The 1984 Annual Conference of the New York State College Student Personnel Association was held at Holiday Inn Grand Island, New York.
The study described student vs. counselor gender differences in academic and career counseling practices. The counselors reported that students more frequently discussed their academic and career concerns with female counselors, whereas male students more frequently discussed their academic and career concerns with male counselors. The study found that female counselors were more likely to provide emotional support and encouragement, whereas male counselors were more likely to provide academic advice and career information. The study concluded that gender differences in counseling practices may affect the effectiveness of counseling and the outcomes for students. The study recommended that counselors receive training in gender-sensitive counseling practices to better meet the needs of their clients.
The subject of the study was the evaluation of a computer-assisted instructional program and its impact on student performance. The program was designed to improve reading comprehension skills among students in grades 4 to 6. The experimental group received the program, while the control group did not.

The results indicated that students who used the program showed significant improvement in reading comprehension compared to those in the control group. The findings suggest that computer-assisted instruction can be an effective tool for enhancing reading skills.

Method

The study was conducted using a randomized controlled design. Two groups of students were selected and matched based on prior reading scores. One group received the computer-assisted program, while the other served as the control group.

The program included interactive activities and multimedia resources that were designed to engage students and improve their reading comprehension. The control group received traditional instruction without the use of the program.

The results of the study showed that students in the experimental group had a higher average reading comprehension score compared to those in the control group. The improvement was statistically significant, indicating the effectiveness of the computer-assisted program in enhancing reading skills.
### Table 1

<table>
<thead>
<tr>
<th>ITEM</th>
<th>RANK</th>
<th>COMMISSIONS</th>
<th>FACULTY</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</table>

**Notes:** Students, faculty, and administrators were involved in group names and brainstorming activities of each college's College Counseling Center.

---

### Results

The administration proposed a set of measures to reduce the number of students who experienced difficulties in their studies. These measures included:

- Enhancing the counseling services provided by the College Counseling Center.
- Increasing the availability of academic advisors.
- Implementing a more rigorous academic curriculum.
- Providing additional resources for students who are facing academic challenges.

A list of the names of the preliminary 10 students and 20 faculty members associated with the counseling center is available upon request.


**Table 2**

<table>
<thead>
<tr>
<th>Problems With Parents</th>
<th>Male Problems</th>
<th>Female Problems</th>
<th>Career Choice</th>
<th>Eating Disorders</th>
<th>Anxiety or Hypochondria</th>
<th>Academic Difficulties</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td>Faculty</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>5 = Not at all important</td>
<td>1 = Most important</td>
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<td>60.0%</td>
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**Discussion**

When students are asked to rate the importance of various challenges they face, the most common issues include problems with parents, male problems, female problems, career choice, eating disorders, anxiety or hypochondria, and academic difficulties. Students who rate these challenges as important are more likely to seek help from their academic advisors and the counseling center. The faculty and parents' views on these issues are also important in understanding the students' needs.
REFERENCES
IMPLEMENTATION

Introduction

Consultants are hired at the end of the article. In order to make the article more relevant and accessible for readers, the following suggestions are made:

1. Emphasize the benefits of hiring a consultant.
2. Include case studies and examples of successful implementation.
3. Provide a checklist for selecting a consultant.
4. Offer resources for further reading.

Consultants and the consultant's role are described in detail. The role of the consultant is explained, along with the various types of consultants available.

Selection criteria for consulting projects are discussed, including:

- Experience and qualifications of the consultant
- Compatibility with the project's goals and objectives
- Availability and location
- Cost and fees

Implementation strategies are outlined, with a focus on:

- Project planning and management
- Change management and communication
- Risk management and contingency planning

Case studies are presented to illustrate successful implementation strategies. These studies should include:

- Project background
- Objectives and goals
- Challenges faced and strategies used
- Results achieved and lessons learned

Conclusion

The importance of selecting a qualified consultant cannot be overstated. By following the guidelines outlined above, organizations can ensure a successful implementation of their consulting projects.

References


Appendix

Consultant's qualifications and experience should be thoroughly evaluated before hiring. Key factors to consider include:

- Years of experience in consulting
- Previous clients and projects
- Industry knowledge and expertise
- Soft skills, such as communication and problem-solving

Consulting fees should be negotiated in advance, with a clear understanding of the scope of work and payment terms.
The career counselor's role is to provide assistance in the following areas:

- **Academic Counseling:** Help students with career-related questions and provide guidance on academic courses, majors, and career paths.

- **Career Exploration:** Help students explore different career options and understand the needs of various industries.

- **Skill Development:** Provide training and resources for skill development, such as interviewing techniques and resume writing.

- **Networking:** Facilitate opportunities for students to network with professionals and potential employers.

- **Placement Services:** Assist students in finding internships, co-op positions, and full-time employment opportunities.

- **Mental Health:** Offer support and resources for students' mental health and well-being.

**RESULTS**

The program has been successful in its goals, with students reporting increases in confidence and knowledge about career options. Many students have reported changes in their career aspirations, and some have even changed their majors based on the advice they received. The career counselor's involvement in these areas has been recognized by faculty and students alike, and the program has received positive feedback from employers as well.

**SUPERVISION AND EVALUATION**

Supervision and evaluation of the program are conducted through regular meetings with the career counselor and periodic assessments of student progress. The program's effectiveness is measured through feedback from students, employers, and faculty members.
A PROGNOSTIC PERSPECTIVE

COMPUTERS AND STUDENT SERVICES

OF ALFRED H. KEMNER, DEAN, COMMUNITY COLLEGE

A HANDBOOK OF PROFESSIONAL STRATEGIES FOR LEADERS AND STAFFERS


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PRACTICAL POSSIBILITIES (A REALISTIC PROGRAM)

As computers are being developed to do tasks that were traditionally done manually, the need for programmers who can understand and write computer languages has increased. A programmer is someone who can take a set of instructions and write them in a way that a computer can understand. This is known as programming.

Programmers use a variety of tools and techniques to write programs. Some of the most common tools include text editors, compilers, and debuggers. These tools help programmers write, test, and debug their code.

In addition to writing code, programmers also need to be able to understand the needs of their users. This involves working closely with domain experts to understand the problem they are trying to solve and then designing a solution that meets those needs.

To become a programmer, you will need to have a strong understanding of computer science fundamentals. This includes knowledge of data structures, algorithms, and computer architecture.

Once you have mastered these concepts, you can begin learning specific programming languages. Some of the most popular languages include Python, Java, and C++.

Overall, being a programmer is a challenging but rewarding career. With the right skills and training, you can help solve some of the biggest problems facing the world today.
Transfer Counseling

Computer 1: the student's main entry for academic counseling. This computer is used to update the information about the courses and requirements. It also helps the student maintain records, access counselor information, and retrieve other important data. The student can access the computer from any location and can print out necessary information.

Counselor's Office

An appointments system is used to schedule appointments with counselors. The counselor's office is located in the academic counseling center.

Academic Advising

Courses are offered in a variety of formats, including traditional classroom, online, and hybrid. The student can choose the format that best suits their needs.

Financial Aid

Information for new students is available on the university's website. The website provides comprehensive information about financial aid, scholarship opportunities, and other resources.

Program/Transfer Orientation

The program/transfer orientation is a mandatory session for all transfer students. The orientation is designed to help students understand the university's policies and procedures, as well as to provide information about the academic programs offered.

Transfer Center

The transfer center is located in the academic counseling center. It provides information and assistance to transfer students, including course equivalencies, academic advising, and other resources.

Department Chair for Answers

The department chair is available to answer any questions the student may have about their major or academic progress.

Institutional Information

The university's mission statement is to provide quality education to all students, and to promote academic excellence. The university offers a wide range of programs and services to support student success.
Storing answers to these questions will go a long way to prepare students for the eventual budget cuts and to avoid blindly adopting computer solutions for everything.

...
The situation is beginning to change. As the number of students in higher education grows, the challenges faced by institutions increase. This is a complex issue that requires a multi-faceted approach. The introduction of technology and the rise of online learning have opened new possibilities for education. However, these changes also present new challenges, such as the need for more flexible scheduling and the importance of maintaining high-quality face-to-face interactions.

In this introduction, we will explore some of the key issues facing higher education today. We will examine the role of technology in shaping the future of education, the importance of students as active learners, and the need for more equitable access to higher education. By addressing these challenges, we can create a more inclusive and effective educational system for all students.

INTRODUCTION

By Mary T. Smith

Assistant Director of Research, The Discipline Project

Who Are Our Students?

The past two years have seen a significant increase in the number of students enrolled in higher education. This growth has been driven by an increase in the number of undergraduate and graduate students, as well as an increase in the number of part-time students.

Our students are changing. They are no longer primarily white, male, and middle-class. In fact, the number of minority and low-income students has increased dramatically. This change is not without its challenges, as institutions must adapt to meet the needs of a more diverse student body.

We need to focus on the needs of our students, both in terms of their academic success and their overall well-being. This requires a commitment from all members of the educational community, from faculty to administrators to students themselves. By working together, we can create a more supportive and inclusive educational environment for all students.
THE ROLE OF ECCENTRIC DISCIPLINATION

As students enter college or university, they are expected to develop the habits and skills necessary to succeed in their academic pursuits. This includes the development of self-discipline, time management, and critical thinking. However, some students may struggle with these aspects of their education, leading to a need for alternative approaches to discipline.

In eccentrics, discipline is often viewed as a means to an end, rather than as an end in itself. This approach recognizes that students have different learning styles and may require different methods of instruction to succeed. For example, some students may benefit from more interactive and hands-on learning experiences, while others may require more structured and traditional methods.

In this context, the role of discipline becomes one of facilitating student success rather than enforcing rules. This approach recognizes that students are capable of making informed decisions about their own learning and that discipline should be based on mutual respect and trust.

The key to successful eccentrics is communication, both between students and educators, and within the student community itself. By fostering an environment of open dialogue and collaboration, students can develop the skills and habits they need to succeed in their academic pursuits.

References:
The System on Campus

The System should be started up to 10–14 days before the students arrive. Any

interim instructions should be given by the Director of Student and the

System on Campus. The System on Campus is an integral part of

the overall Student experience. It provides a framework for organizing and

coordinating the various activities involved in preparing for the

beginning of the academic year. The System on Campus is designed to

Ensure that all necessary preparations are made in a timely and efficient

manner, allowing for smooth operation throughout the academic

year. The System on Campus is a comprehensive tool that facilitates

the coordination and management of all aspects of student services, including

registration, academic advising, financial aid, and other important

functions. It is an essential component of the overall Student experience,

and its effective operation is critical to the success of the academic

year.

The System on Campus is designed to:

1. Facilitate the registration process
2. Provide accurate and up-to-date student information
3. Support academic advising and course selection
4. Manage student financial aid and accounting
5. Enhance communication between students and faculty
6. Streamline administrative processes

The System on Campus is a critical component of the Student experience,

and its success depends on the effective coordination and management of all

aspects of its operation. The System on Campus is designed to be flexible

and adaptable, allowing for the incorporation of new technologies and

initiatives to meet the changing needs of the Student body.

The System on Campus is a complex tool that requires careful planning

and coordination. It is essential that all stakeholders work together to

ensure that the System on Campus is fully functional and effective from

the start of the academic year. This will require the commitment of all

stakeholders, including the Director of Student, the Dean of Student

Affairs, and the Office of Student Support Services.

The System on Campus is an essential tool for the success of the

academic year. It is designed to facilitate the coordination and

management of all aspects of Student services, and its effectiveness

depends on the effective coordination and management of all

aspects of its operation. The System on Campus is a critical component

of the Student experience, and its success depends on the effective

coordination and management of all aspects of its operation.
cause a conflict of interest.

...
BACKGROUND

Many of these concerns can be effectively dealt with at the level of departments and/or professional organizations. However, a systematic examination of the entire curriculum is needed to identify the sources of stress and develop strategies to mitigate their impact.

The above is an example of a peer advisor's journal record of a contact.
WARNING

...and things I don't like about myself...

and things I don't like about myself...

A simple application form has been developed. Basically to collect...

RECCE

The initial contact has been made with the students. The students have been interviewed...

The initial contact has been made with the students. The students have been interviewed...

RECCOMMENDATION

...have usually been excellent. The students have shown a great deal of enthusiasm...
In general, through recruitment, a lot of information is gathered about the peer advisor's background, interests, and experience. An advisor may choose to assume responsibility for the group's overall planning, from organizing meetings and coordinating activities to managing resources and ensuring a positive atmosphere.

In meetings, the advisor contributes to the development of goals and strategies for the group. They facilitate discussions, encourage participation, and ensure that all members have the opportunity to contribute. This involves active listening and effective communication skills.

A workshop of the training focuses on an introduction to the week's topic. This may include presentations, discussions, and hands-on activities designed to reinforce the learning objectives.

The workshop also includes an assessment of the students' progress and feedback on their participation. The advisor collaborates with the group leaders to improve future sessions and ensures that all members are engaged and motivated.

This activity is the generator of enthusiasm for the week's sessions, fostering a positive learning environment.

"difference."
College.

In order to increase the quality of student life at Community College, instructors are often assigned to take the initiative and develop new, innovative programs. These programs, known as "Peer Advising Centers," provide students with a unique opportunity to interact with faculty and staff, expanding their learning opportunities.

The Peer Advising Centers include a variety of initiatives, such as peer tutoring, study groups, and career planning workshops. These programs are designed to help students navigate their academic and personal lives, providing them with the support they need to succeed.

In summary, the Peer Advising Centers are an integral part of the student experience at Community College. They encourage active learning, foster a sense of community, and provide students with the tools they need to achieve their academic and personal goals.

---

Peer Advising Centers:

- 201 General Info.
- 227 Personnel/Social
- 118 Financial
- 203 Academic
- 247 Contracts
- 346 Students/Served
- 204 1978-79 Enrollment Total: 2438
- 205 1979-80 Enrollment Total: 2574
- 206 1980-81 Enrollment Total: 2875
- 207 1981-82 Enrollment Total: 3207
- 208 1982-83 Enrollment Total: 3404
Types of Student Employment

There are many different types of student employment across various institutions and sectors. Here are some of the most common categories:

1. Federal/State-Sponsored Work-Study Programs
2. On-Campus Employment
3. Off-Campus Employment
4. Part-Time Employment
5. Internships and Co-ops
6. Research Assistantships
7. Teaching Assistantships
8. Work-Study Opportunities
9. Work-Gain Employment

These types of employment opportunities provide students with valuable work experience, earning potential, and sometimes academic credit.

Assistant Professor, Center for Human Resources

Molly L. Koch, Ed.D.
State University College at Potsdam
In the workplace, individuals face various challenges and opportunities. One of the key challenges is the pressure to meet deadlines and maintain productivity. In order to overcome these challenges, it is important to develop effective time management skills. This involves creating a schedule, prioritizing tasks, and allocating time for breaks to avoid burnout.

Another challenge is the need to adapt to new technologies and processes. Employers often require employees to learn new software or tools to improve efficiency and productivity. To succeed in this environment, it is essential to stay informed about industry trends and seek opportunities for professional development.

Opportunities in the workplace include the chance to take on new projects, receive promotions, and gain experience. These experiences can lead to personal and professional growth. Additionally, the workplace provides a platform for networking, building relationships, and expanding one's professional network.

In conclusion, effective time management, continuous learning, and networking are crucial for success in the workplace. By developing these skills and embracing new opportunities, individuals can thrive in today's competitive environment.
How Work Benefits the Institution

- Increased opportunity to work in a college setting
- Greater exposure to students
- Possibility of higher pay and benefits
- Availability of healthcare
- Professional development opportunities
- Potential for career advancement
- Opportunity to work with college faculty
- Opportunity to gain experience in education

How Work Benefits the Individual

- Opportunity to make a difference in the lives of students
- Experience in a diverse and exciting environment
- Opportunity to work with a variety of individuals
- Opportunity to contribute to the community
- Opportunity to gain experience in education
- Opportunity to make a difference in the lives of students
- Opportunity to work with a variety of individuals
- Opportunity to contribute to the community

The college serves as a community-based institution that provides opportunities for students to work and learn. The college offers a variety of part-time and full-time positions, including teaching, administrative, and support roles. These positions provide opportunities for students to gain valuable experience in higher education and to contribute to the college's mission of providing quality education to all students.
The positive impact of campus environment on students' well-being and academic success has been well-documented. This section aims to explore the role of campus environment in fostering a positive learning experience for students. A well-designed campus environment can enhance students' motivation, engagement, and overall academic performance.

1. **Physical Environment**
   - **Library:** A well-equipped library can facilitate students' access to learning resources, thereby improving their academic performance.
   - **Campus Green Spaces:** Green spaces, such as parks and gardens, can provide a relaxing and conducive environment for learning.
   - **Building Design:** Efficient building design can enhance natural light and ventilation, improving students' comfort and productivity.

2. **Social Environment**
   - **Cultural Events:** Cultural events, including music and art festivals, can foster a diverse and inclusive campus culture.
   - **Student Engagement:** Active student organizations and clubs can provide opportunities for social interaction and personal growth.
   - **Community Services:** On-campus support services, such as counseling and tutoring, can help students address personal and academic challenges.

3. **Educational Environment**
   - **Classroom Setup:** The layout and setup of classrooms can significantly impact learning outcomes.
   - **Faculty Support:** Faculty who are approachable and supportive can greatly enhance students' learning experiences.
   - **Technology Access:** Access to technology, such as computers and software, is crucial for modern academic pursuits.

4. **Cultural and Language Environments**
   - **Language Support:** Programs that offer language learning opportunities can improve students' cultural understanding and adaptability.
   - **International Programs:** Study abroad programs can broaden students' perspectives and cultural competencies.
   - **Diversity and Inclusion:** Campus policies and initiatives that promote diversity and inclusion can create a more welcoming and equitable environment.

In conclusion, a supportive and engaging campus environment is essential for students' success. By focusing on the physical, social, and educational aspects of the campus, institutions can create an environment that fosters intellectual growth and personal development.
REFERENCES

SUMMARY
SEXUALITY FOR FEMALES

[1981], the more dramatic increases have involved the incidence of promiscuity.

Weekly and biweekly, 1977: Flesher 1975: Kriss and Davis 1974: Selig and
and to 24 percent for females (Flowers and Assisi 1983). The percent of females who report
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Sexual aggressiveness is the rule.

In a relationship which has been defined as long-lived,

The most common reported relationships will be

persistent engagements, with the female holding the initiative.

They consist of conforming to the dictates of one partner.

In a greater extent, the

The present study examined the following hypotheses:

The Hypotheses of Interest

double standard regarding non-consensually invoked sex,

codable and non-codable non-consensual involvement in sexual activities.

The present study utilized a traditional approach - a naturalistic

The present study utilized a traditional approach - a

Methods
the past 10 years, the growth of college students studying abroad has been significant. In a study conducted by the Educational Testing Service, it was found that the number of college students studying abroad quadrupled between 1980 and 1990. This trend continues to this day, with more and more students choosing to study abroad.

Summary and Conclusions

Double standards and practices are a reality of college life. Differences exist between majors and genders, and standards differ among institutions. These realities affect students’ experiences and outcomes. While some institutions provide more opportunities for women and minorities, others perpetuate gender and racial stereotypes. The burden of these differences falls on students, who often feel isolated and unsupported. In order to address these issues, colleges and universities must take action to promote diversity and inclusion. By doing so, they can create a more equitable and welcoming environment for all students.
<table>
<thead>
<tr>
<th>Gender and Activity</th>
<th>Preferred Female %</th>
<th>Preferred Male %</th>
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</thead>
<tbody>
<tr>
<td>Partner-oriented</td>
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<td>10</td>
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<tr>
<td>Non-partner-oriented</td>
<td>33</td>
<td>19</td>
</tr>
<tr>
<td>Intercourse</td>
<td>41</td>
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</tbody>
</table>

Having casual sex with several partners.

Gender differences in how men and women prioritize their sexual activities are pronounced (t=6). Women, on average, do not prioritize the duration of their sexual activities as much as men do. Men, on average, rate the quality of their sexual activities higher. Men are more willing to engage in sexual activities of all kinds without attachment, while women are less. Baseline frequencies were important for both men and women, while men were more causal and flexible. We found our students to be sexually conservative and flexible regarding specific kinds of sex.
<table>
<thead>
<tr>
<th>Behavior/Attitude</th>
<th>Female Response %</th>
<th>Male Response %</th>
<th>Gender</th>
<th>Response</th>
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<td>15</td>
<td>16</td>
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<td>11</td>
<td>20</td>
<td>12</td>
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<td>25</td>
<td>39</td>
<td>70</td>
<td>10</td>
<td>1.2</td>
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<td>33</td>
<td>39</td>
<td>70</td>
<td>3</td>
<td>0.3</td>
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<tr>
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<td>7</td>
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Chart II
REFERENCE

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<tr>
<td>24</td>
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</table>

| 78 |

| 34 |

| 6 |

**ATTITUDE**

- I

| 11 |

- 17 |

- 3 |

- 7 |

- 9 |

- 2 |

- 6 |

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