An Experience with College Administrators at Kalamazoo Valley Community College

Nord

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AN EXPERIENCE WITH COLLEGE ADMINISTRATORS
AT KALAMAZOO VALLEY COMMUNITY COLLEGE

by

Christopher E. Nord

A Project Report
Submitted to
The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
August 1973
ACKNOWLEDGEMENTS

By writing this project report, I have benefited greatly from the advice of Dr. Theodore L. Floughman, Dean Charles Kinnison and Dr. Kenneth F. Simon. My appreciation is extended to these three people as to the many others at Western Michigan University and Kalamazoo Valley Community College who have given me much help. My experience with the Department of Educational Leadership and other Departments has been most rewarding.

Christopher E. Nord
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SECTION I.

PROPOSED OBJECTIVES SUBMITTED PRIOR TO INTERNSHIP EXPERIENCE

Introduction

Kalamazoo Valley Community College was established to provide the community with vocational and academic training. It has grown from 1,5000 students in 1968 to 4,500 students in 1973. The administration of this dynamic institution is highly complex and diversified. This exciting environment makes for a meaningful internship. It will give me a good opportunity to work with and observe administrative staff. The experience will enable me to better conceptualize the role of an administrator in the community college. Consequently, I believe that this administrative internship will give me a comprehensive overview of educational administration at the community college level.
**Locale, Time and Rationale**

The name of the institution, organization, or other agency in which experience is sought is in the Kalamazoo Valley Community College.

The persons who will assign tasks and supervise the intern's performances are Dean Charles Kinnison and Dr. Kenneth Simon.

The period of time to be spent in this experience is from April 16 - June 15, 1973. The total time spent was 240 hours.

The administration at Kalamazoo Valley Community College is an excellent opportunity for an intern to assist and observe an excellent program. It has been my experience and observation that the administrators at Kalamazoo Valley Community College are most interested in working towards a meaningful experience with interns.

More specifically it is proposed that:

1. The internship should reflect a learning experience.

2. The intern is expected to follow the direction of the Dean of Instruction.

3. The intern is to avoid extending any of the proposed objectives to the point where it is a major, time consuming production, rather than a learning experience.

4. It is of great concern that all parties concerned will find this experience of considerable value to the intern in his pursuit of his educational goals.

The following data attempt to propose objectives, experiences, and terminal skills for the Spring Session of the 1973 school year.
PROPOSED OBJECTIVES FOR INTERNSHIP EXPERIENCE

A. **Technical Skills** - To acquire the general understanding, skills, and tools necessary for the operation of an educational institution.

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<th>EXPERIENCES</th>
<th>TERMINAL SKILLS</th>
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<tr>
<td>1. To become more adept in designing questionnaire</td>
<td>The intern will: work with the staff in designing a survey.</td>
<td>The intern will: be aware of how to design a questionnaire and survey forms.</td>
</tr>
<tr>
<td>2. To become more aware of computer programming.</td>
<td>participate in the Computer Programming Center.</td>
<td>be aware of computer programming.</td>
</tr>
<tr>
<td>3. To become more proficient in making tables.</td>
<td>aid staff in writing up various reports.</td>
<td>be proficient in making tables and graphs.</td>
</tr>
<tr>
<td>4. To become more competent in interpreting data.</td>
<td>interpret to staff the findings of various data.</td>
<td>be able to clearly interpret data.</td>
</tr>
<tr>
<td>5. To become more proficient in writing reports on study findings.</td>
<td>aid staff in writing up various reports.</td>
<td>be proficient in writing reports.</td>
</tr>
<tr>
<td>6. To become more proficient in presenting research findings.</td>
<td>aid staff in reporting research findings.</td>
<td>be able to clearly present research findings.</td>
</tr>
<tr>
<td>7. To acquire some familiarity with budget analysis.</td>
<td>observe and have contact with the business manager.</td>
<td>have familiarity with budget analysis.</td>
</tr>
<tr>
<td>8. To better understand interviewing techniques for new staff.</td>
<td>observe interviewing techniques for new staff.</td>
<td>understand interviewing techniques for new staff.</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>EXPERIENCES</td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>9. To become more competent in the area of supervision of clerks.</td>
<td>The intern will: assist in supervision of clerks.</td>
<td>The intern will: be competent in the area of supervision of clerks.</td>
</tr>
<tr>
<td>10. To become more aware of the day-to-day responsibilities of the Dean of Instruction.</td>
<td>observe and have contact with the Dean of Instruction.</td>
<td>be aware of day-to-day responsibilities of the Dean of Instruction.</td>
</tr>
<tr>
<td>11. To become more adept in writing a job description.</td>
<td>assist staff in writing job descriptions.</td>
<td>be adept in writing a job description.</td>
</tr>
<tr>
<td>12. To become more aware of what is going on in the area of curriculum.</td>
<td>observe and assist staff in the area of curriculum.</td>
<td>be aware of the curriculum.</td>
</tr>
<tr>
<td>13. To better understand the role and responsibilities of the Board of Trustees.</td>
<td>observe and interact with Board of Trustees.</td>
<td>understand role and responsibilities of the Board of Trustees.</td>
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</table>
B. **Human Relations** - To acquire skills which will help me work with people and **better** understand people.

<table>
<thead>
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<th>OBJECTIVES</th>
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<th>TERMINAL SKILLS</th>
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<tbody>
<tr>
<td>1. Sit in on student and/or staff committee meetings.</td>
<td>The intern will: observe and/or assist staff and students in committee meetings.</td>
<td>The intern will: be more aware of student and staff input in committee meetings.</td>
</tr>
<tr>
<td>2. To become more familiar with tutorial projects at KVCC.</td>
<td>observe and assist in tutorial projects.</td>
<td>be familiar with tutorial projects.</td>
</tr>
<tr>
<td>3. To be aware of special services which are offered to minority students.</td>
<td>observe and interact with special services for minority students.</td>
<td>be aware of special services which are offered to minority students.</td>
</tr>
<tr>
<td>4. To be aware of Public Relations procedures.</td>
<td>observe and interact with people responsible for Public Relations.</td>
<td>be aware of Public Relations procedures.</td>
</tr>
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<td>5. To better understand administrative/staff relationships.</td>
<td>observe administrative/staff relationships.</td>
<td>better understand administrative/staff relations.</td>
</tr>
<tr>
<td>6. To become more familiar with grievance procedures.</td>
<td>observe a grievance procedure.</td>
<td>be familiar with grievance procedures.</td>
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C. **Conceptual** - To enable me to better see the relationships of parts to wholes, and of education to the larger culture.

<table>
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<tr>
<td>1. To become more aware of recent literature on the community college.</td>
<td>The intern will: discuss with the staff findings from various pieces of literature.</td>
<td>The intern will: be aware of recent literature on the community college.</td>
</tr>
<tr>
<td>2. To become aware of the many facets of KVCC.</td>
<td>interact with staff and tour total campus.</td>
<td>be aware of many facets of KVCC.</td>
</tr>
<tr>
<td>3. To become more aware of the relationship between the community college and the four-year University.</td>
<td>interact with KVCC staff and WMU staff on the relationship between two and four-year institutions.</td>
<td>be able to discuss intelligently the future of the community college.</td>
</tr>
<tr>
<td>4. To project on the future of the community college.</td>
<td>interact with KVCC staff and students on the future of the community college.</td>
<td>be able to discuss intelligently the future of the community college.</td>
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SECTION II.

LOG OF EXPERIENCES

Introduction

The log of experiences represents a daily diary and a weekly summary of day-by-day entries. The day-by-day entry indicated the date, time spent, type of activity, evaluation, and skills acquired or reinforced. This type of log was beneficial in comparing daily and weekly experiences. The weekly summary helped me to better conceptualize my experiences. The following pages represent summaries from my log.
Week of April 15 - April 21

The first week at Kalamazoo Valley Community College was spent orientating myself with faculty, management by objectives data, physical structure of the school and preparing a job study project. Dean Kinnison and I decided to use a MBO approach to my internship. Each week we would mutually come up with target dates in varying steps for each proposed project. Also during this period of time I read a number of materials on job study procedures and articles on MBO.

This week was important in preparing myself for the proper mental framework for approaching this administrative internship. Much time was spent observing, reading and thinking about my role as a Kalamazoo Valley Community College intern. I learned considerably from this experience and believe that it will lead to a viable challenge.

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. An awareness of purpose and objectives for Kalamazoo Valley Community College.
2. Basic understanding of management by objectives.
3. Becoming more aware of varying approaches to a job study.
4. Practice in organization of data for a specific project.
5. Preparing and proposing objectives for projects at Kalamazoo Valley Community College.
6. Practice in articulating ideas to administration at Kalamazoo Valley Community College.
7. Better conceptualizing role of community college in relationship to the community at large.

8. Becoming more competent in interpreting data on job studies.

9. Being more aware of curriculum at Kalamazoo Valley Community College.

10. Being more aware of services which are offered to minority students.

11. Being more aware of recent literature on the community college.
This week was spent largely in formulating an acceptable objective and job study format. The Dean of Instruction and myself agreed on the objective: Present a report on responsibilities and analysis of work flow by full/part-time clerical staff and a recommendation to improve the work flow and production time. We decided on following a six-step approach plan which was:

**Step 1:** Description of clerical staff to include:
   a. Study questions—formulate them
   b. Procedures to conduct study
   c. Meeting with Dean for a preliminary review
   d. Revising if necessary
   e. Reviewing with Assistant Dean of Instruction and Personnel Department
   f. Getting it in study form

**Step 2:** Conduct Study Measurement to include:
   a. Outlined as result of Step 1

**Step 3:** Write a draft for Report—Step 1 to include:
   a. Summarize data
   b. Put in report form

**Step 4:** Generate possible alternative actions to include:
   a. Brainstorming
   b. Prioritizing alternatives

**Step 5:** Final copy of Step 4

**Step 6:** Revise two parts into a complete final report

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Practice in listening to faculty discussing the multifacets of Kalamazoo Valley Community College.

2. Practice in listening to students discussing the multifacets of Kalamazoo Valley Community College.
3. Practice in preparing final procedure to conduct a job study.

4. Practice in interacting and listening to personnel administrators from Western Michigan University, Upjohn, and Consumer's Power.

5. A better understanding of administrative/staff relationships.

6. An appreciation for detailed data involved in a job study.

7. Practice in articulating purpose of job study to faculty.

8. Practice in articulating purpose of job study to clerical staff.

9. Ability of leader to exhibit humor is highly important.

10. Treatment of clerical staff as unique human beings is of utmost importance.

11. Opportunity to improve skills in decision making.

12. Recognize your own leadership strengths and weaknesses.

13. Importance being equitable in treatment of all staff.

14. Improving communication skills with other people.
Week of April 29 - May 5

The major portion of this week was spent interviewing clerical staff. The interview was conducted under a prescribed procedure which was acceptable with the Dean of Instruction. All of the interviews appeared to proceed quite well; however, it may be of interest to note that the older secretaries appeared to be less precise and comfortable with the interview. This may have been a result of the difference in our age levels. After each interview was over I met again with the secretary to make sure my information was accurate. The clerical staff appeared much more positive towards having a personal interview rather than filling out an impersonal questionnaire. It may be of interest to note some of the questions asked.

1. What duties do you personally perform in the usual course of your work?
2. Tell where your work
   a. comes from.
   b. what you do with it.
   c. where you send it.
3. Indicate the appropriate percentage of time spent on every duty that takes 5% or more of your time (daily vs weekly).
4. What machines or other equipment do you operate? How often?
5. What problems do you see currently with the organization?
6. What suggestions can you offer for improvements?
7. How do you know when you have done a good job?

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Practice in listening to problems and concerns of clerical staff.
2. Becoming more sensitive to human needs.

3. Practice in administering my job study procedures.

4. Improving the technique of interviewing clerical staff.

5. Practice in making people feel comfortable.

6. Practice in improving human relations between myself and Kalamazoo Valley Community College staff.

7. Full realization that one must have a great deal of patience in working with people.

8. Practice in writing down and interpreting verbal communication.

9. Being able to keep the job study in a highly organized form.

10. Improving my self-control in leadership situations.

11. Improving my ability to write and interpret data in an explicit fashion.

12. Become more aware of food service program at Kalamazoo Valley Community College.

13. Observe day-to-day responsibilities of Dean of Instruction.

14. Better understanding of the organizational set-up at Kalamazoo Valley Community College.
This week was concentrated on interviewing faculty who supervised various clerical staff. I tried to see that each person was comfortable and then proceeded to ask them a series of ten questions. These questions were not identical to those asked of the clerical staff. All responses were written down and later reviewed with the supervisor for accuracy. Interestingly enough the older faculty members seemed more apprehensive of the interview than the younger ones. Again, this may have been due to the difference in our age levels. I tried to stress to each person that this should be viewed as a positive experience and not a check-up from the administration. Some of the questions asked of the supervisors follow.

1. What is the purpose of the unit or section in which this job is located?
2. What is the purpose of this job?
3. What formal education, above high school level, is required to perform this job?
4. What three job responsibilities do you value highest?
5. Are you satisfied with the present job description? If not, why?
6. What problems do you see currently with the operation?
7. How do you know when the unit is functioning well?

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Practice in listening to problems and concerns of faculty.
2. Becoming more sensitive to human needs.
3. Improving the technique of interviewing faculty.
4. Practice in diagnosing problems with faculty.

5. Recognize importance of continual in-service training for all staff.

6. Better recognizing the importance of being positive with people.

7. Recognizing various group power structures within the institution.

8. Better realizing the importance of receiving group support when conducting a study.

9. Realizing that perceptions of a clerical position may differ greatly from employee to supervisor.

10. Importance of having a current and relevant job description.

11. Realizing the importance for the supervisor and employee to fully understand the function of their unit.

12. Being able to successfully administer a job study unit to faculty and clerical staff.

13. Improving skills in leading various informal meetings.

14. Realizing the importance of experience for leaders.
This week was largely spent in preparing the final documentation on the job study. Certain problems arose while doing this task. A certain supervisor managed to stir up the secretarial staff with misinformation. I then had to re-explain the whole procedure to all of the staff.

I apologized for not being more explicit with the staff in relationship with how I was going to use the data. I thought that I had explained that the photostatic copies that they had reviewed would also become part of the administrative files at Kalamazoo Valley Community College. If there were any comments that they did not want to include in the administrative files, I had hoped that they would have made note of that. Since Dean Rush is considered part of the administration, he, naturally along with Dean Kinnison would review the data. I had in no way discussed the materials with any other clerical staff or faculty other than Dean Kinnison or Dean Rush. Also I added that only the printed data on each sheet was discussed with the administration.

The following is a list of recognized understandings acquired and changes in attitudes resulting from this week's experiences.

1. Practice in dealing with insecure employees.
2. Realizing the importance in being extremely explicit when explaining a job study to employees and supervisors.
3. Observing how easy it is for people to misinterpret information.
4. Better understanding the function of the archives at an institution.

5. Practice in putting job study data together for presentation to the Kalamazoo Valley Community College administration.

6. Practice in writing memos to faculty and clerical staff.

7. Improving my degree of patience.

8. Realizing the importance for supervisors to continually review job descriptions of employees.

9. Obtaining an overview of institutional research that has been conducted at Kalamazoo Valley Community College.

10. Better understanding of how Kalamazoo Valley Community College meets the many needs of the community.
Week of May 20 - May 26

My experience in conducting a job study at Kalamazoo Valley Community College had been most rewarding. At this point in preparation of my final documentation for the administration I felt it necessary to convey the following concerns that were unveiled through my interactions with the faculty and clerical staff. The first concern being that there appears to be poor understanding of how each particular job fits into the total spectrum of the institution. In other words, there is a significant need for each clerical staff member to have a better conceptualization of her position with regard to Kalamazoo Valley Community College.

Another concern is that it appears that the clerical staff has a minimal involvement or input into improving office procedures. I feel that the lack of opportunity for secretaries to be recognized and to be asked for their comments and concerns directly reflects a seemingly lower morale and significant turn-over in clerical staff. It has long been known that high involvement or input from employees makes for a more sincere desire to perform their particular duties.

Consequently, some of the following suggestions were made:

1.) Bi-monthly in-service workshops for secretaries to be set up by the personnel administrator. Workshops may cover such areas as: a) New secretarial techniques, b) Hearing representatives from various units of Kalamazoo Valley Community College explain their program.

2.) Have a suggestion box where secretaries can continually put in comments.
3.) The business office should prepare data to clearly explain their procedures and responsibilities. This should be distributed to all clerical staff.

4.) All job descriptions should be reviewed every six months with the employee and supervisor.

The following is a list of recognized understandings acquired and changes in attitudes resulting from this week's experiences.

1. Practice in dealing with employees who are upset.

2. Becoming sensitive to human needs.

3. Practice in relating ideas on secretarial improvements to administration.

4. Improving ability to conceptualize Kalamazoo Valley Community College as a total institution.

5. Practice in being tactful with irritated faculty members.

6. Involving theoretical administrative theory and practical experience.

7. Better understanding the function of the Dean of Instruction.

8. Becoming more knowledgeable of the historical beginning of Kalamazoo Valley Community College.

9. Recognizing the importance of institutional research at Kalamazoo Valley Community College.

10. Becoming more aware of the Plan, Budget, and Evaluation System at Kalamazoo Valley Community College.

11. Realizing the importance of maintaining a competent secretarial staff.


13. Improving my ability to listen to other people's ideas.
Week of May 27 - June 2

Dean Kinnison informed me that a plan of action was needed for my job study. It was my charge to devise an approach which would alleviate many of the problems identified by the study. For many days I struggled with the problem without any viable success routes. I looked over floor plans of the offices and any other data which might enable me to better conceptualize the situation. Many of the suggestions I made from the job study were relevant but they still were not the total key to the problem. It was similar to that of a puzzle whereby I had all of the pieces but could not as yet fit them together. Finally, after much thought, I devised a plan which would hopefully be the key to the puzzle. I wrote it up to include:

line of action, procedures, benefits and physical arrangement diagrams.

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Increasing my ability to conceptualize a complex problem.
2. Practice in dealing with job specifications for employment.
3. Realizing the importance of using gathered data in preparing lines of action.
4. Better understanding the importance for administrators to be fair and explicit.
5. Practice in dealing with seemingly unsolveable problems.
6. Importance of notifying and explaining plans of action to all appropriate staff.
7. Better understanding of the relationship between various units of the college.
8. Practice in relating a complex solution in understandable terms.

9. Importance of continually working on a problem until you solve it.

10. Better realizing that receiving pay is not the only or necessarily major satisfaction that is derived from employment.
Week of June 3 - June 9

This week I presented my plan of action for improving clerical efficiency at Kalamazoo Valley Community College. I described my approach to the Dean of Instruction, Assistant Dean of Instruction, and the Personnel Administrator. It appeared that all of the administrators were extremely pleased with what I had devised. Basically I had suggested a more consolidated secretarial unit, more pre-planning by faculty, avoidance of monopolization of secretaries by various faculty, and a central input for all incoming work. This brief explanation involved a major shift in present secretarial practices. Certain positions would be phased out while others would be created. I recommended that this plan of action should be implemented during the summer months. All of the administrators felt as though the approach would bring more efficient service to Kalamazoo Valley Community College students and faculty.

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Better realizing the importance in receiving various points of view on a particular problem.

2. The importance of not being prejudice with your own ideas when listening to others.

3. Realizing the importance for having one central input for incoming work.

4. Noting that all employees should clearly understand what they are charged with.
5. Seeing that work efficiency can be improved by good pre-planning.

6. Practice in being tactful with people.

7. Recognition that leaders must be able to solve staff related problems.

8. Administrators should be able to understand student concerns and problems.

9. A leader should be aware of his weaknesses and strengths.

10. Importance in developing models which have a practical function.
Week of June 10 - June 16

The final week of my internship was spent reviewing my experiences and gathering data for institutional research. The amount of research that I found was quite limited. However, the material that I gathered from the archives and faculty was most interesting. Some of the material that I reviewed involved: program objectives, profile of successful community leaders, and diagnostic data on new students. There certainly appeared to be a real need for one person to be responsible for developing institutional research at Kalamazoo Valley Community College. Presently there is no one directly responsible for this area of concern. I have suggested to the administration that further study needs to be done in the area of diagnosing educationally disadvantaged students.

My experience at Kalamazoo Valley Community College was definitely a most rewarding adventure in all respects.

The following is a list of recognized understandings acquired and changes in attitude resulting from this week's experiences.

1. Being more capable of viewing the strong and weak points of Kalamazoo Valley Community College.

2. Realizing the importance for all staff to work together as a team.

3. Practice in articulating thoughts and ideas.

4. Practice in adjusting to a new environment.

5. Developing communication techniques.

6. Improving listening skills.

7. Increasing my own level of patience.
8. Realizing the importance of improving staff morale.

9. Realizing the importance of continual in-service training.

10. Further practice in decision making.
SECTION III.

EVALUATION

Supervisor's Evaluation, Form A

Name of Student       Christopher E. Nord       Semester       Spring 1973
Interning Organization       Kalamazoo Valley Community College

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

Activities were planned within a Management By Objectives format. His primary objective was to present to the Associate Dean of Instruction a report which will include a description of current activities and responsibilities of part-time and full-time faculty service staff members plus recommendations for appropriate re-assignments to improve the work flow and reduce production time.

Another assignment was to determine what institutional research projects and reports have been completed or are currently in progress here at KVCC.

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

Mr. Nord prepared the most comprehensive plan for his internship which I have ever seen. Further he was interested and appeared eager to read appropriate material as background information concerning Management By Objectives--community colleges generally and KVCC in particular. He followed through quite well on each aspect of the assignment and did so with minimal direction. The results of his work were quite valuable and the recommendations he made are currently being implemented.

In summary, the internship experience appeared to be valuable to Mr. Nord and the work he did was certainly worthwhile to the college.
3. Performance:

Satisfactory _X_  Unsatisfactory ________

Distribution by faculty sponsor:
Faculty Sponsor
Faculty Advisor
Director of Professional Experiences

_________________ Charles J. Kinnison
Organization Supervisor's Signature

Grade: Pass ______  Fail ______

__________________________
Faculty Sponsor's Signature

Credit Hours Completed
Student's Evaluation, Form B

Name of Student  Christopher E. Nord  Semester  Spring 1973

Interning Organization  Kalamazoo Valley Community College

Organizational Supervisor  Dean Kinnison

1. Evaluation of the 712 experience. (Positive and Negative)

My experience in the 712 course proved to be timely, educationally stimulating and relevant. Many situations surfaced which proved to be quite challenging. These situations enabled me to use ideas and concepts that I had derived from classes. My professional experience and knowledge greatly increased. One of the most rewarding experiences I found was the implementation of some of my strategies and ideas in a major decision made by Kalamazoo Valley Community College Administrators. I had prescribed a plan of action which was to be of major significance to the clerical staff. This course has been one of the most enjoyable and educationally significant experiences in my six years at Western Michigan University.
2. Suggestions for the improvement of the 712 experience.

1. More time to be spent with supervisor.

2. More opportunities to sit in on high level administrative meetings.

3. More opportunity for the intern to partake in real decision-making situations.

4. More interaction with other Kalamazoo Valley Community College Administrators.

Distribution:
Faculty Sponsor
Faculty Advisor
Director of Professional Experiences

Christopher E. Nord
Student's Signature
TO: ALL PERSONNEL DIRECTLY INVOLVED WITH GRAD. 712, PROFESSIONAL FIELD EXPERIENCES, WESTERN MICHIGAN UNIVERSITY

DATE: October 1, 1969

During the last year, the various departments and schools at Western Michigan University had enrollments of over 1,000 credit hours in Grad. 712. The great number of internships necessitated the establishment of some administrative policies and procedures. Such policies should insure that students' personal growth is always the primary objective of Grad. 712 although important concommitant values are derived by interning organizations and the university.

The Western Michigan University Graduate Council has approved the operating principles. It is hoped that all personnel involved in Grad. 712 will become familiar with the following materials and will offer suggestions for improvement of the guidelines or for the Grad. 712 program itself.

The following materials include:

- Guidelines and Procedures for Grad. 712
- Values of Internships for the Graduate Student
- Values of Internships for the University
- Values of Internships for the Organization
- Possible Weaknesses of Internship Programs
- 712 Student's Evaluation, Form B
- 712 Supervisor's Evaluation, Form A
GUIDELINES AND PROCEDURES FOR GRAD. 712, PROFESSIONAL FIELD EXPERIENCES

1. In order to enroll in 712, a student is required to apply by means of a form available in the School of Graduate Studies. This form, entitled "Application for Permission to Elect", requires a description of the professional experience and the signed approval of the faculty advisor, faculty sponsor, and the Director of Professional Experiences. The name of the interning organization and the organizational supervisor should be recorded on this form. The quality and relevancy of the experience to probable future professional activities should be carefully evaluated before approval is granted.

2. A maximum of 12 semester hours may be allotted for a semester of full-time internship. A maximum of 6 hours may be allotted per session. Considerably fewer credit hours are recommended for the one-year M.A.

3. One credit hour should involve a minimum of 40 clock hours which may include assigned readings.

4. A maximum of a 44-hour week may be included for purposes of reporting experiences to an accrediting organization, etc.

5. Stipends to an intern must be less than the full professional pay for one who has reached the level of competence of the intern.
   a. Full professional stipend is not permitted because the intern should always be considered primarily a learner and not an employee by the organization.
   b. The amount of the stipend to be remitted, if any, should be listed on the "Application for Permission to Elect" form provided by the Graduate Office.
   c. The stipend agreement must be endorsed by the School of Graduate Studies.
   d. Stipends may be remitted directly to the student by the organization where the student is interning.
   e. When all degree candidates in a particular program are required to have an internship, then stipends may be tax free and classified as fellowships.* A "Stipend Authority Information" agreement card must be authorized by the

*Stipends for students may be income tax free under certain conditions. Basically, to qualify for tax-free stipends, the internship, thesis, or some equivalent experiences must:
   a. Be required of all degree candidates in that particular program.
   b. Have as its primary purpose the furtherance of the education and training of the student.
Graduate Office before a fellowship may be granted. Cards are available from the Grants-Accounting Office or the Graduate Office.

Checks from contributors should be made out to the Professional Experience Fellowship Fund and sent to the Grants-Accounting Office, Western Michigan University, for the distribution of funds to the students.

6. Students in 712 Professional Field Experience must study as well as practice.

7. Full-time interns must have direct contact with a well-qualified organizational supervisor for a minimum of three hours in any single week.

8. An outline or plan for each specific internship should be presented by the organization to the faculty sponsor and the Director of Professional Experiences.

a. It is probable that changes in the intern, increased proficiencies, new evaluations of the intern, and environmental changes may make a revision of plans desirable at a later date. If the change in plans is considerable, the university personnel involved should be informed.

b. If the outline or plans for many of the interns are extremely similar or identical, then one plan, presented along with the names of the interns is sufficient.

9. A "continuing report" of activities should be maintained by the intern and should be available to supervisors, sponsors, or the Director of Professional Experiences upon request. The report should have sufficient detail to enable a reader, who is a professional in the field, to have a good understanding of the activities undertaken. For example, each week a paragraph or two may be written summarizing what has been learned.

10. The intern should complete three copies of the one-page "712 Student's Evaluation, Form B" near the end of the semester.

11. The organization supervisor and/or the faculty sponsor should complete three copies of the one-page "712 Supervisor's Evaluation, Form A" near the end of the semester.

12. The intern may request, by writing to the Director of Professional Experiences, that a copy of the "712 Supervisor's Evaluation, Form A" should be placed in his file at the University Placement Office.
13. Grades for Grad. 712 will either be "Pass" or "Fail". The grade will not influence the student's total grade-point average. "Pass" implies an "A" or "B" performance. A "Fail" should be reported as an "E" on the grade report sheet. A "Pass" grade will be reported as "CR" on the permanent record of the student. An "Incomplete" or "Fail" will be recorded as "NC" on the permanent record.

14. Individual departments or schools may have other or additional procedures which also should be followed, e.g., Information Regarding the Degree Doctor of Education, Western Michigan University, 1967, Topic 11, Appendix 3.

15. When practicable, the sponsoring faculty and/or the Director of Professional Experiences should visit the agency and orally communicate individually with the supervisor and the intern. Supervision of the intern is a joint responsibility of both the organization and the university.

16. Before one-third of the period of internship is completed, interns are expected to make an informal report about the adequacy of their experiences to the Director of Professional Experiences. The report may be made by letter, telephone, or personally at the Graduate Office.

17. At the beginning of the final week of internship, the faculty sponsor should receive copies of the "continuing report" plus three copies of the student's and supervisor's evaluations for approval. The faculty sponsor will distribute a copy of each document to the advisor and the Director of Professional Experiences. This should occur each semester the student is enrolled in 712.

18. Grades, other than "Incomplete", will be withheld on Grad. 712 until the "continuing report", the student's evaluation, and the supervisor's evaluation have been submitted to the Director of Professional Experiences.

VALUES OF INTERNSHIPS FOR THE GRADUATE STUDENT

For the graduate student, an internship should ideally result in:

1. An increase in professional knowledge.

2. Development of concepts consistent with realities.

3. Knowledge of how ideas, materials, and people are brought together.

4. Application of theory, concepts, understandings, and skills in circumstances comparable to those in which he will work in the future.
5. Opportunity to evaluate and further develop his own competencies by the application of his knowledge, skills, abilities, and concepts in actual practice.1

6. Acquisition of the concept of responsibility or accountability at both the intellectual and emotional levels.

7. Gradually increased confidence by practicing his profession without carrying the full responsibility.

8. Achieving in a comparatively short time many of the insights acquired during the supervisor's lifetime of experience.

9. Perception that theory is practical in that it aids improvement of practice.2

10. Learning more about himself and his competency to practice his profession and skill.

11. Greater involvement or commitment and integration of these values into his value system.

12. Better vocational placement, either via acquaintanceship with professionals, or in the interning organization itself.

VALUES OF INTERNSHIP FOR THE UNIVERSITY

The university professor and administrator benefit:

1. In greater knowledge of the functions of various organizations.

2. In greater knowledge of the practices and quality of performance of various organizations.

3. From a better understanding of actual problems in the field.

4. From this source of information for the evaluation of the adequacy of the intern and the university program in general.

5. From acquaintanceship with personnel which might lead to improved professional development and greater community service.

6. From the prestige the university acquires through better placement of superiorly trained professional personnel.
VALUES OF INTERNSHIPS FOR THE ORGANIZATION

The interning organization benefits:

1. In that to properly teach the intern, it must clarify its goals and procedures.
2. Because the advanced intern probably contributes more to the organization than the training requires in time and effort from his supervisor.
3. From new ideas and probable growth of the stimulated supervisor.
4. By opportunity to screen the intern as a potential future employee.
5. By its contribution to society by aiding in the education of our nation's youth.
6. From the prestige acquired through being associated with the training of professional persons and with the university.

POSSIBLE WEAKNESSES OF INTERNSHIP PROGRAMS

Inadequate supervision:

1. Many organizations request an intern when they have no one to adequately supervise the student, but have a job opening which they wish to have filled without payment of a regular salary.
2. Inadequately trained organization supervisor or one with insufficient time or motivation to properly plan, instruct, or evaluate the intern.
3. Insufficient allowance for the work-load of a professor who may be sponsoring many interns.
4. Insufficient work-load allowance for the internship director.

Exploitation of the Intern:

1. Utilization by the organization of the intern primarily as a worker rather than as a student who is learning partially by working.
2. Placement of the intern by the organization supervisor on a routine but lengthy task that involves neither considerable learning or supervision. This can occur readily in research projects.
Unsatisfactorily designed programs:

1. Inadequate planning on the part of the university and the organization resulting in a program which may not begin to approach the values that may be gained through internships.
   
a. A supervisor may prevent learning by allowing observation only and permitting no participation in activities or decision making.

b. With no adequate plans, the intern may while away his time with routine tasks.

c. The internship may not be designed to develop skills necessary for the student.

d. The level of skill practiced may not be appropriate for the intern's abilities or previously developed skills.

R. H. Schmidt
Director of Professional Experiences
School of Graduate Studies
APPENDIX B

APPLICATION FOR PERMISSION TO ELECT
APPLICATION FOR PERMISSION TO ELECT

720 Specialist Project  4-6 hours

(Indicate your plan for enrolling in the course)

Semester  Spring  Year  1973  Hours  6  1st Enrollment

Name  Christopher E. Nord  Student Number

Address  1319 Concord Place - 1C, Kalamazoo, Michigan  49009

Program of Study  Specialist - Community College Administration

Description of Independent Study

Administrative Intern at Kalamazoo Valley Community College. Experience with Dean of Instruction and various Program Coordinators.

Christopher E. Nord
Signature of Student

Simon  Theodore Ploughman
Name of Faculty Member Under  Signature of Advisor
Whom Study is to be
Completed

School of Graduate Studies

Date
APPENDIX C

STEP BY STEP TO BETTER INTERNSHIP EXPERIENCES

(Department of Educational Leadership Guidelines)
Step by Step to Better Internship Experiences

1. Explore with the Chairman of your doctoral advisory committee your interests and needs in major and cognate internship placements.

2. Address a letter to the Department Head requesting help in arranging an internship. Include any ideas that you may have regarding the nature of the experience desired.

3. Learn from the Department Office who the persons are who are designated (a) by the department and (b) by the School of Graduate Studies to assist students in arranging internships.

4. After clearing with the departmental person designated to assist with internships, make preliminary contact with the prospective internship supervisor.

5. If, after consultation with the prospective internship supervisor, you are satisfied that a satisfactory internship can be arranged, prepare an internship prospectus.

6. Submit the Prospectus to your Doctoral Committee for approval.

7. When the internship prospectus is approved by the committee, notify, in writing, the departmental person designated to assist with internship placements. He will then notify the prospective Field Supervisor and the Departmental Supervisor by official letter specifying the conditions under which the internship will be done.

8. *

9. Pick up special enrollment forms (712) from the Department of Educational Leadership office, and
   a. Fill out the forms.
   b. Get the necessary signatures.
   c. Take copy to the Departmental Supervisor, along with a copy of the prospectus.

10. Enroll for the proper number of hours of graduate credit, dependent on the nature and length of the internship experience.

11. Report to your Field (on the job) Supervisor on the agreed-upon

*This is an exact copy of the original, which has since been discovered to be in error because of the omission of the number 8 in numbering the steps.
date and establish the procedures and routines of your internship.

12. Make arrangements with the Departmental Supervisor for his on-the-job visits (at least 2 for each 3 S.H. of credit -- more may be necessary).

13. When on campus, make regular contacts with the Departmental Supervisor, apprising him of your progress.

14. Maintain a comprehensive log or journal of day-to-day activities while engaged in the internship. This is to be available at all conferences with the Departmental Supervisor.

15. At termination (or slightly before) of the internship experience:
   a. Secure evaluation forms from the Departmental Supervisor.
   b. Distribute the blue forms to the Field Supervisor; include a stamped envelope addressed to the Departmental Supervisor.
   c. Fill out pink forms with self-evaluation and submit them to the Departmental Supervisor.
   d. Submit a report of approximately two pages (in line with the Prospectus) of the internship experience; append to the report several significant log entries.
APPENDIX D

BIBLIOGRAPHY
Bibliography


7. Ibid., *Individual Performance Planning*.

8. Ibid., *Management by Objectives*.

9. Ibid., *Manpower Planning and Development*.