that responsible educators and legislators provide for these young citizens the kind and quality of education they need and expect. Concurrently, as the nation girds itself to meet the challenges of a new

century, it looks to higher education as the wellspring of the imaginative concepts and of the creative personnel required for the task. If these expectations are to be realized, careful educational planning must be undertaken, so that the future of this land and her people is not left to the vagaries of change.

More explicitly each institution reviews its past to look for the major trends and the important decisions that have shaped its present. It then must look hard at itself — at the kind of students it serves, at the variety of the programs it offers, at the strength of its faculty, and its resources, its finances and its facilities — in order to have a realistic evaluation of what it is and of the service it is rendering.²

The problem is a complicated one for community colleges in that they are new institutions, often ill-defined, and usually in a state of flux. Flexible and willing to improvise to meet new situations, they can best be described as “becoming.” Before having an opportunity clearly to establish and evaluate their own purposes, they are caught up in a nationwide assessment of higher education. Dr. Edmund J. Gleazer, Executive Director of the American Association of Junior Colleges, in an address to Maryland Student Personnel Workers makes this point very clear:

The crisis in the cities, the rise of Black Power, increasing student dissent, the poverty problems, the dilemma of the educationally handicapped, now force the community college, perhaps even more than any other educational institution, to take a look at itself — to examine its shortcomings as well as its potential. For here is an institution which declares its role to be that of a major instrument in providing opportunity for education beyond the high school for all who want it — close to home — low cost, open-door, and with programs that fit. Now, as we look at ourselves under the pressures of the environment, we begin to ask — close to whose homes? Is low-cost still too high? What good the open-door if the student quickly moves out again? How do we get a good fit between program and student — trim the student or alter the programs?³

In particular, junior college student personnel programs have been undertaking a far reaching process of self-evaluation. Terry O'Banion has summarized the current state of this self-evaluation as follows:

The junior college is a new institution, and student personnel work is a new profession. Being in a new profession in a new institution creates ambivalency, anxiety, disorientation . . .

Those who have come to positions of leadership in the junior college confuse us with their parental-like pronouncements: Ed Gleazer says that we “are ‘democracy’s college’ of this century.” And Lee Medsker adds, “the student personnel program is its key to success.” E. G. Williamson . . . told us that we were the “cutting edge of

the Student Personnel Movement." We swagger and strut under this assurance of our greatness and importance until we are reminded by T. R. McConnell that "student personnel work is the practice of a mystery." And the dark depression of an adolescent Sunday afternoon deepens when we review Max Raines' report of the Carnegie Study:

1. Three-fourths of the junior colleges have inadequate student personnel programs.
2. Adequate guidance and counseling is provided in less than one-half of the colleges.
3. Coordinative, evaluative, and up-grading functions are the least effectively provided of all functions.
4. Current staffing patterns are grossly inadequate both quantitatively and qualitatively . . .

The major findings of the Carnegie Study are our professional pimples, and it is difficult for us to think of ourselves as the key to success in the junior college.⁴

Hopefully, these functions will become the "Pattern for Progress" (the theme of the Williamsburg Conference) for student personnel programs in Maryland. They should also serve as an elaboration for the Maryland Council for Higher Education, the new State Board for Community Colleges, the new local Boards of Trustees, as well as for students, faculty, and administration, on the key role student personnel is able to perform in Maryland community colleges. In addition, this document should be useful as a guide for each community college as it seeks to define its own objectives and evaluate the effectiveness of its own student personnel program.

Naturally, this document is not meant to establish state-wide standards which bind each college. Instead, each Maryland community college should take these functions and adapt them to the philosophy and practices of its own institution. What the document does represent, however, is the current generalized opinions of the members of the Maryland Association of Junior Colleges — Student Personnel Division. Obviously, there remains some debate, even among student personnel workers, over many of the points. Further, these functions generally represent desirable goals rather than practical solutions. Indeed, many of the purposes are admittedly difficult, if not impossible, to achieve completely.

In addition to writing this list of functions, the Student Personnel Division of the Maryland Association of Junior Colleges is concurrently undertaking a state-wide evaluation of student personnel programs, using nationally recognized consultants and the "Inventory of Selected College Functions."

MARYLAND COMMUNITY COLLEGES

PURPOSE AND ROLE

Public higher education in Maryland is currently organized as a tri-partite system composed of the University of Maryland, the State Colleges, and the Community Colleges. The proposed Master Plan of the Maryland Council for Higher Education recommends that this system be retained, with appropriate division of responsibility. The entire Master Plan's description of the various levels of higher education is reproduced in Appendix A. The University of Maryland, though offering instruction at all levels of higher education, will place emphasis on upper division, graduate and professional education, and research. At present, the University should be the only public institution to offer academic programs beyond the master's degree. The State Colleges should offer undergraduate and master's degrees in the arts and sciences and in education.

The community colleges are described as follows:

Unlike the other two segments, the community colleges are primarily local institutions funded in part by local revenues and governed by a local board. Their primary purpose is to serve the community in which they exist and they do this through three types of program: 1) occupational programs requiring more than a secondary school education; 2) continuing and adult educational programs; and 3) two-year transfer programs in the liberal arts and in pre-professional work. All three programs serve to bring "college" within the economic capability of a greater number of community residents. Community colleges should be alert to the new and changing demands of their communities and be ready to work with community leaders in the development of programs, with or without a degree, to prepare people to effectively cope with the new needs. Community colleges should assume the responsibilities for meeting regional and state needs as integral parts of the tri-partite system.⁵

Furthermore, the Master Plan recommends that "enrollments should be most restrictive at the University of Maryland, less so at the State colleges, and relatively unrestricted at the community colleges."⁶

The presidents of Maryland's community colleges, in a joint statement describing the scope and character of public two-year colleges in Maryland, recognize that although "community colleges differ from one another in Maryland, nevertheless there are some general characteristics in scope which identify and define these two-year institutions as a distinctive segment of higher education." (The entire statement by the Maryland Community College Presidents is reproduced in Appendix B. Furthermore, see Appendix C for the history of Maryland community colleges and Appendix D for their control and financing.)

The presidents point out that community colleges in Maryland are characterized by being comprehensive, adaptable, community-centered; they are accessible geographically, financially, and academically by means of the "open door" admissions policy. Furthermore, the presidents list a diversified range of program offerings, including occupational, transfer, general education, and continuing education. Other programs mentioned include student personnel services and developmental/remedial programs.

ENROLLMENT GROWTH

Enrollment in Maryland colleges tripled between 1955 and 1968.⁷ The most spectacular growth was in the public community colleges. Within this thirteen-year period, community colleges grew from 1,452 students to 27,201. Of the Fall 1968 total, 14,676 were full-time and 12,525 were part-time students. The number enrolled in career or occupational coursework consisted of 3,534 of the full-time students and 2,902 of the part-time students. Also, most of the community colleges have many students who are enrolled in non-credit courses.

There has been an encouraging change in the college aspirations of Maryland high school students. Each year a larger proportion of college age youth seek formal education beyond high school. In 1965, 39.6 per cent of the public high school graduates attended college as compared to slightly over 27 per cent of the 1955 graduates. Most of the increase in the percentage of high school seniors going to college was absorbed by the community colleges.

While Maryland's record of college attendance by recent high school graduates is only slightly below the national average, Maryland has some distance to go to match many other states in the percentage of high school graduates who directly enroll in a college or university. In 1967, the national average of the college age population enrolled in college was 52.4 per cent compared to Maryland's 45.7 per cent. As the Master Plan concludes, "Since higher education is so important to the welfare of the State, Maryland must work to provide a diversity of higher education suited to the needs of its citizens which will attract a higher percentage of the population."⁸

Student personnel programs cannot be appropriately or adequately evaluated without a clear, comprehensive knowledge of the students they serve. As pointed out, Maryland community colleges provide a wide range of offerings, including transfer programs, career education, community service,

CHARACTERISTICS OF MARYLAND COMMUNITY COLLEGE STUDENTS

and continuing education. In addition, the community colleges are trying to extend educational opportunities by having "open door" admission policies, being accessible to students, offering appropriate educational programs, charging low tuition, offering many financial aid programs and remedial programs.

This diversity of programs and the effort to extend educational opportunity bring to the community colleges a diverse student population. It is virtually impossible to generalize or to describe a typical student. On public community college campuses in Maryland, students differ markedly from one another in age, maturity, financial resources, personality characteristics, abilities and aptitudes, goals and aspirations, cultural and socio-economic background, and duration of enrollment.

This diversity of student characteristics has important implications for student personnel programs. Furthermore, this great mix of students can be an asset to a program of education for a community. In Maryland community colleges, instructors and counselors must understand the nature of the instructional benefits and problems created by the great range of student academic ability, and they must be prepared to cope with them. As enrollments increase, the "open door" of Maryland community colleges will attract larger numbers of low achieving high school graduates, as well as adults who have been away from formal education for a number of years. The challenge of meeting the needs of these students will certainly be one of the central concerns of all of higher education during the next decade. (See Appendix F for additional descriptions and discussion of the characteristics of Maryland community college students.)

PHILOSOPHY AND OBJECTIVES OF STUDENT PERSONNEL PROGRAMS

At a time when many practices and policies in higher education are being reviewed in quiet sessions *and* in violent demonstrations, the writing of a philosophy and a set of objectives for a part of higher education is difficult. Many of the old, cherished ideas that guided student personnel work are being questioned, remodeled, or cast aside as no longer "relevant" to this day.

Faith in education as a way to a better and fuller life does not seem to be weakened, but the manner and extent of the student's involvement in the control of the process of his own education are being questioned. This is a healthy sign and it should be encouraged.

Student personnel work has often been described as a profession that has been deeply involved in assisting students to plan an educational program that will provide an individual path through the maze of mass education. It has further been described as a profession devoted to student development through psychological and sociological techniques that provide role models, group work, and arrangement of appropriate campus environment and climate. Certainly these descriptions should still be accurate in today's college world.

Along with the function of educational/vocational planning, which includes the vital function of counseling for personal concerns that may be blocking a student's movement toward his goal, student personnel work has included a collection of services designed to assist students over some common problems, such as the need for assistance with housing, financial aid, job placement, and health care.

Both the proposed Master Plan and a statement by the Maryland Community College Presidents stress the important role student personnel programs are expected to fulfill. In defining the role of the community college, the Master Plan noted they should "offer strong guidance programs so that their students may be in a better position to evaluate their educational and occupational needs." Furthermore, "the public institutions of higher learning and their governing boards [should] reassess their programs for guidance, counseling, and related services and prepare an analysis of their objectives and the degree to which they feel they are meeting these objectives, including the need for additional personnel or additional services in this area."

The Maryland Community College Presidents described a major set of student personnel objectives and services:

The wide variety of students enrolling in the programs of the two-year college necessitates a particularly strong emphasis on effective student personnel services. Programs must be clearly interpreted to students, proper goal selection must be emphasized, and opportunities must exist for students to plan their own activities and to receive help with personal problems.

In addition to guidance, counseling and student activities, the college must provide a variety of other student services, including admissions, orientation, testing, registration, retention of records, financial assistance, and job placement.

Special attention is given to providing opportunities to students to plan, participate in, and evaluate a broad variety of activities designed to enrich their College experience by broadening their education, acquaintanceships, talents, leadership opportunities, sense of responsibility, and opportunities to serve the College and the community.

The objective of student personnel programs is to help encourage the growth and development of student behavior by assisting the student in:

- I. self-understanding through
 - evaluation
 - planning
 - decision-making
 - remediation of deficiencies
- II. understanding others as individuals and as groups of individuals through
 - formal group memberships
 - informal gatherings
 - service to others
 - group processes and group counseling
- III. understanding society through
 - knowledge of institutions
 - participation as part of an institution
 - use of institutional services

**IV. integration of the understanding of self, others,
and society into a system of values appropriate for
each person through**

- experience with others**
- study**
- counseling**

The objectives outlined above are, of course, not unique to student personnel. The statement of objectives and philosophy of all Maryland community colleges include similar points. Specific objectives for student personnel programs certainly belong with the total objectives of community colleges.

STUDENT PERSONNEL FUNCTIONS

The following section develops the general and specific functions through which student personnel workers achieve their objectives. These activities should fall within the organizational framework of a unified student personnel department. When all the student personnel functions are brought together under the direction and responsibility of a single administrative unit, teamwork among related staff members is enhanced, communications made easier, and the objectives of student personnel programs more effectively and efficiently accomplished.

Many of the functions listed, especially the general functions of student development, individualizing education, expansion of educational opportunity, and serving the local community are not the sole, or even the major, responsibility of student personnel workers. Student personnel, along with all other aspects of the college, contributes to the achievement of these goals. Naturally, the faculty plays a large role – often the predominant role – in the fulfillment of these objectives. Nothing in this document is meant to minimize the role of the teaching faculty. Both teaching faculty and student personnel workers are essential to the fulfillment of the college's goals. Just as student personnel can often contribute to the teaching effectiveness of the faculty, so the faculty can contribute to the effectiveness of student personnel programs.

All student personnel programs should be made equally available to every student regardless of his status or curriculum, including summer school students and adult students attending part-time during day or evening hours or on weekends. There is a need to provide adequate services for students attending classes located away from the main campus. The services to part-time students should be offered by staff members as qualified as those who serve full-time students. Certainly, efforts should be made to identify the needs, as well as evaluate the services, of part-time and adult students.

GENERAL FUNCTIONS OF STUDENT PERSONNEL PROGRAMS

FOR THE COLLEGE

STUDENT DEVELOPMENT

Student personnel workers have often defined themselves as "student development specialists." Clearly implied is the concept that student personnel workers, through training in the behavioral sciences, provide leadership to the entire campus in facilitating student learning and development. They should use their expertise to play a key role in the total educational process of the college through deep involvement in managing the environment, developing curriculums, and creating a learning and teaching atmosphere which facilitate change in student behavior, attitude, and knowledge. In cooperation with the faculty, student personnel workers need to be concerned with the relevance of the education students are receiving. They must affect the learning process by serving as resource personnel to members of the college staff on all student development programs. Faculty and student personnel workers must share a mutual concern and involvement in the identification and evaluation of appropriate educational processes. Obviously, the same knowledge of students and their development should be applied to those educational activities outside of the classroom for which student personnel workers are traditionally responsible.

INDIVIDUALIZED EDUCATION

Since mass education is synonymous with the achievement of universal educational opportunity, student personnel workers must make every effort to individualize and personalize the educational process. Higher education must commit itself to a concern for individuals. A basic purpose of education is to help each person understand and reach his own unique goals and aspirations. Sadie Higgins and Alice Thurston stressed this point:

Despite our growing pains and despite the creeping depersonalization within our society, we cannot allow our students to be nameless and faceless. Whether or not we will be able to reach each one personally is perhaps beside the point. More important is that we try. Through such tested devices as admissions interviews, student-faculty discussions, well-defined avenues of appeal of real or fancied injustices, physical plants that reflect awareness of student needs, and through creative innovations, we can remain the kinds of institutions which students perceive as caring for them as individuals.¹⁰

Max Raines has also stressed the need to individualize education by stating that "the anonymity of urbanization, the insecurities of social and geographic mobility, the intensified conflicts among sub-cultural groups, the dramatic changes brought about by computer technologies are but a few of the factors which speak strongly for personalization of the educational process."¹¹ All members of

ENVIRONMENT MANAGEMENT

institutions of higher learning must make a concentrated effort to know their students and provide a variety of educational programs, activities, and services.

Student personnel workers should apply their knowledge of students and the learning process to planning optimal campus environment. As L. Lynn Ourth pointed out at our Williamsburg Conference, "... student personnel must provide the leadership in making collegiate environments useful as agents for student development."¹² The college's physical environment should create a climate which enhances positive student and faculty attitudes.

For example, opportunities should be provided for students to be alone or to congregate in groups. Informal student-student and student-faculty interaction should be encouraged by physical facilities. Especially important for commuting students are areas where they can feel at home, where they perceive a "sense of personal territory."

The attitude of the college is clearly reflected in its physical facilities. For example, a climate of service to all students can be enhanced by "open door" faculty and counseling offices. Offices which encourage casual drop-ins and which "reach-out" and invite students to enter could be located off open lounges or in areas of heavy student traffic. Of course, opportunities must also exist for students to see counselors privately.

PSYCHOLOGICAL CLIMATE

In cooperation with the faculty, student personnel workers should strive for the development of a climate which is pervaded by a "student point of view." Methods of instruction, curriculum, services, policies, and academic standards should be in the students' best interest. A psychological climate which reflects this concern for students is absolutely essential if the institution is to be maximally effective in the attainment of its objectives. Students, faculty, administration, and, not least of all, the non-professional clerical and custodial staff should have positive attitudes toward the contribution they make to this climate. In-service education for all college personnel in human relations and institutional purpose could contribute measurably to an atmosphere which enhances student growth.

Student personnel workers must be concerned with the causes of recent student unrest and attempt to solve the problems which cause disorder. At the Williamsburg Conference the participants concluded that "student personnel workers should insure that students have channels of communication to express their needs and concerns regarding the life of the college." Further, they should work toward the adoption of policies and practices which assure students' rights and freedoms.

Students, seeking a shield similar to the faculty's academic freedom and tenure system, have contributed to the recent "Joint Statement on the Rights and Freedoms of Students."¹³ Such a

statement should exist in each institution, following the pattern of the original but tailored to the uniqueness of the local institution. Basically, the document calls for the development of policies and procedures which provide and safeguard the following student rights: free inquiry and free expression; college records which do not reflect students' political activities or beliefs; freedom to organize and join associations to promote common interests; freedom to support causes by orderly means which do not disrupt the regular and essential operation of the institution; freedom to invite and to hear persons of their own choosing; student publications with a high degree of editorial freedom and financial autonomy. Clearly institutional regulations which abridge the normal freedoms of citizens in a democracy should not be established, and furthermore, procedural standards of due process for disciplinary action should be developed.

FOR THE COMMUNITY

The Educational Policies Commission has recommended that the nation's goal of universal opportunity for education extend at least two years beyond high school. In the words of the Commission, "unless opportunity for education beyond the high school can be made available to all, while at the same time increasing the effectiveness of the elementary and secondary schools, then the American promise of individual dignity and freedom cannot be extended to all In the future, the important question needs to be not 'Who deserves to be admitted?' but 'Whom can the society, in conscience and self-interest, exclude?'"¹⁴

Community college student personnel workers must accept the challenge of expanding appropriate educational opportunities, especially to the educationally handicapped and socio-economically disadvantaged. Maryland community colleges have contributed to expanding educational opportunities by adopting "open door" admissions policies, being geographically accessible to many students, offering appropriate and varied educational programs, and having low tuition costs in conjunction with diversified financial aid programs.¹⁵

The proposed Master Plan states the responsibility of the state to provide educational opportunity as follows: "The State has a responsibility to provide the opportunity for higher education to all students who can benefit from it. The responsibility is discharged when, within the State's ability to pay, the institutions of higher learning are accessible to the students, appropriate to their needs, and adequate for the training they desire."¹⁶

While most Maryland community colleges accept this goal, its achievement is still to be realized. Many segments of the population are under-represented in our student bodies.¹⁷ As Jane Matson has pointed out,

Some of the educational responsibilities which the junior college has claimed are being assumed, almost by default, by other community groups and agencies. There is

EXPANSION OF EDUCATIONAL OPPORTUNITIES

considerable evidence that the junior college, generally, is not doing all it could, all it should, nor all that it claimed it would do, to democratize educational opportunity. There is no question of the enormity of this task nor its difficulties and pitfalls. But there are many who have faith in the ultimate ability of the community junior college to accomplish this task at a level which will justify its stated aims and objectives.¹⁸

Student personnel workers must carry a heavy portion of the load in making educational opportunity for all a reality.

RESPONSE TO COMMUNITY NEEDS

The nature of the community in which the college is located must influence the purposes and philosophy of the college, including the objectives and functions of the student personnel program. For example, such social and economic factors as the cultural and ethnic make-up of the community, the types of industries and businesses, as well as the availability of other educational institutions, help define the community college's role. The college should be the community's own institution — openly and purposely in and of the community it serves. As the proposed Master Plan points out, "community colleges should be alert to the new and changing demands of their communities and be ready to work with community leaders in the development of programs, with or without a degree, to prepare people to effectively cope with the new needs."¹⁹

The Community College Presidents reinforced this important function as follows:

The community college is local in the sense that it serves the interest of the local community. However, this view is not provincial, for the individual, the region, the state, and the nation and society in general are also important points of reference. However, it is the local jurisdiction which provides the cues for program and planning and makes the most significant assessment of need and location of facilities.

Furthermore, the presidents have stressed the community's need for life-long learning:

As noted above, the community college finds itself deeply involved in continuing education and community services. These programs are tacit admission of the fact that times and requirements change and that the community college can assist people to face these changes effectively and to deepen their understanding of them. The fact that the institution is local and central in the community assists it in reaching out to those in need of education — at whatever age or in whatever stage of life.

In conjunction with all other areas of the college, student personnel workers should provide services for the community from the resources and skills of its own staff, especially community

CONCERN FOR IMPROVEMENT OF THE COMMUNITY

counseling services. It is probable that there are few other agencies in the community which hold the potential for such positive contributions to mental health as does the community college with its opportunities for both counseling and training.

In conjunction with students, community agencies and citizens, the entire professional college staff should work to improve the educational, cultural, and socio-economic level of the community. The college should serve as a catalyst for community development and self-improvement. Through the provision of leadership and coordination, the college can serve as a community "change agent" for social advancement, including improvement in race and ethnic relations. Further, the college should serve as a focal point for the cultural and intellectual development of the community it serves.

Jesse Bogue pointed out in 1950 that "every college, regardless of its size or method of control, should seek out and encourage adults in the community to improve themselves and their occupational status."²⁰ More recently, the Board of Directors of the American Association of Junior Colleges stated, "that the comprehensive response to the disadvantaged extends well beyond the classroom and the campus. There are critical communication, economic, and cultural gaps compounding the educational gap. The two-year college can and should be an instrument in the remedy of all these gaps . . . The Association recognizes that poverty and prejudice are barriers to opportunity for millions of Americans and thus impediments that restrict and threaten national progress."²¹

One special role community colleges in Maryland should assume is the improvement of race relations and the furtherance of racial integration. As the Master Plan points out:

Racially-segregated education is also a deterrent to the maximum development of the potentialities of the students. It is rather obviously an inhibiting factor in the academic and intellectual development of the students of minority groups. Institutionalized segregation limits the effectiveness of education as it relates to the individual as well as to the society of which he is a member. It is imperative that this situation be corrected in order to bring all students into the mainstream of American life and culture.

Deliberate, active and persistent recruitment of members of minority races insofar as the dominant population of any given institution is concerned is such a measure.²²

COUNSELING

SPECIFIC FUNCTIONS OF STUDENT PERSONNEL PROGRAMS

Because the community college offers an experience in higher education to almost anyone who seeks it, there is a responsibility to provide the opportunity for students to integrate their educational experience into their lives and personalities. Opportunities for counseling directly or indirectly related to the college must be made readily available to all students. The Master Plan clearly established the importance of counseling in Maryland colleges:

More than ever before, colleges have student bodies that require expert guidance and counseling services. . . . There is a responsibility to society as well as to the individual to enable each student to make the most of his abilities. To assume that a student can solve all his problems on his own is unrealistic. To assume that a student's meeting the academic standards of an institution necessarily prepares him to be a worthy citizen is also unrealistic. Changes in society itself have placed unprecedented demands on individuals, creating emotional strains that can be detrimental not only to the student's well-being but to our democratic way of life.^{2,3}

Since the "open door" community college offers a diverse educational program, the students, if they are to choose wisely among the many opportunities available, must be assisted in identifying their abilities and interests as well as assessing their deficiencies and potentialities. This is especially true for the student who is uncertain about his educational goals. Again, the Master Plan makes the need clear:

Development of the community colleges has particular advantages for the uncertain and marginal students, for these colleges are capable of permitting the horizontal movement of their students among the various career programs and between the career programs and the transfer programs. Thus the student unsure of his life's occupational goals can, in the community college, sample both academic and career programs until he is ready to make a choice.^{2,4}

ELEMENTS:

1. Make available to all students, in a wide range of convenient times and places, professionally trained personnel to assist students as they seek to understand themselves and cope with the demands of their goals, values, attitudes, and abilities.
2. Provide adequate tools for counselors — case records, testing, cumulative education records, informational sources, referral procedures and agencies.
3. Assure that the counseling staff, by virtue of training and experience, is prepared to work with

students in groups as well as in the more traditional one-to-one relationship. Self-understanding and participation in society may be enhanced by the use of recent group counseling and group process techniques. Staff with diverse backgrounds and approaches would seem essential for dealing properly with the multi-charactered population of the community college.

4. Place a major focus on student decision-making in the counseling process. Emphasize to students their role in assuming increasing responsibility for their educational decisions and personal growth.
5. Consider counseling as a comprehensive process which cannot be properly divided into special areas such as educational, vocational, or personal, but recognize that this range of concerns will be presented by the clientele. Students should be free to examine all aspects of their lives with the aid of counseling. Counselors need to be prepared to communicate in all areas determined by the student.
6. Provide an atmosphere of counseling which is aimed at all students, rather than directed only at students who present special problems.
7. Define the scope and depth of counseling appropriate to community colleges, and establish procedures for easy referral of students to pertinent agencies for additional services.
8. Designate and train staff for special groups of students, including foreign students, adults in need of re-training, and other atypical students.²⁵
9. Develop skills necessary to work with students who are enrolled in career-orientated programs. Counselors need to know about the labor force and market, especially in the local community. They must help the majority of "transfer-oriented" students who do not transfer to accept and adjust to these basic changes in their goals. Time should also be spent with students who withdraw from college by helping them adjust to their new goals and to find appropriate employment and/or other educational opportunities.

STUDENT ACTIVITIES

A meaningful and appropriate student activities function is a keystone of student personnel. Among its major concerns are student activities, student governance, student rights and freedoms, and social regulations. Student activities are designed to develop cultural, social, educational, recreational, and vocational experiences for students as an extension or a supplement to their classroom experiences. It should be considered a part of the educational program of the college. As Charles C. Collins points out:

The fact that learning is not limited to the classroom need not be viewed negatively.

Student activities can be a lot more than just football, dances, and pancake-eating contests. Educational effect follows from the total milieu in which the student is

immersed; hence, those concerned with value formation should in a calculated and vigorous manner set out to create a college milieu oriented to the intellectual, the ethical, the political, and the cultural pursuits . . .

Students will emulate that with which they identify; therefore, let the student activities program be designed to capture and bind the students to the excitement of intellectual controversy, to the pleasures of beauty in all its forms, to political involvement and hopefully, to commitment to ethical activism.

If colleges are to be primarily intellectual centers, the co-curriculum provides an excellent opportunity to saturate the activities and the conversational content with things intellectual. This may sound manipulative, but so also is the curriculum. In both curriculum and co-curriculum, the students and the professionals should have a voice in determining what experiences are most likely to make significant contributions to the student's self-fulfillment and to society's enhancement. A case in point can be found in the political sphere. The junior college is now and will become even more a societal agency engaged in the preparation of political decision-makers. Serving this function properly will require not just acceptance of controversy on the campus, but exploitation of controversy in the activities coordinated by the dean of students. Involvement in controversy in the somewhat antiseptic setting of the classroom is not enough. The campus itself must become a marketplace of ideas and the students of all ages must be given the training and experience to be hardheaded, discerning bargainers.²⁶

The proposed Master Plan states that "today, Americans are very much aware of their students. The college student has demonstrated that he is very much concerned about his immediate life situation and its relevance to the United States and to the world at large. They have manifested their interest in the civil rights movements, and, more recently, have broadened this concern to envelop the poor of all descriptions. They have become deeply involved politically."²⁷

The student activity program needs to be sufficiently comprehensive to service a diverse student population. The activities program must meet the needs of adults and provide opportunities to students from various backgrounds to develop new interests. This also necessitates keeping all students informed in regard to the initiation of and participation in activities.

The student activities staff should listen to students and learn to recognize and cope with student tensions and frustrations. The staff must know and understand both the formal and informal student leaders. The activities function can help implement a positive psychological climate, especially through the adoption of policies and practices which assure students' rights and freedoms (including regulation of student conduct).

ELEMENTS:

- 1. Develop and encourage meaningful student participation in the governance of the college. The participants at the Williamsburg Conference suggested that "the major function of student activities directors is that of teachers. They must teach students how to assume responsibility. They must be able to differentiate between an authoritarian role and a role of guidance and direction."**
- 2. Encourage a broad range of activities, including student publications, fine arts, creative arts, various special interest clubs and organizations. Basically, the student activities program must be planned, developed, and evaluated by students. Means should be provided to encourage and develop student leadership.**
- 3. Encourage a meaningful, official Student Government Organization with authority and responsibility for student concerns, including being the official student voice (as the faculty senates serve as the official faculty voice) and having fiscal control of student activities funds. The Student Government Organization should not only provide educational experiences for those actively involved but should also help teach all students about the power, methodology, and responsibility of a representative system of government. A Student Government Organization must have responsibility and authority to avoid being considered a "mockery" or "token" government.**
- 4. Encourage student involvement in community service programs in order both to provide meaningful experiences for students and to serve the community. Use community resources as means of enriching and broadening the student activities program.**
- 5. Ensure that inter-collegiate and intra-mural athletics are administered within the same philosophy and policies as other student activities.**
- 6. Encourage the faculty, with appropriate recognition and compensation, to become involved in the student activities program (e.g. as participants, advisors, coaches, etc.).**
- 7. Encourage student concern and involvement in local and national political questions. Free expressions of student opinion should be encouraged if they are lawful and do not interfere with the rights of others. (A resolution in support of this principle was passed at the 1968 American College Personnel Association Convention.)**
- 8. Assume responsibility for any "student union" type building or programs.^{2 8} Since auxiliary enterprises, such as the bookstore and cafeteria, can provide meaningful educational experiences, student personnel must be involved in their development and management (cooperating, of course, with the Business Office in fiscal matters). Furthermore, these auxiliary services must be operated on a non-profit basis so costs to students and faculty are held to a minimum. If profits from auxiliary services should accrue, they should be channeled into student benefits.**

9. Assure that the enforcement of student conduct regulations attempts to motivate a student to modify his behavior and/or to give a more mature consideration to his responsibilities rather than merely impose punishment. Systems of regulating student conduct must include provisions for due process and, furthermore, must include meaningful student participation in establishing and enforcing these regulations (these concepts are incorporated in the "Joint Statement on the Rights and Freedoms of Students" referred to above). Furthermore, the Williamsburg Conference conclusions state that "the responsibility and role of the student personnel worker should be well thought out in advance with regard to activism and dissidence."

ADMISSIONS

Maryland community colleges have assumed a primary responsibility for expanding educational opportunities in the community. A role of the admissions function is to make this concept a reality. Perhaps a better, less negative, name would be the "enrollment function." Not only should the admissions function allow applicants to enter the college with a minimum of bureaucratic procedures, but it should also seek out students who might not normally attend the community college.

The admissions program must work cooperatively with the financial aid services in expanding educational opportunities. It is the responsibility of the admissions program to be concerned that appropriate educational opportunities exist in the college for all students admitted. Further, the admissions function must be concerned with understanding the local community, especially its socio-economic makeup and occupational needs. Thus, admissions personnel can assist the college in determining appropriate education for its constituency.

The implementation of expanding educational opportunity and improving the local community necessitates that the colleges actively seek those students whom the college feels it should serve. The admissions function in a community college which accepts the role of a "community change agent" is not a passive function which serves only those who present themselves; it is a dynamic function which is highly involved in the community. Students who will bring special talents to the college (e.g. students with strong academic backgrounds, student leaders, creative students, athletes, etc.) or who will contribute markedly to the community (e.g. nursing and law enforcement students) should be encouraged to attend.

ELEMENTS:

1. Establish communication and articulation with the entire community (especially feeder high schools, parents, industry, and civic organizations) recognizing that the community college population includes age ranges and groups not normally dealt with in higher education. Opportunities for campus visits and consultation should be provided. Accurate information

regarding admissions processes, important dates, college policies, curriculums, characteristics, and services, especially financial aids, should be widely disseminated in understandable form to prospective students.

2. Establish procedures to enable prospective students to receive the benefits of the college's counseling and information services before enrolling. Also, have counselors available in the community so that all prospective students need not come to the campus for information and personal interviews.
3. Administer the admissions process, including assimilating appropriate data on students including high school and college transcripts, various forms and inventories, and health reports. Keep students informed of the process, important dates of registration, counseling, and orientation, and the college's evaluation of their preparation and aptitude for any selective (restricted) courses and/or curriculums. This function also includes any pre-enrollment testing.
4. Provide appropriate articulation with local feeder high schools. This would include two-way information exchange regarding educational programs, as well as providing feed-back information on student progress to their high schools. Coordination and dialog between college faculty and counselors and their high school counterparts should be developed to facilitate articulation of high school and college academic programs and information-sharing on individual students. High school students should be provided opportunities to meet with college students, especially alumni of the high school.
5. Assure that the admissions process is simple and does not, in itself, screen out prospective students. Adults and students from low socio-economic backgrounds may feel threatened or "turned-off" by elaborate forms and test-oriented admissions processes. Tests, of course, often are used, but they should be carefully explained to the student. Non-degree students should be provided a simplified registration process that allows self-selection of desired courses.
6. Make possible through the "open door" concept the opportunity for previously unsuccessful students to have additional chances. Admission of students transferring from other colleges should be based on the merits of the individual student and not on his eligibility to re-enroll at his previous institution. (A resolution in support of this principle was passed at the 1968 American College Personnel Association Convention.) Wide differences exist among colleges in grading policies and the range of student ability. Furthermore, personal and environmental circumstances associated with academic success are subject to change over a period of time.
7. Provide information, especially for the students and counselors, which indicates the student's likelihood of success in certain courses and curriculums at the individual community college. Primarily this information would be used for counseling and not for selection.²⁹

FINANCIAL AIDS

The basic purpose of a financial assistance program is to work toward the situation in which students are not denied a college education due to inadequate financial resources. The information in Appendix F on student characteristics establishes that many Maryland community college students are in need of financial assistance. Financial aids, in cooperation with the admissions function, should play a significant role in fulfilling the general goal of expanding educational opportunity. As the Master Plan points out:

If society and the students are to reap more fully the benefits of higher education, financial assistance must be available in the form of loans and scholarships to those students who qualify for and who would be unable to secure post-high school education without such aid. An adequate financial assistance program contributes to the furtherance of democratic ideals and the development of the leadership potential of the citizens of the State. While such a program may be costly, the higher taxes paid by those who receive higher education make the State's initial expenditure a worthwhile investment.³⁰

ELEMENTS:

1. Develop a financial aid program which is broadly based, including part-time employment (on and off campus), short-term and long-term loans, grants, and scholarships. Federal programs should be researched and requested if appropriate.
2. Use financial aids to attract students who can bring special talents to the institution or the community (e.g. student leaders, policemen). Financial aid can serve as an incentive for students from low income families to attend college.
3. Use part-time employment to make a significant contribution to the community college's educational program. For example, part-time employment could be related to the student's major field of interest. Furthermore, part-time employment can provide meaningful individual student-faculty interaction (e.g. laboratory aids and science faculty members). Part-time employment should at least meet Federal and State minimum wage rates.
4. Assure that information on various financial aid programs is widely disseminated so that all students have an equal opportunity to apply. Systems must be developed to determine accurately student need.
5. Develop financial aid opportunities which, because the co-curricular program of the college can be important to student development, provide assistance to students who are able to participate. For certain kinds of functions, students may become employees of the co-curricular program.
6. Provide students with consultation services regarding personal budget management.

7. Encourage the community to participate in the financial aid program by donating funds and creating off-campus employment for students.
8. Encourage the State of Maryland to improve its financial aid program.^{3 1}
9. Give special attention to the financial needs of part-time students.^{3 2}

ORIENTATION

The orientation function is designed to assist students in understanding and accepting the college's academic purposes and social environment. Furthermore, it serves to introduce the student to the opportunities provided by the college. Its objectives include forming positive student attitudes toward their collegiate experience, informally acquainting students and faculty with each other, and facilitating the students' use of college and community services and resources. This information must be internalized by the students through continuous exposure.

ELEMENTS:

1. Develop an orientation program which takes into account the diverse student population attending the "open door" college. Sensitivity to the diverse expectations and interests of students from all kinds of groups and from all socio-economic backgrounds must be taken into account so that students are not "turned off" by an orientation program designed for only typical, middle-class students. Orientation needs of transfer, summer school, part-time, and adult students should not be ignored.
2. Develop a multi-faceted approach to orientation. Several of the goals of orientation necessitate a concentrated program when the student first enters the college. However, many objectives can be better realized by means of an on-going orientation program throughout the period the student is enrolled.
3. Assure that students and faculty have a major responsibility in planning and implementing orientation programs.

DEVELOPMENTAL AND REMEDIAL PROGRAMS

The open-door nature of the community college carries with it a clear responsibility to make "opportunity for all" more than hollow mockery. To achieve this goal, both specific and general remediation assistance must be made available to students. Providing such remedial assistance is a basic institutional responsibility with student personnel and instructional faculty cooperatively setting up appropriate programs for all students, especially for the low achievers. Student personnel should contribute to and support the total campus effort of remediation and skill development for those unable to cope adequately with college work.

Remedial and developmental programs in English Composition, mathematics, and other subject matter areas should be basically the responsibility of the academic area, although close coordination by student personnel is needed. However, developmental or clinical approaches to reading development and study skills are closely related to counseling and should, therefore, come under student personnel (organized reading courses, especially for credit, should be offered through an academic department).

The Master Plan singled out the community college to provide remedial education:

The need to bring more of those who are economically and culturally disadvantaged to the campus is imperative. Two types of programs have been designed and are widely used in order to assist such students in obtaining a college education: these are usually referred to as compensatory programs and remedial programs. In a compensatory program the regular course of study is supplemented by lectures, seminars, and tutorials designed to broaden the students' background in all facets of American life and to make them more aware of the opportunities and complexities of the twentieth century. Remedial programs are intended to make up deficiencies in the educational backgrounds of applicants for college. They usually take the form of intensive courses in the natural and social sciences and in English literature and in composition, for these are basic studies which often make it impossible for a student with an inadequate preparation in any one of them to succeed in his collegiate work. Although the return in terms of the full use of resources is undeniable, the offering of such opportunity in every institution is neither necessary or desirable. In view of their roles and scopes, it is therefore recommended:

The community colleges should assume full responsibility for the remedial education offered in public institutions of higher education.

Compensatory education should be provided at only those institutions where the respective boards deem it necessary and appropriate.^{3 3}

ELEMENTS:

1. Establish procedures to identify students for referral, including faculty referral and diagnostic testing.
2. Develop activities and materials in the area of study skills.
3. Consider students enrolled in developmental programs as college students and totally integrated into the college. As concluded at the Williamsburg Conference, "it should be emphasized that students who are enrolled in developmental programs should not be isolated from the college community. Rather, every effort must be made to encourage such students to participate in a wide variety of college experiences."

4. Recognize and implement another conclusion of the Williamsburg Conference, that "developmental and remedial programs must be designed to meet the specific needs and be appropriate to the abilities demonstrated by unprepared students. Further, courses within such programs must be flexible enough to permit students to progress at their own speed."
5. Provide counseling to help students enrolled in developmental and remedial programs to identify and define their goals and their level of readiness to achieve self-determined goals. Periodic interviews involving faculty and counselors should provide opportunities for students to assess their progress and re-define their immediate and long-range goals.
6. Assure that all functions of student personnel are coordinated into a meaningful developmental program, including financial aids and admissions as well as counseling.
7. Recognize that remedial programs are not solely for low ability students or students with poor educational backgrounds, but that any student can have skills or abilities which need developing.

PLACEMENT

Placement services are primarily concerned with assisting students when they leave the community college. This includes both educational and employment placement.

Maryland community colleges should provide placement services for all students, including the majority of students who do not graduate and/or transfer to another college. Students who are academically dismissed or withdraw before completing their A.A. degree should be assisted in finding appropriate placement. Students with a shortened or limited college education may have unique skills which can contribute to the community. These skills should not be wasted by inappropriate placement. Placement services, through cooperation with the counseling service, should plan effective measures to identify students planning to drop out, and in this way help assure that placement assistance can be offered.

EMPLOYMENT PLACEMENT:

1. Assist students in locating positions appropriate to their skills and interests. Employment placement services should be closely coordinated with public and private placement agencies to avoid unnecessary duplication and to improve services. Seminars in job seeking techniques may be offered as a means of helping students acquire skills in placement interviews and in preparing application forms.
2. Encourage on-campus visits by prospective employers and provide them with accurate up-to-date information on students seeking employment. The staff needs to know local employment opportunities, as well as make the community aware of the talents being developed at the colleges.

3. Cooperate with the financial aid program in encouraging and establishing appropriate on-campus and off-campus part-time employment opportunities for students.
4. Cooperate with faculty members in vocational and technical curriculums in implementing placement functions for career students, including work-study programs.
5. Develop a library of placement information including relevant periodicals, files of specific job opportunities, and general career requirements. Faculty, student personnel workers, and students need accurate, up-to-date information describing occupational trends in our society.
6. Assure that placement activities are student services and not expressions of political or social policies. Because community colleges educate a diverse student population which demands a diverse placement service, Maryland community colleges should endorse open availability of placement facilities for any equal opportunity employer engaged in lawful pursuits. (A resolution in support of this principle was passed at the 1968 American College Personnel Association Convention.)

EDUCATIONAL PLACEMENT:

1. Since the majority of Maryland community college graduates transfer to local four-year colleges, the student personnel staff should strive for smooth and rational articulation policies and procedures.^{3 4}
2. Develop, in cooperation with faculty members, continuously up-dated information about course transferability to the State's four-year colleges for each course offered at the community college.
3. Establish systematic procedures for receiving the following information from four-year colleges on a continuing basis: curriculum changes; requirements for admission and graduation; student characteristics; performance of transfers; student services.

HEALTH SERVICES

Because it is impossible for an educational institution to deal exclusively with the intellectual and emotional aspects of its constituency, some attention must be directed to the physical well-being of students. While recognizing that Maryland community college students tend to live with their parents and that the importance of health and physical fitness has achieved curricular attention, it must be noted that there are health services with which the college should concern itself.

ELEMENTS:

1. Survey and assess health problems, using appropriate devices for the collection, analysis, and dissemination of pertinent information. This includes providing appropriate health appraisal

services for those instructional and student activities programs which have special health requirements for participants (e.g. nursing, inter-collegiate and intra-mural athletics). Health records, of course, must be treated with the utmost confidentiality.

2. Provide emergency procedures to be followed in case of accident or illness on campus or in college activities.
3. Provide adequate counseling regarding health problems and practices.
4. Consult with faculty and counselors regarding health problems of individuals or groups of students.
5. Develop referral sources and systems on the campus and in the community for the use of students and staff, (many community colleges have full-time nurses on the student personnel staff, and some have part-time physicians available).
6. Be concerned with the general health conditions of the campus, including safety factors and physical provisions for handicapped students.
7. Provide an opportunity for students to secure adequate health and accident insurance, both for general coverage and for specific college activities.

HOUSING

Although the vast majority of students attending Maryland community colleges live at home, the colleges should provide and/or approve lists of adequate housing for students who desire this service. Since the college provides many services to students, there is no reason why community colleges should not assist students in finding adequate housing. Even though the college may not choose to approve where students live, it should provide students with a list of available housing which meets standards established by the college.

Furthermore, some Maryland community colleges may provide on-campus housing in the future. The Master Plan makes the following statement concerning housing on community college campuses:

The question of dormitory facilities on community college campuses must be faced. Both providing higher education for individuals in communities which cannot support their own institutions and the untenable costs of duplicating certain specialized career programs point to the need for residence capabilities at community colleges. Geography should not be a handicap to getting an education in Maryland. In instances where the community does not have a college of its own or it does not wish to duplicate an expensive program already in operation on another campus, assistance to the students in that community might have to include provision for the additional cost incurred in living away from home, as well as for tuition.^{3 5}

ELEMENTS:

1. Assure that the college defines its responsibility for off-campus housing, and if standards and/or rules are established, that they are made known to the students, parents, and the community.
2. Assure that all housing listed adheres to a policy of non-discrimination in terms of race or religion.
3. Provide professionally-trained student personnel workers to supervise on-campus housing facilities where they exist. On-campus housing affords students an educational experience in group living and, therefore, is a valuable facet of a student personnel program. The on-campus housing function should support and, in fact, become a vital aspect of the educational program of the college.

EDUCATIONAL AND OCCUPATIONAL INFORMATION

Because higher education is a relatively complex system of experiences designed to provide students with opportunities to achieve a variety of individual goals, some means of direct assistance which seeks to develop student independence in the pursuit of those goals must be provided. The student personnel office needs to accumulate and develop information in the areas of educational planning, vocational requirements and opportunities, and college and community services so that it is readily available for student use. Many Maryland community colleges have established extensive academic advising systems using faculty and/or counselors as sources of educational and occupational information.

ELEMENTS:

1. Provide adequately trained and readily accessible professional personnel to assist and guide students in the use of such information. The faculty can often serve in the capacity of giving educational and occupational information to individuals and/or groups of students.
2. Develop mediated (e.g. tapes, films, slides, etc.) approaches to the dissemination of information, placing emphasis upon student self-motivation and direction in their use.

RESEARCH AND APPRAISAL

Studies have demonstrated that each college has distinct, though ever-changing student characteristics. In order to understand and provide appropriate services and instruction for its students, each community college must study its own students in as many dimensions as possible. Comparisons with the general population of the community, as well as comparisons with national studies on college students are essential. For example, the extent to which the college is serving all segments of the community can best be determined by gathering and examining data on student

characteristics. This information should serve as the basis for developing the curriculum, the student personnel program, and the college's community services.

The responsibility for establishing research programs is institution-wide with faculty and student personnel both contributing to the total campus effort.

ELEMENTS:

1. Select and use a variety of nationally standardized tests and/or locally designed instruments which yield information appropriate for the community and the college. Such tests should provide assistance to the institution in the development of its program and to students as they make decisions. Such usage may occur in the admissions process, during enrollment, or after separation from the institution.
2. Establish procedures to evaluate non-academic experiences (e.g. armed forces education, correspondence schools, on-the-job training technical schools, etc.). This is essential in a comprehensive community college. To assume that all entrants must start their training at the same point, particularly in career fields, condemns many students to boredom, frustration, and often to withdrawal.
3. Make available appropriate tests of individual characteristics for use in the counseling process.
4. Utilize techniques for the evaluation of academic deficiencies in order for relevant remedial opportunities to be made available to students. Such appraisal should be available both for the student body at large and for individuals. The appraisal process should be viewed not as a means of "screening out" but as a means of "appropriate inclusion."
5. Provide for interpretation of data to students and staff. Evaluation of program and, establishment of local norms are all essential if the appraisal program is to benefit the institution maximally.
6. Assure that the entire record keeping, grade reporting, and transcript dissemination process (normally viewed as ancillary services) is seen as a tool of appraisal. Procedures should be developed so that such information can be used by students to evaluate their own progress.
7. Facilitate the appropriate use of research by preparing understandable reports, widely distributing the reports to appropriate people, and analyzing and personally discussing the implications of the findings. A conclusion of the Williamsburg Conference states that "the problem is *not* with the collections of student characteristic data, nor with the variety or quality of the data now being collected but, instead, the problem is with organizing and reporting the data so as to be maximally useful to high school counselors, college admissions officers, college counselors, remedial teachers, faculty members, and others who are involved in decision making or in bringing about behavioral changes." Indeed, such information should be organized so that individual students can make effective use of it.

RECORDS AND REGISTRATION

A function of student personnel services is to develop and administer procedures for registering students and maintaining student records. This function should contribute to the research function by acquiring, analyzing, and disseminating information regarding student characteristics, academic achievement, values, attitudes, and motivations. The data should be made available to the faculty, along with assistance in their interpretation.

ELEMENTS:

1. Assume responsibility, in cooperation with the academic area, for student registration, recording academic progress and honors, and providing transcripts. Furthermore, the records staff should enforce academic regulations established by the college, including course pre-requisites, academic standards, and graduation requirements.
2. Provide service to students in their dealings with agencies such as the Selective Service System, Veterans Administration, Social Security, etc.
3. Assure that student records are kept confidential in accordance with the following accepted practices: I) each board of trustees should formulate clear policies to protect the confidential nature of student records; II) when there is any doubt about the confidentiality of a student's record, his consent should be formally obtained; III) discipline records should be for internal use only; IV) the maintenance of membership lists of student organizations, especially those related to matters of political belief or action, should be discontinued. (A resolution in support of these policies was passed at the 1968 American College Personnel Association Convention.)
4. Review academic policies and recommend, when appropriate, innovative regulations. For example, some community colleges are giving credit by examination or experiences outside of formal education, while others are absolving failing grades when students change curriculums, redefining "remedial" courses so credit may be given, or establishing flexible dismissal and graduation policies. Student personnel needs to be concerned with, and take an active role in the development of such academic policies.

ESSENTIAL PRINCIPLES FOR STUDENT PERSONNEL PROGRAMS

STATEMENTS OF PHILOSOPHY, OBJECTIVES AND POLICIES

Each college's student personnel department should develop a "statement of philosophy" which is related to the college's philosophy and purposes. Furthermore, there needs to be a set of clear, measurable objectives and policies for each student personnel function. These philosophies, policies, and objectives should receive the active support and endorsement of the students, faculty, administration and board of trustees. Obviously, these statements should be reviewed periodically and updated as appropriate. These statements can be used in orientation programs for new members of the faculty and student personnel staff (including both professional and clerical workers).

The board of trustees should adopt certain student personnel policy statements. For example, the board should adopt statements regarding admission policies, confidentiality of records, and student rights and freedoms. Besides providing a public framework within which student personnel services can function, the formulation of these statements also contributes to the board's understanding of student personnel programs and objectives.

ACCEPTANCE OF STUDENT PERSONNEL PROGRAMS

The student personnel department should assume responsibility for interpreting to the faculty and administration the objectives of student personnel programs and, furthermore, seeking their contribution to the fulfillment of these objectives. There needs to be mutual respect for the complementary roles of the teaching faculty and the student personnel staff in achieving the objectives of the community college. Since a common goal of all members of the college staff is the "pursuit of excellence" in all aspects of the college, an outstanding student personnel program should be the goal and concern of faculty, administration, and students, as well as the student personnel staff. Without an institutional climate favorable toward student personnel programs, these objectives cannot be optimally achieved.

Faculty attitudes are especially important since faculty senates are increasing their power over fiscal affairs. As the Master Plan points out:

Now, across the country, faculties are seeking and assuming a large share of the responsibility for the governance of their institutions.

Campus administrators have come to value and lean upon this participation, for they recognize the faculty's unique competence in academic matters and their professional concern in institutional development.^{3 6}

Methods of enhancing mutual respect include having faculty members serve on student personnel advisory committees and participate in student personnel programs (e.g. academic advising, student activities, research projects, orientation, faculty/student discussion groups, etc.). Another idea rapidly gaining popularity is having counselors associated with various academic departments (attending department meetings, consulting with the faculty regarding individual students, helping to develop new curriculums, and helping faculty evaluate their teaching effectiveness). The decentralization of counseling offices among faculty offices may help to enhance cooperation. The best method of gaining faculty acceptance, of course, is for the student personnel staff to *demonstrate measurably to the faculty* the effectiveness of student personnel programs in contributing to the educational development of students.

Members of the student personnel staff, especially the counseling staff, should be considered members of the faculty with full rights and responsibilities, including eligibility for membership in the faculty senate, eligibility for tenure, and eligibility to serve as voting members of faculty committees which act in an advisory or consultative capacity to the college administration. Each institution must decide which members of the student personnel staff are eligible for faculty status as contrasted with administrative status.

Furthermore, the chief student personnel officer should report directly to the president (chief campus administrator), and he should be equal in rank to the chief academic officer.

EVALUATION OF STUDENT PERSONNEL PROGRAMS

The fulfillment of student personnel objectives must be continually evaluated so that appropriate modifications can be made in the various programs and services. This research must include an assessment of student needs and student feedback on the various services, functions, and objectives.

An example of this kind of research would be the current state-wide evaluation of student personnel services being conducted by the Student Personnel Division of the Maryland Association of Junior Colleges. Continual research regarding student development and the educational effects of the college's various programs is essential if the college is to serve its students effectively. A key guideline is that student personnel programs can best be justified by demonstrated results of actual services and accomplishments.

INSTITUTIONAL SUPPORT OF STUDENT PERSONNEL PROGRAMS

BUDGET

Each college should provide a realistic operating budget for student personnel services. This budget commitment would be reflected in the number of staff members, quality of equipment and facilities, and adequacy of salaries.³⁷

STAFFING

Student personnel staff members, both professional and clerical, should be employed in sufficient numbers to allow for the adequate performance of all student personnel functions. Staffing must be a primary budgetary consideration. Perhaps a ratio of employees to students should be developed. An institutional commitment to hire staff on a favorable ratio to the number of students helps insure that as enrollments increase, additional staff will be employed. Obviously, ratios must be periodically reviewed and, furthermore, may vary among colleges depending upon such factors as faculty involvement in academic advising.

SUPPORTIVE SERVICES

Supportive services, including clerical help, facilities, supplies, and equipment, need to be provided in sufficient quantity and quality to facilitate adequate services in all aspects of the student personnel program. Especially important is adequate data processing personnel and equipment for research and record keeping.

SALARY AND FRINGE BENEFITS

Student personnel workers, like their counterparts on the teaching faculty, are increasingly demanding appropriate and competitive salaries and fringe benefits.³⁸ These demands should be listened to with the same concern accorded the professional personnel in all areas of higher education.

PROFESSIONAL PREPARATION

Student personnel staff members should have professional preparation appropriate to their assigned student personnel functions. The use of para-professionals should be carefully examined. Furthermore, all members of the student personnel staff should have a strong commitment to the philosophy and objectives of the particular community college and its student personnel program.

Maryland community colleges need to become critically concerned with the availability and scope of local graduate programs to train community college personnel, including student personnel workers. Although, in many states, the universities and state colleges have recognized the need for special programs to train community college staff members, Maryland graduate schools, prior to 1969, generally had not established such specialized programs. Community college administrators need to propose specific programs to the graduate schools in Maryland.³⁹ Since Maryland:

community colleges are growing rapidly and the demand for adequately trained student personnel workers increases proportionately, new graduate training programs must be established.

Furthermore, student personnel staffs should be concerned with equal employment opportunities. The administrative, clerical, and counseling staffs should be representative of both sexes and all races and creeds.

IN-SERVICE TRAINING

In-service training should be provided to develop and up-date the professional knowledge and skills of all student personnel staff members. Methods of in-service training include consultants, visits to colleges with outstanding programs, advanced graduate training, membership in appropriate professional organizations, participation in professional activities, attendance at local and national professional meetings, special institutes, and so forth.

In-service training is a very important principle and should, therefore, be adequately planned and financed. Without adequate in-service training, the quality of student personnel programs will suffer appreciably. Student personnel is a rapidly developing profession, with new techniques being created and evaluated. Furthermore, research is constantly being conducted on student characteristics and development. Therefore, in-service training is mandatory for the student personnel staff to make its optimal contribution to the college. This training is especially important in Maryland community colleges since so many of the professional staff members are new to the junior college movement, with little or no professional experience or training in the field. Even more important, many student personnel workers come with inadequate professional training. Sufficient college funds, as well as the use of new Federal funds, must be applied to in-service training programs.

EFFECTIVE ADMINISTRATION

PLANNING

It is essential that student personnel services, including proposed programs and increases in staff, be adequately planned in accordance with anticipated growth in student enrollment and buildings.

JOB DESCRIPTIONS

A clearly understood and efficiently run student personnel department requires concise job descriptions for each student personnel worker.⁴⁰

ADVISORY COMMITTEES

When appropriate, students and faculty members should serve as advisors to the student personnel program, including serving on policy making committees and attending staff meetings. Special purpose student personnel committees (e.g. scholarship committee) should represent the entire college community.

COOPERATION AND COORDINATION BETWEEN MARYLAND COMMUNITY COLLEGES

Mechanisms for on-going coordination and information exchange between Maryland community colleges need to be established. Cooperative research projects should provide much needed insight on the statistical characteristics of Maryland junior college students, including demographic data, transfer among colleges, and degree of success after transfer. Innovative practices need to be identified and evaluated. As was pointed out at the Williamsburg Conference, many creative ideas and practices are being developed in Maryland community colleges.

CONCERN FOR THE FUTURE

Student personnel staffs, in order to provide appropriate programs, must be concerned about the future. It is especially important to remain flexible and aware of societal trends so that necessary changes can take place. There are many forces of change which will drastically affect our society, including our educational system and, therefore, student personnel work; some of these are the population explosion, the ever changing occupational structure, the increase in leisure time, advances in science and medicine, universal higher education, the explosion of knowledge, and the growing political power of minority groups. We must understand these forces and adjust to them if student personnel programs, or for that matter, all college educational programs are to remain viable.

RECOMMENDATIONS

It is recommended that additional Task Forces be created by the Maryland Association of Junior Colleges – Student Personnel Division to consider the following items:

1. Establish more definite recommendations for implementing these guidelines, especially staffing patterns and adequate financial support.
2. Establish mechanisms for on-going coordination and information exchange among Maryland community colleges. Innovative practices need to be identified, researched, and communicated.
3. Begin immediately to work with the University of Maryland and the State Colleges in the design and implementation of graduate programs and training institutes to prepare junior college student personnel staff members.
4. Establish better articulation policies with the University of Maryland and the State Colleges.
5. Establish state-wide research studies concerned with student characteristics, as well as long range follow-up studies, to measure the effect community college education has upon students.

It is also recommended that the Division keep up the momentum created by the evaluation visits and the creation of this document. The national spotlight is on community college student personnel programs in Maryland because of Divisional activities. State-wide meetings, as well as those held locally, should concern themselves with the functions and recommendations of this document, as well as with the weaknesses established by the evaluations.

Furthermore, since this document must be current to be effective and meaningful, and since Maryland higher education is in such a state of flux, these functions must be again considered and rewritten within the next five years.

In conclusion, it should be noted that the functions described will not become maximally meaningful until each college carefully considers them, adopts them for local usage, and puts them into practice. There is a need for clear definitions in operational terms of student personnel purposes, along with careful evaluation as to their effective contribution to the educational programs of the college and to the development of individual students.

FOOTNOTES

¹ The Maryland Council for Higher Education is responsible for making recommendations to the Governor and State Legislature concerning higher education. In November, 1968, the Council made public its proposed Master Plan. This Master Plan has yet to be enacted into law, and many of its points are controversial. However, because of its timeliness and importance it is often referred to in this document. Maryland Council for Higher Education, *Master Plan for Higher Education in Maryland: Phase One*, Baltimore: Maryland Council for Higher Education, 1968.

² *Ibid.*, p. i.

³ Edmund J. Gleazer, Jr., "What's on the Horizon for Junior/Community Colleges," *In Search of Patterns for Progress: A Report of The Maryland Student Personnel Conference in Williamsburg*, Maryland Association of Junior Colleges – Student Personnel Division, 1969.

⁴ Terry O'Banion, "Exceptional Practices in Junior College Student Personnel Programs," *GT70: Student Personnel Workshop*, Palatine, Illinois: William Rainey Harper College, 1968, pp. 5, 6.

⁵ Master Plan, *op. cit.*, p. 3-2, 3.

⁶ *Ibid.*, p. 3-20

⁷ Statistics from State Department of Education and Master Plan, *op. cit.*, pp. 2-7, 8, 9.

⁸ Master Plan, *op. cit.*, p. 2-40.

⁹ *Ibid.*, p. 4-32.

¹⁰ Sadie Higgins and Alice Thurston, "Student Personnel in the Junior College in the Years Ahead," *College Student Personnel Work in the Years Ahead*, Washington, D. C.: The American Personnel and Guidance Association, 1966, p. 56.

¹¹ Max R. Raines, "A Last Chance Talk on Student Personnel Work," *GT70: Student Personnel Workshop*, Palatine, Illinois: William Rainey Harper College, 1968, p. 38.

¹² L. Lynn Ourth, "Student Development in Higher Educational Environments," *In Search of Patterns for Progress: A Report of the Maryland Student Personnel Conference in Williamsburg*, Maryland Association of Junior Colleges – Student Personnel Division, 1969.

¹³ The "Joint Statement on the Rights and Freedoms of Students" was written and approved by the following organizations: American Association of University Professors, United States National Student Association, American Association of Colleges, National Association of Student Personnel Administrators, and the National Association of Women's Deans and Counselors.

¹⁴ Educational Policies Commission, *Universal Opportunity for Education Beyond the High School*, Washington, D. C.: National Education Association, 1964, p. 5.

¹⁵ Edmund Gleazer, in his recent book "This is the Community College", notes the need for community colleges to assume responsibility for expanding educational opportunity:

Thus educational opportunity is more than a privilege; it is a citizen's right. And if the great variety of people who exercise this right are to benefit, a broad range of educational experiences is demanded. The population which moves into the nation's colleges will be a cross section of the American people, possessing a wide spectrum of interests, aptitudes, backgrounds, aims, achievements, and cultural determinants. By this reasoning, diversification of educational opportunity is urgently required to match a multitude of individual needs. The community college emerged to meet needs that other institutions could not or would not meet. (Edmund J. Gleazer, Jr., *This is the Community College*, New York: Houghton Mifflin Company, 1968, p. 14.)

Furthermore, the following statement of policy was recently adopted by the Board of Directors of the American Association of Junior Colleges:

Among the cures of poverty that are being proposed, education perhaps offers the best hope for bringing the educationally, socially, and economically handicapped into the mainstream of American life . . . Among established educational institutions, community and junior colleges are especially well qualified to offer opportunities for the disadvantaged — whether they are young school dropouts or unemployed adults. In general, today's community and junior colleges are committed to open-door admissions policies, comprehensive and varied programming, low costs to students, geographic accessibility, and community control . . . The Association seeks to answer the question: How can two-year colleges most effectively provide and expand opportunity for the disadvantaged — in what kinds of instruction, with what kinds of supporting services? [Edmund J. Gleazer, Jr., "AAJC Approach: Programs for the Disadvantaged," *Junior College Journal*, XXXIX (March, 1969), p. 9.]

¹⁶ Master Plan, *op. cit.*, p. 3-9.

¹⁷ That socio-economic background is related to college attendance in Maryland has been clearly established in the proposed Master Plan:

A college educated father is much more likely to have his children go to college than is a non-college educated father. The survey taken in Maryland in 1966 of the post-high school plans of seniors in Maryland schools shows that 91% of the students whose fathers completed college had definite plans for post-high school educa-

tion, whereas only 42% of the students whose fathers attended elementary school or less had definite plans for further education. (p. 2-4)

¹⁸ Jane Matson, "Trends in Junior College Student Personnel Work," *GT70: Student Personnel Workshop*, Palatine, Illinois: William Rainey Harper College, 1968, p. 29.

¹⁹ Master Plan, *op. cit.*, p. 3-3.

²⁰ Jesse P. Bogue, *The Community College*, New York: McGraw-Hill Book Co., Inc., 1950, p. 67.

²¹ Gleazer, "AAJC Approach," *op. cit.*, p. 10.

²² Master Plan, *op. cit.*, p. 3-26, 27.

²³ *Ibid.*, p. 4-32.

²⁴ *Ibid.*, p. 3-6.

²⁵ *Ibid.*, p. 3-22.

²⁶ Charles C. Collins, *Junior College Student Personnel Programs: What They Are and What They Should Be*, Washington, D. C.: American Association of Junior Colleges, 1967, pp. 42-43.

²⁷ Master Plan, *op. cit.*, p. 3-18.

²⁸ The 1969 Maryland State Department of Education, *Procedures for Accreditation of Two-Year Colleges* states that "Supervision and/or coordination of such student services as food dispensing, emergency health (first aid), and the college bookstore centered in the student services area of responsibility.

²⁹ The Master Plan recommends that:

Each institution develop a predictive index indicating an applicant's potential to succeed in the program in which he is interested . . . The index should be in terms not only of the admission standards of the institution but also in terms of the specific programs within the institution. The index should contain as many factors as possible that contribute toward prediction of success; for instance, factors to take into account are grades, academic rank or indications of previous successes in non-academic areas, scores on achievement or aptitude tests. Such tests should be diagnostic so that apparent weaknesses that prohibit further study can be remedied either in the college or by referral to another institution of collegiate or less than collegiate grade. (p. 4-32)

³⁰ *Ibid.*, p. 3-19.

³¹ According to the Master Plan, the State of Maryland should make a greater contribution to financial aid programs:

The present State program of guaranteed student loans be increased in size and broadened in scope.

A program of loan forgiveness be enacted in connection with guaranteed student loans as an incentive to provide personnel in certain important areas of public service and as a replacement to existing tuition waiver for teacher education students in the public colleges and the tuition education scholarships in the private colleges. In addition, the loan forgiveness feature should be used to help encourage students to stay in college until graduation and reduce the present high percentage of college drop-outs.

A Statewide program be undertaken with the cooperation of the institutions of higher education to provide opportunities for students to earn money while in college through part-time employment. (pp. 4-35, 36)

³² As the Master Plan points out:

One group of students that has long been denied any assistance in obtaining their education are those who, for a variety of reasons, decide to pursue their collegiate work on a part-time basis. Such students who meet the scholastic standards and economic requirements demanded of those who are awarded state assistance should also be entitled to help. The degree earned on a part-time basis is no less significant than that earned by a full-time student and what he will return to the State in the form of tax payments is no less. Therefore, it is recommended that: The Maryland Council for Higher Education investigate the financial needs of part-time students and the feasibility of assisting them in the attaining of their educational goals. (p. 4-36)

³³ *Ibid.*, p. 4-28, 29.

³⁴ The proposed Master Plan clearly recognizes the need for easy transfer from two-year to four-year colleges:

In line with the emphasis on the planned upper division growth in the four-year institutions and the consequent reduction in the percentage of lower division students in these colleges . . . the number of graduates of the community college transfer programs seeking admission to junior standing in the senior institutions will increase. This accentuates the responsibility of both the community colleges and the senior institutions since graduates of community college transfer programs must be assured the opportunity of continuing their undergraduate studies in public senior colleges.

The public senior colleges should admit community college transfer program graduates to junior standing on the same basis of quality point-index and accumulated credits as applied to their own students.

In cases where available places limit total enrollment the qualified transfer applicant should be given priority for admission over an applicant to the freshman class.

In the transfer programs which they offer, the community colleges should provide all the sequential courses necessary to assure their graduates acceptance at the junior level in a senior institution. The senior colleges should be no more restrictive than necessary in accepting those credits that are not essential to a transfer's major field of study.

For example, a potential physics major must have the necessary courses to enable him to enter the junior level of a physics program, but the senior colleges should accept courses in unrelated areas in lieu of the senior institutions' specific general education requirements. (pp. 4-13, 14)

³⁵ *Ibid.*, p. 3-10, 11.

³⁶ *Ibid.*, p. 3-17.

³⁷ The *California Guidelines for Student Personnel Services in the Junior College*, recommends that the student personnel budget should be approximately 10% to 15% of the college's operating budget, exclusive of student activity fees, capital outlay funds, and financial aid monies (Sacramento: California State Department of Education, 1968, p. 19.)

³⁸ As the Master Plan points out:

In order to maintain a high quality system of higher education, the State has to provide the salary incentive that will attract competent faculty into its institutions. In addition to salary, the State will have to offer fringe benefits competitive with those of other state systems and the private institutions. These include medical and other insurance options and a retirement plan — the latter could be more attractive if, instead of the State's own retirement plan, the new faculty member might elect to join the nationwide Teachers' Insurance and Annuity Association (TIAA).

However, unless faculty are supported by an adequate library for both their teaching and research purposes, modern laboratories and computer facilities where these are pertinent to the discipline, and sufficient clerical staff to relieve faculty members of burdensome chores, it becomes extremely difficult to retain first class faculty. These ancillary services must be considered an integral part of the instructional budget. (p. 3-15)

³⁹The Master Plan clearly pointed out this weakness in Maryland's graduate programs:

As the number and size of community colleges in Maryland increase, so does the need for competent faculty. Since community colleges are essentially a new development in higher education, little has been done so far to prepare individuals to teach in them . . . It seems desirable that programs be designed with the specific objective of graduating persons seeking careers in the community colleges.

Recognizing both a distinction in emphasis and pedagogy between the secondary school and the community college and the special role of the community college for the offering of terminal programs, the University and State Colleges need to develop new programs for the preparation of community college teachers, programs which are essentially different from those for the preparation of secondary school teachers. Community college presidents and faculty will undoubtedly be most knowledgeable advisors in this area and should undoubtedly be consulted in the design of these programs. (p. 4-27)

⁴⁰Max R. Raines, *Junior College Student Personnel Programs: Appraisal and Development*, A Report to the Carnegie Corporation, 1965.

APPENDIX

APPENDIX A THE PROPOSED MASTER PLAN'S DIVISION OF RESPONSIBILITIES AMONG THE LEVELS OF HIGHER EDUCATION

UNIVERSITY. The University of Maryland, although it will continue to offer instruction at all levels of higher education, will place emphasis on upper division, graduate and professional education, and research. In order to provide for the needs of the State, the University will offer education in the classical professions, the modern technologies and the contemporary social sciences; furthermore, in order to be recognized among its peers and to fulfill a university's traditional obligation to push back the frontiers of knowledge, the University will engage in meaningful research activity in all areas of human endeavor. For the time being, the University should be the only public institution to offer academic programs beyond the master's degree.

THE STATE COLLEGES. The State Colleges, which until a few years ago were primarily teacher training institutions, are now general colleges offering undergraduate and master's degrees in the arts and sciences and in education. They should continue to maintain their strength in the training of elementary and secondary school teachers for the State, but at the same time increase the quality and variety of their offerings in liberal arts and pre-professional programs. As they grow in size it is expected that they will also grow in diversity and gradually add additional academic offerings consistent with this role. They should be sensitive to the needs of the region in which they are located and respond imaginatively in the development of new programs to satisfy these needs. For the present they should not offer degree programs beyond the master's, but it is possible that, where the need exists and the programs and faculties can be developed, they may undertake advanced degree programs in very special areas.

THE COMMUNITY COLLEGES. Unlike the other two segments, the community colleges are primarily local institutions funded in part by local revenues and governed by a local board. Their primary purpose is to serve the community in which they exist and they do this through three types of program: 1) occupational programs requiring more than a secondary school education; 2) continuing and adult educational programs; and 3) two-year transfer programs in the liberal arts and in pre-professional work. All three programs serve to bring "college" within the economic capability of a greater number of community residents. Community colleges should be alert to the new and changing demands of their communities and be ready to work with community leaders in the development of programs, with or without a degree, to prepare people to effectively cope with the new needs. Community colleges should assume the responsibility of providing late afternoon and evening courses for students who can pursue their education only on a part-time basis. They

should also offer strong guidance programs so that their students may be in a better position to evaluate their educational and occupational needs. As public institutions receiving state support, the community colleges also have broader responsibilities for meeting regional and State needs as integral parts of the tri-partite system.

THE PRIVATE INSTITUTIONS. Although the State has the obligation to provide for its citizens a full range of educational programs and opportunities, the continued existence of the private institutions should be fostered in every way possible. The private institutions give the student a freedom of choice that would otherwise not exist, for the private institutions can experiment with programs and pedagogy, appeal to certain groups of students, and adapt more rapidly to changing times. (pp. 3-2,3)

APPENDIX B

STATEMENT BY MARYLAND COMMUNITY COLLEGE PRESIDENTS

THE COMMUNITY COLLEGE

Across this state each of the two-year colleges differs from its sister colleges in many respects. This is particularly appropriate for institutions which call themselves "community" colleges, since the term "community" refers not merely to locus, but to orientation of program and financial support. These institutions of higher learning are to reflect the requirements of their own community; each one should be as different from the neighboring community college as the two communities in which each is found are different.

Although community colleges differ from each other in Maryland, nevertheless there are some general characteristics in scope which identify and define these two-year institutions as a distinctive segment of higher education.

SCOPE OF PUBLIC COMMUNITY COLLEGES

In addition to the four specific programs listed below, there are three classes of courses and/or services offered by community colleges which deserve special notation here:

General Education

A core of courses sometimes called liberal arts, amounting in the State of Maryland to twenty-four semester hours, must be taken by all degree students, as appropriate to their educational or career goals. These courses broadly educate the student so that he may more effectively collect and weigh evidence, make relevant judgements, discriminate among values, make appropriate decisions and applications, communicate meaningfully, and participate as a citizen.

Developmental and Remedial Programs

Developmental and remedial courses are offered to those students lacking requisite knowledge or skills. In addition to formal courses, individually patterned instructional and guidance programs are offered to those needing assistance.

Student Services

The wide variety of students enrolling in the programs of the two-year college necessitates a particularly strong emphasis on effective student personnel services. Programs must be clearly interpreted to students, proper goal selection must be emphasized, and opportunities must exist for students to plan their own activities and to receive help with personal problems.

In addition to guidance, counseling, and student activities, the college must provide a variety of other student services, including admissions, orientation, testing, registration, retention of records, financial assistance, and job placement.

1. Occupational Career Programs

Semi-professional programs prepare students for immediate employment upon graduation in occupations which fall into general classification such as business, technical, health, and governmental services. These programs vary in length and lead to a certificate (15 credit hours or more) or an associate in arts degree (full two-year program).

2. Transfer Programs

Transfer programs parallel the first two years of a variety of curricula offered in colleges and universities. The student usually applies to a four-year institution as he concludes his two years at the community college. Pre-Professional courses of study are included here.

3. Community Services and Continuing Education Programs

These programs embrace formal and informal courses and activities which upgrade skills, retrain for new occupations, enrich cultural backgrounds, and develop specialized interests. These programs vary in length according to the requirements of individual participants and community needs. Some of the colleges offer programs in general studies or general education for students who wish to take a series of courses designed neither for occupational nor transfer purposes but leading to a degree or certificate.

4. Student Personnel Programs

Special attention is given to providing opportunities to students to plan, participate in, and evaluate a broad variety of activities designed to enrich their College experience by broadening their education, acquaintanceships, talents, leadership opportunities, sense of responsibility, and opportunities to serve the college and the community.

CHARACTERISTICS OF THE COMMUNITY COLLEGE MOVEMENT

Authorities in the Community College Movement¹ have identified several characteristics of these public, two-year institutions. These colleges are said to be community-centered, accessible, comprehensive, dedicated to lifelong education, and adaptable.

¹We are indebted here to Ralph R. Fields, *The Community College Movement*, McGraw Hill Book Company, New York, 1962.

1. Community Centeredness

The community college is local in the sense that it serves the interest of the local community. However, this view is not provincial, for the individual, the region, the state, and the nation and society in general are also important points of reference. However, it is the local jurisdiction which provides the cues for program and planning and makes the most significant assessment of need and location of facilities. Accordingly, the college must keep highly attuned to local requirements and the local Board of Trustees therefore, serves as the governing board.

2. Accessibility

The community college is accessible geographically — located centrally within commuting distance of the homes of potential students.

It is also accessible academically — making opportunity available, through the “open door” admissions policy to all who feel they can benefit from higher education.

In addition, it is accessible financially. There are few institutions with costs kept so low as the community college. Tuition is reasonable and, because most students live at home, there are no room and board charges. Work-study opportunities are abundantly available to those who need them.

3. Comprehensiveness

Since the community college seeks to effectively serve a large portion and wide interest range of its community, it must offer a program which is broadly diverse. The scope of these programs listed earlier speak to this necessity. A variety of career, transfer, community service, general education, and developmental programs and courses help to make the institution responsive to the needs of the community.

4. Life-Long Learning

As noted above, the community college finds itself deeply involved in continuing education and community services. These programs are tacit admission of the fact that times and requirements change and that the community college can assist people to face these changes effectively and to deepen their understanding of them. The fact that the institution is local and central in the community assists it in reaching out to those in need of education — at whatever age or in whatever stage of life.

5. Adaptability

This finally noted characteristic flows out of the other four. The community college is accessible; therefore, people will be able to come to it with their changing educational needs. Since it is comprehensive, it must seek rapidly and spontaneously to accommodate new needs as they arise. As adults encounter the changing demands of an evolving society, the two-year institution

dedicated to life-long learning must initiate programs and services to assist in the meeting of these demands. As communities evolve they present new problems – a challenge to that institution which prides itself on being community-centered.

Thus, the community college itself is evolving and must remain flexible since it can be sure that it will be different in the future than it is today. Institutions, and particularly community colleges, must be readily adaptable, or they will fail the communities they aspire to serve.

APPENDIX C

HISTORY AND DEVELOPMENT OF MARYLAND COMMUNITY COLLEGES

Community Colleges in Maryland have been developing for over forty years, although the most significant growth has occurred in the last twelve years. Maryland's first public junior college started as early as 1927 when the freshman and sophomore years of college were added to what was then the St. Mary's Female Seminary (a state boarding high school). In 1935 the State Board of Education authorized the inclusion of junior college programs in the State Teachers Colleges at Frostburg and at Salisbury and, in 1946, an additional junior college program was established at Towson State College.

Following World War II, a state-wide education committee recommended the establishment of additional public junior colleges, primarily to help accommodate the number of veterans seeking college education. In 1946, Hagerstown Junior College and Montgomery Junior College were established by their county Boards of Education. A half year later, in 1947, the Baltimore City School System opened Baltimore Junior College (now called the Community College of Baltimore).

In 1955 the Maryland Commission on Higher Education recommended the establishment of additional locally supported and locally controlled public community colleges. Within six years eight public community colleges had been established: Catonsville Community College, 1957; Essex Community College, 1957; Frederick Community College, 1957; Harford Junior College, 1957; Charles County Community College, 1958; Prince George's Community College, 1958; Allegany Community College, 1961; Anne Arundel Community College, 1961.

The Commission for the Expansion of Public Higher Education in Maryland recommended in 1962 "the continued development of the community college throughout the State." This report identified eleven additional locations with enrollment potential sufficient for the establishment of a community college. Since the 1961 Commission's Report, two additional public community colleges have been established; Chesapeake College in 1965 and Cecil Community College in 1968. Chesapeake was the first regional college to be established, serving the counties of Kent, Queen Anne's, Talbot, and Caroline on the Eastern Shore. At the present time additional colleges are being planned for Howard County and Garrett County. Furthermore, a second campus of the Community College of Baltimore (the Harbor Campus) is projected for completion and occupancy by 1973. Also, the Baltimore County Board of Education has designated that a third county community college will be established in Dundalk in the near future. Other counties with community colleges already in operation, such as Prince George's and Montgomery, are also considering additional colleges.

APPENDIX D

CONTROL AND FUNDING OF MARYLAND COMMUNITY COLLEGES

Prior to 1968, local Boards of Education (legally constituted as Boards of Trustees) operated Maryland Community Colleges under the overall supervision of the State Department of Education. In 1968, the State Legislature created a State Board for Community Colleges having general supervisory powers (not operational control) over the public community colleges. This new Board will assume this responsibility from the State Department of Education on June 30, 1969.* This same legislation also allowed local public schools to divest themselves of their responsibility for community colleges and, instead, request that the Governor appoint a separate local Board of Trustees.

Funding of public community colleges in Maryland is based on the principle that the State, the local political sub-division, and the student would share in the operating costs. Currently, the State contributes up to 45 per cent of the operating costs, student tuition ranges from \$200 to \$300 a year, and the local sub-divisions make up the balance.

Capital construction of public community colleges is based on a 50-50 matching fund basis between the state and local sub-divisions. In addition, many Maryland community colleges have received significant capital construction grants under the Federal Higher Education Facilities Act, 1963, Title I.

**The powers, duties, and function of the new State Board for Community Colleges are reproduced in Appendix E.*

APPENDIX E

POWERS AND DUTIES OF MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

- (1) To establish general policies for the operation of the State's community colleges;
- (2) To conduct studies on the problems of community college education;
- (3) To assist the community college individually or collectively by providing expert professional advice in all areas of their activities;
- (4) To review and advise upon all curriculum proposals for newly-established community colleges and for proposed major additions to or modifications of programs in existing community colleges;
- (5) To recommend, review and advise upon proposals for the establishment of new community colleges;
- (6) To coordinate relationships among the community colleges to assure the widest possible educational opportunities for the students of the State and the most efficient use of funds;
- (7) To facilitate the transfer of students between the community colleges and the University of Maryland, the State colleges, and other institutions of higher education;
- (8) To coordinate relationships between the community colleges and the State and local public school systems and the private high schools in order to facilitate cooperation with them in guidance and admission of students to the community colleges and to arrange for the most advantageous use of facilities;
- (9) To establish and maintain a system of information and accounting of community college activities;
- (10) To provide grants-in-aid for the prompt and adequate planning of new colleges and new programs in existing colleges;
- (11) To administer the State's program of support for the community colleges;
- (12) To assist and represent the community colleges in seeking and administering federal monies available to them;
- (13) To assist the Maryland Advisory Council for Higher Education in its investigation of needs throughout the State and in its preparation of plans and recommendations for the establishment and location of new facilities and programs relating to the community colleges;
- (14) To report annually to the General Assembly on the Board's activities and the activities of the community colleges.

APPENDIX F

CHARACTERISTICS OF MARYLAND COMMUNITY COLLEGE STUDENTS

Measures of Ability

The relatively unselective admissions policies have contributed to the extreme range of academic ability found within and among junior colleges. The 1968 ACT (American College Testing Program) full-time freshman class profile for nine Maryland community colleges documents the extreme range of academic ability to be found within Maryland's public two year colleges.* The following table demonstrated this range in ability.

Maryland ACT 1968 Class Profile

Academic Ability

(In Percentages)

Standard Scores	English	Math	Social Science	Natural Science	Composite
26-36	2	10	11	14	5
21-25	20	24	32	25	27
16-20	42	30	28	32	39
1-15	36	36	29	29	29
Mean Score	16.8	17.5	18.6	18.8	18.1

As the table points out, in all four academic fields that ACT measures, Maryland community college students demonstrate a wide range of ability.

Another indication of academic achievement is high school grades. Again, Maryland community college students reflect a wide range of achievement according to ACT studies. The average high school grade point average in English, Math, Social Science and Natural Science was 2.15 (on a 4.00 scale); however, individual grade point averages ranged from 4.00 to 0.00.

**ACT statistical information from a special report on Maryland community college 1968 freshman students prepared by The American College Testing Program, Iowa City, 1969. The Maryland community colleges that participated in the 1968 American College Testing Program are: Anne Arundel Community College, Allegany Community College, Community College of Baltimore, Catonsville Community College, Chesapeake College, Essex Community College, Hagerstown Junior College, Harford Junior College, and Montgomery Junior College. (Those not included are: Charles County Community College, Cecil Community College, Frederick Community College and Prince George's Community College).*

On both these measures of academic ability, national test scores and high school grades, Maryland community college students' average scores were slightly below national averages for all college and university freshmen. For example, Maryland community college students' ACT mean composite score was 18.1 compared to 19.7 for all college freshmen, and Maryland community college high school point average of 2.15 compares to 2.58 nationally. As enrollments increase, larger numbers of low achieving high school graduates, as well as adults who have been away from formal education for a number of years, will enroll in Maryland community colleges.

Other Characteristics

The ACT Maryland profile documents many characteristics which demonstrate the degree of diversity found in our community colleges. Students state several reasons for attending college — from practical reasons like low cost, nearness to home, and potential for higher income to intellectual reasons like scholarship and intellectual atmosphere. Maryland community college students also vary widely in their educational and vocational aspirations and interests, including proposed majors, occupations, and highest level of education they plan to complete. Across the state, 46 per cent of our students plan to attain a B.A. degree or equivalent and over 23 per cent plan to attend graduate school, while 25 per cent plan to stop after obtaining their junior college degree.

Maryland community college students come from various levels of family income, with approximately 7 per cent above \$20,000 a year and 9 per cent below \$5,000. Over half of our students come from families whose income ranges from \$7,500 to \$14,999. Although community college students vary widely in socio-economic status, because of the "open door" admissions policy many community college students tend to come from a low socio-economic background.

Regarding their expressed need for financial aid, over 68 per cent of Maryland community college freshmen plan to work during college (16 per cent plan to work 1 to 9 hours per week, 32 per cent plan to work 10 to 19 hours per week, 14 per cent plan to work 20 to 29 hours per week, and 7 per cent plan to work over 30 hours per week). Only 32 per cent do not plan to hold employment during their first year of college. Only 39 per cent of our students plan on applying for a scholarship and 31 per cent anticipate applying for a loan during their first two years of college.

Although the ACT statistics measure only full-time students, the few studies of part-time students that exist indicate that the characteristics of part-time students equal the diversity mentioned above for full-time students.