A Summary of Experiences in an Internship in the Area of Community College Administration

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A SUMMARY OF EXPERIENCES IN AN INTERNSHIP IN THE AREA OF COMMUNITY COLLEGE ADMINISTRATION

by

Charles E. Henkel

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

Western Michigan University
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A SUMMARY OF EXPERIENCES IN AN INTERNSHIP IN THE
AREA OF COMMUNITY COLLEGE ADMINISTRATION

Charles E. Henkel, Ed.S.
Western Michigan University, 1979

This major internship for the Specialist Project was served in Glen Oaks Community College, Centreville, Michigan. This 2-year college institution was established in June of 1965 and during the internship had a student enrollment of over 1,200 full-time equated (FTE) students. There were four main divisions through which programs were offered to students. They were: (a) Liberal Arts, (b) Vocational/Technical, (c) Nursing, and (d) Community Service. The supervisor of the internship was Mr. Rodger J. Eckhardt, Vice President for Academic Affairs.

Many aspects of community college administration were experienced during the internship. For example, a major portion of the experience was spent assisting the Vice President for Academic Affairs in areas of his responsibility. In addition, the intern had the opportunity to observe other administrative procedures at the college level through informal discussions with first and second line administrative personnel.
ACKNOWLEDGMENTS

I wish to express appreciation to my advisor, Dr. Carol F. Sheffer, Professor of Educational Leadership at Western Michigan University, for her assistance and guidance throughout the course of my study.

Also, I wish to thank Mr. Rodger J. Eckhardt, who not only directed me through my internship, but also helped me with the opportunity for professional advancement.

Charles E. Henkel
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I    INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II   PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE</td>
<td>2</td>
</tr>
<tr>
<td>III  LOG OF INTERNSHIP EXPERIENCES</td>
<td>5</td>
</tr>
<tr>
<td>IV   SUMMARY AND EVALUATION OF INTERNSHIP</td>
<td>63</td>
</tr>
<tr>
<td>V    RECOMMENDATIONS</td>
<td>69</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>70</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This major internship for the Specialist Project was served in Glen Oaks Community College, Centreville, Michigan. This 2-year college institution was established in June of 1965 and during the internship had a student enrollment of over 1,200 full-time equated (FTE) students. Further, there were four main divisions through which programs were offered to students. They were: (a) Liberal Arts, (b) Vocational-Technical, (c) Nursing, and (d) Community Service. The supervisor of the internship was Mr. Rodger J. Eckhardt, Vice President for Academic Affairs.

Many aspects of community college administration were experienced during the internship. For example, a major portion of the experience was spent assisting the Vice President for Academic Affairs in areas of his responsibility, including the following: college-wide committee meetings, personnel, budget, evaluation of programs, and the management system known as Management by Objectives. The intern was also assigned two major projects: (a) to help develop a part-time faculty handbook and (b) to update the Vice President's effort to implement the Management by Objectives System. In addition, the intern had the opportunity to observe other administrative procedures at the college level through board of trustees meetings and informal discussions with first and second line administrative personnel within the college.
CHAPTER II

PROSPECTUS DESCRIBING PROPOSED INTERNSHIP EXPERIENCE

The purpose of this prospectus is to give the intern the opportunity to project in advance the experiences that he would like to encounter. These preliminary experiences are defined in the prospectus under the divisions of conceptual, human, and technical skill experiences.

A description of the proposed internship is as follows:

I. **Intern:** Charles E. Henkel—Educational Leadership.

II. **Sponsoring Organization:** Glen Oaks Community College, Centreville, Michigan.

III. **Field Supervisor:** Mr. Rodger J. Eckhardt, Vice President for Academic Affairs.

IV. **University Advisor:** Dr. Carol F. Sheffer, Western Michigan University.

V. **Duration:** Six weeks, starting June 13, 1977, and ending July 23, 1977.

VI. **Rationale:**

The ultimate goal of this intern is to someday obtain a first or second line administrative position in a community college. Consistent with this goal, it is proposed that this internship will provide opportunity for the intern to gain a greater understanding of the central administrative function in the community college. Further,
it is expected that the intern will come in contact with and acquire a general knowledge of first and second line administrative positions including the: President, Vice President for Academic Affairs, Director of College Community Services, Director of Student Affairs, Director of Admissions and Financial Aid, Director of Learning Resources, Coordinator for Women's Programs, Director of Vocational-Technical Programs, the Business Manager, and the Director of Physical Plant. The rationale for this internship is based on the premise that the persons occupying these administrative positions have the expertise to give the intern career direction in his future professional activities.

Glen Oaks Community College offers this intern an opportunity to enhance his conceptual, human, and technical skills in the area of community college administration. It is anticipated that this experience will lead to achieving the following goals:

VII. Projected Nature of Internship Experience:

A. Conceptual skills

To acquire an understanding of:

1. The organizational structure of Glen Oaks Community College.

2. The responsibilities and functions of the Vice President for Academic Affairs.

3. The relationship of all first and second line administrative positions to the president of the college.
4. The relationship between all administrative positions and the college as a whole.

B. Human relations skills

To become familiar with:
1. The channels of communication between all first and second line administrative positions.
2. The leadership functions of each first line administrative position.
3. The internal decision-making processes.
4. The methods of delegating responsibility to various administrators.

C. Technical skills

To enhance my abilities to:
1. Gather and relate job descriptions and procedures with administrative and staff positions.
2. Observe interaction, question observations, and acquire concepts and ideas for future use in committee meetings.
3. Develop budget proposals.
4. Evaluate programs.
5. Participate in the design of a Management by Objectives System.
6. Help develop a part-time teachers' handbook.
CHAPTER III

LOG OF INTERNSHIP EXPERIENCES

This log is a daily representation of activities experienced as an intern with Glen Oaks Community College. The internship was served from June 13, 1977, to July 23, 1977, and consisted of six 40-hour weeks.

Anyone interested in more specific information regarding any of the experiences in this internship may contact the author at: Glen Oaks Community College, 109 Shimmel Road, Centreville, Michigan, 49032.

The purpose of the log was to keep daily records of the internship experiences. In addition, notes were kept of the means and methods used for learning. For example, means and methods used included: observation, personal interaction, reading, and actual "hands on" tasks and assignments. Further, a running list was kept of ideas as generated by the experiences. Finally, at the end of each week an assessment of experiences was made in addition to comments regarding their successfulness.

June 13, 1977, Monday

The early part of the morning was spent talking with Mr. Eckhardt. In this discussion we tried to help each other soften the social barriers established between two people meeting for the first or second time. It appeared that Mr. Eckhardt was a very cautious person who
weighed each word as to its effect upon me. I noted that he seemed to be very aware of the human relations function of being an administrator. As pointed out by Shaw (1976), "certain personality attributes predispose the individual to behave in typical ways, and that these ways of behaving may produce either compatibility or incompatibility" (p. 215). Mr. Eckhardt indicated that everything observed should be kept in confidence and never used out of context. He added that I was welcome to observe and participate in all of his responsibilities and activities unless someone objected.

We then defined the areas in which I might gain experience while at Glen Oaks Community College. They were:

1. Vice President for Academic Affairs, Management by Objectives.
2. Part-time faculty handbook.
4. Reorganization meetings/committee meetings.
5. Secretarial/clerical union—observe what will happen.
6. Catalog.
7. Observe hiring of athletic director/basketball coach.
9. Plan part-time faculty seminar for fall (before September).
11. Community coordinators.

One of my first experiences was to observe a meeting with the Learning Resource Center Librarian. She approached Mr. Eckhardt with the question: "Were there funds available to keep one of her staff
members for 2 extra weeks?" The budget records were checked and the decision to keep said person 2 extra weeks was approved. Further, it was indicated that there could be a shift of funds from one account number to another depending upon need, but that the total expenditures could not exceed the approved budget.

An interesting point that I later discovered was that the librarian's position was considered administrative though she belonged to the faculty senate or union.

A short time later I observed a meeting with the Coordinator for Vocational/Technical Programs. He discussed with Mr. Eckhardt the use of advisory committees for input related to program development. It was suggested that all advisory committees be reactivated to get their reactions and input in regard to current programs.

After a period of time the discussion centered on the topic of a management seminar for Dekalb Corn Research Incorporated. The purpose of this seminar was to have all of Dekalb's crew leaders meet on campus. These crew leaders were young persons from the ages of 16 to early 20's. Their charge was to supervise all young people in the fields during the corn detasseling season. I was informed that the Centreville area was one of the largest seed corn growing areas in the U.S.A.

As proposed by the Coordinator for Vocational/Technical Programs, the basic agenda for the seminar would be an introduction by the Dekalb people. Next, an instructor would give the basic concepts of supervision to the crew leaders, many of whom have never worked with people in a supervisory role before. The seminar would last from
8:00 a.m. to about 11:00 a.m. with a break in the middle.

Mr. Eckhardt and the coordinator decided that the rental of the facility, the hospitality items, and the instructor cost should be for the amount of $200, with a billing to be sent to Dekalb Incorporated.

Next, the vocational coordinator identified some problems arising in his administrative jurisdiction. He indicated that part-time faculty members received very low pay ($10.50) per contact hour. In addition, turnover was high among part-time instructors. Finally, he indicated that full-time instructors usually complained about part-timers regarding: teaching methods used, facility usage, and equipment breakage. The coordinator emphasized the need for the institution to inform department chairmen to intercept all trivial complaints from part-time instructors. Mr. Eckhardt indicated that these kinds of complaints were normal in most community colleges. Further, most community colleges want part-time instructors because it costs more to employ a person full time. He added that full-time faculty make higher wages and receive other collateral benefits that part-time staff do not.

At this point I discovered in the discussion that the vocational coordinator had offered his resignation and had accepted a similar position at Montcalm Community College, north of Grand Rapids, Michigan. Questioning the coordinator, he directed me to a source listing for Montcalm Community College.

The vocational coordinator ended his discussion by reassuring Mr. Eckhardt that the Department of Education—Post Secondary Reports
would be completed before he left Glen Oaks. These reports centered on: program proposals, performance objectives, staffing, and numbers and kinds of ethnic grouping for vocational students. Finally, it was indicated that there was a need for a commitment from the college to do a thorough needs assessment for new vocational/technical programs. The coordinator handed me a listing of all the state reports for which his office was responsible. Anticipating a future meeting with him, I gave careful attention to the Official 1977-78 School Year Listings of Community College Reporting Forms so that I could question areas I did not understand.

During the afternoon I was asked to observe a meeting between the President, Vice President for Academic Affairs, and the college lawyer. This meeting was called to discuss the ratification of an application for the formation of a secretarial/clerical association (union).

The meeting began with all parties receiving the background information. The maintenance and clerical employees wanted to unite together to form a union. There was a staff vote taken and a decision to unionize was approved. At this point, the administration protested the inclusion in the union of some clerical staff who dealt with confidential information in the performance of their duties. For example, some staff members had access to the minutes of closed board meetings, of personnel files, etc. It was pointed out by the Vice President for Academic Affairs that if the staff members took a secret vote (unofficial), the union movement would not materialize and union formation would be stopped. The administration indicated
that if a vote to unionize was passed then all wages would be frozen until negotiations were completed. Under the Michigan Employment Relations Commission (MERC) guidelines it was decided to gamble and see what the outcome of a new staff voting (official) would bring. Further, it was discussed and decided that certain positions would be negotiated out of the union due to their confidentiality of materials.

The vote was taken the next week and unionization was established. Negotiations were started between the Vice President for Academic Affairs, the Business Manager, and two board of trustee members and the union representatives. The negotiations later led to a fair and just package for all concerned. As I listened to the discussion I thought back to what Kemerer and Baldridge (1976) pointed out in their book, "Job security and salary increases have become prime concerns of staff and are contributing to widespread unionization" (p. 38).

Mr. Eckhardt decided that I should start getting some experience with the budget procedures of the college. He gave me coded computer sheets and I started categorizing areas to be used in future budget meetings. Campbell, Bridges, and Ramseyer (1971) noted that in any kind of budget approach, "Budget building at its best assumes that program development has gone forward, and that the materials needed to implement such a program will now become the basis for the budget request" (p. 147). As I pursued this assignment I discussed the concept of Campbell et al. with Mr. Eckhardt.

The remainder of the day I began reading the Glen Oaks Policy and Procedure Handbook.
June 14, 1977, Tuesday

On Tuesday the 14th, I continued working with the budget materials. First, I compiled a listing of staff members who had submitted their budget requests for the coming year.

The projected budget requests for most of the program areas were itemized in the following areas:

1. Materials/supplies
2. Equipment
3. Travel
4. Mileage
5. Maintenance/repair
6. Laundry
7. Rental of facilities
8. Professional services
9. Public relations
10. Advertising
11. Audio visual rental
12. Audio visual purchase

These line items were submitted to the Vice President for Academic Affairs upon his request. The preceding fiscal year budget request was noted along with the total amount spent by each instructor. The total expended was then compared with the new budget request and a new amount was allocated by the Vice President for Academic Affairs for the coming school year.
I was to arrange these budget requests into a system for identification as to Liberal Arts, Physical Education, Vocational/Technical, and Nursing.

I was interrupted during this assignment and called into the Vice President for Academic Affairs' office to observe a job interview for the part-time position needed as a German teacher.

Mr. Eckhardt talked to this person about his credentials including a transcript of grades and various letters of recommendation. As the discussion progressed, Mr. Eckhardt had the man talk about some of his personal history. Mr. Eckhardt hired this man and it was pointed out that he was to publicize his German class with a press release telling something about himself and the German class to be taught. Finally, a decision was made to arrange the class around the part-time teacher's outside schedule.

Later, Mr. Eckhardt and I discussed methods related to interview technique. What Mr. Eckhardt said did agree with what Castetter (1971) said, that "No other selection device makes it possible to initiate face-to-face communication, to observe certain attributes, to secure information not provided in transcripts and application forms, to observe interpersonal skills and responses, to test thought processes, and to judge values and aspirations" (pp. 205-206).

June 15, 1977, Wednesday

June the 15th started with a meeting with the Director of Student Affairs and Mr. Eckhardt. The Director of Student Affairs position was to be retitled Director of Student Development and with the
new title more responsibility would be added. There was concern voiced by her that with the job restructuring there might be some personnel problems. For example, there were employees with a greater length of service to the college who would come under the immediate direction of Student Affairs. Mr. Eckhardt did point out the problems that one person in particular might have with the new structure. Dessler (1976) said that, "Human behavior was a function of a person's . . . environment, and his personality, . . . objective aspects of the organization and the behavior of employees. Leadership, in particular, is a major factor in climate and therefore in employee behavior" (p. 185). Further, it was mentioned that many pitfalls would come with the restructuring. Finally, Mr. Eckhardt reassured the director that she would do a fine job and suggested that she talk with the president in the near future.

A short time later Mr. Eckhardt asked me to attend a meeting with the President of the college. Three topics were discussed.

The first discussion dealt with the proposed change in the title and structuring of Director of Student Affairs position to the title of Director of Student Development. The president indicated that he would talk to the director later that day.

Next, discussion was directed to the resignation of the Coordinator of Vocational/Technical Programs. It was decided that the position should be filled before September 1, and hopefully, by August 1. The maximum salary to be offered for the position was decided upon.

At this meeting I discovered that Mr. Eckhardt was making application for a 1-year leave of absence to pursue his doctoral degree.
Discussion as to how and when this would be presented to the Board of Trustees was decided. Finally, there was a decision as to who would serve as acting Vice President for Academic Affairs. It was decided that the most appropriate person was a person from in house and currently a teacher.

Next, Mr. Eckhardt had a meeting with the social science teacher regarding a report which the faculty member had done as a release time project. Release time projects are assigned if a faculty member's class is canceled and they owe the college time as per the faculty contract. The faculty member presented the report which was based on enrollment and course offerings at Glen Oaks Community College. The report showed statistics in the following areas:

1. Drop rates
2. Recruiting—senior citizens
3. Public schools—and adult education
4. Transferability of courses
5. Listing of conclusion and possible solution
6. Money making classes

Mr. Eckhardt and the instructor discussed this report at length.

The last meeting of the day was with Mr. Eckhardt and a natural science faculty member. This faculty member submitted a proposal for a trip to England, which would include students. The 3-week trip would cost $1,000 for each student. He indicated that he would have a course description ready by September 1 for the course review committee. It was agreed that a course of this type would pay for itself.
The remainder of the day was spent reading the college policy and procedure handbook.

June 16, 1977, Thursday

Most of my day was spent reading through the college policy and procedure handbook. Mr. Eckhardt gave me permission to copy sections of the handbook in which I had a particular interest.

Toward the end of the day, Mr. Eckhardt gave me two tasks. One task was to outline a selection procedure for the vacant position of Coordinator for Vocational/Technical Programs. To aid in this task, Mr. Eckhardt provided me with copies of job posting information and the job description. I designed a selection procedure that had five steps. The following steps were used:

1. The Vice President for Academic Affairs will screen and select from applications five applicants.

2. The Vice President for Academic Affairs and the Faculty Advisory Committee will select three from the above five applicants.

3. The three applicants will then be subject to separate interviews from the Faculty Advisory Committee.

4. Each member of the Faculty Advisory Committee will make individual recommendations to the Vice President for Academic Affairs.

5. The Vice President for Academic Affairs will make the final selection from the final three applicants.

Secondly, he wanted me to develop a procedure for handling purchase requisitions for the administrators at the director and coordinator levels. Upon questioning Mr. Eckhardt, it was suggested that I
review the policy and procedure handbook and note what purchasing procedure was utilized at present. The requisition procedure I developed was as follows:

1. **General**

   Upon following the purchasing procedure outlined in the Policy and Procedure Handbook, section 6.04a, pages 1, 2, and 3, it is then the responsibility of the directors and coordinators to evaluate a requisition based upon the current year's departmental budget with its limitations and program priorities.

2. **Role of the Division Director and/or Coordinator**

   Departmental directors and coordinators will be responsible for requisitions up to $100.00, subject to budgetary limitations and program priorities.

3. **Role of Vice President for Academic Affairs**

   A. Review all requisitions from the divisional level.

   B. Maintain a file of originator copy of requisition noting purchase order number assigned.

**June 17, 1977, Friday**

I spent a greater portion of Friday reading the teacher-administrator files. Reviewing these files provided me with information on how various people organize their resumes, fill in the application forms, and on what types of backup information they include.

After lunch I continued reading the policy and procedure handbook. Mr. Eckhardt asked me to attend a meeting he was conducting with a local printer regarding a graphic arts program which the vocational/technical coordinator had proposed. The discussion with the printer was related to staffing the course and the interest the printer might have in filling such a role.
Mr. Eckhardt indicated that to operate such a course, a course outline would need to be developed. In addition, information regarding the probable cost of supplies would need to be determined so that appropriate lab fees could be established. Facility rental was discussed and the decision was made to charge $300 per week for the graphic arts classes. Mr. Eckhardt noted that he would check liability insurance and health codes for coverage and compliance information as dictated for educational institutions. Further, it was indicated that $10.50 per hour was the amount paid part-time instructors at Glen Oaks. A future date was set to meet and discuss the course outline with the local printer.

The week of June 13 to June 17 was spent mainly in observing people and procedures. I was able to get background information about administrative functions through my discussions with Mr. Eckhardt. As noted in the log, I was involved with and had many interesting experiences. I believe that I had a successful week in that experiences were consistent with prospectus objectives.

June 20, 1977, Monday

Mr. Eckhardt asked me to observe a meeting with his private secretary. At this time I discovered that she had turned in her resignation to take a job with General Telephone. The discussion included recommendations for a replacement, qualifications, and the target date to hire a new secretary.

I attended a meeting between the Director of Nursing, Mr. Eckhardt, and a prospective part-time instructor. The position
vacancy was for an English grammar teacher for beginning nursing students. The Director of Nursing indicated that over the last few years, incoming students lacked the basic communication skills, namely, grammar. Consequently, they needed to develop such skills to be competitive in the nursing program. The instructor interviewed was hired and the balance of the meeting was used to determine when the grammar class should be offered.

Later that day I was informed that Mr. Eckhardt was going to take some vacation days. He and I established what I was to do for the period of his absence.

I spent the remainder of the day organizing my time so that I would be able to observe and interview other administrators in their various levels of the organization. Using the official organizational chart I was able to see the organizational positions and relationships of the administrative staff and consequently to develop a schedule for interviewing and observing them.

My schedule was as follows:

Tuesday, June 21—President, Vice President for Academic Affairs, and Director for Building and Grounds.

Wednesday, June 22—Director of Vocational/Technical Programs.

Thursday, June 23—Director of Vocational/Technical Programs.

Friday, June 24—Director of College/Community Services and President of Glen Oaks Community College.

Monday, June 27—Director of Student Development and Coordinator of Women's Programs.

Tuesday, June 28—Director of Nursing and Business Manager.

Wednesday, June 29—Registrar and Director of Admissions/Financial Aid.
Thursday, June 30—Registrar and Director of Admissions/Financial Aid (June 29 and 30 was registration for summer classes).

Friday, July 1—Bursar and Librarian.

June 21, 1977, Tuesday

Mr. Eckhardt had me read through his curriculum notebook. The book contained examples of programs offered by other community colleges. Further, the book had examples of various brochures. This information was used to gain ideas for program and brochure development.

Later in the morning I continued reading the policies and procedure handbook. I made copies of many sections for further reference.

After lunch Mr. Eckhardt and I had a long informal discussion. We talked about many things, one of which was the qualities needed for secretaries. Mr. Eckhardt indicated that a secretary should have a good adaptable personality for handling people, in addition to all the basic skills related to the position. To Mr. Eckhardt, one of the most important skills was that of shorthand. In addition, he felt a secretary needed to be able to work on assignment, using one's own initiative to find and alter areas of weakness in letters and reports. Lastly, confidentiality was stressed by Mr. Eckhardt as the most important quality of a good secretary.

The second area of our informal discussion focused on the organization of the vocational/technical program at Glen Oaks. Mr. Eckhardt suggested that I review The Dean's Guide to Federally
Reimbursed Community College Occupational Education Programs for standards relating to occupational education in the state of Michigan. Mr. Eckhardt mentioned that each program must be approved by the Department of Education, Post Secondary Unit responsible for vocational education. The program planning phase is initiated with the dissemination of the Department of Education's Annual Program Application and Planning Form HE-4185. This was a four-part form that defines such areas as enrollment and placement information, future program implementation intent, general assurances, and evidence of need for the college. Also, each program was required to constitute an advisory committee established for the purpose of giving input to the ongoing vocational programs. Members were selected from the community and were required to have experience and expertise in the program area. What is a Local Advisory Council? A Local Vocational Education Advisory Council is a group of people, predominantly from outside of the field of education, who advise educators on the establishment and maintenance of vocational education programs to meet the needs of the individual and of the community. Glen Oaks had vocational programs consisting of auto technology, machine technology, welding technology, and electronics. Further, there were programs in drafting, law enforcement, agriculture, secretarial/clerical, accounting, and business administration. The college also had a program in apprenticeship training for tool and die/machinist and millwright.

It was explained to me that the state of Michigan subsidizes community colleges in three areas: health, vocational/technical, and liberal arts. In line with this funding the state requires reporting
of information about instructors, equipment purchases, and student headcount in each of the many vocational programs offered at Glen Oaks.

A third area of the discussion focused on administrators and how power and status related to money as an incentive. It was indicated that since the starting salary for new administrators was low, money was not a good incentive for being an administrator at Glen Oaks. Mr. Eckhardt believed that the desire for power and status was the reason many administrators choose to work in the community college setting. For example, he believed that there was status in being able to tell people that you were a Vice President for Academic Affairs or a Director for Vocational/Technical Programs in a community college.

Further, he believed that there was power in having scheduling, budgetary, and faculty control. Some of these simple reasons were probably why many of the administrators stayed and worked at this institution.

The fourth area of the discussion centered upon institutional space utilization. When an institution is first built, the cost reflects the needs of the community at that particular period of time. I was informed that as community needs change, so does the facility change to meet these new needs. At this point Mr. Eckhardt took me on a tour of the art rooms. He showed me the studio art and ceramic rooms and explained the future changes that were planned. He emphasized that budget priorities cause the best of plans to be changed, and at times, stopped.
The fifth and final area of our discussion focused on Mr. Eckhardt's responsibilities at the college. The responsibilities for Mr. Eckhardt's position of Vice President for Academic Affairs were defined over the 6-week period of my internship through informal discussion and observation on both our parts.

Mr. Eckhardt reported directly to the President of the college and consequently was a member of the Executive Council. The Council was responsible for the formulation of objectives, policies, plans, and procedures. Mr. Eckhardt's objectives, procedures, and programs were oriented toward the instructional divisions only. Consistent with these college objectives, his office measured the progress toward achievement of plans and programs as they relate to projected goals. Objectives were met by working closely with administrators within the instructional division such as the Director for Vocational/Technical Programs, the Director for Nursing, and the Continuing Education Director. In addition, he also worked closely with other division administrators such as the Director for Student Development, Registrar, and Director of Admissions and Financial Aid. It was mentioned that solutions to problems were sought which waived to the greatest extent possible, satisfying the requirements of the division concerned and the college as a whole.

A major portion of Mr. Eckhardt's function was concerned with keeping informed on all matters affecting the operation of the college, with particular emphasis on matters applying specifically to instruction and its relationship to the other divisions of the college. Social, political, and legislative conditions affect the
operation of the instructional programs of the college. He stressed
the importance of keeping the President informed of the capabilities
and limitations in the instructional division caused by outside in-
fluences.

With the help of Mr. Eckhardt I was able to observe many of his
responsibilities. For example, he supervised directly and indirectly:
all instructional faculty, full time and part time; counselors; Direc-
tor of Learning Resource Center; Director of Nursing Services; Direc-
tor of Physical Education and Athletics; Director of Admissions;
and the Coordinator of Vocational/Technical Programs. His supervi-
sion also required that he give specific evaluations and recommenda-
tions annually for each of these positions for continuing employment.

In addition, the Vice President for Academic Affairs was respon-
sible for the development of the college curriculum and the effective
utilization of the facilities.

Further, the preparation of class schedules, assignment of class-
rooms and faculty offices, distribution of class loads for instructors,
supervision of curricular research and development, and the evaluation
of objectives and goals are examples of the numerous responsibilities
assigned to this office.

The Vice President for Academic Affairs also had responsibility
for the following:

1. Recommend to the college president, employment of full-time
and part-time faculty.

2. Update and prepare the college catalog every 2 years.
3. Prepare an annual budget. Supervise and administer all requisitions of the faculty.

4. Certify all candidates for graduation to the college president.

5. Implement policies and regulations from the State Department of Education.

6. Develop vocational/technical curriculum to meet the needs of the community.

7. Submit required reports to the Vocational-Technical Division of the State Department of Education.

My day ended with attending a meeting with Mr. Eckhardt, the Coordinator for Vocational/Technical Programs, and the electronics instructor.

The purpose of the meeting was to discuss the amount of budgeted monies available in electronics. I observed that a large portion of the vocational/technical program monies were being made available to improve the electronics program. This was done by making cuts in other program areas and setting priorities on spending. Consequently, in order to shift operational funds, the whole vocational/technical department had to work together. The assumption was that if one program benefited from extra funding during one school year, another program area would benefit in the next year.

June 22, 1977, Wednesday, and June 23, 1977, Thursday

Wednesday, June 22, and Thursday, June 23, were spent interviewing and observing the Coordinator of Vocational/Technical programs.
We discussed the position as it related to the college and the community. These days were spent observing him complete assignments in his job, since his resignation was effective at the end of the week.

During our discussion he pointed out that he was responsible for assisting business and industry in identifying their educational needs. This was done in two ways. First, one can wait for the contact from a local business or industrial firm with a special need. Once the contact is made by the company he will visit the firm to go over their specific needs. The second step was to decide if the need can be met, select a suitable instructor, cost out, and get back to the firm. A second method was for the coordinator to send out surveys directed toward specific target groups asking for their needs. Both of these methods seemed to work well.

Another responsibility for the coordinator was to assist business and industry in selecting employees who would fill higher level vacancies following a structured training program with the college. For example, business and industry would call and ask if the college could recommend any student to fill positions of special needs. The vocational director said that he worked closely with the instructors on these requests. It was very important to send the best representative that one had in a program. The importance being if one student could not function in the position it reflects back upon the program.

A third responsibility noted by the director was for him to establish individual courses of study to qualify identified employees to assume higher level jobs in a particular business and industry.
Courses of this nature usually were in the areas of business administration, writing skills, communication skills, and human relation concepts.

To continue, he was to serve as the coordinator of all apprentice programs. Glen Oaks had apprentice programs in tool and die, machinist, and millwright technology. Even though the college was a 2-year institution, the apprentice programs were 4 years in length. This program was made up of about 70 students representing about 25 active companies.

Further, the coordinator assisted the Vice President for Academic Affairs in scheduling college career courses, apprenticeship courses, seminars, workshops, short courses, and special business and industry and government programs. Moreover, he was to recommend teachers and/or specialists for the programs and special needs of the college.

In like manner, the coordinator mentioned that he assisted the Vice President for Academic Affairs in developing the vocational/technical budget for ongoing and special programs and assisted in completing state and other special reports required by the state of Michigan and the institution. Lastly, he developed and kept active advisory committees for each of the vocational and business programs.

As my time with the vocational coordinator drew to a close there were two experiences that I enjoyed doing. First, the Glen Oaks Taxonomy for Ongoing Programs was discussed with me. This document was very important in that it had printed out every program and course offered at the college. Health, vocational, and liberal arts funding depend on the accuracy of this document. Mr. Pilon, as one of his
duties, was to go over the Taxonomy and check for errors, additions, and deletions of courses. Courses can be deleted by just drawing a line through the information related to that course. On the other hand, to add a course it must be entered as to the new code numbers, title, credit hours, and contact hours. Then a course description and the catalog description must accompany the Taxonomy when it is sent to the Department of Education in Lansing, Michigan. He had given me an extra copy of the Taxonomy and the other interpretive information that he received from the Department of Education.

The Taxonomy updating was done three times a year. The final copy was used by the Department of Finance when they came to the institution for the yearly credit hour audit for state funding.

The last experience that I had with Mr. Pilon was when he asked me to observe a Criminal Justice Program Advisory Committee meeting in the college board room.

At first the meeting started with all present taking part in a catered meal. Much informal discussion took place over this meal in that most of the members of the committee seemed to know each other. Next the meeting started formally with the vocational coordinator asking each member to introduce themselves and tell what function they had related to the law enforcement area. As a list of names and addresses was passed out, Mr. Pilon gave the group information regarding the history of the law enforcement program at Glen Oaks. In like manner, he discussed the purpose for the advisory committee and direction it might take. Discussion at length centered around the student preparation as it related to the 2-year associate degree and the
1-year certificate. Finally, the meeting closed with much of the
discussion leading toward program growth through needs and evaluation
related to the police community in St. Joseph County.

June 24, 1977, Friday

June 24, Friday, was spent finding out the basic functions of
the Director of College/Community Services.

The Director of College/Community Services first pointed out
that he is responsible for the reports to the college president. One
of his major responsibilities was to develop and implement a program
of community relations by interpreting the college and its services
to various community organizations. This is done by speaking engage­
ments that come about through invitations and/or membership in such
organizations.

In addition, he had the responsibility to arrange for the publi­
cation of pamphlets, brochures, and advertising affecting his spe­
cial offerings. Special public events, holiday activities, community
festivals, women's festivals, and open house activities are just a
few examples represented by the publications.

Another responsibility of this office was to handle all off­
campus programs. The director must originate, organize, administer,
and evaluate the programs and operation of the off campus Continuing
Education and Extension Services. Gleayer (1968) noted in his book,
This is the Community College, "Beyond the regularly scheduled classes
of the college, whether held by day or by night or whatever the place
in the district, the community college offers other important
educational, cultural, and recreational benefits to the community. Naturally enough, these are called community services" (p. 85).

The off-campus offerings were offered in three or four locations depending on the semester. Each of these locations have a contact person called the community coordinator. It was the coordinator's job to help the Director for Community Services schedule classrooms, register students, and collect money for classes offered in their off-campus locations.

He and the Coordinator for Vocational/Technical Programs worked together when there was a class or training to be offered with local industries off campus. Some examples that he gave me were communication skills for supervisors, industrial electronics, cost control, industrial psychology, and farm diesel maintenance and repair.

They work together to study the Continuing Education and Extension needs of the community while cooperating with other college departments, other educational, service business, industrial, agricultural, and labor organizations in the college service area. This is done by conducting surveys and cooperating in surveys conducted to assess services of these departments to the community.

Besides the duties mentioned, he and I talked about the remainder of his duties, which were to:

1. Develop requirements, course outlines, and objectives and evaluate criteria in establishing courses, programs, and services.

2. Schedule classes and assign rooms and other facilities for these programs and courses.
3. Develop requirements and qualification specifications for Continuing Education-Community Services instructional staff.

4. Coordinate the supervision of instructional staff in Continuing Education-Community and Extension Service and evaluation of them.

5. Recruit Continuing Education-Community and Extension Service instructional personnel.

6. Assist in interpreting the Continuing Education-Community and Extension Service Program to students, faculty, Board of Trustees, community, and other interested groups.

7. Work directly or coordinate work with community organizations and groups, advisory committees, representatives of business, industry, labor, agriculture, and governmental agencies in promoting the Continuing Education-Community and Extension Service Programs.

8. Prepare regular and special reports as required on the status of Continuing Education-Community and Extension Service Programs.

9. Prepare Continuing Education-Community and Extension Service budget and administer it. Coordinate all business matters relating to the Continuing Education-Community and Extension Service program with the Business Manager.

10. Plan and direct the community relations program of the college in cooperation with the President, Vice President, and Business Manager.

11. Prepare and coordinate with the President, Vice President, and Business Manager the preparation of information for dissemination
to the news media, information pamphlets, news letters, fact sheets, and other reports and publications of a public relations nature.

12. Maintain liaison with state, federal, and private organizations for the purpose of developing applications for funds for specific programs.

13. Supervise Coordinator for Women's Programs and Coordinator for Branch County Extension.

I spent the afternoon with the President of Glen Oaks Community College.

The General School Laws for the state of Michigan outline the general duties and powers of the Board of Trustees of the Michigan community colleges as they relate to the appointment of the president:

The Board of Trustees may: contract with, appoint and employ a suitable person, not a member of the board, as administrator or director of the community college, who shall possess at least an earned bachelor's degree from a college acceptable to the state board of education and be the possessor of or be eligible for a teacher's certificate or have educational qualifications equivalent thereto in accordance with standards determined by the state board of education or have an earned doctor's degree from an accredited college or university, and who shall hold his office for a term fixed by the board, not to exceed 5 years, who shall perform such duties as the board may determine and who shall make reports in writing to the board of trustees and to the department of education annually or oftener if required in regard to all matters pertaining to the educational
interests of the community college district.

His position is that of chief executive officer of the college. The President has the responsibility for the operation of the college within the policies and procedures set by the Board of Trustees and also the laws of the state of Michigan affecting community colleges.

Eckhardt (1979) noted, "Community college presidents have been described as administrators, managers and leaders" (p. 21). Further, the President mentioned that he has to maintain an organizational structure that will aid the college in carrying out the educational programs. Further, he added that he must supervise the expenditure of college funds in order to implement such educational programs as those offered at Glen Oaks Community College.

In particular, he pointed out that it was important for him to establish methods for measuring progress toward achieving objectives and completing programs properly on time. To aid him in this he worked closely with the other college administrators to find the best solutions and directions to satisfy the college as a whole.

Keeping himself and then the Board of Trustees informed of the operation of the college, while staying current with the social, political, economic, and legislative conditions which affect the college was a full-time job.

One of the hardest jobs he found at Glen Oaks was trying to establish and foster among the faculty, staff, and administration a college reputation that lends itself to quality procedures that help the college contribute to the needs of the community. According to Gilli (1976), the president is looked upon "by students, faculty,
other administrators, trustees, business-industrial groups and community at large as the college's agent to serve their respective needs and interests relative to the two-year college" (p. 23).

In our discussion the President generally covered some of his principal responsibilities. He would recommend to the Board of Trustees policies that pertain to the appointment, salaries, and assignments for all college staff and their supervisors.

Each supervisor directly under the President submits a budget and then the President would prepare a final draft and recommend that total budget for Board consideration. In line with budget he would supervise the expenditure and the accounting for all college funds.

The college was having remodeling done in the Student Union area, the art rooms, and adding new classrooms and laboratory space to the existing facility. The President pointed out that he would closely supervise the construction, maintenance, and usage of the college.

For the Week of June 20 to June 24

This week was spent going through more background materials available to me in the Vice President for Academic Affairs office. Further, I worked with: the President, the Vice President for Academic Affairs, the Coordinator of Vocational/Technical Programs, and the Director of College/Community Services. With the use of job descriptions I found out about the interrelationship of these various administrative positions in the college.
June 27, 1977, Monday

Monday of the third week of my internship started with a personal interview with the Director of Student Affairs. We discussed the requirements of her administrative position. She explained that she reported to the President of the college.

The Director of Student Services was responsible for development of a program of activities which create and maintain a campus climate that offers opportunity for optimum personal student development. These activities or cultural events were selected from brochures sent to her office from agents in the entertainment field. Further, persons from the college service area were contacted when the occasion arises. In like manner, universities such as Western Michigan University and Michigan State University are helpful in getting entertainment for the college. Some examples of the programmed activities are: guest speakers, special films, theatre groups, and musical groups, to mention a few.

A second responsibility for her was to serve as an advisor on all student government and student clubs, organizations, and groups. She mentioned that this was very time consuming for the results gained.

The director helps to develop extra-curricular enrichment opportunities for the students. This is done by offering dances, seasonal parties, and open breakfasts for the college.

Another requirement was to recommend student housing arrangements. This was done by keeping a file of housing available to
students. She indicated that the Athletic Director does more to find housing because they use this in student recruiting.

One last duty the Director of Student Affairs had was to serve as the primary contact person for individual students and student groups regarding college policies and procedures affecting them. Some basic problems lie in the areas of attendance, probation, and suspension of students.

As the interview came to an end she said that the position had been retitled and was now called Director of Student Development. Further, additional duties were to be added such as: all press releases would now go through her office; next, the registration and counseling functions would be under her control along with the recruiting and financial aid departments.

In the afternoon I spent a few hours interviewing the Coordinator of Women's Programs. She is directly responsible to the Director of College/Community Services.

One of the duties involved with this position was to supervise the general continuing education program. This involves the enrichment areas and also the high school completion thrust or CED classes. Another responsibility for the coordinator was in having primary responsibility for organizing and supervising the development of programs for women on a regular basis. For example, classes entitled, Career Awareness for Women, Crises Intervention, Shop Talk for Women, and Power Puff Mechanics, were just a few enrichment offerings for women.
She indicated that her title had been changed from Coordinator of Women's Programs to Assistant to the Vice President. The duties were still the same as before with the addition of the responsibility for state reports related to Title IX and Affirmative Action as it relates to minorities and women. Further, she added that the state no longer funds community education for such awareness classes for women. Thus, with affirmative action pressure increasing, she was needed as a contact person for the institution.

As the interview came to a close she added that she was also responsible for recruiting of students in the women's programs, basketball, tennis, and cheerleading. More than that, she would coach girls' basketball, tennis, cheerleading, and develop any additional girls sports. Finally, she also would teach classes in the physical education program as the need arose.

June 28, 1977, Tuesday

The first thing Tuesday morning I had a meeting with the Director for Practical Nursing. As we talked she mentioned that she reported to the Vice President for Academic Affairs. She kept him informed by being the liaison between the Michigan Board of Nursing and Glen Oaks Community College.

The Michigan Board of Nursing is made up of members from all areas in Michigan. They determine the standards by which the college gets the initial approval and then full approval of its nursing program. More importantly, it was noted that when the college received the North Central Accreditation, this in itself helped in getting full
approval for the nursing program at Glen Oaks Community College.

The Nursing Director had the responsibility for the Practical Nursing Program in meeting minimum standards as established by the Michigan Board of Nursing. These minimums are: part-time/full-time instructors with the educational requirements needed to teach in the program, and namely give the opportunity for each student to have quality classes to aid them in passing the State Board Test for nurses.

To continue, the Director for Nursing would recommend to the Vice President for Academic Affairs the teaching schedules and assignments for the nursing faculty which consists of three full-time and three part-time instructors. The full-time and part-time instructors must have a Bachelor of Arts Degree or be a certified Registered Nurse. In line with this, evaluation of classroom and laboratory instruction of the nursing faculty was done by her. Content was evaluated by the Nursing Director and the methodology of delivery would be evaluated by the Vice President for Academic Affairs.

Since the Michigan Board of Nursing requires that the college nursing program have an advisory committee, the director had developed an advisory committee and initiated regular meetings. She indicated that the advisory committee was used in the beginning to help develop the program but that after it was established the members only met to help update the program.

The budget for the nursing program was submitted in the month of April for the coming year. Her budget was usually agreed upon due to the vocational/technical funding under the health programs. This
health funding was the highest funded level given by the State Department of Education; with the vocational/technical programs second and the liberal arts programs with the least amount of funding. Further, she said that some of the nursing lab equipment was reimbursed by the State Department of Education in the occupational oriented health, vocational, and technical programs.

Another responsibility of the Director for Practical Nursing was to plan the graduation ceremony for the graduating students. There are two ceremonies each year, one in August and the other in the month of December.

The State Board of Nursing has specific guidelines for the screening of student applicants into the nursing program. They state that the applicant should have a high school diploma and/or have passed the General Education Development (GED) test. Further, the General Aptitude Test Battery (GATB) is given to each new applicant. These tests are then used along with physical examination results and a personal interview to further screen the student applicant for acceptance into the program.

Reports were prepared by the Director for Practical Nursing and submitted to the National League for Nursing, Michigan Board of Education as required. Other reports were sent to the Michigan Board of Nursing mainly to project for the State Board of Nursing exams.

The last requirement that we talked about was the responsibility for the Director to keep records in regard to student absences, health related problems, and total hours of instruction obtained by each student. The student program was 1,500 hours long and if any time was missed the student was required to make up the requirements plus
the hours.

June 29, 1977, Wednesday

On Wednesday morning I met and talked with the Business Manager. This position was considered a first line administrative position in that he reports directly to the President.

As a first line administrator, the Business Manager, was to contribute to the formulation of objectives, policies, plans, procedures, and programs needed to operate the college successfully and aid in its future growth.

He indicated that within the framework of the college objectives, policies, and procedures, he was to establish new objectives, procedures, and programs as necessary to aid the business office in its responsibility. At present he was developing a new accounting system based upon the purchase of a new computerized IBM register and record system.

In addition, he developed methods for measuring the progress of the business office function. This was to keep the President informed of the capabilities and limitations of the office. Further, this was started because past practices were not efficient.

During the budget building period he worked with administrators within the business office and with administrators of the other college divisions to integrate mutual financial interests and to find the best financial solutions to their problems which will satisfy to the greatest possible degree the requirements of the divisions concerned and the college as a whole.
To exercise financial control the Business Manager was required to issue financial reports and statements to the President and the Board of Trustees as needed. Further, his office maintained budget accounts and submitted monthly budget account statements to all the administrative heads. In line with the above mentioned there were reports for local, state, and federal offices and as well as preparation of applications for and receipt of all local, state, and federal funds due to the college.

As a supervisor the Business Manager had the responsibility for secretarial/clerical and maintenance personnel. He selected and recommended for hire such personnel. He had the responsibility to oversee each position and also provided inservice training to help upgrade such personnel. It was pointed out that he had run inservice training in the areas of communication and professionalism for staff members.

Once the annual budget was passed and accepted by the Board of Trustees the business office was responsible for the purchase of supplies and equipment within the limits of the budget and in accordance with policy and procedures of the college.

In conclusion, the Business Manager indicated that with the procedures of the accounting system his office prepared payroll, collected money due, paid contracts, and kept an inventory for insurance purposes.

I interviewed the Director of Admissions/Financial Aids and Registration on Wednesday afternoon. This Director indicated that he reported directly to the Vice President for Academic Affairs. In
particular, he started out by saying that his position would be re-assigned under the supervision of the Director for Student Development.

Our discussion was directed toward this position's function within the college setting. He was to generate admissions and pre-enrollment reports on a periodic basis to be used by the administrators and the Board of Trustees for awareness and the possible prediction of future enrollment trends.

This office was to recruit and accept students and conduct all correspondence pertaining to this function. The director had 2 months per year devoted to the recruiting function. This was done with local high schools within a 35 to 40 mile radius of the college. He contacted the high school counselors and set up the recruiting program depending upon the number of students interested at each school. Further, he talked to each group of students about vocational/technical, nursing, and liberal arts programs offered at the college. Next he mentioned financial aid and related areas to encourage students to come to the college. Lastly, he worked with each high school counselor to encourage student tours of the various program areas on the college campus.

In addition, this office was to conduct programs on and off campus that were designed for recruiting and admissions. These programs were presented to student groups which lead to personal interviews with prospective students and their parents. Further, the dissemination of literature describing the college was given to each participant.
Another responsibility of this office was to supervise the training of the college counselors in articulation of the financial aid available to students. Next, the counselors were made aware of how to make financial aid awards to the qualifying students. If any awards were made by the counselors, the director was still responsible for auditing and changing all student aid awards.

It was pointed out that at the national level financial aid requirements were continuously changing. These changes were noted by memorandums from the federal government. Some of the financial aid programs available to students are:

1. Michigan Basic Grants
2. College Work Study
3. Basic Educational Opportunity Grant (BEOG)
4. Supplemental Grants to BEOG
5. National Defense Student Loan (NDSL)
6. State Scholarship Programs (National Merit, Michigan Competitive Scholarship Program)
7. State Direct Student Loan Program (SDSLP)
8. Guaranteed Student Loan (GSL)
9. Glen Oaks Scholarship Program--$65,000, 10 program categories from the arts to vocational/technical.
10. Comprehensive Education Training Act (CETA). This provides for tuition, fees, books, and other needs. Eligibility is defined in the areas of unemployment, underemployment, disadvantaged, and economically depressed.
The director was also responsible for job placement of all students on Federal College Work Study or Institutional Work Studies. He added that this function was being turned over to the Michigan Employment Security Commission (MESC), contact person, who had an office located within the college.

Our interview concluded with a discussion about the Assistant Registrar. This person was supervised by his office. She had the responsibility to keep accurate student enrollment records. Transcripts, active, inactive files, and the posting of credits was the major responsibility for anyone in this position. Lastly, she had to keep up-to-date information on athletic eligibility, veteran certification, and social security certification. I was told I could talk with this person at a later date.

June 30, 1977, Thursday

Portions of this day were spent with a college counselor, Assistant Registrar, and hands on administrative assignments from Mr. Eckhardt.

The morning started out with an interview with one of the two college counselors. Although he is not an administrator I felt this interview would add to my experiences at Glen Oaks. He noted that his job was divided into thirds. One third of his time was spent in advising students into possible careers. For example, it was pointed out that entering freshman students usually have no ideas or direction as to career choice. He worked with the Dictionary of Occupational Outlook Handbook to aid students in career exploration and
choice. Further, he added that occupational selection was made harder because students from St. Joseph County are not looking outwardly to other counties and states for jobs once they complete training at Glen Oaks.

In like manner, another aid in helping the students toward career choices were the many types of awareness tests offered at the college. Testing was given by the college counselors in the areas of: educational performance and the Kuder vocational interest test. Due to low student interest in these tests the college was going to adopt a testing package put out by Western Michigan University, The Western Career Interest Test, at a cost per student of about two dollars. This test was given only upon student request.

Another third of the counselor's job was given to personal problem counseling. After one session the student with problems was referred to individuals or agencies that deal specifically with such cases.

The last third of the counselor's job had to do with pre-enrollment and scheduling of student classes. Although recruiting was not a function of this position the counselors do go out to specific high schools and schedule seniors that wish to come to Glen Oaks.

Another segment of my day was spent interviewing the Assistant Registrar. Using a duty handbook describing this job and its functions, I talked with the Assistant Registrar.

The handbook was self-explanatory but there were certain forms that were used by the registration office that I had questions about.
The handbook covered materials related to: (a) transcripts, (b) grades, (c) reports, (d) student folders, (e) records, (f) registration, (g) veterans, (h) graduation, and (i) computer. The A-1 Report was one report that I had questions about. She pointed out that this report was sent to the State Department of Education, Bureau of Budget. This report had information regarding semester enrollment.

In like manner, I questioned the rolling enrollment form. This form was used to keep records of students that enroll in a course that was already in session. Secretarial/clerical and some math classes are set up on the rolling enrollment concept.

A discussion regarding the Privacy Act of 1974 led her to mention that as long as she had been at Glen Oaks no student had used this right.

When a student withdraws from the college they were asked to fill out a Withdrawal Questionnaire. The one section that I paid particular attention to was the section for comments. The Assistant Registrar mentioned that this was not abused by students and that most comments were usually valid in nature.

The last area I talked to her about was the handling of veterans. It was mentioned that the Veterans Administration sent a representative to the college once every week to handle student questions and problems. Glen Oaks had about 120 veterans participating in various programs and courses.

The remainder of the day I spent on tasks given to me by Mr. Eckhardt. I composed a letter to be used for announcement and invitation for a part-time faculty workshop. Secondly, I worked up an
agenda for this workshop.

The very last assignment that I worked on that day was a selection procedure for the Coordinator for Vocational/Technical Programs and the writing of a memo to be sent to the faculty members on the advisory committee for screening.

July 1, 1977, Friday

I spent most of Friday with the Director of the Learning Resources Center.

The librarian at Glen Oaks reports to the Vice President for Academic Affairs but still works under the direction of the President. It was her responsibility to interpret the school objectives and plan for their accomplishment. This was done by display of materials and personal relations that lend to the concept that the library was there to serve all who need it.

She indicated that her position in the past was neither a faculty nor an administrative position. In time she was taken into the Faculty Senate and then felt that the library services were better used by the faculty.

Further, leadership was given by her mainly in that she would seek the faculty out and see what they want and need as far as books and materials to help enrich all courses within the curriculum they teach.

The zerox machine was considered by her to be the greatest asset to the library. This machine was housed in the library and at one time or another most all the faculty and administrators come to use
the machine and it was a good place to talk about their needs.

The librarian indicated that her major responsibilities were routine in nature and are primarily organization of the library. For example, she reviewed the work loads for the library personnel. There were one full-time and two part-time persons who primarily oversee the desk duties and reshelve books. Further, there was one audiovisual person who was on a CETA project. Other organizational duties for the librarian were:

1. Maintenance of vertical files.
3. Maintenance of records of circulation to community.
4. Maintenance of upkeep of materials and binding.
5. Maintenance of library regulations, hours, and services.

Purchasing through the library budget was done in three areas: books and pamphlets, periodicals, and audiovisual materials. This budget was supplemented by Title IIA funds, which were spent mainly on audiovisual software. The Vice President for Academic Affairs and the Business Manager controlled the library requests, particularly in the area of equipment purchases.

Public relations was the last area discussed. She mentioned that good public relations was achieved mainly through letting the public use the facilities and a sharing of materials with local high schools. In addition, any individual could receive a library card and this enabled them to use the library services.
For the Week of June 27 to July 1

This week was spent interacting with and observing many areas within the college. For example, I spent time with:

1. Director of Student Affairs (Development)
2. Coordinator of Women's Programs
3. Director for Practical Nursing
4. Business Manager
5. Director of Admissions and Financial Aid
6. College Counselor
7. Assistant Registrar
8. Director of Learning Resources Center

I feel that this was a very enlightening experience.

Other duties performed this week were the composing and production of procedures, memorandums, program agendas, and other administrative assistant duties.

July 4, 1977, Monday—Holiday

July 5, 1977, Tuesday

The morning was spent with the Bursar. He indicated that he reports to and was responsible to the Business Manager. We talked about how this job related to the Business Manager's job. The duties listed for this position were very defined. He was responsible for the receipts, disbursements, accounting and reporting functions related to the following funds:
1. General
2. Payroll
3. Building and Site
4. Debt Retirement
5. Student Activity
6. Student Aid
   a. Scholarship
   b. Work–Study
   c. National Defense Student Loan
   d. National Defense Student Loan—Repayment
   e. Educational Opportunity Grant
7. Receipt Control
   a. Collections
      (1) Tuition
      (2) Fees
      (3) Taxes
      (4) Federal and State Funds
      (5) Bookstore
      (6) Etc.
   b. Bank Deposits
   c. Accounting Records
   d. Reports
8. Disbursements
   a. Coordinate Purchase Orders, Invoices, and Receiving
      Reports
      (1) Maintain a vendor file
(2) Prepare checks
(3) Petty cash control
(4) Record disbursement activities

9. Accounting and Recording
   a. Verifying and filing of documents
   b. Internal controlling of accounts
      (1) General Fund records maintained by Electronic Data Processing
      (2) All other funds were maintained by manual operations
   c. Bank statement reconciliations

10. Report Preparation
   a. Various monthly reports on all funds including:
      (1) Balance sheet
      (2) Statement of receipts and disbursements
      (3) Cash activity
      (4) Investments
      (5) Encumberances
      (6) Budget control

11. Personnel Supervision
   a. Training and work coordination of:
      (1) Receptionist
      (2) Work-Study students

   This position had responsibilities for areas such as receipt control. Collections fall under this with funds such as CETA, taxes, tuition, etc. State aid was emphasized as important, particularly in the area of vocational/technical. This state aid was based upon
the number of credit hours generated. In like manner, state aid was given for the liberal arts and the nursing area. Receipt control also involved quarterly reports for FICA, Federal Taxes, and State Taxes.

Disbursements was another important area of this job. A vendor file of all service was kept, for example, Servomat Foods and the Book Binding Company.

There were certain responsibilities of this position that were handled by the accountant. The areas were: student aid such as scholarship, work-study, National Defense Student Loans, and Educational Opportunity Grants.

Personnel supervision involved such people that perform the function of accountant, accounts payable clerk, bookkeeping machine operator, and the cashier.

The remainder of the day was spent working for Mr. Eckhardt. I worked with the Vice President for Academic Affairs in going through and deciding what five applicants would be chosen from the number of applications received for the position of Director of Vocational/Technical Programs.

The areas that we were looking for were: experience and degrees held. The criteria used for qualification was that the applicant have a minimum of a Master's Degree in Industrial Education or Vocational Education, or Adult Education and Continuing Education, and even Business Education. To add to the above, the candidate must be able to acquire, if need be, "Vocationally Reimbursable" status. The criteria were as follows: The administrator shall possess the
following qualifications:

1. **Education**

   Shall be a graduate of a recognized college or university with a Master's degree and shall have completed approved vocational education courses in the administration, supervision, and organization of vocational education programs. He/she shall hold, or be eligible to hold, a Michigan Teacher's certificate.

2. **Experience**

   Shall have had at least three years of experience in administration and/or teaching in approved occupational education programs.

3. **Other Conditions**

   If a candidate does not qualify, an evaluation of competency will be made by the Department of Education. The Department shall determine the adequacy of his/her combined education and experience as equivalent to the requirements as set forth in "1" and "2" above.

Two years minimum experience in the community college and/or university administration was preferred. In like manner, 2 years of applicable business or industrial experience was required.

**July 6, 1977, Wednesday**

I attended the last half of a Master Planning Committee regarding a Summary and Priority Ranking of Assignment. This Master Planning Advisory Committee Report was done in 1975. This meeting was centered on a discussion in the area of curriculum. Ideas were added to an already present listing of possibilities for future program developments.

Later that day I read through the report from the Master Planning Committee.
The remainder of the afternoon I worked on changes in the college catalog.

July 7, 1977, Thursday

This day I worked on three areas. They were:

First, I finished up assignments in the college catalog and submitted the changes to the Registrar's Office for further critiqueing.

Second, I wrote a supporting background "Statement on Interrelated Experiences" to be used when I went before the Faculty-Administrative Screening Committee. This information was typed up and passed out to the committee along with other information before my initial date to interview for the Director for Vocational/Technical Programs position. On July 21, Thursday, I was scheduled to go before this committee.

Third, I worked on the Management by Objectives (MBO) System Report to the State Department of Education, Vocational/Education Department.

July 8, 1977, Friday

I edited materials for the part-time faculty handbook. Later in the day I observed Mr. Eckhardt plan and set up portions of the fall schedule.

This week was spent achieving one of my objectives, meeting with the Bursar.

The other most important experience for this week was when I helped select five applicants from applications for the job of
Vocational Technical Director. Of these five possible applicants, three were called in for an interview. These five applicants plus my application went to Mr. Eckhardt and eventually to the screening committee. On Monday, July 11, I found out that I was one of the persons asked in for an interview.

July 11, 1977, Monday, and July 12, 1977, Tuesday

On Monday and Tuesday I worked on two projects. These two projects were:

1. Rewrote MBO System Report to the State Department of Education. I gave this material to Mr. Eckhardt for his approval and we both worked on the remainder of the information to be in by July 20, 1977.

2. Edited the part-time faculty handbook.

Further, on Monday evening I attended a Glen Oaks Community College Board of Trustees meeting.

July 13, 1977, Wednesday

On Wednesday morning I worked all morning on the part-time faculty handbook. I finished up this handbook and submitted it to Mr. Eckhardt for his final approval.

Later in the afternoon I sat in on a salary scheduling meeting. This meeting evolved out of a prior board meeting where projects for the school facility were discussed. The three projects talked about at this meeting were:

1. New maintenance building at a cost of $84,000.
2. Physical education storage at a cost of $17,000.
3. Carpeting at a cost of $20,000.

The question was posed as to how these projects should be funded. Does the college use what money it already has in its budget? Should the college levy money? Should the college not pursue the projects at all?

Some basic solutions that came out of the discussion were:
1. Do not spend school money, save this money since it is the first time in years the school has run in the black.
2. Try to levy nonvoted millage (1/10 mill = about $34,000).
3. Scrap projects for now, do one each year.

Another problem discussed in this meeting was that of secretarial/clerical salary schedules. There were three primary issues talked about:
1. Hiring schedule
   a. Add steps
   b. Personnel problems
2. Secretaries
   a. 1 to 5 year projected increases
3. Realignment of levels
   a. Level A, B, C
   b. Eliminate AA, BB, CC
   c. Add steps

The discussion led to some problem areas to watch for if some of the above changes take place.
It was proposed that a job evaluation study be started to define positions for hiring and pay scales set up. Next, if new persons were hired in at a higher rate of pay than those already in positions with longer seniority on the job these employees would react. Further, design a personnel chart of the present salaries and find out where the present staff fit with a 12% increase. In addition, it was noted that there could be two schedules, one of secretarial/clerical and another called technical, i.e., library aides and business office. These then could be subgrouped and divided into hourly rates. The annual salaries are low—from $5,500 to $7,000, top.

July 14, 1977, Thursday

Mr. Eckhardt had me work on updating the college taxonomy for the state and posting salaries for the part-time nursing faculty.

In the afternoon Mr. Eckhardt and I met with Dr. Sheffer, my advisor, so that he and she could discuss my internship and its direction.

July 15, 1977, Friday

On Friday I spent the entire day reading through the applicants for the Vocational/Technical Director.

Some of the most important achievements of this past week were:

First, being selected for an interview with the screening committee for the position of vocational director was important to me. My anticipation for this meeting was very high and I spent a considerable
bit of time at home going over material that might help me answer possible questions posed by the screening committee.

Second, working with Mr. Eckhardt's MBO system package for the State Department of Education made his job more clear to me and also impressed me with the need for accuracy in state reporting.

Third, I felt that the faculty handbook turned in to Mr. Eckhardt was a good example for those part-time faculty and questions that they might have regarding procedures the college requires of them.

July 18, 1977, Monday

Monday consisted of working on two assignments. The first assignment was to finish and give a final edit to the Management by Objectives System of which I worked on for a period of time. Secondly, I worked on helping organize the budget that Mr. Eckhardt will be submitting for the 1977-78 school year.

The instructors were asked to submit budget information to Mr. Eckhardt. This information was considered along with a business office information sheet that indicates prior year budget allotments, actual monies spent, plus the present area budget request. The President, Business Manager, and Mr. Eckhardt got together and decided and recommended a budget to be used in the coming school year.

Further, on Monday evening I attended a Glen Oaks Community College Board of Trustees meeting.
July 19, 1977, Tuesday

The morning was spent listening to a set of tapes that were purchased from "Fifty-seventh Annual Convention for American Association of Community and Junior Colleges." This convention was held in April 1977 at Denver, Colorado. I listened to tape #19, "Faculty Evaluation Within the Collective Bargaining Unit."

A basic summary of this tape was as follows:

College instruction has to be concerned with cost effectiveness and accountability. Mr. Jim Citania of Wackashaw Technical College was the speaker.

Mr. Citania pointed out that he had designed a model and criteria for identifying the effects of collective bargaining on faculty evaluation. He further pointed out that there was, in some states, legislation on issues regarding evaluation and collective bargaining.

One of the basic criterion to be used in evaluation was for the administrative board and the association to jointly develop the procedures to be used in evaluation. The purpose of the evaluation should achieve two directions:

1. Improve instruction in the curriculum offerings.

2. Provide data concerning renewal of termination of educators.

In particular, Mr. Citania said that programming and course content were a function of society and a reflection of the community and not a result of the individual teacher. Therefore, evaluation should evaluate both policy and procedures and the course area effect in the
classroom.

There were four assessment methods given for evaluation. They were:

1. Supervisory evaluation
2. Self-evaluation
3. Peer evaluation
4. Management evaluation—Administration

It was recommended that if any of the four methods were used as tools for evaluation there should be specific requirements. There should be:

1. Initial conferences—to determine objective of all items.
2. Observation—alternated between announced and unannounced visits.
3. Assessment—where both teacher and administration share information.
4. Action plan—a direction for change and for professional growth.
5. MBO's should be set up that lead toward incremental and/or merit raises in salaries.

July 20, 1977, Wednesday

I worked on three tasks today. One was the budget for Mr. Eckhardt. A second task was to look over and get familiar with the MBO's for the Director for Vocational/Technical Programs position. I took a copy of these Management by Objectives for the Director of Vocational/Technical Programs home to read and study. Mr. Eckhardt
felt that this information would help me in my screening interview on Thursday, July 21.

The afternoon was spent in a meeting with contact people from the Western Michigan University Engineering and Technology department. The representatives presented a 2 + 2 program that would allow transfer from Glen Oaks to WMU for students in the vocational/technical programs. There would be a contract drawn up between the two schools and honored by both.

July 21, 1977, Thursday, and July 22, 1977, Friday

On Thursday and Friday I found myself trying to tie up the loose ends on some of my assignments so that Mr. Eckhardt could have someone else or himself take over upon my leaving.

Mr. Eckhardt had me take the proposed fall schedule and check each class as to the room posting and the times that the class was being offered. This was a double check system to try and help cut down on error.

I was invited to attend lunch with Mr. Eckhardt and the school lawyer. The discussion over lunch was the secretarial/clerical union. The lawyer indicated that he had sent out letters to other colleges that had been faced with the problem of having a union voted into existence. He further pointed out that the politics within Glen Oaks indicated that the staff would vote in or ratify a union into existence. At this point in time the President would just have to wait and see what the outcome would be.
To continue, after lunch Mr. Eckhardt had me build what I thought should be a proper budget for a graphic arts program of two courses. I had to define the categories by budget code number and post entries on the required sheets.

About 2:30 p.m. I was to appear before the screening committee for the position of Director of Vocational/Technical Programs.

Along with the MBO's that I had studied, Mr. Eckhardt had given me a copy of the job description, a list titled Decision Making and an "I Can" list for administrators. With this background information I made for myself a list of strengths and weaknesses I felt that I may have in relation to this position.

The screening meeting lasted about 1 hour. I found all participants warm and candid. When I left the meeting I felt good about my reaction and interaction to their many questions.

Friday was my last day at Glen Oaks Community College. I was able to finish my budget assignment in the morning.

In the afternoon I sat in on a meeting between the Assistant to the Vice President and Mr. Eckhardt regarding her MBO's for the coming year. This merely enabled me to listen to the questions she had regarding specific items in question.

The last week was a week of excitement and tension. I spent most of the week winding up little projects and tightening loose ends so that my break from Glen Oaks would be clean and efficient.

I was able to find out information about the 2 + 2 concept of programs with Western Michigan University as well as many other 4-year universities.
There were two experiences this week that highlighted my week. The actual meeting with the screening committee was the most important. Again, I must keep reminding myself that this was a positive encounter.

Secondly, the staff members at Glen Oaks had a farewell party for me in the board room. This was just one example of the warmth and friendliness that I found while working here for my internship period.
CHAPTER IV

SUMMARY AND EVALUATION OF INTERNSHIP

As stated in the Department of Educational Leadership literature, the general purpose of the Specialist Internship is to develop or improve upon the candidate's technical skills for a specific position rather than to commit the student to become a "scholar" of Educational Leadership.

Further, the Doctoral Handbook states that the primary objective... which involves both study and practice is always the student's personal growth and the furtherance of his educational goals. While an intern will be engaged in work or research in the course of his internship, he is neither solely a worker nor a researcher, but primarily a student who is learning through a field experience.

The purpose of this internship was to become involved in an on-the-job experience that would enhance the intern's knowledge of various administrative positions at the community college level. Further, as stated in the prospectus the internship would provide opportunity to enhance conceptual, human, and technical skills in the area of community college administration.

This internship experience did lead to the achievement of many of the goals stated in the prospectus.
A. Conceptual Skills

To acquire an understanding of:

1. The organizational structure of Glen Oaks Community College.

Achievement: I interviewed all but a few first and second line administrators at the college. These interviews gave me a perception of how each administrator viewed their function within the college administrative structure based upon job descriptions and the organizational administrative chart.

Please refer to information written on:

Tuesday, June 21—President, Vice President for Academic Affairs, and Director for Building and Grounds.

Wednesday, June 22—Director of Vocational/Technical Programs.

Thursday, June 23—Director of Vocational/Technical Programs.

Friday, June 24—Director of College/Community Services and President of Glen Oaks Community College.

Monday, June 27—Director of Student Development and Coordinator of Women's Programs.

Tuesday, June 28—Director of Nursing and Business Manager.

Wednesday, June 29—Registrar and Director of Admissions/Financial Aid.

Thursday, June 30—Registrar and Director of Admissions/Financial Aid (June 29 and 30 was registration for summer classes).

Friday, July 1—Bursar and Librarian.

2. The responsibilities and functions of the Vice President for Academic Affairs.

Achievement: Having worked with Mr. Eckhardt for a period of about 5 weeks I believe that I was able to get
an understanding of how his position relates to the total administrative picture at the college. In addition, by working with his Management by Objectives System, I was able to relate his responsibilities to my interviews with other college administrators, regarding how they viewed their job functions.

3. The relationship of all first and second line administrative positions to the President of the college.

Achievement: I found that it was not necessary for all administrative staff to have direct contact with the President of an institution. In particular the President cannot possibly be aware of all administrative positions and their total responsibility and function. The main lines of communication were directed to four administrators. They were the Vice President for Academic Affairs, Director of College/Community Services, Director of Student Development, and the Business Manager. These four would carry the communication upward to the President.

If any person circumvents the communication lines, confusion of assignments appears and there would be problems within each area of responsibility and function.

4. The relationship between all administrative positions and the college as a whole.

Achievement: With the use of personal interviews and the knowledge gained by reading the college Policy and Procedure Manual, I was able to see how each area's responsibilities fit together to make the college function smoothly.

B. Human Relations Skills

To become familiar with:

1. The channels of communication between all first and second line administrative positions.

Achievement: This was an observable function in that Mr. Eckhardt did not keep me out of any of his meetings and personal conferences. I found that each of the people interviewed were very free in their comments about their positions and the relationship they had to others in the administrative hierarchy at Glen Oaks.

2. The leadership functions of each first and second line administrative position.
Achievement: I found that all positions had vast responsibility levels. In particular, the President's leadership function was important to the college's community image and his working for and with important college supporters in the service community. In like manner, the Vice President for Academic Affairs had to set standards of leadership for the faculty and the State Department of Education, Lansing. Thus, both administrators worked closely with people but yet each functioned in differing arenas.

3. The internal decision-making processes.

Achievement: The internal decision making lies with the President, Vice President for Academic Affairs, and the Business Manager. All staff members usually had input somewhere along the line, but these three would make decisions and recommend actions to the Board of Trustees for acceptance.

4. The methods of delegating responsibility to various administrators.

Achievement: This was clearly indicated by the use of job descriptions. Further, as the college progresses toward new goals and direction the administrative responsibility is in a constant change. I found out that about every 3 years the job descriptions are redesigned and rewritten along with the Policy and Procedure Manual.

C. Technical Skills

To enhance my abilities to:

1. Gather and relate job descriptions and procedures with administration and staff.

Achievement: This was done through discussions with many administrators at the college.

2. Observe interaction, question observations, and acquire concepts and ideas for future use in community college administration.

Achievement: Mr. Eckhardt as well as all of the people that I encountered at Glen Oaks allowed me to observe and question where appropriate. The seven "Means for Learning" allowed me to acquire ideas that I can refer to in the future. A listing is as follows:
Means for Learning

a. Observation
b. Personal interaction
c. Reading
d. Hands-on activities
e. Discussion
f. Organization of my time
g. Communication

Ideas Gained in Intern Experiences

a. Board members influence policy-making decisions.
b. Budget planning is a strategy.
c. Build trust in personnel, keep all things confident.
d. Politics of organization are complex.
e. College prefers part-time over full-time faculty.
f. Interview techniques.
   (1) Credentials review.
   (2) Check application—past experiences.
   (3) Verbal ability.
   (4) Personal interests.
g. Full-time faculty—if a class is canceled— instructor is given a project for institutional research.
h. Use Policy and Procedure Handbook for established procedures.
i. Courses offered off campus—educational institution responsible for liability and health codes.
j. Secretary must be confidential—"Confidentiality".
k. Seek out "needs' of business and industry through personal contacts and/or media. Survey target groups.
1. Employee selection, work of mouth and classified ads.

3. Develop budget proposals.

   Achievement: I was able to see how this was organized at the college and further, follow the process through from the start to finish for the coming school year, 1977-78.

4. Evaluate programs.

   Achievement: I did not evaluate programs. Although, I was able to get information that indicated the inter-relationship of the liberal arts and vocational offerings at Glen Oaks.

5. Participate in the design of a Management by Objectives System.

   Achievement: It was interesting to see how the MBO's System (Management by Objectives) are actually used in an institutional setting. For example, the Vice President for Academic Affairs' Management by Objectives System gave me experience in relating one position to a total college organization and its general direction.

6. Help develop a Part-Time Faculty Handbook.

   Achievement: I knew that this would be a major assignment upon the first meeting with Mr. Eckhardt. As indicated by my log, this was a very time-consuming task. The task was completed.
CHAPTER V

RECOMMENDATIONS

It is recommended that any future intern should focus only on one or possibly two administrative positions for study. This type of focus will permit a more indepth study and allow the intern to follow through a project from start to finish.

A second recommendation is that at least a 1-week observation period should be required before the intern is asked to design a prospectus stating goals and activities. Although I had a very thorough and realistic experience, I feel that this is important and necessary.
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