A study of the personnel policies of the YMCA institute

Lincoln, Robert L

Boston University

http://hdl.handle.net/2144/17643

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

A STUDY OF THE PERSONNEL POLICIES
OF THE YMCA INSTITUTE

Presented to
The Faculty of the School of Education
Boston University

Submitted by
Robert L. Lincoln
(B. S., Syracuse University, 1927)

In partial fulfillment of the
Requirements for the Degree of Master of Education

1949
School of Education
Oct 24, 1949
316  R. B.
FIRST READER: J. WENDELL YEO, PROFESSOR OF EDUCATION

SECOND READER: DUGALD S. ARBUCKLE, ASSISTANT PROFESSOR OF EDUCATION

THIRD READER: WORCESTER WARREN, PROFESSOR OF EDUCATION
# TABLE ON CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. A STATEMENT OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>The purposes of the study</td>
<td>2</td>
</tr>
<tr>
<td>The need of the study</td>
<td>3</td>
</tr>
<tr>
<td>The general procedure</td>
<td>5</td>
</tr>
<tr>
<td>II. PROCEDURES USED IN DEVELOPING PERSONNEL</td>
<td>7</td>
</tr>
<tr>
<td>POLICIES AND RELATED CRITERIA</td>
<td>7</td>
</tr>
<tr>
<td>Executive personnel policies study</td>
<td>8</td>
</tr>
<tr>
<td>committee</td>
<td>8</td>
</tr>
<tr>
<td>Method of appointment</td>
<td>8</td>
</tr>
<tr>
<td>Membership in the committee</td>
<td>8</td>
</tr>
<tr>
<td>Method of committee operation</td>
<td>9</td>
</tr>
<tr>
<td>Benefits to each study committee member</td>
<td>11</td>
</tr>
<tr>
<td>Catalogues of selected junior colleges</td>
<td>12</td>
</tr>
<tr>
<td>Survey - part-time students</td>
<td>13</td>
</tr>
<tr>
<td>154 part-time students</td>
<td>13</td>
</tr>
<tr>
<td>Planning committee</td>
<td>14</td>
</tr>
<tr>
<td>Weekly meetings</td>
<td>14</td>
</tr>
<tr>
<td>III. SELECTION OF STUDENTS</td>
<td>16</td>
</tr>
<tr>
<td>The nature and significance of this service</td>
<td>16</td>
</tr>
</tbody>
</table>
IV. COUNSELING AND ADVISORY SERVICE

The nature and significance of this service

Primary reasons for counseling

Statement of policy

Adopted criteria

Impact of policy on present practice

Summary survey questions

V. INDUCTION

Orientation

The nature and significance of this service

Bradford Junior College policy

Statement of policy

Adopted criteria

Impact of policy on present practice

Summary survey questions

VI. INSTRUCTORS, FACULTY MEMBERS AND ALL OTHER EMPLOYEES
### CHAPTER PAGE

| The nature and significance of this service | 37 |
| Community spirit | 37 |
| Statement of policy | 38 |
| Adopted criteria | 38 |
| Impact of policy on present practice | 39 |

**VII. PLACEMENT SERVICES**  
| The nature and significance of this service | 40 |
| Statement of policy | 41 |
| Adopted criteria | 42 |
| Impact of policy on present practice | 43 |

**VIII. EXTRACURRICULAR ACTIVITIES**  
| Y. M. C. A. provision for many activities | 45 |
| Statement of policy | 47 |
| Adopted criteria | 47 |
| Impact of policy on present practice | 48 |

Summary survey questions
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX. PERSONNEL RECORDS</td>
<td>51</td>
</tr>
<tr>
<td>The nature and significance of this service</td>
<td>51</td>
</tr>
<tr>
<td>Dr. Lloyd-Jones's belief</td>
<td>51</td>
</tr>
<tr>
<td>Statement of policy</td>
<td>53</td>
</tr>
<tr>
<td>Adopted criteria</td>
<td>53</td>
</tr>
<tr>
<td>Impact of policy on present practice</td>
<td>55</td>
</tr>
<tr>
<td>X. FOLLOW-UP AND RESEARCH SERVICE</td>
<td>56</td>
</tr>
<tr>
<td>The nature and significance of this service</td>
<td>56</td>
</tr>
<tr>
<td>Suggestion of Jucius</td>
<td>57</td>
</tr>
<tr>
<td>Statement of policy</td>
<td>58</td>
</tr>
<tr>
<td>Adopted criteria</td>
<td>58</td>
</tr>
<tr>
<td>Impact of policy on present practice</td>
<td>59</td>
</tr>
<tr>
<td>XI. ADMINISTRATIVE STAFF</td>
<td>61</td>
</tr>
<tr>
<td>The nature and significance of this service</td>
<td>61</td>
</tr>
<tr>
<td>Conclusions of Lloyd-Jones</td>
<td>61</td>
</tr>
<tr>
<td>Statement of policy</td>
<td>62</td>
</tr>
<tr>
<td>Adopted criteria</td>
<td>63</td>
</tr>
<tr>
<td>Impact of policy on present practice</td>
<td>64</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>XII. SUMMARY AND RECOMMENDATIONS</td>
<td>66</td>
</tr>
<tr>
<td>Summary</td>
<td>66</td>
</tr>
<tr>
<td>Conclusion</td>
<td>67</td>
</tr>
<tr>
<td>Recommendations</td>
<td>70</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>74</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>77</td>
</tr>
</tbody>
</table>
CHAPTER I

STATEMENT OF THE PROBLEM

An educational institution such as a junior college should define clearly its objectives and purposes. If the offerings are to be of terminal nature, then the direction will probably be toward vocational preparation. While some of the courses offered will be labeled "general education", the majority will come under the classification of "bread and butter" courses. This plan will eliminate cultural courses together with those normally found in a transfer program or in a four year senior college. Regardless of the skill under development, it is important to treat all students as individuals.

This factor was lost sight of again during and following World War II when our major concern was mass production, mass education, and education directed toward the total war effort. During this period it was considered that one or two courses produced a skilled employee. It was found, however, that employees were given but half a loaf in this type of education and therefore, during this postwar period, it has become necessary to revamp this concept. In giving the "how" of a subject area, individual advancement was arrested until the rest of the loaf became fully digested.
In assuming that the normal junior college gives two years of instruction beyond the high school, it must also be understood that each curriculum will perform certain specific functions such as transfer, pre-professional, exploratory or terminal. Regardless of the function performed, each student should receive a certain body of knowledge and should be put in possession of skills and techniques which are part of the total program objective. Another function too lightly considered in a period of mass college education and large student surpluses due to the G. I. bill is the treatment of each student as an individual. This function under the heading of "personnel" is the concern of this study.

I. PURPOSES OF THE STUDY

This study proposes to suggest basic policies upon which a good personnel program for junior colleges may be planned and developed. The policies studied and recommended will be selected mainly from reliable sources in the field.

Principal references will be made to **Personnel Management** by Scott, Clothier, Mathewson and Spriegel; **A Student Personnel Program for Higher Education** by Lloyd-Jones and Smith; and **The Administration of Student Personnel Services in Teacher-Training Institutions of the United States** by Townsend. Other references will be taken from the bibliography contained at the end of this study. It is also proposed to develop personnel policies which may be adopted in a local junior college situation.

II. **THE NEED OF THE STUDY**

A review of the literature indicates that there are two distinct schools of thought toward which the aims of higher education should be directed. In one group are those who feel that education should be directed entirely toward preparation for the vocations while on the other hand there are just as many supporters for preparing students in the "art of living."

In this latter group are those who feel that scholastic preparation should consider the vocational and avocational time in later life. While any personnel program must be adequate if it fulfills its purposes, it appears that the art of living and utilitarian functions both need to be met. Lloyd-Jones expresses the problem as, "It must
concern itself with the student as he is at present, with the sort of design for living that he is working out for himself right now, just as fully as it must concern itself with the eventual vocational adjustment which the student will be able to make."\(^2\) Here again the purposes of the educational institution will influence the personnel policy but it "cannot escape the responsibility of considering all aspects of the student."\(^3\)

All engaged today in the field of personnel point to a need for more investigation and study. In many sections of the country, the junior college is taking on a local community flavor according to Koos.\(^4\) This factor, of itself, presents a fairly new concept and will stand thorough investigation in order to establish satisfactory personnel policies.


\(^3\)Ibid, p. 9.

\(^4\)Koos, Leonard Vincent, *The Junior College*. (Minneapolis; University of Minnesota, 1924.) p. 22.
III. GENERAL PROCEDURE

In the development of the personnel policies and the related criteria, the principal action has come from an executive study committee. This committee, appointed through the controlling body of the educational institution, carried on their activities over a period of seven months following a carefully prepared plan. The specific details are covered in the next chapter. In the course of the several committee meetings, over 201 separate personnel items were reviewed and discussed.

Another method used was to study a selected list of junior college catalogues in an effort to find some common treatment of personnel practices. This plan, together with a survey of the evening division, acted as the primary basis for further committee work.

It has been found that personal interviews and the examination of current literature were also necessary during the course of the study.

In Chapter II is a discussion of the various techniques used in developing the personnel policies. The methods used are presented in order of their importance to the study and not in chronological occurrence.
As various methods unfold in the following chapter, it is hoped that it becomes apparent to the reader the total amount of understanding and skill which has come to focus on these vital personnel policies. Those who were associated with the development and building of each personnel policy represented a combined experience of over one hundred years in the field of education.

Immediately following the chapter on the techniques are separate chapters devoted individually to a single personnel policy. Each of these have received the individual attention of the executive study committee prior to final adoption.
CHAPTER II

PROCEDURES USED IN DEVELOPING
PERSONNEL POLICIES AND RELATED CRITERIA

Explorations in the field of personnel have revealed many basic fundamental concepts which apply alike to industry and education. The personnel executive today is keenly aware that his everyday human relationships are merely an extension of those which have existed in the past. As citizens, having a voice in our democracy, each worker is entitled to "the same right of having a voice in determining the rules and regulations under which they work." In this study, as in most, limitations of time and money prevent a complete coverage of this important field. However, this chapter deals with the various techniques which have been used to develop the different policies recommended.


6 Ibid., p. 7.
I. EXECUTIVE PERSONNEL POLICIES STUDY COMMITTEE

This committee was formed because the members of the Board of Management of the YMCA Institute felt the need for a personnel study as it related to the junior college.

Method of Appointment. This committee received its appointment at a regular meeting of the Board. The chairman vested the committee with complete authority to carry on its own investigations and arrange its own meeting schedule. Also, the committee, under a duly appointed chairman, was charged with the responsibility of making a report back to the Board of Management following the conclusion of the study. There was no time limit set for the committee operation.

Membership in the Committee. The committee was composed of six members, three of whom are permanent members of the Board of Management and three appointed at large. In addition, there are three others who are ex officio by virtue of the office which they hold. The various members of this committee were appointed after a careful study of qualifications, including experience, interest, and education. Specific characteristics include the following:

a) Experience and background in the general personnel field.
b) Past direct experience, interest, and general understanding of the local junior college program. Also, an over-all knowledge of the relationship of the junior college to the Greater Providence Y. M. C. A.

c) Each member having the facility for understanding such a study and for being openminded enough to accept the data obtained as it might pertain to building a sound, logical personnel program.

d) Also, a background of sufficient breadth to make a valid contribution to the subject under investigation.

A survey of the executive study committee revealed a combined experience of over one hundred years in various educational fields. This experience covers full-time education, school committee service, college and secondary school administration, university teaching, and industrial personnel administration in a variety of capacities. Three of the nine members hold college or secondary school positions.

Method of Committee Operation. The meetings of the executive study committee were called by the chairman following a period of careful planning. Each meeting date was set after a poll of all committee members for the most favorable time. After this poll, it was decided to hold all
meetings at the supper hour for a period not to exceed three hours. This decision proved to be a very happy one as was indicated by the volume of committee accomplishment and by the many contributions made by all present.

Each meeting was conducted from a carefully prepared agenda and, for the most part, completed the work on scheduled time. This committee held a series of six formal meetings over a seven months' time. These formal meetings were interspersed with several informal conferences and exchange of correspondence between the various committee members. The use of these informal gatherings helped to speed up the committee's formal meetings and helped to arrive at common agreements more rapidly. A copy of an agenda used is listed in Appendix B.

Prior to each meeting, all committee members were mailed a copy of a particular policy or a group of policies together with a list of possible criteria scheduled for discussion at the next meeting. This method was followed in order to give the members material for advance study and also to speed up agreement at any given committee session.

The usual committee meeting started out with a study of a single policy statement. This policy was carefully edited for clarity, general correctness, and for application to the local junior college. Following committee agreement
on an individual policy, the related criteria were gone over in the same manner.

In the development and agreement of the criteria or standards of operation, the executive study committee spent considerable time and effort. Agreement by all members was not immediate even though the individual criterion was accepted in principal. Choice of words, impact on present policies, possible additional cost, and ability to be administered were some of the most outstanding elements which took up committee time and interest. Following approval or disapproval of the suggested criteria, the committee built up and developed new criteria as they related to a particular policy.

Benefits to each Study Committee Member. As each member of the committee worked on a policy, it became apparent that his interest increased for the entire job ahead. In a situation where in-service training was important and vital toward the total subject and toward the local junior college problem, the process was painless and effective. These group discussions, perhaps heated at times, have helped shape policies, developed for each individual a lasting appreciation for the study, and instilled a sense of belonging which is so basic for each committee member.
This combined group opinion, with the weight behind it, is bound to bring attention for improved services at a time of expansion, refinement or upgrading of the institution's over-all personnel services. A uniting of a group around a common cause with a single objective in mind at present has helped sway individuals and boards. These were some of the values gained by these experiences. They should have an effect of lasting importance.

II. CATALOGUES OF SELECTED JUNIOR COLLEGES

Still another check on personnel practices was a random check on twenty-seven junior college catalogues from various sections of the country. This list represented twenty-one states and was selected as generally representative of the country at large.

The review of these catalogues covered both the contents and the indexes in an effort to uncover references to personnel practices carried on by that institution. A list in Appendix A shows the catalogues reviewed for this purpose.

In this review it was interesting to note a wide variety of terms and the difficulty of reaching common ground due to the difference in nomenclature. Even the policy of student selection was presented in so many
different ways that it was found difficult to find a common interpretation of the contents. A suggestion for further study of junior college catalogues is covered in the final chapter.

III. SURVEY - PART-TIME STUDENTS

A survey was made of 154 students in the evening division of the junior college for the purpose of sampling student opinion on existing personnel practices. This form was developed through suggestions received from the seminar students, planning committee members, and from a trial sampling of part-time students.

The findings on the survey are reported in the separate chapters as these opinions related to an individual personnel policy. These various replies reflect to a marked degree the ineffectiveness of some of the present personnel policies. As no time limit was set for the respondents, it is quite evident that the various replies reflect complete student frankness.

From the replies it appears that mature judgments entered into the final thinking and the best interests of the local junior college were considered. This information is reflected by chapters in the statements made under
"Impact of Policy on Present Practice" or in the material actually tabulated. A copy of the survey form is found in Appendix C.

IV. PLANNING COMMITTEE

Each week the planning committee of the junior college, composed of various department representatives, has met in the director's office to set up the current week's program and to discuss matters of common interest. At these meetings attention has been given to the application of a student survey form. In addition, parts of two or three meetings were given to discussing existing student personnel policies and their applications. As the suggested policies were developed, this committee offered suggestions and acted as a preliminary guide in the early developmental period. Such refinements as paragraph rewrites, new terms, and other minor modifications came from the various members. Through this cooperative method, a feeling of improvement of services can be noted, and the need for further individual investigations has become apparent. The in-service training value to these department heads was also very evident and is still bearing fruit. This important aspect of group development cannot be overstressed and will probably bear fruit for a
long period to come. The members of the planning committee included an English Department representative, a representative from the Engineering Department, the Director of Instruction, the Placement Director, and the Director. Much pride was taken by those persons fully responsible for some specific policy to insure complete coverage for his special field.

All told, four separate procedures were used in this study. The actual statement of the separate policies is no guarantee that all will become equally effective. It is also easy to understand that local conditions will not always be favorable for putting each one of the policies in operation along the lines suggested.

In the following nine chapters, the study material is devoted to separate personnel policies. Each chapter treats the policy under the headings of: THE NATURE AND SIGNIFICANCE OF THIS SERVICE, STATEMENT OF POLICY, and IMPACT OF POLICY ON PRESENT PRACTICE. The next chapter will deal with the first policy under the heading: SELECTION OF STUDENTS.
CHAPTER III

SELECTION OF STUDENTS

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

Selection of students at the college level, in the over-all opinion of most experts, is one of the most vital parts of any modern personnel program. The New England Association of Colleges and Secondary Schools states that junior colleges should have "provisions for admitting students who are well qualified to benefit from its offerings." It goes on to state under Admission Requirements, "As a general practice an institution should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency, or the equivalent of such a course. The major portion of the secondary school course accepted for admission should be correlated as far as possible with the curriculum to which the student is admitted." Different

---

7 New England Association of Colleges and Secondary Schools, Minimum Requirements for Acceptable Junior Colleges and Other Institutions of Higher Education not Granting the Baccalaureate or Higher Degree; Amended December 5, 1941. p. 1.

8 Ibid., p. 2.
authors and observers all seem to agree that student selection needs to have definite ground rules and needs intelligent administration consistent with the various curricula offerings. Lloyd-Jones states the problem as "not just in acquiring a student body, but rather in bringing together a carefully selected group of students who will all benefit by the program the college is prepared to develop with and for them." 

The proof that the selection processes are effective will be determined by the number of dropouts each semester and the ease with which the placement director makes his placements upon graduation, consistent, of course, with existing economic conditions.

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to set up and maintain competent modern selection procedures for the admission of all students.

The type of education offered at the YMCA Institute is such that student success can best be insured through

---

9Lloyd-Jones, op. cit. p. 56.
carefully devised methods of selection, admitting only those students who will profit by the type of education offered. Special consideration will be given to the training and experience of the applicants. It is true in any institution of collegiate level that the qualifications of students admitted is a constant concern of the administration.

The criteria related to the policy which were adopted are:

1. Any person presenting a diploma from an accredited secondary school or its equivalent may be accepted for examination.

2. The institution may admit at its discretion a person or a graduate from any secondary school.

3. The YMCA Institute requires that a candidate shall have completed certain required secondary subjects as a prerequisite for admission.

4. A candidate who is conditioned in one required secondary subject may be admitted.

5. The YMCA Institute requires that any secondary subject offered as a condition of entrance shall be accepted only if passed with a specified minimum grade. (mark)

6. Each applicant shall be required to take entrance examinations in specified secondary subject-matter fields.
tool velvet; I. E.


J. 


D. 11. & 12. 2. & 3.


G. 17. & 18. 11. & 12.


O. 33. & 34. 25. & 26.

P. 35. & 36. 27. & 28.

Q. 37. & 38. 29. & 30.

R. 39. & 40. 31. & 32.

S. 41. & 42. 33. & 34.

T. 43. & 44. 35. & 36.

U. 45. & 46. 37. & 38.

V. 47. & 48. 39. & 40.

W. 49. & 50. 41. & 42.

X. 51. & 52. 43. & 44.

Y. 53. & 54. 45. & 46.

Z. 55. & 56. 47. & 48.
7. Each candidate may be required to take an entrance examination in other areas.

8. The subjects in which the candidate is examined at an entrance examination are determined by the curriculum for which he applies.

9. Applicants must pass all entrance examinations to be eligible for admission.

10. Candidates are accepted in the order of merit in the entrance examinations after the number to be admitted has been set.

11. The YMCA Institute may request a statement from the secondary school principal as to the health of the applicant.

12. All applicants are required to file a statement from a physician of their own choosing as to the condition of health.

13. A psychological examination is given by the YMCA Institute at the time of the administration of the other entrance tests.

14. A score on a psychological examination administered by the institution is one factor determining eligibility.

15. A brief life history of the applicant is required.

16. A high school transcript of each applicant is required.
17. An applicant is required to take an interest inventory.

18. Each applicant is required to have a personal interview with a staff member of the YMCA Institute.

19. A trained personnel interviewer conducts all interviews with applicants.

20. Applicants are required to furnish references of good moral character.

21. Applicants are required to pay an initial application fee.

22. No quota shall be established regarding race, creed, color, or sex.

23. Candidates with physical handicaps which definitely preclude success in their chosen field will not be admitted.

III. IMPACT OF POLICY ON PRESENT PRACTICE

The acceptance and application of this policy will tend to eliminate admitting students who will not profit from the level of education offered. Because many of the regulations were general in nature, it will, if followed, help to take the guess work from the admitting officers. It will also tend to develop specific provisions for admission refusal. It should, over a long period, make it
...
possible for a larger number of the college personnel to work with admissions and thereby relieve the top official so that he can spend more time on marginal and special cases.

The wide acceptance of a standard, uniform admission policy will, after it is known, educate lay personnel and secondary school officials, as well as staff persons, toward a greater respect for the YMCA Institute as a whole. It will also have its impact on the students, as it will help develop a personal pride and a feeling of esprit de corps that they are among the select few who are being admitted. As a local community institution, this policy and all others need to have wide public acceptance. The over-all psychological effect will be in proportion to the knowledge of what constitutes the specific standards. How long this will take or what direction it will run is impossible to foresee at this time.
CHAPTER IV

COUNSELING AND ADVISORY SERVICE

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

Next to the selection of students, this phase of the personnel policies received the most critical attention from the various committees. The New England Association of Colleges and Secondary Schools states that "the institution should have a definite program for determining the intellectual capacity of all of its students. Further provision should be made for measuring special aptitudes of the students as a basis for educational and vocational guidance."10

Many felt that this phase of the personnel service was worth the most in the long run to keep students in classrooms and prevent minor complaints from becoming major issues. Today, in the various college programs, the funds set up for counseling service appears to be on the increase. The primary reasons for this are expressed by Cowley:11

----
10New England Association of Colleges and Secondary Schools, op. cit., p. 3.

1. Counseling personalizes education.
2. Counseling integrates education.
3. Counseling coordinates the various student personnel services.

Some counselors have become so impressed with the value of job counseling that many believe all counseling is vocational counseling. However, Lloyd-Jones states that "the province of counseling extends over every problem which the college students may have and is not limited even primarily to any one sort of problem." Any counselor who spends all of his time in the vocational field soon loses his effectiveness in the majority of situations.

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to provide systematic and adequate ways and means for the counseling of all students.

Students attending the YMCA Institute have a wide variety of personal problems that bear on their educational

---

Lloyd-Jones, op. cit., p. 103.
achievement and occupational adjustment. There is little need for disciplinary action, but the members of the staff and faculty must be available for advice and counsel. An effectively administered counseling program will help to reveal hidden potentialities and stimulate each student toward peak accomplishment. Counseling services should be conceived and administered to deal with single course drop-outs and to assist in preventing student withdrawals.

The criteria related to the policy which were adopted are:

1. Lectures shall be given to the student body concerning student life and problems in general.

2. Guest speakers may also be invited for the purpose of addressing students.

3. Class advisors are appointed by the administration for each class in the institution (freshman, sophomore, etc.) from the faculty.

4. Class advisors are appointed from the faculty of the institution.

5. The administration of the YMCA Institute shall provide an advisor for each student.

6. All interviews between individual students and their advisors shall be confidential.
7. Students requiring special help in emotional or mental situations indicating instability in these functions may be referred to specialists.

8. The disciplinary functions (probation, dismissal) shall be strictly separated from the advisory functions as to staff responsibility.

9. Students shall be notified in writing regarding unsatisfactory academic status.

10. Such notices shall be prepared in duplicate for the student's folder.

11. Academic status shall be considered in the dismissal of any student.

12. Personality difficulties shall be considered in recommendations for dismissal.

13. Unbecoming conduct with other students shall be considered as a just cause for dismissal.

14. Probation may precede dismissal of a student.

15. Disciplinary measures shall be strictly individual in their application, but like penalties shall be imposes for like offenses.

16. Class advisors shall provide leadership for social and other extracurricular activities.
17. Faculty members, who act as advisors to students, shall be required to have prior training.

18. All students taking courses for credit in the institution shall be required to maintain satisfactory grades in a specified minimum number of credit hours.

III. IMPACT OF POLICY ON PRESENT PRACTICE

The application of this policy will mean much toward complete student integration. An adequate counseling program, developed to operate from a preventative viewpoint, will aid in developing a thoroughly happy and satisfying student experience. Where the majority of students still live at home, nevertheless there still remains a tremendous variety of problems which need regular attention.

The reaction to the present policy is quite clearly indicated by the responses to the various questions in the evening division survey. Listed below are the replies received to the questions which related to the counseling policy.

Question 4: Did you receive help in the selection of your educational program prior to registration?
If "Yes" checked ( ), was the assistance adequate?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>154</td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
</tr>
<tr>
<td>No</td>
<td>85</td>
</tr>
</tbody>
</table>

The replies here indicated a load for incoming students which was not being filled. It also revealed a definite weakness in our student service programs. In an attempt to further validate the "Yes" responses, it appears that the YMCA Institute has an in-service training program requirement on its doorstep. This fact was discussed at some length by the executive study committee.

Question 6: Have you had any occasion this year to question the choice of your educational program?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>149</td>
</tr>
<tr>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>128</td>
</tr>
</tbody>
</table>
If "Yes" checked ( ), did you discuss your problem with ANY member of the Institute staff?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>69.3</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>30.7</td>
</tr>
</tbody>
</table>

The answers to this question indicated quite clearly that the majority of the students are satisfied with their educational direction.

Question 7: Would you like now to talk with a faculty counselor concerning your educational or vocational program?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>153</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>40</td>
<td>26.1</td>
</tr>
<tr>
<td>No</td>
<td>113</td>
<td>73.9</td>
</tr>
</tbody>
</table>

Forty persons were interested in talking to the faculty counselor regarding their educational or vocational choices. This may seem that there are many more who need counseling service but who are reluctant to seek it out individually. It also indicated the need for continuous counseling with present students in order that this figure might drop materially.
<table>
<thead>
<tr>
<th>Item</th>
<th>Symbol</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>a</td>
<td>0.5</td>
</tr>
<tr>
<td>20</td>
<td>b</td>
<td>0.3</td>
</tr>
<tr>
<td>30</td>
<td>c</td>
<td>0.2</td>
</tr>
<tr>
<td>40</td>
<td>d</td>
<td>0.1</td>
</tr>
</tbody>
</table>
Question 11: Did you understand the purpose of the tests you took recently?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>107</td>
</tr>
<tr>
<td>Yes</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
</tbody>
</table>

Question eleven showed that the testing program is fairly well understood because 90.6 per cent of the respondents understood the tests which were taken for entrance purposes.

Question 12: Were you advised of the results of your tests?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>103</td>
</tr>
<tr>
<td>Yes</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>67</td>
</tr>
</tbody>
</table>

In question twelve, 65.2 per cent of 103 respondents claimed that they were not advised of their test results. This would indicate that there was a failure on the part of the counseling service to make this information available to the students.

Question 13: Are you interested in knowing your own test results?
The table below shows the data for 12 different samples:

<table>
<thead>
<tr>
<th>Sample</th>
<th>Value 1</th>
<th>Value 2</th>
<th>Value 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.5</td>
<td>3.1</td>
<td>1.8</td>
</tr>
<tr>
<td>2</td>
<td>4.2</td>
<td>5.3</td>
<td>3.9</td>
</tr>
<tr>
<td>3</td>
<td>6.4</td>
<td>7.5</td>
<td>4.9</td>
</tr>
</tbody>
</table>

The data was collected using a specific method and analyzed using statistical software. The results show a significant variation in the values across the samples, indicating that further investigation is needed to understand the underlying causes.

In conclusion, the data collected and analyzed provide valuable insights into the sample characteristics, which can be used for future research and development.
<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>112</td>
</tr>
<tr>
<td>Yes</td>
<td>106</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
</tr>
</tbody>
</table>

The answers to twelve and thirteen are very closely allied, inasmuch as 94.6 per cent of the students who were tested were interested in knowing their test results. The counseling load indicated here for part-time students is probably quite heavy and would indicate another weakness in our over-all counseling setup.

A system of trained counselors, if properly developed, may mean much to adequate student advisement. The proper and adequate development of a counseling program as proposed should insure a better run institution because of the existence of a high percentage of satisfied students.
CHAPTER V

INDUCTION

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

This policy started out under the heading of "Orientation." It is under this heading that most industrial concerns give it treatment. Socony-Vacuum Oil Company of New York "makes sure that its new people get off to a good start by giving supervisory personnel detailed instructions about how to introduce the newcomer to his job and associates. Supervisors have to check off a list of forty-three things they must do for every new person in their department."13

The new student, as well as the new employee, must be taken care of during the early period of his arrival.

The executive study committee, after laboring with the word orientation, decided that most of the work in orientation came in the counseling process. However, it was also felt that there was a definite induction of all new

13 News item in the Printers Ink, April 15, 1949.
students. As a result, the policy known originally as orientation became induction and is hereby treated under that heading.

Many four-year institutions have a freshman week which comes prior to a regular class opening. In a two-year institution no evidence was obtained to see if this plan existed. It would seem that certain economies would enter the picture.

A really effective program of orientation, as expressed by Lloyd-Jones, continues beyond the first year of the college student's life and might include help in scholarships, social, economic, vocational, and emotional problems.

The Problem of Orientation

The orientation program at Bradford Junior College is covered in the following purpose:

"The orientation program assists the student in adjusting herself to college community living and to increased responsibilities for herself and her progress, and in orienting herself as an intelligent citizen to the world of community participation which she will enter when she is graduated."15

---

14 Lloyd-Jones, op. cit., pp. 70-90

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to prepare adequately for the proper induction of entering students.

All students who enter the YMCA Institute need to make certain personal adjustments, and they need to be educated to the regulations which affect student activity. It is the intent of the administration to assist new students in every way in helping them become acclimated to the junior college and acquainted with the other members of the student body as early as possible in their academic career.

The criteria related to the above policy which were adopted are:

1. Printed bulletins concerning regulations of the YMCA Institute should be furnished to all students immediately after registration.

2. Y. M. C. A. dormitory accommodations may be arranged in advance.

3. All instructions regarding institutional regulations should be given at a general assembly of all students on the day of registration.

4. An official of the institution should assign all new students to class sections at the time of registration.
5. Printed instructions should be furnished all accepted applicants as to procedures for registration.

6. Faculty members should be assigned to assist new students during registration on the opening day.

7. Responsible upper-classmen sometimes assist new students during registration.

8. A "get acquainted" day should be provided at the opening of the year for the benefit of entering students.

9. The student council organization will arrange for the informal entertainment of entering students.

10. Printed bulletins should be given to new students on the use of the library.

11. Compulsory non-credit courses may be required during the first semester of the freshman year on "how to study."

12. Credit courses may be required for freshmen on "Aspects of Modern Civilization" during the first semester or term.

III. IMPACT OF POLICY ON PRESENT PRACTICE

The application of this policy as recommended by the proposed criteria would add about half of a full person's time. This would add about $2,000.00 to the present budget of the junior college.
Induction, at present, includes one convocation for freshmen, a series of assembly talks throughout the academic year, and job placement interviews with seniors. These activities are scheduled primarily for the full-time students but do not include the part-time students.

In the survey of part-time students was the following question:

Question 8: Have you attended any meeting or assembly this year at which student regulations were discussed?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>153</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>150</td>
</tr>
</tbody>
</table>

Also, in another section of the questionnaire the following suggestions regarding the induction process were received.

a) More parties to get students together.
b) More extracurricular activities.

If the induction process is to become effective, the following new features should be put into operation.

1. A handbook containing college regulations, suggestions, important local addresses, calendar, and library regulations.

2. Employment of one or two additional full-time faculty members, because, at present, about ninety per cent of
the faculty works an average of five hours a week. This puts an added burden on the full time people and also concentrates student activities upon a small nucleus.

3. Library talks for small groups of freshmen. This would mean that all new students would explore the library facilities including the cataloguing system, reference books, and other materials.

4. Special events during the academic year such as annual conference on world events, or on religious problems of everyday life.

5. Assembly talks by outside speakers on social problems, current events, local business trends, and other local community college problems.

This policy, under the new proposals made above, would raise the level of the student service considerably above where it is at present. The level of effectiveness and individual profit would be in direct relationship to the ratio of personal application. This policy has unlimited expansion possibilities.
CHAPTER VI

INSTRUCTORS, FACULTY MEMBERS, AND ALL OTHER EMPLOYEES

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

The heart of a sound junior college terminal program lies in the strength of each individual faculty member. Besides sound and inspiring classroom teaching, the two year institution should have "a high percentage of instructors whose formal education includes at least one year of graduate study beyond a baccalaureate degree."\footnote{New England Association of Colleges and Secondary Schools, \textit{op. cit.}, p. 1.}

Because of the community relationship, the local junior college has been able to attract many outstanding teachers for a nominal fee. These men have been prompted to teach from a community spirit basis rather than for the financial reward. The ability to continue to attract a strong faculty is of paramount importance. By keeping the quality of instruction on a high plane, the skills of the successful graduates are usually developed to a high level. Here is a condition where strength usually builds strength.
II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to maintain a competent and adequately trained staff to develop and administer student personnel services.

The staff members should understand the objectives of the Greater Providence Y. M. C. A. as a community organization, serving the entire community. With the thought that the student is the crux of all educational programs, an adequate staff of experts in the field of personnel services should be maintained. In building goodwill, and in servicing students in their understanding of the industrial development, a competently trained staff insures a forward-going program. An adequate staff is essential.

The criteria related to the policy which were adopted are:

1. A registrar should be employed by the junior college.

2. A local practicing physician shall be available.

3. Personnel and psychological services should be available for students.

4. Faculty members acting as advisors to individual students should receive special training.

5. Faculty members acting as advisors should be given reduced academic teaching loads.
6. Follow-up procedures should be conducted by the director of the junior college.

III. IMPACT OF POLICY ON PRESENT PRACTICE

Insofar as the local junior college is concerned, there will be little change from existing practices. All of the criteria recommended are either in practice at present or operate when there is a demand.

The manner in which the particular standard is in operation depends entirely on the total enrollment and the load created. Whenever necessary, additional temporary assistance is available to help move unusual peaks.

Ever since its founding, some form of education has been in process by the local parent organization. For this reason, many competent persons contact this organization if interested in part-time teaching employment.

The executive study committee concluded the review of this policy by stating that all persons employed by the local junior college should have the highest qualifications, consistent with the strength of the current budget.
CHAPTER VII

PLACEMENT SERVICES

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

A satisfactory student placement is the end result of a good educational process. Today, more than ever, students are looking toward the placement service to assist in bridging that first job gap. In fact, the reliance upon the placement service is out of proportion to what it should be. Some of this feeling is a natural aftermath of the G. I. bill. On the other hand, some of the leaning comes from a lack of the proper technique on how to look for a job. Because of these factors, the placement director must be better trained, the office facilities better organized, and the student relationship stronger.

A good placement service for any institution under the existing law is one which operates free to employer and student alike. Its facilities should be available for undergraduates and alumni alike and thereby give life time service. By operating on a free basis, the placement director is not hampered in his placements and can operate with a free hand. Townsend says that placement is "concerned with those techniques employed in getting the employing position and the
proper candidate for that position together."  

One of the everyday factors requiring attention is the cost of the placement services. Lloyd-Jones states that "over against this cost must be weighed the value of the placement office in terms of service given students, faculty, alumni, and society in general." It is possible that this is the service which needs special underwriting and appropriations in order to conduct its activity without feeling hampered.

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to provide a placement service for its student body.

The Institute is established to provide terminal education and training for jobs. Placement during the course of study and upon graduation is a specific need. While no guarantee can be made for job placement, modern day educational planning demands an adequate coverage in this area. Placement service builds goodwill, develops

17Townsend, op. cit., p. 65.

Lloyd-Jones, op. cit., p. 245.
future students, assists in maintaining a student in his proper college program, and in paralleling his day-time employment.

The criteria related to the policy which were adopted are:

1. Placement following graduation shall be solely the responsibility of the student.

2. Instructors may recommend to employing authorities students majoring in their departments but should report to placement bureau.

3. Students shall be given specific instructions on how to write letters of application.

4. Specific instruction shall be given students regarding the proper techniques in interviewing prospective employers in their senior year.

5. Information regarding students shall be furnished only on request of employing authorities.

6. A placement officer of the institution shall inform himself of vacancies in the community by letter, personal visits, and the like.

7. Personal interviews shall be between students or graduates and employing authorities, specifically arranged as required.
8. A private room shall be provided at the placement office for the convenience of employing authorities for the interviewing.

9. Academic status and the abilities shown in student contacts through extracurricular activities shall be considered in recommendations.

10. Definite time shall be scheduled for the placement officer to personally interview each student during his course prior to placement.

III. IMPACT OF POLICY ON PRESENT PRACTICE

Placement service has always had a high place in the interest and time of the staff. It is the end result of that well-done educational job, which can only be measured in part. Economic conditions, job vacancies, as well as the quality of the graduates, strongly affect action.

In the criteria developed and approved by the committee, it reveals a lack of industrial contacts and an absence of regular business calls for placement purposes. Placement opportunities made possible through the faculty have not been developed and need effective, as well as continuous, action. Here is an office which will vary in effectiveness in direct proportion to the flexibility of the incumbent. A person with industrial experience could
contribute a great deal with the right cooperation from the rest of the faculty. A further evidence of the impact on the placement services is indicated by the answer to the question on the evening division student survey. The responses to the placement policy on the survey is indicated below:

Question 3: Do you expect to make use of our placement service this year?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>141</td>
</tr>
<tr>
<td>Yes</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>117</td>
</tr>
</tbody>
</table>

A "No" response of eighty-three per cent indicated limited use of the placement services from part-time students. However, all full-time students clear through the placement director's office, even though no help may be desired. As indicated by this response, the time for placement work is still an important part-time function.
CHAPTER VIII

EXTRACURRICULAR ACTIVITIES

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

Education for life comes many times through active participation in extracurricular activities. What type of activities should be sponsored and the total volume of time which should be devoted, would probably be determined by the character of the student body and the type of education offered.

Where the majority of students work part time, it is very difficult to promote extracurricular functions which are time consuming, or which require regular attendance over a long period of time. Even with a high degree of interest, there has usually been too few to launch any major sport. Part of the answer is found in the fact that the Y. M. C. A. provides in its normal program a rich variety of extra-curricular activities. The New England Association suggests that "the institution should provide opportunities for a well regulated program of such student activities as are necessary to meet the cultural, social, and physical needs
of its students."

A review of past local history reveals very little activity in the social field. This is due to a time problem caused primarily by the need to work part time. Together with this is the fact that some students travel from their homes and need to return immediately following classes. Car transportation pools have also eliminated participation in certain extracurricular activities.

A broad activity field to develop and enrich student life in any institution is important to a balanced program. The extensiveness to which many activities can be carried varies constantly. The management of extracurricular activities is in the hands of a student council. Sampling of student opinion needs to be constantly taken in order to promote only those activities which have a fairly wide spread interest. Oftentimes activities are developed and fall flat because only a small handful of some very vocal persons have stimulated an interest. The range of interest, as well as the total number seriously interested, has required regular sampling.

---

19 New England Association of Colleges and Secondary Schools, op. cit., p. 3.
II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to foster extracurricular student activities.

Students must necessarily have certain social outlets whenever time permits. Their extracurricular activities must be so set up as to avoid interfering with class assignments. The general facilities of the Y. M. C. A., which are available to all students, offer particular value in this respect. Student activities include athletic teams, student council, student newspaper, press club, business and engineering tours, and membership in students' societies, such as those for Engineering, Accounting, and Management students.

The criteria related to the above policy which were adopted are:

1. The administration appoints faculty advisors to the students for organized extracurricular activities.

2. Student participation in organized extracurricular activities is at the option of the student.

3. Each student is encouraged to participate in some extracurricular activity.

4. Faculty representation is provided on the general governing board of student organization.
5. Any student organization for extracurricular activity must receive authorization from the administration.

6. Fraternities and sororities must be specifically authorized by the administration.

III. IMPACT OF POLICY ON PRESENT PRACTICE

No immediate change can be foreseen with the adoption of this policy as far as full-time students are concerned. However, the full operation of this policy will definitely stimulate activity for the part-time evening students. Here a student council will be required for the purpose of regular sampling of student interest and for the purpose of carrying forward some type of out-of-class activities.

The replies from the students in regard to the election of a student council, and the adoption of a handbook are both favorable as indicated below:

Question 9: Do you feel a need for some student governing body to promote extracurricular activities, such as a student council?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>87</td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
</tr>
</tbody>
</table>
While an active student council does not insure complete interest coverage, it does act as a feeder for student interest and opinion. Here sampling is important in order to direct attention where the greatest interest seems apparent. Respondents to this question, who total eighty-seven, were in favor of a student counciling body. The 65.6 per cent, or fifty-seven individual students, who voted for a student council would indicate that they feel the lack of this type of organization. However, because of the full-time employment of most of the students, 34.4 per cent did not feel that it was necessary to have a student council for part-time students.

Question 10: Would you be able to use a student handbook covering Institute regulations, privileges, extra-curricular activities, etc.?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>132</td>
</tr>
<tr>
<td>Yes</td>
<td>88</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
</tr>
</tbody>
</table>

There were eighty-eight "Yes" respondents to this question out of a total of 132 replies, and it indicated that the Institute had a real need for some type of printed handbook which could be passed out to existing and new students at some time during the school year.
As the time schedules of the student changes, likewise, it is necessary to change the backing of extracurricular activities. One of the greatest difficulties where time is at stake is to stimulate student leadership for these activities. This, in the past, has thrown an undue burden on our clerical force. There seems to be no regular formula to apply except to carry on a regular sampling of interest and change the emphasis with this changing tide.
CHAPTER IX

PERSONNEL RECORDS

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

Record keeping is viewed differently by various groups in education. There are some persons, because of background and training, who place emphasis on subject-matter fields alone, while there are others who feel that in order to maintain adequate records, one must necessarily become a slave.

Regardless of which side you may be on, some records are a basic necessity. Lloyd-Jones states that "many experts agree that a system of cumulative personnel records, well devised, can, as can nothing else, give an accurate appraisal of the student, both as to what he is, and what he is capable of becoming."20

The type of records which are maintained might be determined by the objectives of the institution. Another factor affecting the type and volume of record keeping is the volume of counseling service. Special studies such as

20 Lloyd-Jones op cit., p. 250.
those on dropouts, graduate follow-ups, and present job employment will act as a guide in establishing adequate records. Another factor affecting this service is the amount of activity in the placement department.

After all the records are set up, at least for the time being, it is necessary to determine if some records are to be prepared in duplicate or whether all records on an individual student are placed in a single central file. Here, the size of the institution, and whether it is set up on a compact or spread out basis, will affect the final decision. Today, with good clerical help a problem, the preparation of duplicate records must be weighed very carefully.

Some form of cumulative personnel record is almost a must as a basic record. However, with the variety of uses that such a record can be put to, it seems also advisable to set up a simple set of rules regarding usage. Otherwise, such a high degree of originality is possible that it might destroy proper application.

It is also necessary to make a decision as to what records are entirely confidential and should only be accessible to certain persons. These decisions are probably best determined by a committee appointed to make a special study of the entire problem.
II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to maintain a continuing system of individual student personnel records.

Student personnel service is measured from its effective point of view by the types and kinds of records kept and their use. They are not only a convenience, but an essential element in a sound educational program. With adequate records, counseling service can be made effective, continual studies can be made of student needs, and sound placement service can be maintained. Adequate records are too frequently conspicuous by their absence.

The criteria related to the policy which were adopted are:

1. A complete secondary school academic record shall be on file for each student.

2. A record on a standard form concerning the student's life history may be requested.

3. A record of results of entrance examinations in subject-matter fields shall be filed for each student.

The following records shall be on file:

   a) All psychological examinations shall be on file.
b) A complete record of student grades in the institution shall be on file.

c) A record of part-time employment of student shall be on file.

d) A record of the specific causes of student absences shall be on file.

e) A record of all extracurricular activities of an organized nature for each student shall be on file.

f) A record of student scholastic honors shall be on file.

g) A record of all important personnel interviews between advisor and individual students shall be recorded.

h) A record of all placement interviews between student and placement officer shall be on file.

i) A record of disciplinary action against a student shall be recorded.

j) A record of original placement indicating position taken by graduate shall be recorded.

k) A record of any placement by placement officer shall be recorded.

l) A record of subsequent placement of graduate shall be recorded.

m) A record of interviews between disciplinary officers and student shall be recorded.

n) A record of starting salary of graduates shall be recorded.

o) A record of subsequent and original salaries of graduate if known shall be recorded.

4. A record of the student's chronological position in the family shall be recorded.
5. A record of parent's marital status shall be recorded.

6. A record of loans and scholarships for each student shall be recorded.

7. All records are kept in a central file and designated as student personnel records.

8. Personnel records are for the confidential use.

III. IMPACT OF POLICY ON PRESENT PRACTICE

This policy is one which should have an annual review. At the present time, very little change is foreseen as many of the suggested practices under this policy are already in operation.

While it is important to have practices in effect and to understand their applications, it is also highly important to follow through on a regular basis to see what is actually being done. Here is an opportunity for supervision to operate on an intelligent basis. Too often paper statements are not carried out in actual execution. Records, in order to be valuable, usable, and practicable, must be maintained on any up to date orderly basis, consistent with a set of specific regulations.
CHAPTER X

FOLLOW-UP AND RESEARCH SERVICES

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

Unless a periodic research program is planned at the YMCA Institute, the current academic offerings may be prone to lose community effectiveness. Lloyd-Jones states that, "Research and evaluation assist those in charge of the personnel program to discover what they have to work with; the type and capacities of the students; the nature and force of the influence exerted on them; the result of interacting forces; the type and nature of the equipment, space, and other facilities available and needed; trends and emphasis in their personnel efforts; and the results of their efforts."\textsuperscript{21}

The daily effectiveness of a terminal vocational educational program needs proof. Validation of course offerings requires periodic investigation. In a changing community, such as the one in which the junior college is

\textsuperscript{21}\textit{Lloyd-Jones, op. cit.}, pp. 278-279.
located, an increasing importance is placed on research data. The educational offerings need expansion or contraction in immediate direct relationship with the changing local business needs for entry jobs and for upgrading of present employees.

Industrial organizations have long agreed that research is a vital part of their success, but education has been very reluctant to set up the necessary budget amounts to carry on research projects. Jucius suggests that personnel research "is a more or less intensive search for an analysis of facts to the end that personnel problems may be solved or principles for their solutions derived."22

Because of the fact that the majority of all students come from local business and industry within a twenty-five mile radius, it is becoming increasingly necessary for a closer tie with these supporting organizations. Here the planned contact to sample demands is a vital part of a progressive junior college.

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to maintain facilities for community occupational personnel research.

The objective for this research is to determine the correlation of the educational program with the job opportunities, and to gauge the current changes in the occupational market.

These services will help to uncover the relationship between the educational program and local community requirements, and they will also aid in student enrollment. New programs may thereby be developed, and present programs modified. In addition, data obtained from these sources may be the means of reduction or expansion on the part of the YMCA Institute.

The criteria related to the above policy which were adopted are:

1. The YMCA Institute administration shall make written inquiries concerning the success of graduates following the first year of graduation.

2. A standard survey form shall be used instead of general letters to obtain follow-up information as above.
3. Follow-up advice may be given to the graduate.
4. Extension courses may be recommended as a follow-up service.
5. Individual differences may be investigated, as they relate to academic success.
6. Studies may be made to show relationship between academic ability and subsequent success in the field of specialization.
7. Cooperative research in personnel may be conducted in connection with other institutions.

III. IMPACT OF POLICY ON PRESENT PRACTICE

The importance of this policy to our progress is very well understood by all of those associated with this study. Intensive operation of the criteria recommended will be controlled entirely by what funds are available from the current operating budget. With a limited amount to spend, the total action here will be somewhat restricted. However, it should not stop. Volunteer committees can be recruited quite easily. The difficulty is in the selection of those individuals who are qualified to make an adequate and intelligent contribution to the field under consideration. Here is one policy which, if frequently put into operation,
can mean much in the way of regular advancement and in assisting in maintaining a high quality in all educational endeavors.
CHAPTER XI

ADMINISTRATIVE STAFF

I. THE NATURE AND SIGNIFICANCE OF THIS SERVICE

The quality of the personnel service is governed by the ability of the administrative group. This would include the top executives and those who have specifically delegated responsibility. In an educational program of terminal nature where a part-time faculty carries on the largest share of the teaching, the administrative function presents new problems.

It appears in an average sized institution of five hundred students or under, that the majority of persons with administrative or supervisory responsibilities must perform some tasks on the direct firing line. Where classroom responsibilities are a part of the over-all assignment, it may delay some duties, but, at the same time, it affords real opportunity to keep in tune with student sentiment and interest at first hand.

Lloyd-Jones states, "The success of any administrator is probably in direct ratio to his ability to select, train,
and hold good assistants." While much of the above statement is true, the immediate problem is one of economics, and for that reason, it becomes increasingly necessary to develop many different persons with the hope that the length of service will justify the time spent on training.

The development of this policy is largely determined through the successful application of well-known administrative tools. These would include job descriptions, modern business office methods, adequate wage policies, and intelligent supervisory techniques. Here is an opportunity for the use of the democratic method as a major tool in developing team cooperation.

II. STATEMENT OF POLICY

It shall be the policy of the YMCA Institute to develop an adequate administrative organization for the purpose of coordinating the foregoing services to students, and also to coordinate the work of the Institute with the comprehensive, integrated program of the Greater Providence Y. M. C. A.

---

23 Lloyd-Jones, op. cit., p. 269.
Every person associated with the Institute and concerned with the personnel policies as they relate to the student body is affected by the on-going and continuous strength of the Y. M. C. A. In order to coordinate all of these services, guard against cross processing, minimize the possibility of error, prevent any unwarranted duplication, it must be fully understood that the administration of the Institute is important for adequate articulation and coordination. In short, the program should be one program, which can be accomplished only through a systematic and sympathetic organization working with all students. No function in the YMCA Institute can escape this particular influence.

The criteria related to the policy which were adopted are:

1. Committees, composed of faculty members who are appointed by and are responsible to the director, are maintained to study and recommend policies in connection with student personnel services.

2. Standing faculty committees on personnel are maintained as follows:

   a) A committee on selection of students

   b) A committee on student extracurricular activities
c) A committee on academic status
d) A personnel research committee
e) A general committee on student personnel
f) A general committee on graduation

3. The administrative functions concerned with personnel procedures are:
   a) Registration
   b) Placement
   c) Instruction
   d) Counseling

4. The coordinating personnel officer is the director.

III. IMPACT OF POLICY ON PRESENT PRACTICE

The successful and effective application of this policy is in the hands of the director. Here is where background, skills, training and experience will be put to test.

At the present time, many of the recommended criteria are handled either informally or through the various planning committee meetings. However, there are no specific and established procedures which give suggested steps for carrying out the various functions of the committees which have been recommended.
It was the unanimous consensus of the executive study committee that all the recommended criteria in this policy should be developed, providing they did not hamper the flexibility of the occasion or impair complete control by the director. Again, expansions or contractions of committee responsibility and scope should be determined by the top administrator.

Effective operation of this policy will be governed by the economics of the local institution. Under an expanding or a healthy budget, effective action, through using the criteria recommended, is a must if a high level of educational endeavor is maintained. If, however, a dropping off in enrollment appears, then these functions and responsibilities will more and more fall in the director's office. This will mean a challenge and the enlistment of volunteers and alumni to assist in some of the functions not covered by an adequate budget. Without a doubt, the complete application of this policy is a must in a fully accredited, degree-granting institution.
CHAPTER XII

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The preceding chapters of this study have presented the problem of student personnel services as recommended for a junior college. These policies, as suggested, would assist materially in improving the local junior personnel program, and for this reason many of the suggestions have taken on a local color.

Chapter I contains a statement of the personnel field in general, the purposes of the study, the need for the study, and the general procedures which were followed. In Chapter II are presented the various techniques and procedures used in developing the personnel policies discussed later in the study. Chapters III through XI discuss each policy individually. Each chapter also gives the criteria suggested by the executive study committee to put this particular policy into effective operation. In these chapters the suggestions of the executive study committee have been amplified by the replies to the questionnaire used in connection with the survey of part time students.
II. CONCLUSION

Size of the Institution. It appears logical, in the study undertaken, that as a junior college grows in size, the personnel services should be developed. This conclusion is reached because certain responsibilities now assigned as part of one person's responsibility might be expanded into a full-time assignment. However, Townsend states in his study of Teachers Colleges "that size of institution has little or no effect upon sufficiency of the student personnel program, so far as that sufficiency may be estimated from the results of this study."\(^{24}\)

In spite of the above, it appears that full-time additions to the faculty will, in itself, tend to upgrade the services now handled as a part-time service or by part-time persons.

Community Relationship. Because the YMCA Institute is part of the Greater Providence Y. M. C. A., some of the services which would normally need consideration are already in full swing by other branches of the Y. M. C. A. These

\(^{24}\)Townsend, op. cit., p. 77.
would include dormitory service, physical development programs, social programs, club groups, co-ed activities, and special guest lecturers. By virtue of the Y. M. C. A. membership plan, students can participate in any of the above groups.

**Budget Adequacy.** While no country-wide standards are accessible, the yearly enrollment has determined largely the funds available for personnel services. During successful years, many important functions are carried on, but with a present downward enrollment trend, it appears that certain curtailments will be required. Another factor exerting influence is membership in the local Community Chest.

**Community Changes.** The entire state is undergoing a change in industrial setup. This is due to the predominance of textiles, machine tools, and jewelry concerns. Very recently two large textile organizations have closed their doors, and the balance of the industry is in a state of unrest. The operation of a trust known as Textron, Inc. is causing some bitterness amongst some textile mill owners. The recent senate inquiry conducted by Senator Tobey of New Hampshire has helped to fan this flame.

Also, the machine tool industry has made serious layoffs in recent months due to a collapsed foreign market. No immediate change is projected by certain local authorities.
This, of itself, has caused job shifts, a reduction in on-the-job training, and as a result certain minor personnel situations. The jewelry industry, as in the past, operates on a seasonal basis. In the March 27, 1949 issue of the Providence Sunday Journal was an article on cost studies conducted by local concerns. All of these factors must have to be considered as they affect the local situation.

**Selection of Students.** In the opinion of the executive study committee and in the literature reviewed, this policy needs the most careful attention. As discussed in Chapter III, the objective of individual junior colleges would vary, and therefore the criteria pertaining to this policy would also vary. The criteria related to this policy which received the greatest attention were:

1. Any person presenting a diploma from an accredited secondary school or its equivalent may be accepted for examination.

2. A score on a psychological examination administered by the institution is one factor determining eligibility.

3. Each applicant is required to take an interest inventory.

**Counseling and Advisory Service.** Next to student selection, this policy received the greatest attention of the executive study committee. In a small community junior
college, the three objectives stated by Cowley in Chapter IV expresses most vividly the function of this service. Here again, as discussed briefly in Chapter I, is the real opportunity to personalize the type of education which is the objective of the junior college.

Faculty Committees Related to Personnel. The table which follows shows the wide variety of faculty standing committees. It is also interesting to note the wide variety of terms used in describing these committees and the difficulty in determining the exact committee function. The catalogue study was previously referred to in Chapter II.

III. RECOMMENDATIONS

Campus Visits. It is recommended that first hand personnel evidence be secured through visits to a selected group of junior colleges.

Committees from Senior Colleges. It is also suggested that the various personnel services now in operation be studied as a basis for validating some of the personnel services needed in the junior college.

Industrial Committee. More specific evidence is necessary from industry to determine what is lacking in the services offered by the junior college in its industrial relationships. Here some country-wide sampling might be beneficial.
## TABLE I

**FACULTY COMMITTEES ON VARIOUS PHASES OF PERSONNEL MENTIONED IN A SURVEY OF TWENTY-SEVEN JUNIOR COLLEGE CATALOGUES, 1948-49**

<table>
<thead>
<tr>
<th>Name of Committee</th>
<th>Frequency of Mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>2</td>
</tr>
<tr>
<td>Schedule</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Program</td>
<td>1</td>
</tr>
<tr>
<td>Publication Committee</td>
<td>1</td>
</tr>
<tr>
<td>Committee on Convocations</td>
<td>3</td>
</tr>
<tr>
<td>Committee on Awards and Scholarships</td>
<td>1</td>
</tr>
<tr>
<td>Joint Faculty Student Council Committee</td>
<td>3</td>
</tr>
<tr>
<td>Committee on Admissions</td>
<td>2</td>
</tr>
<tr>
<td>Scholarships</td>
<td>3</td>
</tr>
<tr>
<td>Guidance</td>
<td>2</td>
</tr>
<tr>
<td>Athletics</td>
<td>1</td>
</tr>
<tr>
<td>Faculty social</td>
<td>1</td>
</tr>
<tr>
<td>Student Aid</td>
<td>1</td>
</tr>
<tr>
<td>Graduation</td>
<td>1</td>
</tr>
<tr>
<td>Development Committee</td>
<td>1</td>
</tr>
<tr>
<td>Committee on Academic Standing</td>
<td>2</td>
</tr>
<tr>
<td>Administration Committee</td>
<td>3</td>
</tr>
<tr>
<td>Catalogue</td>
<td>1</td>
</tr>
<tr>
<td>Student Health</td>
<td>1</td>
</tr>
<tr>
<td>Faculty Committee on Student Organization</td>
<td>1</td>
</tr>
</tbody>
</table>
Transfers to Senior Colleges. This problem needs further investigation, particularly in certain sections of the country. If more facts were available, then it might assist in either new or stronger student personnel services.

Junior College Catalogues. Here the sampling is too light for good validation. Some difficulty might be encountered unless specific ground rules are developed to overcome the variables in nomenclature.

In the final analysis, the presentation of this study had as its purpose the development of personnel policies and related criteria which might cover a local junior college situation. The executive study committee has, of necessity, given local coloring to its recommendations. There is still much in the realm of opinion. However, all evidence collected, and the impetus of the committee, has indicated that real tangible advances can be made to raise the personnel services of any junior college.
BIBLIOGRAPHY


Cowley, W. H., Preface to Principles of Student Counseling, Educational Record, April, 1937.


Minimum Requirements for Acceptable Junior Colleges and other institutions of Higher Education not granting the Baccalaureate or Higher Degree. (New England Association of Colleges and Secondary Schools, Amended December 5, 1941) 3 pp.

*Printers Ink*, April 15, 1949.


# APPENDIX A

A LIST OF JUNIOR COLLEGES WHOSE LATEST CATALOGUES
WERE STUDIED FOR PERSONNEL ITEMS

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sacramento Junior College</td>
<td>Sacramento, California</td>
</tr>
<tr>
<td>2. New Haven YMCA Junior College</td>
<td>New Haven, Connecticut</td>
</tr>
<tr>
<td>3. Jacksonville Junior College</td>
<td>Jacksonville, Florida</td>
</tr>
<tr>
<td>4. Armstrong Junior College</td>
<td>Savannah, Georgia</td>
</tr>
<tr>
<td>5. Boise Junior College</td>
<td>Boise, Idaho</td>
</tr>
<tr>
<td>6. Coffeyville College</td>
<td>Coffeyville, Kansas</td>
</tr>
<tr>
<td>7. Hutchinson Junior College</td>
<td>Hutchinson, Kansas</td>
</tr>
<tr>
<td>8. Westbrook Junior College</td>
<td>Portland, Maine</td>
</tr>
<tr>
<td>9. Baltimore Junior College</td>
<td>Baltimore, Maryland</td>
</tr>
<tr>
<td>10. Bradford Junior College</td>
<td>Bradford, Massachusetts</td>
</tr>
<tr>
<td>11. Nichols Junior College</td>
<td>Dudley, Massachusetts</td>
</tr>
<tr>
<td>12. Becker Junior College</td>
<td>Worcester, Massachusetts</td>
</tr>
<tr>
<td>13. Worcester Junior College</td>
<td>Worcester, Massachusetts</td>
</tr>
<tr>
<td>14. Rochester Junior College</td>
<td>Rochester, Minnesota</td>
</tr>
<tr>
<td>15. Cottey Junior College for Women</td>
<td>Nevada, Missouri</td>
</tr>
<tr>
<td>16. Dawson County Junior College</td>
<td>Glendive, Montana</td>
</tr>
<tr>
<td>17. Luther College</td>
<td>Wahoo, Nebraska</td>
</tr>
<tr>
<td>18. Centenary Junior College</td>
<td>Hackettstown, New Jersey</td>
</tr>
<tr>
<td>No.</td>
<td>Institution</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>20.</td>
<td>Cazenovia Junior College</td>
</tr>
<tr>
<td>22.</td>
<td>Undergraduate Centers, The</td>
</tr>
<tr>
<td></td>
<td>Pennsylvania State College Bulletin</td>
</tr>
<tr>
<td>23.</td>
<td>Hershey Junior College</td>
</tr>
<tr>
<td>24.</td>
<td>Lamar College</td>
</tr>
<tr>
<td>25.</td>
<td>Vermont Junior College</td>
</tr>
<tr>
<td>26.</td>
<td>Rutland Junior College</td>
</tr>
<tr>
<td>27.</td>
<td>Chevy Chase Junior College</td>
</tr>
</tbody>
</table>
APPENDIX B

AGENDA
PERSONNEL POLICY MEETING
MARCH 3, 1949

ORDER OF BUSINESS:

1. Review Policy #1

2. Review all criteria agreed upon at last meeting.

3. Add new criteria not covered and finish this completely. Upon completion, revise and put together a copy to be sent to committee members for next meeting.

4. Go over Policy #2. Edit and change.

5. Go over criteria for Policy #2 in following manner:
   a) Accept or reject as stated.
   b) Edit as each individual criteria is accepted.
   c) Add criteria not covered, giving specific emphasis to the statement and exact wording.

6. Try and establish a pattern for treating all subsequent policies and criteria.
APPENDIX C

YMCA INSTITUTE

DIRECTIONS: We are interested in improving our student services in the Evening Division here at the YMCA Institute. To this end the opinions of the students are needed on certain phases of our service. It would be greatly appreciated if you would give us the kinds of information suggested by the following questions:

1. Do you expect the subjects you are taking now to help in your present job? Yes____ No____
   If yes checked (x), will the help be: direct____ indirect____?

2. Do you expect to change jobs after finishing your education at the Institute? Yes____ No____ Uncertain____
   If yes checked (x), please state your next job direction.

3. Do you expect to make use of our placement service this year? Yes____ No____

4. Did you receive help in the selection of your educational program prior to registration? Yes____ No____

5. Does your employer know you are studying at the YMCA Institute? Yes____ No____ Uncertain____

6. Have you had any occasion this year to question the choice of your educational program? Yes____ No____
   If yes checked (x), did you discuss your problem with ANY member of the Institute staff? Yes____ No____

7. Would you like now to talk with a faculty counselor concerning your educational or vocational program? Yes____ No____
8. Have you attended and meeting or assembly this year at which student regulations were discussed? Yes____ No____

9. Do you feel a need for some student governing body to promote extracurricular activities, such as a student council? Yes____ No____

10. Would you be able to use a student handbook covering Institute regulations, privileges, extracurricular activities, etc.? Yes____ No____

11. Did you understand the purpose of the tests you took recently? Yes____ No____

12. Were you advised of the results of your tests? Yes____ No____

13. Are you interested in knowing your own test results? Yes____ No____

14. How did you learn of the YMCA Institute? (Check one)
   
   Friend____ Veterans Administration____
   Newspaper____ Employer____
   Student Recommendation____
   Other____(Please indicate)________________________

15. Do you plan to work for a degree? Yes____ No____

16. Please list below any suggestions you would like to offer to the Institute administration for improvement of the educational program.

__________________________  ______________________
Your Name                Date