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**A REPORT OF AN INTERNSHIP IN THE  
ADMISSIONS AND COUNSELING OFFICE AT  
KALAMAZOO VALLEY COMMUNITY COLLEGE**

**by**

**Constance M. Speers**

**A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Specialist in Education  
Department of Educational Leadership**

**Western Michigan University  
Kalamzoo, Michigan  
August 1982**

A REPORT OF AN INTERNSHIP IN THE  
ADMISSIONS AND COUNSELING OFFICE AT  
KALAMAZOO VALLEY COMMUNITY COLLEGE

Constance M. Speers, Ed.S.

Western Michigan University, 1982

This paper describes an internship which was completed in the Admissions office of a community college in Michigan. A rationale for the internship is presented in Chapter I. An outline of the prospectus objectives is also included in the first chapter. Chapter II describes the experiences encountered during the internship. Administrative experiences with the associate dean of students are related, as are those involved in the accomplishment of two special projects. These projects were: To develop a career guidance program for the college, and to investigate special characteristics of applicants who never matriculated. The third chapter analyzes the internship experience from two perspectives: The actual style of the administrator is analyzed in relation to what is described in literature, and the accomplishment of the objectives of the prospectus is analyzed. Chapter IV offers recommendations and conclusions of the experience. Based on observation of operational procedures, two major problems are discussed.

## ACKNOWLEDGEMENTS

The intern could not have accomplished the goals set for herself in this administrative experience were it not for a number of persons. A special thank you is extended to Mr. Virgil Hillstead, the associate dean of students at Kalamazoo Valley Community College. As a sponsor, he allowed the intern to learn, observe and participate in a multitude of administrative experiences. His skill and expertise were valuable in guiding her to secure information needed to complete assigned tasks. His support and interest was greatly appreciated.

Mrs. Nancy Woods, research specialist at KVCC, also took much time to assist the intern in methodology needed for special projects. The entire staff of counselors and secretaries pleasantly gave suggestions and comments to assist in the overall experience.

Gratitude is expressed to Dr. Carol Sheffer, advisor, for having faith in the intern's ability to secure and conclude a worthwhile internship experience. Being aware of her confidence was a major force in the successful accomplishment of this internship.

A special note of appreciation and love is given to the intern's husband, whose support was essential to the completion of this degree.

Constance M. Speers

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WESTERN MICHIGAN UNIVERSITY

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## CHAPTER I

### RATIONALE FOR INTERNSHIP

#### Introduction

An administrator in a higher education institution must meet the goals of his/her particular department as well as those of the institution itself. In meeting these goals, he/she must employ conceptual, human, and technical skills. In the course of this internship, it was expected the intern would become exposed to the employment of these skills in a) daily responsibilities of the administrator, b) contacts with subordinates, and c) any special projects assigned to her. This internship was a successful experience in that it allowed the intern to gain insight into the varied duties of a higher education administrator, and also allowed excellent opportunities for decision making and planning in viable projects.

The internship was completed in the admissions and counseling department at Kalamazoo Valley Community College, Kalamazoo, Michigan. The college serves over 20,000 students annually from ten constituent school districts, and many other out-of-district schools in the area. It offers at low cost, a variety of programs in vocational, technical, health services, social services, general education and liberal arts. Many are two-year terminal degrees, while others are transfer programs to four-year institu-

tions. More recently, the college has been expanding its services by offering short, non-credit courses.

The sponsor of this internship, the associate dean of students, manages the day-to-day operations of Student Personnel Services with special emphasis on admissions and counseling. The primary purpose of the admissions and counseling office is to assist each student in selecting programs or courses which meet his/her particular goal. Counselors are available to consult with applicants concerning their admission and choice of curriculum. The admissions office at KVCC consists of the associate dean, a director of admissions, a foreign student advisor, seven counselors, and four secretaries.

Hierarchally, the associate dean of students functions under the dean of students, who reports directly to the president of the college. The admissions and counseling office is located in a separate building, apart from the office of the dean of students and other top-level administrators. This is notable, since it usually forces the associate dean to function as a separate unit.

The duties of the associate dean of students are paramount to the success of the college itself. This variety of responsibilities enabled the intern to become involved in a multitude of administrative experiences in ten weeks. It was exhilarating to function in such an integral part of the college community.

A sample of the prospectus objectives will follow. See the Appendices for the complete prospectus paper.

## Prospectus Objectives

## OBJECTIVES

## EXPERIENCES

## SKILLS

## A. Conceptual

- |   |   |   |
|---|---|---|
| 1. Learn the goals of the institution.                    | Read statements of goals.   | Be able to verbalize goals.                                       |
| 2. Learn goals of the department.                         | Read statements of goals and discuss with administrator.            | Be able to relate the goals to actual practice.                   |
| 3. Learn responsibilities of administrator.               | Discuss with administrator and attend meetings.                     | Be able to carry out these responsibilities when needed.          |
| 4. Learn responsibilities of subordinates.                | Discuss with counselors and secretaries.                            | Be able to direct suggestions.                                    |
| 5. Learn of existing Career Ed. programs.                 | Read all information and discuss with counselors.                   | Be able to produce data on these programs.                        |
| 6. Analyze the viability of existing Career Ed. programs. | Read information of participants in programs.                       | Be able to articulate need for parts or all of existing programs. |
| 7. Analyze data on applicants to KVCC.                    | Read applicant information and discuss with director of admissions. | Be able to organize data in all areas.                            |

## B. Human

- |   |                             |   |
|---|-----------------------------|---|
| 1. Become familiar with administrator's own goals and values. | Discuss with administrator. | Be able to react to these personal goals in dealing with administrator. |
|---|-----------------------------|---|

- |  |  |  |
|--|--|--|
| 2. Become familiar with subordinates' goals and expectations.        | Discuss expectations with counselors and secretaries.                      | Be ready to react to any frustrations on the part of subordinates.                 |
| 3. Become acquainted with those affected by present career programs. | Discuss with students, counselors, administrators and library technicians. | Assimilate existing programs' successes and cite their viability to a new program. |
| 4. Uncover information available on applicants to KVCC.              | Meet with research specialist Nancy Woods.                                 | Organize data in a study which can be readily used by the office.                  |

### C. Technical

- |  |   |  |
|--|---|--|
| 1. Determine an appropriate design for a study of the Career Program.    | Assimilate all information to prepare a viable Career Guidance system for use by the admissions office. | Present a study to support my hypothesis.                    |
| 2. Develop ability to use pieces of data processing equipment available. | Practice using the MOIS and SIGI computers, and the admissions office computer.                         | Use information gleaned from these computers in all studies. |
| 3. Determine an appropriate design for a study of applicants to KVCC.    | Use computers and human contacts to prepare a study.  | Present a study which compiles all information researched.   |

Chapter II will discuss the internship experience itself. It is divided into three main sections: The duties of the administrator himself, then the two major projects the intern developed.

## CHAPTER II

### DESCRIPTION OF THE INTERNSHIP EXPERIENCE

#### Introduction

For approximately ten weeks the intern reported daily to the associate dean of students in the admissions and counseling office. The internship program was designed to provide exposure to the day-to-day functions of the associate dean. In addition to this, two major projects were assigned to the intern: The development of a complete career guidance program for the college, and an investigation of the major identifying characteristics of those students who applied for admission in two given semesters and never enrolled. The intern had complete access to resources, both human and material, to complete both projects. The sponsor's unconstraining advice allowed the intern to employ her own initiative and creativity throughout the experience. An office was provided within the counseling area.

#### Administrative Experiences with the Associate Dean of Students

##### Admission of Students

Although the sponsor had a myriad of administrative duties to ensure the successful operation of the admissions office at KVCC, his

foremost concern was the students applying to and attending the college. Although most of the counselors were usually available, the associate dean would frequently allow himself to be interrupted from other responsibilities to counsel a new or matriculating student. The intern had occasion to observe and offer information in most of these sessions. It is noted that the sponsor's friendly and caring attitude was appreciated and respected by the students in all cases. Problems and questions ranged from the general: Admissions procedures, social security and veterans program information, transfer procedures; to the personal: Family problems, etc.

In regard to students, the associate dean of students was responsible for:

1. The auditing of all admission credits of new and transfer students.
2. The auditing of all credits verifying eligibility for graduation.
3. Counseling students in especially difficult problems or giving advice to other counselors in such cases.
4. Advising on the awarding of financial aid when an interpretation of policy is required.
5. Providing articulation with other colleges to ensure that course content and credits are valid for transferring students.

In addition to those specified responsibilities, the associate dean was the direct overseer of the following counseling duties:



## ADMISSIONS

1. Screening and processing applications.
2. Transcript evaluations.
3. Mass mailings (letters, catalogs, class schedules, other "marketing materials").
4. Special admissions to Health Centers programs.
5. Conducting tours.
6. Making high school visitations.
7. Attending College Nights.
8. Maintaining an outreach office in Alma Powell Library.
9. Outreach activities (Display in Malls, Kalamazoo County Fair, etc.).
10. Reporting activities.
11. Processing the "Displaced Homemakers" Financial Aid program.
12. Coordinating the Trustee Award Scholarship with High Schools.

## COUNSELING

1. Academic advising; individual courses as well as program plan writing.
2. Providing general information about the college, its programs and services.
3. Personal counseling.
4. Career counseling (includes test interpretations as well as career information and recommendations).
5. Academic deficiency counseling.

6. Counseling related to and as part of the registration process.
7. Transfer college information.
8. Financial aid and scholarship information.
9. Counseling related to the operation of the Interinstitutional Student Exchange program.
10. Prepare counseling guide sheets.
11. Develop transfer college curriculum guide sheets.
12. Arrange for visitations of 4-year college admissions representatives.
13. Process graduation audits.
14. Make high school visitations.
15. Class schedule proofing.

#### INTERNATIONAL STUDENTS

1. Admissions activities:
  - Screening applications
  - Maintaining records
  - Coordinating efforts with Immigration
  - Correspondence
2. Orientation activities.
3. Provide all manner of counseling and advising.
4. Handle scholarship process.
5. Process all manner of forms for students coming to and leaving the country.

The intern had occasion to observe and participate in nearly all

of the sponsor's direct involvements with students and student-related activities. Interaction experiences with counselors and other subordinates will be described further in the next section.

#### Meetings and Other Responsibilities with College Personnel

The sponsor enjoyed an easy-going, open relationship with his subordinates. The intern was aware of the unconditional positive regard for the associate dean felt by the others in the office. These feelings were communicated verbally in conferences with the intern, and by actions in the day-to-day operations of the office. The morale was good; with a few exceptions. The associate dean did not hesitate to call meetings when problems were articulated or merely sensed. For instance, one particular secretary presumed herself above the "menial" secretarial tasks and was viewed by the others as not accomplishing her share of the work load. The associate dean arranged for two separate meetings, both lengthy, with all the support services personnel. He reviewed the job descriptions of each of the secretaries, then asked if any felt that changes were in order. After lengthy discussion, he communicated the necessity for all to review their specific duties and responsibilities and hold themselves accountable for those. Since many diverse personalities were represented in this group, it is notable that the sponsor did not reduce the discussion to characteristics which are impossible to change. The intern was pleased to be included in the confidences of

all involved, and also to be invited to make suggestions.

Each Friday, from approximately 8:30 a.m. to 10:30 a.m., was reserved for meeting(s) with the counselors, the foreign student's advisor, and the director of admissions. Each of the above personnel was responsible for inviting another faculty member or department head to update his or her academic programs, and a schedule was designed monthly. Open dates were spent discussing problems and projects with the associate dean.

The intern had the opportunity to attend seven staff meetings during the internship program. Five were with faculty members: Welding, mechanical tool, the entire technology faculty, social sciences, and law enforcement. The meetings with the first three groups allowed the intern to observe the associate dean's administrative diplomacy tactics, as the college personnel involved purported to be critical of counselors. The technical faculty were of the opinion that the counselors did not know enough about the technical fields to advise students correctly. They suggested that a) the counselors should visit their shops, b) the counselors should take a class or two, or c) they should have a separate technical advisor who would handle students in their department only. After much discussion of the counselor's roles and responsibilities, the associate dean commiserated with the technical faculty's feelings and agreed to commit the counselors, and himself, to scheduled visits to the shop areas. This seemed to satisfy the technical people, and put an end to the criticism for the time being.

The two remaining interoffice meetings were valuable experiences in the management of human relations. Problems were discussed candidly, and every effort was made to include the intern. At one time, it was communicated that two of the counselors were not seeing their share of "drop-ins"; they were closing themselves in their offices to do paperwork. The intern suggested certain times be assigned to counselors for paperwork, so that all other counseling time could be used for students. As a result, specific schedules were made to implement that plan.

On another occasion, some of the counseling personnel complained of the secretaries' lack of sensitivity to their full work loads (when relegating phone calls and appointments.) The associate dean mentioned that the same was said by the secretaries when counselors requested typing done. The intern suggested that all personnel occupy another's position for a full day, to develop an appreciation for another's responsibilities. This suggestion was greeted with enthusiasm and a specific date was set.

The associate dean was involved in numerous other meetings with college personnel; fifty percent of which the intern attended. Some examples of these meetings were:

1. A demonstration by the data processing personnel of the new uses of the computer in the admissions area.
2. Assisted in counting the numbers of students with the registrar.
3. Met with the chairman of Health careers curriculum to set up an admissions policy for admitting nursing students.

4. Met with the dean of students on a number of items.
5. Met with the Learning Resource Center persons to discuss the setup of the Career program.
6. Met with the president of the college on budgetary information from the State; a freeze was put on all hiring.
- \*7. Met with various 4-year college admissions representatives to discuss transfer requirements.
- \*8. Met with some Jackson Community College counselors to develop and exchange ideas on orientation.

\*Not meetings with College personnel.

#### Development of the Career Guidance Program

The main project assigned to the intern was to develop a comprehensive career guidance system for the college. The existing program encompassed four components: Self-awareness, career exploration, decision-making and action-planning. The three vehicles used were:

1. The WMU Career Inventory Instrument--given and interpreted by counselors;
2. A Career Development course for one credit;
3. The Learning Resource Center materials (MOIS, etc.).

The goals set by the intern were:

To develop a Career Guidance program which would provide to students and adults the needed skills for making career goal and curricular decisions by:

1. Expanding the present career guidance services available to KVCC students to provide a systematic approach to career exploration.
2. Providing comprehensive career information services to area high schools.
3. Providing comprehensive career information services to the community, i.e. business and industry and other non-students.

The intern devised the following outline for the project:

1. Needs analysis
  - a. KVCC students and staff
  - b. High schools
  - c. Community
2. Delivery system
  - a. Advertising and promotion
  - b. SIGI & ENCORE
  - c. WMU Career Inventory Instrument
  - d. FDC 100-Career Decision Making
  - e. Learning Resource Center--MOIS, etc.
  - f. Testing services
  - g. Counselors
3. Population

- a. KVCC students
- b. High school students
- c. Adults
  1. Business
  2. Community
4. Evalution and follow-up
5. Reporting results-feedback

### Advertising and Promotion

The intern researched the existing methods of advertising and recommended the following program:

1. KVCC students and staff
  - late summer orientation program
  - letters to applicants--explain services
  - English classes
  - Career Decision Making course
  - LRC publications
  - Campus newspaper--Vally Voice, Digest
  - Posters
  - Showcases
  - Course bulletins
  - Bulletin Boards
  - Slide presentations
  - KVCC catalog
  - Faculty seminars



- registration

## 2. High school students and staff

- Counselor's breakfast
- Career day
- MPGA Conventions and other meetings
- KCPGA meetings
- letters to counselors
- college nights
- K'zoo comes to you program
- letters to applicants or inquirers
- KVCC catalog and other pamphlets

## 3. Adults

### a) Business

- group meetings (ABWA, etc.)
- Communique
- Kalamazoo Gazette, Shopper, etc.
- letters to presidents or personnel managers
- brochures, pamphlets
- personnel manager's breakfast

### b) Community

- Kalamazoo Gazette, Shopper, etc.
- Welcome Wagon
- YMCA, YWCA
- grocery stores
- radio
- malls
- churches

The associate dean directed the intern to three of the

counselors who had been most involved in career guidance and with the assistance of these three persons, a needs assessment was done. It was found that only 2% of the present students were enrolled in the Career Development course, and approximately 3% had taken the Career Inventory Instrument. Much discussion was held with the head of Community Services, since a major thrust of the new program was to be to the community, and business and industry. The intern also designed three separate advertising brochures. See the appendices for specific samples of the Career Program.

#### Computer Programs

A major thrust of the new career program was the recommended purchase of the SIGI-ENCORE programs to use on microcomputers. The intern made numerous calls to campuses using these programs (Grand Valley, Jackson Community College, Delta College, Lansing Community College, and Kellogg Community College) and visited the latter two sites. An explanation of the two programs follows:

1. SIGI -- System of Interactive Guidance and Information, developed by Educational Testing Service. SIGI is an interactive aid to career decision making designed to complement the work of guidance counselors serving students primarily in, or about to enter, two-year and four-year colleges. It includes the following six interrelated subsystems:
  - a) Values Clarification: This program helps students examine and assign weights of importance to ten occupational values.
  - b) Locate: This program provides students with

a list of occupations consistent with their weighted values.

- c) Compare: This program helps students gain specific and comparable information about these occupations.
- d) Prediction: This program helps students determine their probability in getting various grades in courses related to the occupations.
- e) Planning: This program provides samples of institution's specific programs for entering each occupation including licensing or certification requirements and sources of financial aid.
- f) Strategy: This program evaluates occupations in terms of the rewards they offer and the risks of trying to enter them.

At present, SIGI offers information on approximately 600 occupational categories, and serves ages 16-20.

2. ENCORE -- is designed to serve adults who are considering seeking education or training, who are exploring or want to explore a new or changed career, or who seek to have the learning they have acquired from their life and work experiences evaluated for college credit or advanced standing. It includes the five subsystems:

- a) Role Exploration: This program helps users to explore the various roles they have played during their life times in order to identify potential prior learning related to different occupations and worth academic credit.
- b) Skill Identification: This program assists users in compiling a list of skills and knowledge acquired in work and other roles. The program later assists the users in organizing evidence of prior learning and in exploring various career options.

- c) Explore Career options: This program aids users in using role exploration data in exploring career options in several different ways: Examination of skills, interests and values.
- d) Credit for Prior Learning: This program aids users in gathering evidence of prior learning, estimating its acceptability for college credit, and organizing the evidence for submission.
- e) Information: This program provides information about colleges and universities offering credit for prior learning.

At present, ENCORE offers information on approximately 600 occupational categories, and serves ages 21 and over.

After much internal investigation, the intern composed a list of nine recommendations concerning physical placement of the microcomputers, times available, personnel needed, and offshoots of the programs' uses.

The intern arranged for two specialists from Michigan State University to hold a workshop at KVCC on the SIGI-ENCORE systems. It was well attended and enthusiastically received. (The microcomputers have been ordered.) The intern also arranged for SIGI-ENCORE to be available at KVCC for one week, using two of Radio Shack's TRS 80 microcomputers. This also was highly successful, as many college personnel became familiar with the programs. A total of seven outside resource persons were consulted in the intern's seven-week study of the system.

### WMU Career Inventory Instrument

The test measures interest, values and personality. It is available through the Learning Lab for \$6.00 per student; it takes approximately two hours to finish. Interpretations by the counselors are done by appointment. The intern took the test herself, and determined it was a valuable tool in career guidance. After discussion with the head of Testing Services at WMU, and various campus personnel, the intern made four recommendations concerning the expansion of its use, advertising, and increasing the test's visibility in general.

### Career Decision Making Course

The course provides information related to self, occupations and projections of labor trends. The students learn a systematic decision-making process, and how to plan effectively to achieve career goals. After meeting with the course instructor and attending a session of the class, the intern determined that this, too, was a valuable tool for the overall career guidance program. Three additional recommendations were made concerning the course's use with SIGI-ENCORE.

### Learning Resource Center

The intern determined that this would be an ideal location for

the nucleus of the Career Guidance program: Besides having the career related books, pamphlets and video presentations, college catalogs and MOIS microfiche computer, the LRC had the space to house the SIGI and ENCORE microcomputers. Meetings were held with the seven media center personnel to gain insight, offer suggestions, and eventually present the program. Three main recommendations were made concerning placement of the existing career materials and integration of such into the new program.

### Counselors

Individual career counseling has always been offered to anyone seeking career counseling at KVCC. Individual test interpretations were done with those who took the WMU Career Inventory Test and a small "Individual Career Search" packet was used with some students. This vehicle of the delivery system for the Career program was the most valuable and the least utilized. The intern focused on the importance of counselors, both verbally and in her final report. It was recommended that the counselors should become more visible, viable components of the entire Career Guidance program. Four main recommendations were made concerning the integration of these personnel, and the revision of the "Individual Career Search" packet.

Once the delivery system was outlined, the intern organized them by the population which would be affected:

#### 1. KVCC students

##### Vehicles:

1. Career Decision Making course -- FDC 100.
2. Portfolio Development course -- FDC 281A.
3. Learning Resource Center -- SIGI, ENCORE, MOIS, other information.
4. WMU Career Inventory Instrument.
5. Other tests.
6. Counselors.

## 2. High school students

### Vehicles:

1. WMU Career Inventory Instrument.
2. SIGI.
3. Learning Resource Center resources.
4. Counselors.

## 3. Adults

### Vehicles:

#### a. Business

1. ENCORE.
2. WMU Career Inventory Instrument.
3. Counselors.

#### b. Community

1. SIGI & ENCORE.
2. WMU Career Inventory Instrument.
3. Counselors.

The intern's final step was to establish an evaluation system for the project. After much discussion with the research specialist at KVCC, some questionnaires were designed. The importance of communicating this feedback was discussed in the summary of the report. Fourteen additional long-range recommendations were made to ensure

the success of the Career Guidance program.

Investigation into Major Identifying  
Characteristics of Fall, 1980  
Applicants Who Never Enrolled

The admissions office at KVCC had not assimilated information on the major characteristics (age, race, locale, program interests, and background) of its applicants who did not enroll. It was suggested by the sponsor that the intern could research the existing information to provide a profile of the "no-shows", supposing that there be some common threads of characteristics.

The intern met first with the research specialist, to gain some insight into the procedure which should be used. After becoming acquainted with the computer, the intern requested the names of those students who applied in Fall of 1980 and had not, as yet, matriculated. A list of 1025 names was given, so the intern worked at the computer at various times to obtain the following information on each application: Sex, residency, educational level, hours employed, age, part-time/full-time, curriculum, and race.

With the help of the head of Data Processing, a program was entered into the main computer. The intern then had to wait two months for this program to be completed, and returned on two separate occasions to work on the program (April 27 and April 30). Unfortunately, due to the computer's popularity at registration times, the intern was unable to complete all of the original objectives.

The following results were obtained:



## FALL 1980

Males: 461

Females: 564

	Males	Females
FALL 1980		
In-District	284	345
Out-of-District	135	230
Out-of-State	8	11
Foreign	25	4

## FALL 1980

High School diploma	292	377
GED	88	67
Still in high school	54	94
None of the above	26	26

## FALL 1980

Work 0 hours per week	181	256
1-10	18	37
11-20	51	84
21-30	36	52
31-40	93	131
over 40	73	30

Prior to the research, the intern had sent the following memo to the associate dean and the director of admissions:

DATE: March 18, 1982  
SUBJECT: Applicants in Fall, 1980 who have not applied  
FROM: Connie Speers

Possible uses for data compiled from a study on the 1025 applicants to KVCC in Fall, 1980 who have not, as yet, enrolled.

Sex-Age information: Could show more emphasis may be needed to be placed on displaced homemakers.

Age information: Could show more emphasis may be needed to be placed on adult recruitment.

Residency information: Could show the need for follow-up visits to certain out-of-district schools.

Hours employed information: Could show recruitment possibilities in business and industry.

Curriculum information: Could generate more advertis-

ing brochures in certain areas: Maintain in areas of high interest, increase information on job possibilities in areas of low interest.

Race information: Could generate the necessity to have follow-up contacts to certain races interested.

Since the intern was unable to complete the program, only a few generalizations can be made. In this particular semester, more females than males did not enroll. A majority of the "no-shows" lived in-district, and had high school diplomas. Also, they were not employed at their time of application. On the whole, it appeared that most of the "no-shows" were women who lived in-district, with high school diplomas and were not working.

#### Summary

The overall internship experience was successful in that it provided the intern with exposure to daily administrative tasks, as well as the opportunity to coordinate two major projects. The intern was able to observe and use the many skills needed for successful leadership.

In working with the associate dean of students, the intern participated in critical decision-making sessions, as well as in the

day-to-day operations of the admissions office. Many valuable lessons were learned by observation of the human relations skills used. It was impossible to attend all of the meetings the sponsor had, since many times the intern was involved in one or both of the two projects assigned. An attempt was made, however, to include the intern as much as possible, to afford a well-rounded view of administrative duties.

Recommendations for a comprehensive Career Guidance system were outlined in a 54-page report and submitted to the dean of students and president of the college. This project was extremely beneficial to the intern, in that it allowed for creative thinking and organization and direction of personnel involved. The intern was allowed free access to all resources, both human and material. Much valuable knowledge was gained concerning involvement in a project from start to finish.

A program was entered into the main computer regarding applicants who have never enrolled at KVCC. The intern gathered all available information on certain identifying characteristics and compiled a report for the admissions office. This, too, was a beneficial experience, since it afforded the intern with exposure to computers and statistical data.

## CHAPTER III

### ANALYSIS OF THE INTERNSHIP EXPERIENCE

#### Introduction

The intern had the opportunity to observe and work in the admissions office at KVCC for ten weeks. The experience will be analyzed from two perspectives. The sponsor's administrative style will be discussed and compared to literature available to the intern. Secondly, an analysis will be made of the objectives accomplished from the prospectus.

#### Analysis of Administrative Style

The leading style which an administrator uses depends largely upon his or her own personality structure. Boles and Davenport (1975) in their book Introduction to Educational Leadership elaborated on this to say: "Usually one's peers and subordinates hold expectations for a particular leader as well" (p. 233). The style which a leader uses also varies with the situation. According to Fiedler (1969) the leader vacillates between being task-oriented and human resources-oriented (cited in Boles and Davenport, 1975, p. 239). In Sergiovanni and Starrett's Emerging Patterns of Supervision: Human Perspectives (1971) it is stated that: "Supervision is a process used by those . . . who depend directly upon others to

achieve goals" (p. 10). The leader behaves in an administrative way when he works with ideas or things, and a supervisory way when he works with others.

Drucker in Management: Tasks, Responsibilities and Practices (1974) says that a manager sets objectives, organizes, motivates and communicates, measures, and develops people. Drucker also believes that a manager uses his/her character to accomplish goals. Almost all the authorities on leading, administering, supervising and managing stress the importance of the human element in the process of attaining goals.

After observing and working with the associate dean, the intern would have to say that he definitely used his personal authority to accomplish the tasks at hand. His amiable attitude endeared his subordinates to him; they did not hesitate to go to him with problems or concerns. He did not exhibit an authoritarian style in his dealings with situations. The following is a sample from a memo sent to the entire admissions office:

This isn't that important I don't imagine and I may be a little silly in even suggesting it, but I'm going to do it anyway.

I think we've gone through a little partying for everyone's birthday in the unit, some 14 of them over the past year. I understand we don't have another birthday in the works until early summer. That's a lot of cakes and goodies supplied almost exclusively by the women in the unit. Don't think that we all don't appreciate it, cause we do. However, in my opinion it is a bit much to undertake.

I'd like to suggest that we simply skip doing it. If there is some special deal coming along,

which it does on occasion, then maybe all of us can pitch in and help out. I'm just concerned that some folks always end up doing most of it.

What do you think?

The intern did not observe any complaining as a result of this memo, but four or five employees wrote suggestions to him.

The sponsor was an excellent decision maker; he did not try to solve problems too quickly, but consulted with someone else in nearly all situations. Quite often he would only "take under advisement" what was suggested, but the other person involved received a sense of satisfaction in being needed. His experience in the job (13 years) enabled him to take decisive action. The intern was impressed with the sponsor's ability to influence people with a minimum of effort or coercion.

According to Karol and Ginsburg in their book Managing the Higher Education Enterprise (1980):

More attention has to be given to the people side of the university administration--how we manage the people who work for the institution. Too often the President and Trustees' concerns over finances, curriculum, academic and student matters, leave too little time and attention to be directed to the needs and concerns of the individuals at all levels. (p. 114)

The intern noticed the sponsor was extremely cognizant of the human element of his organization. When painters and carpenters were rennovating the admissions office, he became engaged in conversation with them. He never resented their interruptions or questions. The

intern noticed that the associate dean always went out of his way to greet students and other college personnel. His capacity for remembering names was phenomenal.

Communication of role expectations to subordinates was handled well. The associate dean seemed to be attuned to the psychological needs of his subordinates. In a 1978 article, it was researched and found that "Today's workers need to be psychologically, not just monetarily satisfied, and need to accomplish something worthwhile" (Renwick, p. 30). The associate dean was cognizant of those needs. Specific expectations of subordinates were made clear in all observable instances. He sent many memos to his staff, especially following meetings, to clarify any discussion or decisions made. See the appendices for a sample of one such memo. Communication in the admissions office flowed upward and downward as the situation arose.

In a conference with the sponsor, the intern communicated her observations on leadership style and asked for his reactions. He did not view himself as a strong leader, and felt he was a follower in most other situations. He felt his followers made him a leader; they were who made him "look good". He felt if he was successful, it was due largely to them. (One of his most endearing qualities was his humility.) He liked to consult with his subordinates on almost any issue which would concern them, saying, "Most of them are smarter than I am, anyway." He felt a need to be well-liked, and was sensitive to the needs of his personnel. He told the intern he felt very unhappy if he sensed someone was irritated with him. He saw himself



on the farthest side of the scale from ruthlessness and would rather use his "charm" to accomplish the tasks at hand.

The intern obtained an Administrator Performance Evaluation form from the files at KVCC, and decided to rate the associate dean from her observations. The following is the result of that rating:

#### ADMINISTRATOR PERFORMANCE EVALUATION

The Administrator being evaluated:	Outstanding	Above Average	Average	Below Average	Poor	No Evaluation
1. Has demonstrated a knowledge of his job.	x					
2. Is able to plan and complete work without close supervision.		x				
3. Has demonstrated initiative.		x				
4. Generally makes fair and sound judgments regarding his areas of responsibility.			x			
5. Is dependable in completing assigned tasks on a timely basis.		x				
6. Has demonstrated an ability to supervise effectively.	x					
7. Has demonstrated effective overall job performance.	x					
8. Is generally supportive of other employees.	x					
9. Is able to communicate effectively.	x					

	Outstanding	Above Average	Average	Below Average	Poor	No Evalua- tion
10. Is able to accept constructive criticism.		x				
11. Has demonstrated a high degree of integrity.	x					
12. Generally supports college mission and goals.		x				
13. Generally has not acted in such manner as to negatively impact supervisor's activities.		x				
14. Has demonstrated a willingness to provide information and/or ideas toward solving problems not directly related to his areas of responsibility.		x				

For additional information, the intern rated the associate dean using a form she developed for Supervision class a few years ago.

The following is a result of that rating:

## I. ADMINISTRATIVE ASSUMPTIONS

The Supervisor:	Never		Sometimes		Always
1. Delegates authority to subordinates (verbal or written communications).	1	2	3	4	<u>5</u>
2. Gives autonomy to subordinates after task is assigned (leaves subordinates alone; minimum of directions).	1	2	3	4	<u>5</u>
3. When making decisions, places the institution before all other considerations.	1	2	3	<u>4</u>	5
4. When making decisions, places the community before all other considerations.	1	2	3	<u>4</u>	5
5. In making decisions, places the society before all other considerations.	1	2	<u>3</u>	4	5
6. In making decisions, places individual before all other considerations.	1	2	3	4	<u>5</u>

## II. ADMINISTRATIVE BEHAVIOR

The Supervisor:

7. Considers individual needs before organizational needs.	1	2	3	<u>4</u>	5
8. Respects subordinates as individuals and supports their efforts.	1	2	3	4	<u>5</u>

	Never		Sometimes		Always
9. Places great emphasis on procedures and rules.	1	2	<u>3</u>	4	5
10. Treats communication as as a two-way process.	1	2	3	4	<u>5</u>
11. Takes positions on issues which are stated or understood clearly.	1	2	3	<u>4</u>	5
12. Communicates specific objectives for subordinates.	1	2	3	<u>4</u>	5
13. Uses groups for problem solving.	1	2	3	<u>4</u>	5

### III. ORGANIZATIONAL CLIMATE

The Supervisor:

14. Is open to organizational change.	1	2	3	<u>4</u>	5
15. Provides for subordinates' involvement in decision making.	1	2	3	<u>4</u>	5
16. Plans activities for subordinates which are carefully and purposefully planned and are not just busy work.	1	2	3	<u>4</u>	5
17. Has relationships with all staff which are friendly, respectful, and professional.	1	2	3	4	<u>5</u>
18. Encourages friendly relationships between co-workers.	1	2	3	<u>4</u>	5

Never      Sometimes      Always

#### IV. MOTIVATION

The Supervisor:

- |   |          |   |          |          |   |
|---|----------|---|----------|----------|---|
| 19. Motivates subordinates by means of coercion.  | <u>1</u> | 2 | 3        | 4        | 5 |
| 20. Motivates subordinates by using praise and recognition.                                       | 1        | 2 | 3        | <u>4</u> | 5 |
| 21. Encourages involvement in professional activity (workshops, inservice training, conferences). | 1        | 2 | <u>3</u> | 4        | 5 |
| 22. Relies on self-control and self-discipline in controlling subordinates.                       | 1        | 2 | 3        | <u>4</u> | 5 |
| 23. Allows opportunities for individuals to meet autonomy needs.                                  | 1        | 2 | 3        | <u>4</u> | 5 |

#### V. POWER AND AUTHORITY

The Supervisor:

- |   |   |   |          |          |          |
|---|---|---|----------|----------|----------|
| 24. Is an expert in the field in which he/she works.                                      | 1 | 2 | 3        | <u>4</u> | 5        |
| 25. Is respected by subordinates.   | 1 | 2 | 3        | 4        | <u>5</u> |
| 26. Relies on his/her authority position to gain and maintain compliance of subordinates. | 1 | 2 | <u>3</u> | 4        | 5        |

### Analysis of the Accomplishment of the Prospectus Objectives

Throughout the internship experience, the intern was able to accomplish all of the objectives set in the prospectus, with the exception of completion of the final project. The objectives were divided into three areas: Conceptual, human and technical, and will be analyzed in that order.

#### Conceptual

##### 1. Learn the goals of the institution.

It is important for an administrator to be familiar with the mission of the institution he or she is responsible to. Then he must seek to fuse his own goals with the other individuals for whom he is responsible, to accomplish organizational goals. The intern learned that at KVCC, the mission was to provide high quality comprehensive, post-secondary, pre-baccalaureate educational programs as needed by the residents of its service area. The college catalog enumerated many sub goals, both educational and operational. They have sought to be responsive to the community's changing needs by involving the community in their planning, evaluation and support.

##### 2. Learn goals of the department.

The sponsor was unable to locate the specific goals and objec-

tives which he and the dean of students had devised for the admissions and counseling department. He was, however, able to communicate these goals to the intern. Since the main mission of the college itself was to service the community, the admissions department was the one closest to this aim. It did so by offering open admissions, and by assisting each student in selecting courses which met his or her particular goal. The intern observed the accomplishment of these goals in actual practice in daily routines.

### 3. Learn responsibilities of administrator.

The sponsoring administrator enjoyed a myriad of responsibilities, as was discussed in Chapter II. The intern was able to observe the administrator's success in carrying out most of these responsibilities, and many discussions were held in regard to these duties. The intern noticed that quite a lot was expected of the associate dean by the dean of students. It was not unusual for the latter to mete out ten or twelve different "projects" to the associate dean at each meeting. The sponsor seemed to realize what was expected of him, and was only heard to complain on one occasion. Incidentally, none of the "assignments" given to him concerned the students themselves, a responsibility the associate dean had deemed as paramount in his daily routine.

### 4. Learn responsibilities of subordinates.

The intern received copies of the job descriptions for the dir-

ector of admissions, the counselors, and the secretaries. Individual sessions were held with each subordinate in order to become familiar with his or her responsibilities. Observation of daily activities also accomplished this objective. The associate dean welcomed the intern's suggestions at meetings, and some of these concerning re-delegation of duties were accepted. For instance, two of the secretaries felt they could not accomplish much paperwork because they had to continually answer the phones or direct students to counselors. The intern suggested the two work-study students attend to those duties, to free the secretaries for other duties. This was attempted and proved to be successful. (The work-study girls had to refer very few difficult questions to the others).

#### 5. Learn of existing Career Education Programs.

This objective was accomplished by talking with numerous college personnel, as well as extensive reading of projects begun in 1975 under an Educational grant. Information was gathered and organized for future reference in the development of the Career Guidance program. The details of this portion of the internship were outlined in Chapter II.

#### 6. Analyze the viability of existing Career Education programs.

This objective was accomplished in the same manner as number 5. By researching the usage of existing programs, the intern was able to



determine the need for expansion of some and deletion of others.

This procedure was also explained in Chapter II.

#### 7. Analyze data on applicants to KVCC.

As was indicated in a previous section of this paper, data on students who have enrolled at KVCC are readily available. The intern examined these data, to organize a study of those applicants who never enrolled. The Fall of 1980 was chosen for a random sampling for the study. There were 1025 applicants that semester who had not enrolled as of Winter, 1982. This procedure was explained in Chapter II.

#### Human

1. Become familiar with administrator's own goals and values.

The sponsor held a number of frank discussions with the intern on his own goals and values in relation to his job. The sponsor saw himself as using his personal authority to accomplish the tasks at hand. He did not like to use coercion or criticism at any time. He did not see himself as ruthless or power-hungry, in fact he sometimes felt he was too sensitive, and too concerned about being liked. It was evident to the intern that the associate dean valued his working relationship with the human element in the organization. He was quite successful at fusing the individual goals of his subordinates with those of the organization. The intern was able to relate easily with the sponsor since it was realized that each had similar needs

and values.

2. Become familiar with the subordinates' goals and expectations.

The intern had numerous occasions to discuss individual goals and expectations with the director of admissions, the counselors, and the secretaries. These personnel were honest and open about their reactions to their jobs and to their boss. Most were satisfied with their jobs; a few of the frustrations expressed were concerning pay levels and benefits.

As a result of some of these discussions, the intern was able to communicate some frustrations to the associate dean, which in turn led to meetings to attempt to rectify the problems. Some examples have been previously mentioned; another concerns two counselors who felt they were assuming more than their share of student contacts (which proved to be true, according to the data). When the subject arose during one of the meetings between the intern and sponsor, the intern communicated these frustrations to the sponsor, which resulted in some action to solve the problem. The sponsor was grateful to the intern for acting as an intermediary in what could have been a delicate situation.

3. Become acquainted with those affected by present career programs.

The intern spent many hours accomplishing this objective. Discussions and meetings were held regularly with KVCC students, counselors, faculty, other administrators, and library personnel. The information gleaned from these sessions allowed the intern to determine the needs for a comprehensive career program, and organize the program.

4. Uncover information available on applications to KVCC.

As was explained in Chapter II, the intern met with college personnel with expertise in the research and computer areas. The research specialist and the head of Data Processing were extremely helpful. Once the intern began the project, the college decided to include it in their main terminal programming for future reference. There were other programmers who were also eager to comply with the intern's requests.

#### Technical

1. Determine an appropriate design for a study of the career program.

The intern studied the model for the Career Guidance Project of 1975 to determine the direction of the present project. The college was funded through the Michigan State Department of Education for three years to develop a portable career development model for Com-

munity Colleges in Michigan. This program encompassed three vehicles: The Career Development course, the Counselors, and the Library resources. The program was successful for three years, but was not continued after 1978. Hence, the need for the intern to develop a Career program. The intern also attended a workshop at Lansing Community College on career programs, where additional ideas were generated. As was explained in Chapter II, a 54-page Career Guidance program was eventually presented to the college.

2. Develop ability to use pieces of data processing equipment available.

This objective was a learning experience for the intern, one that proved to be highly valuable. The intern used the MOIS (Michigan Occupational Interest Survey) in the Learning Resource Center, to determine its viability as part of the career program. Three suggestions were made:

1. To re-locate the computer into the Career Resource Center.
2. To program MOIS on microcomputer (TRS 8) or Apple 2 32k.
3. Purchase a printer for MOIS, since students had to write all information.

The intern arranged for the SIGI-ENCORE programs to be available for one week at KVCC, and had occasion to work through the four-hour programs herself. These programs were eventually included in the =Y

final career project. The intern also observed and used the admissions office computer to gather data for the non matriculating students project. A total of approximately 24 hours was spent on this computer.

3. Determine an appropriate design for a study of applications to KVCC.

The intern was able to accomplish most of this objective after working with available data. Once the information was programmed into the college's main terminal, the intern returned (after the conclusion of the internship) on April 27 and April 30 to organize the information and present a study to the admissions office. This objective would have been accomplished sooner, but the college was in the process of changing over to a different computer system and the process was delayed.

#### Summary

The internship experience was evaluated by first analyzing the sponsor's leadership style, then by analyzing the accomplishment of the prospectus objectives. Some examples of performance ratings were given to illustrate the former section. In the latter section, it was shown that the intern was able to satisfactorily complete almost all of the objectives stated in the prospectus.

## CHAPTER IV

### RECOMMENDATIONS AND CONCLUSIONS

The main purpose of the internship experience was to allow the intern to observe the responsibilities of an administrator of higher education. The experience accomplished much more than that, since it gave the intern the opportunity to take an active part in the operation of the admissions office of the college. Although the unit was functioning successfully, the intern observed two possible problem areas.

The first problem was the actual role of the associate dean of students, as seen by the rest of the college. It appeared to the intern that the dean of students delegated a majority of his duties to the associate dean, some of which required resources only a desk or two away from the dean. Since the associate dean's office was located in another building, he was obligated to spend a major amount of time away from his office.

The second problem area concerned the attitude of the college toward the admission and retention of students. This problem is actually an offshoot of the first, since it concerns the actual role of the associate dean of students. The intern was aware of the lack of desire to market the college--to seek and retain those students in these times of declining enrollments. There was a general tendency among each area of the college to "rest on its laurels." The intern

sensed great reluctance to adapt to the needs of a changing society. The associate dean lacked a certain aggressiveness to initiate these changes.

The intern believed that the dean of students should assume more of the administrative responsibilities for the student personnel services area. If that could not be accomplished, the associate dean should have an assistant who could manage the admissions office while he was assisting the dean in administrative duties.

The accomplishment of the above recommendations would allow the associate dean time to concentrate on the goal of the admissions office: To attract and retain students. The intern recommended the Career Guidance program she initiated as a method of accomplishing that goal. The intern believes that unless the college begins to employ some marketing techniques to attract more students, it will not continue to be successful.

## **APPENDICES**



## **Appendix A**

### **Major Internship Prospectus**

### Major Internship Prospectus

Intern: Connie M. Speers

Sponsoring Organization: Kalamazoo Valley Community College

Field Supervisor: Mr. Virgil D. Hillstead, Associate Dean of Students

University Supervisor: Dr. Carol Sheffer

Major Focus of Experience: The roles and responsibilities of  
an Associate Dean of Students

Duration: 14 Weeks commencing January 26

### Rationale:

An administrator of a higher education institution must meet the goals of his/her particular department as well as those of the institution itself. In meeting these goals, he/she must employ conceptual, human, and technical skills. In the course of this internship, it is expected the intern will become exposed to the employment of these skills in a) daily responsibilities of the administrator, and b) contacts with subordinates and c) any special projects assigned to him/her. The two main projects the intern will be participating in are: 1. the development of a career guidance system and 2. major identifying characteristics of applicants who actually enroll, and those who do not.

The career-counseling program at KVCC at present encompasses four components: Self-awareness, career exploration, decision-making and action-planning. These components employ three avenues: 1. the WMU Career inventory instrument given and interpreted by counselors, 2. a career development course for one credit, and 3. the Learning Resource Center in the Library. It is the feeling of the administrator that:

- a) these services should be expanded to include the SIGI microcomputer
- b) these services should reach more than the present 2% on campus
- c) the Career Program should be expanded to the community at large: i.e. high schools, business and industrial personnel and others interested in career information.

It is my intention as part of my internship at KVCC to assimilate information on the major characteristics (age, race, locale, program interests and background) of its applicants who 1) enroll and 2) do not enroll. It is the feeling of the administrator that such a study would enable the college to a) concentrate its recruiting efforts on a certain type of student, and b) project the needs of class offerings in each department. It is my intention to research the existing information to provide a profile of the students who apply to KVCC and eventually do not enroll.

The following pages outline the conceptual, human, and technical skills needed to accomplish the goals and objectives of this internship.

OBJECTIVESEXPERIENCESSKILLS

## A. CONCEPTUAL

- |   |   |   |
|---|---|---|
| 1. Learn the goals of the institution.                    | Read statements of goals.   | Be able to verbalize goals.                                       |
| 2. Learn goals of the department.                         | Read statements of goals and discuss with administrator.              | Be able to relate the goals to actual practice.                   |
| 3. Learn responsibilities of administrator.               | Discuss with administrator and attend meetings.                       | Be able to carry out these responsibilities when needed.          |
| 4. Learn responsibilities of subordinates.                | Discuss with counselors and secretaries.                              | Be able to direct suggestions.                                    |
| 5. Learn of existing Career Ed. programs.                 | Read all information and discuss with counselors.                     | Be able to produce data on these programs.                        |
| 6. Analyze the viability of existing Career Ed. programs. | Read information of participators in programs.                        | Be able to articulate need for parts or all of existing programs. |
| 7. Analyze data on applicants to KVCC of last five years. | Read application information and discuss with Director of Admissions. | Be able to organize data in all areas.                            |

## B. HUMAN

- |   |   |   |
|---|---|---|
| 1. Become familiar with administrator's own goals and values. | Discuss goals with administrator.                     | Be able to react to these personal goals in dealing with administrator. |
| 2. Become familiar with subordinates' goals and expectations. | Discuss expectations with counselors and secretaries. | Be ready to react to any frustration on the part                        |

tations.

3. Become acquainted with those affected by present career programs.

Discuss with students, counselors, administrators and library technicians.

of subordinates.

Assimilate existing programs' successes and cite their viability to a new program.

4. Uncover information available on applicants to KVCC over the last five years.

Meet with research specialist Nancy Woods.

Organize data in a study which can be readily used by the office.

### C. Technical

1. Determine an appropriate design for a study of the Career Program.

Assimilate all information to prepare a viable Career Guidance system for use by the admissions office.

Present a study to support my hypotheses.

2. Develop ability to use pieces of data processing equipment available.

Practice using the MOIS and SIGI computers, and the admissions office computer.

Use information gleaned from these computers in all studies.

3. Determine an appropriate design for a study of applicants over the last five years.

Use computers and human contacts to prepare a study.

Present a study which compiles all information researched.

## **Appendix B**

### **Admissions and Counseling Project Assignment**

KALAMAZOO VALLEY COMMUNITY COLLEGE  
Interoffice Correspondence

DATE: February 22, 1982

SUBJECT: Admissions and Counseling Project Assignment

FROM: V. Hillstead

TO: Gerri	Ken	Jon	Connie
Karen	Judy	Murray	
Shirley	Penny	Walt	

Based upon the discussion in our special meeting on Wednesday, Feb. 17, 1982, the following project assignments have been made:

<u>Project Activity</u>	<u>Project Chairman</u>	<u>Additional Personnel</u>	<u>Completion Date</u>
1. Career Guidance Project	Connie Speers	Ken, Judy, Shirley, Karen	March 30
2. Admission Reports	Penny	Murray	April 30
3. Counselor Utilization in Registration	Gerri	Shirley	April 30
4. Dev. of Pre-printed Program Plans	Shirley	Ken and Walt	April 30
5. Class Schedule Proof-Reading	Virg	Judy and Walt	March 30
6. Counseling Program Guides	Virg	All other Counselors	April 30
7. Up-dating Output Indicators	Penny	Murray and Virg	April 1
8. HCR Admissions Procedures	Penny	Judy, Ken	March 30

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 Admissions and Counseling Project Assignments  
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9. Communications Re: Cont. Ed. ' Comm. Ed.	Virg	Shirley	March 30
10. KVCC-WMU Career & Trans- fer Program Presenta- tions	Karen		May 15
11. H.S. Admissions News- letters	Penny	Karen	April 30
12. H.S. Visitations	Penny	All Coun- selors	March 30
13. Mass Mailing to H.S. Seniors	Virg	Office Sup- port Person- nel	March 30
14. Adult Recruitment	Ken	Virg, Penny	May 15
15. SIGI - ENCORE Scheduling	Ken		Feb. 26
16. Admissions/Counseling Professional Dev. Program	Virg	Gerri, Ken Penny	April 30
17. Up-dating Pre-Printed 1st Semester Program Course Recommendations	Judy	et al	April 30
18. WMU Program Agreements	Judy		May 15

I have prepared an "Assignment and Description Form" for each project as a guide to the activity. Use and amplify upon it inasmuch as I'm sure you will have other ideas that are worthwhile.

Also, the Chairmanship assignments in some cases were arbitrary and I've made no conscious attempt to equalize the load as it were. Feel free to volunteer yourself where you would like. I'm sure we'll all appreciate the help.



P.S. Ken - would you please touch base with me on "Adult Recruitment"?

Thanks!

sh

## **Appendix C**

### **Career Guidance Program**

- 1. Resource persons consulted**
- 2. Rationale**
- 3. Needs assessments**
- 4. Advertising samples**
- 5. Evaluation**
- 6. Additional recommendations**

## RESOURCE PERSONS CONSULTED

## On Campus

Ken Bouma  
Kathy Devine  
Pam Fox  
Virgil Hillstead  
Marty Johnson  
Dick Kabat  
Rich Konieczka  
Penny Presley  
Linda Richardson  
Fred Rutherford  
Shirley Smith  
Judy Sullivan  
Gerri Thoman  
Karen Visser

## Off Campus

Dave Davis--Delta College  
Steve Ellis--Radio Shack  
Tom Emling--Michigan State Univ.  
Diane Fenby--Jackson Comm. College  
Jack Lawrence--MOIS  
Dr. Lee Noel--ACT  
Dr. Dave Novicki--CAEL  
Dr. Jerry Nowak--WMu  
Mike Parr--Plainwell High School  
Ray Potter--ETS  
Rom Secora--Grand Valley  
Dr. Chris Zichterman--Kellogg Comm. Coll.

## RATIONALE

A Career Guidance program at Kalamazoo Valley Community College can function as an effective recruitment and retention tool. The latter element is especially important in these times of declining student enrollment. Competition is high for those smaller numbers of students, so KVCC has to make itself "special" enough to attract and retain them. A career program would establish an early contact with students: A crucial aspect of retention.

Higher education institutions are being held accountable for their worth as viable resources for upward mobility. KVCC cannot appear static in this dynamic and unstable educational environment. In order to survive, all higher education institutions must innovate.

A career guidance program at KVCC would be an important step toward making education marketable and meaningful for the community.

--"Uncertainty of what to study is the most frequent reason talented students drop out of college." Alex Astin-UCLA

--Forty million Americans are in career change-- 60% need education for these changes.

--Three out of four college freshmen are indecisive about their choice of major.

--Getting help in making career plans was the #1 concern expressed by high school juniors nationally (78%). Only 15% were getting help from their high schools.

--University of Minnesota Survey among two-year students: 68% reported they would participate in a Career Guidance program if it were offered.

ACT National Center for the Advancement  
of Educational practices.

--A comprehensive career program would help students and community to:

- Clarify their values,
- Expand their awareness of majors and career options,
- Identify their personal preferences and strengths,
- Develop decision-making skills,
- Determine goals,
- Enhance motivation,
- Build self-esteem.

--It is the entire college's task to assist students in developing goals and plans.

CAREER NEEDS ASSESSMENT --  
KVCC & HIGH SCHOOL STUDENTS

NAME \_\_\_\_\_

All information supplied will be kept strictly confidential. No individual data will be reported. This information is gathered for research purposes only.

1. What describes you best? Check one.

- \_\_\_\_\_ a. full time student at KVCC.
- \_\_\_\_\_ b. part-time student at KVCC.
- \_\_\_\_\_ c. student at another college.
- \_\_\_\_\_ d. high school student.
- \_\_\_\_\_ e. not going to school, gainfully employed.
- \_\_\_\_\_ f. not going to school, not gainfully employed  
at the present time.

2. Your sex is

\_\_\_\_\_ male \_\_\_\_\_ female

3. Your age is

\_\_\_\_\_ 15-22 \_\_\_\_\_ 30-40  
\_\_\_\_\_ 23-29 \_\_\_\_\_ 41 and over

4. What is your program of study (major)? \_\_\_\_\_

5. How certain are you of your choice?

- \_\_\_\_\_ a. very certain
- \_\_\_\_\_ b. certain
- \_\_\_\_\_ c. somewhat uncertain
- \_\_\_\_\_ d. very uncertain

6. What career do you plan to enter? \_\_\_\_\_

Are you considering any alternatives? \_\_\_\_\_

7. How certain are you of your choice?

\_\_\_\_\_very certain

\_\_\_\_\_certain

\_\_\_\_\_somewhat uncertain

\_\_\_\_\_very uncertain

8. How much information do you have about the career(s) you are considering?

\_\_\_\_\_a. all the information I need

\_\_\_\_\_b. most of the information I need

\_\_\_\_\_c. some of the information I need

\_\_\_\_\_d. very little of the information I need

9. How well do you know your values as they relate to work?

\_\_\_\_\_a. I know exactly what values are important to me.

\_\_\_\_\_b. I have some idea of what values are important to me.

\_\_\_\_\_c. I have very little idea of what values are important to me.

10. How do you feel about your ability to make a career decision?

\_\_\_\_\_a. very confident

\_\_\_\_\_b. confident

\_\_\_\_\_c. somewhat confident

\_\_\_\_\_d. not confident

## CAREER COUNSELING SURVEY

KVCC has been providing career counseling to KVCC students through a Career Decision Making course, FDC 100; the Learning Resource Center and its materials; the administering of the WMU Career Inventory Test; and of course, by the counseling staff itself. At present KVCC is expanding its career program to include the SIGI microcomputer--an excellent tool for teaching career decision-making skills to younger people, and the ENCORE--a microcomputer focusing on pre-skilled adults who are re-entering the work world or changing careers. As part of the new program, KVCC would like to 1) continue administering and interpreting the WMU Career Inventory Test to groups of high school students and 2) make the SIGI microcomputer available to high schools for set periods of time.

Could you take a moment to help us assess whether our new Career program would interest you by checking one or more as they apply to you:

1. Our High School would be interested in having a KVCC counselor administer the WMU Career Interest Inventory and provide a group interpretation at our school.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Our High School would be interested in bringing groups of students to KVCC to use the SIGI microcomputer.  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Our High School would be interested in having the SIGI microcomputer set up in our building for a set period of time.  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Our High School would be interested in using KVCC as a resource for individuals who need career testing and counseling outside regular school time, independent of school.  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Our High School is satisfied with the present career counseling services we provide, and have no need for further services.  
Yes \_\_\_\_\_ No \_\_\_\_\_



## ADULT SAMPLE ITEMS

1. How many hours do you currently work?
  - A. None
  - B. 10-15
  - C. 15-30
  - D. 30-40
  - E. more than 40
2. How long has it been since you last attended school?
  - A. less than a year
  - B. 1-3 years
  - C. 3-5 years
  - D. 5-15 years
  - E. more than 15 years
3. How helpful has the college been to you in planning your classes?
  - A. Very helpful
  - B. Somewhat helpful
  - C. Assistance provided, not helpful
  - D. No assistance provided
  - E. Unable to evaluate
4. How did you learn about the college program for adult students?
  - A. Local newspaper
  - B. A student at the college
  - C. College bulletin
  - D. Radio or TV announcement
  - E. I called or visited the school
5. Do you feel you can see a counselor when you want to or need to?
  - A. Hardly ever
  - B. Usually
  - C. Almost always
  - D. Not certain
6. How sure are you of the steps to take in order to prepare for and enter the career you are considering?
  - A. Don't know where to begin
  - B. Have some ideas on how to go about it
  - C. The steps are pretty clear
  - D. The steps are very clear

7. Have you discussed the career you are considering with your family, a friend or employer?
  - A. No, haven't done this or time spent is not worth mentioning
  - B. Yes, but only once or twice
  - C. Yes, several times
8. In order that I might attend, classes need to be scheduled:
  - A. In the early morning
  - B. In the late evening
  - C. On the weekends
  - D. In the summer
  - E. All of the above
9. I'm returning to school to . . . .
  - A. Take a few courses
  - B. Upgrade my job skills
  - C. Prepare for a job
  - D. Receive an Associate Degree
  - E. Transfer to a 4-year university
10. Classes should be offered:
  - A. In the local neighborhoods
  - B. At work sites
  - C. In community shopping areas
  - D. Only on the main campus
  - E. In local schools
11. Which program would be of most assistance to you?
  - A. Financial Aid
  - B. Child Care
  - C. Career Counseling
  - D. Personal Counseling
  - E. Academic Advising
  - F. Tutoring
  - G. Older Student Association
  - H. Activities for Adult Students
  - I. Tuition Payment Plan
12. From the list in question #11, choose one additional program you would find helpful.

## THE ADVISOR PERCEPTION INVENTORY\*

INSTRUCTIONS: Please give your impressions of your advisor by responding to the statements below by circling the appropriate letters at the right.

- |   |    |    |   |   |   |    |
|---|----|----|---|---|---|----|
| 1. My advisor has been readily available for consultation.                                  | NA | SA | A | U | D | SD |
| 2. My advisor has been actively helpful and has been genuinely concerned about my welfare.  | NA | SA | A | U | D | SD |
| 3. My advisor has served as a resource person for me.                                       | NA | SA | A | U | D | SD |
| 4. The spirit and practice of continuous self-evaluation has grown through my advisor.      | NA | SA | A | U | D | SD |
| 5. My advisor listens to problems that I encounter.   | NA | SA | A | U | D | SD |
| 6. My advisor knows when I do not follow his/her conversation.                              | NA | SA | A | U | D | SD |
| 7. Major points of meetings have been summarized by my advisor.                             | NA | SA | A | U | D | SD |
| 8. My advisor has helped me with personal problems.   | NA | SA | A | U | D | SD |
| 9. My advisor has taken an interest in me that extends beyond our meetings.                 | NA | SA | A | U | D | SD |
| 10. My advisor and I spend most of our time discussing academic problems.                   | NA | SA | A | U | D | SD |
| 11. I believe my advisor has helped make the transition from high school to college easier. | NA | SA | A | U | D | SD |

- |  |    |    |   |   |   |    |
|--|----|----|---|---|---|----|
| 12. I believe my advisor anticipates needs that I have.                      | NA | SA | A | U | D | SD |
| 13. I would willingly share problems that I encounter with my advisor.       | NA | SA | A | U | D | SD |
| 14. My advisor has introduced me to various service organizations on campus. | NA | SA | A | U | D | SD |
| 15. I enjoy meetings with my advisor.  | NA | SA | A | U | D | SD |
| 16. My advisor has been well-prepared for each meeting.                      | NA | SA | A | U | D | SD |

\* Drake University

## SIGI QUESTIONNAIRE C

Name \_\_\_\_\_

All information supplied will be kept strictly confidential. No individual data will be reported. This information is gathered for research purposes only.

1. What is your program of study (major)? \_\_\_\_\_

2. How sure are you of your choice?

\_\_\_\_\_ a. very certain \_\_\_\_\_ c. somewhat uncertain

\_\_\_\_\_ b. certain \_\_\_\_\_ d. very uncertain

3. What career do you plan to enter? \_\_\_\_\_

Are you considering any alternatives? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How sure are you of this choice?

\_\_\_\_\_ a. very certain \_\_\_\_\_ c. somewhat uncertain

\_\_\_\_\_ b. certain \_\_\_\_\_ d. very uncertain

5. After using SIGI

\_\_\_\_\_ a. I feel more sure of my original career choice.

\_\_\_\_\_ b. I feel less sure of my original career choice.

\_\_\_\_\_ c. I changed my original career choice.

\_\_\_\_\_ d. SIGI had no effect on my career choice.

6. After using SIGI

\_\_\_\_\_ a. I am more sure of my program of study.

\_\_\_\_\_ b. I am less sure of my program of study.

\_\_\_\_\_ c. I plan to change my program of study.

- \_\_\_\_\_ d. SIGI had no effect on my program of study.
7. If you are thinking about changing your original career choice, check one or as many of the reasons as apply.
- \_\_\_\_\_ a. My original career choice does not seem compatible with my values.
- \_\_\_\_\_ b. My original career choice seems to require too much education or training.
- \_\_\_\_\_ c. The prediction for success in my original career choice was too low.
- \_\_\_\_\_ d. The information I got showed me that my career choice was not what I thought it would be.
8. After using SIGI
- \_\_\_\_\_ a. I am considering some career possibilities that I had not thought of before.
- \_\_\_\_\_ b. I think I have narrowed down the choices somewhat.
- \_\_\_\_\_ c. I have not changed the possible careers I am considering.
9. How much information do you have about the career(s) you are considering?
- \_\_\_\_\_ a. all the information I need
- \_\_\_\_\_ b. most of the information I need
- \_\_\_\_\_ c. some of the information I need
- \_\_\_\_\_ d. very little of the information I need
10. How well do you know your values as they relate to work?
- \_\_\_\_\_ a. I have a good idea of what values are important to me.
- \_\_\_\_\_ b. I have some idea of what values are important to me.
- \_\_\_\_\_ c. I have very little idea of what values are important to me.
11. How do you feel about your ability to make a career decision?

- |                         |                             |
|-------------------------|-----------------------------|
| _____ a. very confident | _____ c. somewhat confident |
| _____ b. confident      | _____ d. not confident      |

12. A. Circle the one you found the most helpful.

B. Underline the one which you found the least helpful to you.

- |            |             |               |
|------------|-------------|---------------|
| a. values  | b. locate   | c. prediction |
| d. compare | e. planning | f. strategy   |

Do you have any reaction or comments about any part of your SIGI experience? For instance,

Did you enjoy working the computer?

Did you find it tedious?

Was there too much reading?

Were instructions clear?

## SIGI Evaluation Results

## Numbers polled:

## KVCC

5 adults, 1 student  
5 females, 1 male

## KELLOGG

3 adults, 8 students  
9 females, 2 males

1. Unknown, management, nursing, foreign languages, general studies, health careers, educational leadership, industrial psychology.
2. a. 1    b. 4    c. 4    d. 3
3. Interpreter, small business owner, health careers, administration, personnel.

Librarian, mechanic, merchandising, teacher, buyer, physical therapy, police officer, social worker, nursing, special education, landscape design, bank teller, business administration, key puncher, home economics, counseling, personnel.

4. a. 2    b. 2    c. 7    d. 3
5. a. 4    b. 2    c. 2    d. 5
6. a. 5    b. 1    c. 1    d. 6
7. a. 6    b. 2    c. 1    d. 2
8. a. 11    b. 3    c. 2
9. a. 0    b. 8    c. 7    d. 0
10. a. 12    b. 3    c. 0
11. a. 4    b. 3    c. 6    d. 1
12. a. 4    b. 2    c. 3    d. 0    e. 0    f. 5    Least  
    a. 7    b. 4    c. 0    d. 4    e. 3    f. 1    Most

## Comments:



tedious  
too much reading  
too much distraction  
suggestions unwanted from peer advisors (students)  
values portions and occupational sections excellent  
tiring after two hours  
informative  
hard to concentrate after awhile  
instructions were clear  
liked working computer  
liked all the choices  
liked to receive input immediately  
strategy section tedious

## ADDITIONAL RECOMMENDATIONS

1. Continuous promotion and evaluation of the program.
2. Involve art students at KVCC and WMU in designing advertising pamphlets and brochures.
3. Set up ENCORE microcomputer in a downtown location.
4. Investigate possible grants for use of microcomputers in Career Guidance (Jackson Community College).
5. If interested in converting SIGI to a different computer system, send for the "SIGI conversion guide" from ETS.
6. It is very important to follow up microcomputer use with personal contacts!
7. Purchase other career/counselor related software available for use on TRS 80 Model 2 microcomputer (see attached pages).
8. Rename FOUNDATIONS courses (Life Skills for example); possibly change Career Decision Making (FDC 100) to "Strategies for Life Work Planning."
9. Integrate the Career Guidance Program with Karen Visser's Career Presentation Project.
10. Investigate the use of the ACT Career Planning Program along with the WMU Career Inventory Instrument.
11. Investigate incorporating the Singer career exploration method into the program.
12. Install a suggestion box in the Career Resource Center.
13. Develop a KVCC Staff needs assessment.
14. Urge users of ENCORE to evaluate on the last part of the program.

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