

ADMINISTRATIVE SABBATICAL LEAVE
August 17 - November 17, 1974

R E P O R T

Presented to
The Board of Trustees
Mt. San Antonio Community College District
Walnut, California

From
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Director, Occupational Education

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INTRODUCTION

At the outset of this report, may I express my sincere gratitude to the Board of Trustees of the Mt. San Antonio Community College District for the opportunity afforded me in granting this sabbatical leave during the period of August 17 to November 17 of 1974. This generosity of the Board has made possible not only the professional growth and, therefore, the benefits accruing to the College as a result of the study of other institutions, but also the great personal satisfaction and inspiration derived from the visits to many of our great national historical sites and natural wonders. This has been an experience I shall never forget and, hopefully, the long-term resultant contributions to the welfare of the College will justify the investment of the Board as well as my personal effort.

In addition to the travel component of this sabbatical, the intent was to study two aspects of community college concern dealing with supplemental financial resources and exemplary operational characteristics in occupational education. During the planning stage and long before departure, it became apparent that the two intended subjects of study were inextricably involved with the more general context of college operations. Therefore, the study areas were broadened. The major emphasis remained in the study of

Occupational Education, but the revised approach was to deal with Occupational Education within the overall college context of institutional finance, organization structure, program planning, student processing, community support, and exemplary programs.

The following report is a synopsis of the three months of travel and study and presents, in brief form, the major activities and understandings gained. The report is presented in sections. The first three deal with the purpose and intent of the study, the planning phase, and an overview of the itinerary schedule of the travel. The body of the report is contained in the fourth section which describes the institutions visited; composite exposition of areas of study; brief description of visitations and impressions of other than community colleges; and most important, Part D, which summarizes the findings, their implications to Mt. San Antonio College, and to Occupational Education in particular.

PURPOSE

It was the intent of this sabbatical to travel to selected community colleges in several of the states where it was believed exemplary activities were being conducted in two critical areas of concern at this college. These two critical areas are the diminishing sources of federal and other funds and resources to the college, and the rapidly changing complexion of occupational education in its attempt to meet the needs of students and of the communities we serve. For several years, through changing policies of the federal government, there has been a diminution of sources of federal funds for community colleges. Also, a restructuring of state and federal agencies has tended to obscure many of the sources which might still be viable. Yet, some colleges apparently seemed to be able to generate avenues of assistance which were not discernible from our vantage point.

There is now a national ferment in career education and occupational education reflected by new and different demands from students, parents, and all segments of government, business, and industry. The study of means to meet these needs most effectively and economically through the best use of management techniques and planning so as to efficiently respond to rapid changes in community needs appeared to be a valid activity for this sabbatical.

The purpose of this sabbatical was the study of possible new sources of funding, methods of generating such sources, and improved processes for acquisition as practiced by other colleges apparently successful in this endeavor; also, to study the structures, organization, and practices pertaining to the administration of occupational education as practiced by colleges which have gained repute in providing the optimum in effective and efficient occupational education programs, and to learn their methods of making needs assessments, projections, and federal reports, as well as procedures for planning, implementing, funding, and conducting programs.

It was hoped that Mt. San Antonio College could benefit by adopting some of the successful practices employed by these other institutions, adapting them to our operations and, thereby, increase the level of resources available to the college, and also provide for modifications in our occupational education operations whereby more students might be better served in their career preparation and the business community more satisfied with and supportive of this college and its activities.

Another purpose of the sabbatical was to provide a means of personal growth in the form of travel to the several states never before visited. Such travel was to provide exposure to many historical and natural sites in

the nation to expand my knowledge and personal horizons concerning the geographical and historical foundations of our nation.

Implementation of the purpose of this sabbatical included the travel of twelve thousand miles in the continental United States, plus an accreditation visit to Honolulu, Hawaii; to visit twenty community colleges and study six common functions at each; to visit other institutions and important landmarks for ancillary study; and to make comparative analysis of occupational education systems which might have local implications as to need for future modifications, as well as implications as to national trends.

PLANNING

Planning for this sabbatical leave was in itself informative and most enjoyable, although it required many hours of investigating institutions, corresponding with proposed visit sites, and establishing schedules and itinerary.

In order to gain the greatest insight within the limited time available, it was decided to select twenty community colleges, and within that selection to include the broadest spectrum of types of institutions. In addition to requiring that each selection be noteworthy because of some attribute as recognized by experts in the field, an attempt was made to select colleges which represented large, medium, and small colleges; in urban, suburban, and rural settings; single college and multiple college districts; and most important, colleges with diversity of heavy occupational emphasis, balanced, or minimal occupational emphasis. Interestingly, even after careful scrutiny and screening, when the actual on-site visits were made, there were some interesting surprises indicating that not everyone defines their terms in like-manner. The final selection of colleges did, in fact, reflect the desired diversity even though the selection criteria did not always match the specific institution for which it was selected.

The planning process included the following activities: First, a canvass was made of many of my colleagues in California on campus and off, as well as several in other states with whom I have worked on committees and other such contacts. Considerable, and much appreciated, assistance was provided by my on-campus colleagues, Messrs. Eugene Olson, John McKillop, and Pierre (Pete) Provost, who had previously traveled a similar itinerary. After selecting a tentative list, correspondence was begun as a means of further screening the list, establishing schedules, and establishing contacts with whom to arrange meetings. After most of these arrangements had been made, I received notification of appointment to an accreditation team by the Western Association of Schools and Colleges to visit Honolulu Community College. This unforeseen opportunity was readily accepted, although it required minor modifications in scheduling. This also resulted in a total of twenty-one colleges to be visited rather than the intended twenty.

After all of the above arrangements were firmed, a route of travel was developed from point to point of the colleges to be visited. There followed a review of the route to locate those historical and natural sites which could be visited along the route without undue side travel. It was by this means that the sites, other than community colleges, to be visited were determined. With this preliminary work completed, we departed at 5 a.m. on the 17th of August, 1974.

ITINERARY AND SCHEDULE

Because the primary objectives of the sabbatical were to study community college operations, our plan was to spend the early portion of time, as much as possible, in other activities and arrive at the colleges either during the school sessions or during the preparations for the opening of school. Furthermore, since the trip would extend into the colder weather of the year, it seemed prudent to follow the northern route first and then continue into the south as the weather in the north grew colder. This would also allow us to be in the New Hampshire-Vermont area in the early fall during the most beautiful time of their year.

It will be noted from the itinerary, that we avoided, wherever possible, the large cities and stayed over mainly in the country areas. Also, the choice of going north at the outset proved ideal as we consistently seemed to stay just ahead of the cold weather as we progressed.

Of invaluable help was the assistance from the American Automobile Association. It provided many maps, books, and other materials, outlined in detail the entire itinerary, pinpointed each site to be visited, and its Triptick marvelously delineated every detail of road and

site information.

The following itinerary is the one actually followed and differs somewhat from that originally submitted to the College in the application for this sabbatical leave.

The appendix to this report is a map outlining the entire route taken and provides a rapid overview of the scope of travel.

1974
SABBATICAL LEAVE ITINERARY

and sites visited by
Mr. and Mrs. Irvin Colt
August 17 - November 17

Aug.	17	Sat.	Leave home from Diamond Bar	
	18	Sun.	Beaver, Utah	
	19	Mon.	Provo, Utah	*Provo Utah Technical College
	20	Tues.	Rawlins, Wyo.	
	21	Wed.	Lusk, Wyo.	
	22	Thurs.	Custer, S.D.	Mt. Rushmore
	23	Fri.	Mitchell, S.D.	Corn Palace, S.D. Badlands
	24	Sat.	Rochester, Minn.	
	25	Sun.	Madison, Wis.	Wisconsin Dells
	26	Mon.	Madison, Wis.	*Madison Area College
	27	Tues.	Milwaukee, Wis.	*Milwaukee Area College
	28	Wed.	Rockford, Ill.	*Rock Valley College
	29	Thurs.	River Grove, Ill.	*Triton College
	30	Fri.	Palatine, Ill.	*Wm. Rainey Harper College
	31	Sat.	Michigan City, Ind.	
Sept.	1	Sun.	Michigan City, Ind.	
	2	Mon.	Dearborn, Mich.	Henry Ford Museum
	3	Tues.	Dearborn, Mich.	*Henry Ford Community College
	4	Wed.	Cleveland, Ohio	
	5	Thurs.	Cleveland, Ohio	*Cuyahoga Metropolitan Community College
	6	Fri.	Niagara Falls, N.Y.	
	7	Sat.	Niagara Falls, N.Y.	Falls, Forts, and other sites
	8	Sun.	Watkins Glen, N.Y.	
	9	Mon.	Syracuse, N.Y.	*Onondaga Community College
	10	Tues.	Montreal, Canada	
	11	Wed.	Montreal, Canada	
	12	Thurs.	Lancaster, Vermont	
	13	Fri.	Bangor, Maine	*Eastern Maine Technical College
	14	Sat.	Bangor, Maine	Ipswich, Gloucester
	15	Sun.	Portsmouth, N.H.	Salem, Mass.
	16	Mon.	Beverly, Mass.	*North Shore Community College
	17	Tues.	Fall River, Mass.	*Bristol Community College
	18	Wed.	Yarmouth, Conn.	New Bedford, Cape Cod
	19	Thurs.	Yarmouth, Conn.	Provincetown, Woods Hole, Plymouth
	20	Fri.	Dorchester, Mass.	Boston, Lexington, Concord
	21	Sat.	Dorchester, Mass.	Freedom Trail
	22	Sun.	Waterbury, Conn.	West Point Military Academy, N.Y.
	23	Mon.	Elgin, N.J.	*Middlesex County Community College
	24	Tues.	New Brunswick, N.J.	Philadelphia, Independence Hall, etc.

Sept.	25	Wed.	New Brunswick, N.J.	Valley Forge
	26	Thurs.	Harrisburg, Pa.	Gettysburg
	27	Fri.	Annandale, Va.	*Northern Virginia Community College
	28	Sat.	College Park, Md.	
	29	Sun.	College Park, Md.	Annapolis Naval Academy
	30	Mon.	Chester, Va.	Richmond and Fredricksburg, Washington's birthplace
Oct.	1	Tues.	Lumberton, N.C.	
	2	Wed.	Charleston, S.C.	Fort Sumter, Charlestown Naval Base, etc.
	3	Thurs.	Brunswick, Ga.	Jekyl Island
	4	Fri.	Brunswick, Ga.	Jekyl Island
	5	Sat.	Titusville, Fla.	
	6	Sun.	Titusville, Fla.	Cape Canaveral Kennedy Space Center
	7	Mon.	Miami, Fla.	
	8	Tues.	Miami, Fla.	*Miami-Dade Community College, South (Main) Campus
	9	Wed.	Key West, Fla.	
	10	Thurs.	Key West, Fla.	
	11	Fri.	Homestead, Fla.	
	12	Sat.	Fort Meyers, Fla.	
	13	Sun.	Winter Haven, Fla.	Cypress Gardens
	14	Mon.	Kissimmee, Fla.	
	15	Tues.	Kissimmee, Fla.	Disney World
	16	Wed.	Silver Springs, Fla.	Silver Springs Gardens
	17	Thurs.	Tallahassee, Fla.	
	18	Fri.	Pensacola, Fla.	
	19	Sat.	New Orleans, La.	
	20	Sun.	Beaumont, Texas	
	21	Mon.	Dallas, Texas	*Dallas County Community College District-4 colleges
	22	Tues.	Dallas, Texas	" " "
	23	Wed.	Odessa, Texas	
	24	Thurs.	Las Cruces, N. Mex.	
	25	Fri.	Tucson, Arizona	
	26	Sat.	Oceanside, California	
	27	Sun.	Arrive home; leave for accreditation visit, Honolulu	
	28	Mon. -	Honolulu, Hawaii	*Honolulu Community College
	31	Thurs.	Honolulu, Hawaii	" " "
Nov.	1	Fri.	Honolulu, Hawaii	
	2	Sat.	Arrive home, Diamond Bar	
	3-17		Resettle and rest	
	18	Mon.	Assumed regular duties at MSAC	

REPORT

This report is presented in four sections. Two parallel chronologies deal separately with college and other visitations.

Section A provides brief sketches and findings of the community colleges visited, and Section C describes the other sites and experiences of note. Section B draws together those inferences on specific areas of study which permit the outline of general and some specific conditions prevailing as they pertain to community college finance, structure, operations, student processing, community support, and exemplary programs. Section D presents the summary and conclusions derived from the colleges studied and attempts to suggest the national, state, and local implications of the trends and activities as seemed apparent to me.

A. COMMUNITY COLLEGES VISITED

1. Utah Technical College at Provo, Utah, is a small, rather unique institution of less than 2000 full-time students and a total of approximately 3000 enrollment. It is located near the middle of the City of Provo but would be classified by our criteria as serving a suburban rather than an urban area because of the size of the city.

In meeting with Mr. Sorensen, the president, and Mr. Donovan, the dean of instruction, it was learned that the institution had a long history as a vocational institute before becoming a more comprehensive college in recent years.

The heavy emphasis of the College is in occupational education with only some 20 percent of its enrollment in academic pursuits.

Students pay a tuition of \$450 per year. The state provides virtually the sole financial support of the College. Substantial support for vocational education is derived from federal VEA funds, but little other general support is acquired.

Its organizational structure, because it is a small school, includes only fourteen persons in all administrative capacities including department chairmen. The College has a president, a comptroller, a dean of instruction, and dean of student services. The dean of instruction also serves as the dean of vocational education. Instruction is organized by departments.

Program planning is a rather simple process with its generation at the department level and final decision-making by a three-person cabinet.

The registration process, although wholly manual, is not burdensome to students. Nearly the entire process, except the payment of fees, may be done by mail. Career guidance is a major function of student services and is a continuing service throughout the year for students, prospective students, and non-students. This tends to ameliorate the problems of registration and admissions. Also, the faculty advisor system is used extensively.

Community support and involvement is excellent, ranking second among the 20 colleges studied. Not only is there support from very strong personal involvement in many advisory committees, but most impressive in contributions of equipment, funds, and volunteer instructional time.

For its size, the College provides an astonishing array of occupational programs. Most of these are traditional vocational education. One exemplary program which could appropriately be emulated here is in Avionics.

2. Madison Area College at Madison, Wisconsin, is a small to medium size college of some 4000 full-time students, and a total of approximately 7000 enrollment. It is located in the center of a major city only two blocks from the state capitol and, therefore,

serves mainly an urban area but also draws students from five counties and many small surrounding towns. D. H. Wessels, Assistant Director, Instructional Services, described the development of the College. Although it began in 1916 as a vocational school, it became a fully comprehensive college in 1966.

This college is classified as having heavy emphasis in occupational education with approximately sixty-five percent of its enrollment in occupational preparation even though they offer a full range of academic subjects.

Financial support of the College consists mainly of state funds since local tax funds generate only about two million dollars annually. A very modest tuition also accrues to the College, but students pay tuition only for transfer courses, not occupational. For the latter, students pay only for laboratory and materials fees and a partially refundable reservation fee. Tuition, when paid, amounts to \$8 per unit or about \$40 per semester. Surprisingly, only modest VEA funds are acquired since most of those in Wisconsin are earmarked for high schools. General federal fundings are also minimal.

Organizational structure is unique because it is part of a truly statewide system with modest autonomy. There is a director equivalent to our president, three assistant directors equivalent to our vice presidents except that continuing education and community services are under the same assistant director. Then, in instruction, there are the equivalent to division chairmen, and within the divisions subject area coordinators who are not considered administration.

Program planning is similar to our own except that the process is far more streamlined in that each division has an internal curriculum review which in turn goes to a seven-person curriculum committee.

The registration process is very similar to our own with the exception that students register continuously all semester long in preparation for the following semester. The payment of fees reserves space in requested classes. It seems to make for easier planning and projections. An interesting detail is the method used to curtail no-shows by returning only part of the reservation fee if the student changes his mind. This school also employs the technique of using faculty advisors.

Community involvement and support is excellent with a large and varied participation, especially of the local business and industries.

Offerings include almost all of the programs offered at MSAC, plus a number of which are not available here. Many of those would not be appropriate here but a few which merit consideration are: Hydraulics-Pneumatics, Stationary Engineering, Restaurant and Motel, and Occupational Therapy.

3. Milwaukee Area College at Milwaukee, Wisconsin, is a huge institution located in the downtown area of a large industrial city, definitely serving an urban clientele. In addition to its main campus, it maintains four satellite centers in the major areas of the city. The main campus alone enrolls approximately 8,000 full-time students and a total of nearly 40,000. The satellites enroll another 20,000, thus the grand total of full time, part time, and adult is nearly 60,000 students. Robert Lexow, Associate Dean, General Studies, with whom I met, described the College as having started as a vocational school in 1911 and gradually evolved into a fully comprehensive college in 1966.

Although this is a full comprehensive college, its

heavy emphasis is on occupational preparation which carries 60 percent of its enrollments. Evidence of emphasis on occupational education is in their declared mission which, on a list of five objectives, lists vocational education first, then retraining, remedial, then transfer, and enrichment fifth.

Financial support for the College is mainly from the state. Local taxes generate only about three million dollars annually. The tuition and fees schedule is identical to that of the Madison Area College. Milwaukee Area College fares far better than the Madison College in acquiring special and federal funding, primarily because of its highly urban characteristics of minority populations, disadvantaged, etc. It has managed to acquire substantial funds from CETA, Model Cities, MDTA type activities, as well as VEA funds.

The organizational structure of the College is very similar to Madison except on a far larger scale. In addition to the director, there are six assistant directors. Responsible to the assistant director, instruction, who is also the dean of vocational education, are ten division chairmen each with several departments. There are several other levels of administration and this college employs twelve

vocational subject field coordinators in their classic roll of providing staff services to a cluster of occupational departments.

Program planning is identical to that of the Madison College except that there is far greater input and heed given to local industry and in its planning activities.

The registration process is identical to Madison, and even greater use is made of a faculty advisor system.

Community involvement and support is excellent and pervades the entire operation. Industry representatives are often included in college committees other than that in subject advisory committees. Contributions from labor organizations are far greater than at any other college visited.

Offerings include a massive array of programs and subjects. Even the printed list of department titles occupies three pages of small print. Programs offered include all those offered at MSAC plus a great many more. Real-life instructional settings are used to a far greater degree here than anywhere visited. Several programs are taught in adjoining college-owned enterprises. The food services programs are conducted in a large college operated restaurant. The garage and

service station is operated by students in the automotive program. Cosmetology and barbering are taught in a shop, taking walk-in customers. These are examples of a dozen such real instructional environments being used in place of the usual simulated situations. It is the unique downtown setting and large size of institution that makes this feasible. Many of the programs offered at Milwaukee would not be appropriate at MSAC, but a few which might be include Chemical Technology, Physical Therapy, Fluid Power Technology, and Tailoring and Sewing.

4. Rock Valley College at Rockford, Illinois, is a small college of approximately 2000 full-time students and a total enrollment of approximately 7000. It is located on the very outskirts of a medium sized but highly industrialized city and serves a diverse clientele ranging from urban to rural. I met with Donald Johnson, the Director, Occupational Education, who described the development of the College from its inception in 1964.

Although professing to provide much occupational education, the greater emphasis is on the liberal arts and academic preparation. The occupationally oriented programs that are offered tend to be the more semi-professional and technical, such as engineering technology, with very few of craftsman-level preparation. With few

exceptions, the occupational programs tend to emphasize the lecture demonstration with minimal hands-on application. The College does provide for ten apprenticeship programs and several in-plant classes for employees of large manufacturers.

The financial base for the College consists of a local tax base plus tuition revenues of \$15 per unit and fees which amount to approximately \$240 per semester plus state support. State reimbursement support is based on a rate of \$19 per credit hour. The acquisition of special or federal fundings have, in recent years, diminished to almost nothing except for some minimal VEA funds.

The organizational structure of this college begins to reflect an East Coast pattern with a president, an executive vice president, four deans for instruction: business, student services, and community services including adult and continuing education. The director of occupational education is responsible to the dean of instruction. There are eight divisions with chairmen and subgroupings within each division.

Program planning is rather informal. Expansion to meet needs is viewed more as growth of existing programs, therefore, the decision-making process here is mainly

administrative. Meeting the needs of business and industry is accomplished by simply administratively making arrangements to meet temporary needs.

The registration process at this college is the simplest and least painful yet encountered. The entire process may be accomplished by mail and no transcripts or tests are required. Transcripts are only required with the petition for graduation. First-time students receive special attention for guidance and counseling. Continuing students do virtually all programming with faculty advisors, thus freeing counselors for more truly counseling functions.

Community involvement and support is good. There is a very active involvement with the business community, especially as it relates to apprenticeship and in-plant instructional programs. Half of the assignment of the director of occupational education is specifically allocated to community relations and working with the local industries. His other half time is devoted to program operations. Contributions from local industries include land and facilities for two off-campus programs and considerable foundation funds for scholarships, etc.

General offerings of the College are typical of most community colleges, nearly all of which are offered at

MSAC. One program offered there which might be appropriate for MSAC is Fluid Power Technology.

5. Triton College at River Grove, Illinois, is a large college enrolling 6,000 full-time students and a total of approximately 20,000 enrollment. It appropriately considers itself the "Career Center of the Midwest." Although it is located in a suburb of Chicago, it serves several highly industrialized communities as well as the suburban area immediately surrounding the campus. Its locale, campus setting, and area served is very reminiscent of MSAC. Although only 11 years old, Triton has evidenced remarkable growth as well as the generation of many new innovative practices. It is a fully comprehensive college with a virtual balance between occupational and the liberal arts offerings. The College is very much like some of the larger California community colleges, which is understandable since its president for the past eleven years, Dr. Herbert Zeitlin, is a former Californian. An impressive feature of the College is its outreach efforts to meet the needs of the community. Last year classes were conducted in 218 separate off-campus learning centers including other school buildings as well as in-plant business and industrial establishments. The College provides all of the academic programs offered elsewhere plus over a hundred occupational programs. Vernon Magnesen,

Dean of the School of Career Education, was my host during this visit.

Financial support of this college is derived of roughly one-third from local tax base, one-third from tuition accruals, and one-third from state support. Tuition is \$11 per unit plus fees for approximately \$165 per semester. A substantial sum is acquired from VEA funds. A number of rather large federal grants have been received, primarily for the development of new innovative activities as part of the growth of the College. More recently this college has, as we all have, experienced a sharp reduction in the availability of special federal funds.

The College is organized by departments in a manner similar to MSAC. They have eighteen departments, the heads of which are titled differently, depending on whether they teach part time or not at all. Thus, the department heads of Police, Secretarial, RN, LVN, Fire, and Distributive are coordinators; the balance are chairpersons. Then, there are coordinators and directors of various special activities. None of the above are classified as part of the administrative staff which includes only the top four levels of administration. The administrative staff is typical of a structure becoming most prevalent across the country. There is

a president and three vice presidents, one of whom is titled Executive Vice President. There are six deans, three of whom are line administrators responsible to the executive vice president. They are the deans of the School of University Transfer Studies, the School of Career Education, and the School of Continuing Education. The other three deans are staff administrators. Each line dean has one or two assistant deans.

Program planning is largely a function of the office of each line dean with appropriate committee structure. Coordination of program development is centered in the office of the executive vice president with his instructional cabinet of seven persons.

Program development in the School of Transfer Studies is rather static, but in career education and continuing education, it is constantly a changing and growing activity.

Student processing at this college is more sophisticated than at any other college visited. They are now completing the technology for on-line registration and much of that process is already thus computerized. The registration process may now be completed virtually entirely by mail. Career guidance holds a major emphasis at this college with a large career

center and specially designated vocational counselors. The faculty advisor system is widely used, even to the extent that the faculty advisors are so identified with each program in the catalog.

Community support is excellent, ranking first among the colleges studied. The number of industry people serving on advisory committees is almost double that of MSAC. All committees and members are listed in their catalog. Support from the industries include donations of equipment, a large foundation, and much personal assistance by industry representatives to specific programs.

The College offers a very broad range of programs and courses including all those offered at MSAC, and many more. Although they offer many programs we do not, several of them might not be appropriate for our clientele. Some might be given serious consideration which include: Advertising Art, Electroplating and Metal Finishing, Occupational Safety and Health, Operating Room Technology, Traffic and Transportation Management, Plastics Fabrication, Chemical Technology, and many phases of restaurant training.

6. William Rainey Harper College at Palatine, Illinois, is a medium size college of some 4000 full-time students

and a total enrollment of approximately 13,000 of which 9,000 are day students. Founded in 1965, it is located in a suburb of Chicago, but also serves several industrial communities. This college is very much like and in many ways is a smaller version of its neighboring Triton College forty miles away. One difference is that its founders first envisioned it as did Dr. Harper, its namesake, in 1896 when he saw the junior college as the first two years of the university. This influence still persists to some degree. This college is much more in the traditional pattern than Triton. My host for this visit was Robert Cormack, Dean of Career Programs.

Although a generally comprehensive college, there appears to be somewhat more emphasis on the academic and liberal arts. In the occupational programs offered, they tend to favor the more prestigious technologies, and with few exceptions, tend to shun the "dirty fingernail" occupations.

Income to the College is derived in much the same manner as at Triton College with the same basic formula of approximately one-third from each basic source of state tax, local tax, and tuition. Tuition is \$14 per unit, plus fees, for a total of approximately \$225 per semester. They have received only modest

federal fundings except for a very few large specialized grants such as for a unique computer system. VEA funds are allocated through a state agency on a basis of head count of students enrolled in occupational courses. The total VEA funds are thus prorated among the state institutions.

The college structure includes a president, three vice presidents similar to our own, and three deans identical to our directors. The office of students services plays a far different role than usually recognized and includes food services, environmental health, and other activities usually associated with business services. There, the similarity ends. They have seven divisions with chairmen and ten directors and coordinators who serve as staff assistants to the top three levels of line administrators. Each instructional subject area has a lead faculty member who provides liaison with the division chairman. There is clear distinction made between line and staff responsibilities.

Program planning is primarily the function of the division chairmen and subject faculty. However, the process from its initial stage to implementation is highly structured. Their procedures are minutely delineated in a sort of operational handbook. The

college curriculum committee itself is an actual decision-making body composed of the vice president, the three deans, and a business officer. The final decision even bypasses the president's cabinet and goes directly to the Board.

Registration and student processing is quite sophisticated, having adopted much of the Triton computerized system. This was the only college visited where the entire registration process can be accomplished by mail. Student counseling and guidance is highly developed and well staffed, but its guidance seems to reflect the general emphasis of the liberal arts philosophy mentioned earlier.

Community support is good but spotty. General community involvement is epitomized by its highly developed college foundation which is highly successful. Involvement of business and industry in instructional operations depends entirely on the dedication of individual division chairmen and staffs in working with community representatives. In some areas it is excellent, and in others nonexistent. One technique used extensively in the community is a massive advertising and public relations program employing all possible media to invite community participation and generate college visibility. This has been proven highly productive

in making the community knowledgeable of the college and has contributed to the success of its excellent community service activities.

The College offers a moderate range of programs, but somewhat short of being commensurate with the size and population of the district. Five programs among their offerings which might be appropriate for consideration at MSAC are Industrial Security, Operating Room Technology, Legal Technology, Food Service Management, and Dietetic Technology.

7. Henry Ford Community College at Dearborn, Michigan, is difficult to classify as to size due to the unique composition of its student body. By normal measures, it would be classified as a small college since it enrolls about 4,000 full-time and 5,000 part-time students, but it also conducts one of the largest apprenticeship-type programs in the nation, enrolling an additional 4,000 students in what they refer to as the Related Instruction Division. The separate catalog of that division nearly equals the size of the regular college bulletin. During this visit, I met with the president, Dr. Stuart Bundy, a former Cerritos College staff member in California, and Arthur Elges, the Dean of Technical Education. They described the development of the college under various names

as having begun in 1938 and continuing as a very small 200-enrollment college until 1952, at which time the famous Henry Ford Trade School was liquidated and all its resultant assets were given to the College which then adopted its present name. The new college never did attempt to supplant the expired trade school activities; however, it did retain its close industry relationships through its related instruction division which continued the former apprentice programs.

Although capitalizing on the occupational reputation of its predecessor school, and although unquestionably doing great work in apprenticeship, the regular college program is somewhat more oriented toward the liberal arts than the occupations. The occupational programs offered are almost exclusively in the technologies featuring design, scientific, and management principles rather than operational levels. Typical programs are Manufacturing Engineering Technology, Industrial Management, etc. Some operational programs include Automotive Servicing, Electronics, and Fluid Power. Several programs are conducted in loaned industrial facilities. The College campus is now located on what was the former Henry Ford estate. The College is one of the only two in the state still under the State Department of Education.

The College is supported mainly from state funds, a small local tax, and a tuition of \$10 per unit, plus fees amounting to a total of about \$125 per student, per semester provide the balance. There has been a minimum derived from federal funds and virtually no VEA monies. However, contributions from local large industries have been substantial. This was one of the first community colleges in the nation to become significantly involved in the collective bargaining process and has developed rather sophisticated procedures for dealing with it.

The administrative structure includes a president, three deans for academic education, technical education, and student services, plus two assistant deans for academic and technical education. There are only twelve on the administrative staff with several others in semi-administrative positions. Instructional units are departments or divisions, depending on their size. There are several staff assignments of persons on faculty level who perform coordination and other non-teaching service functions.

Program planning is highly structured and cumbersome, in many ways similar to our own. Implementation often requires a year or more of planning and development. The only exception to this is in the Related Instruction

Division and in the off-campus programs. Most new development is generated by the deans or assistant deans and progresses through a rather laborious committee system.

The processing of students resembles that used by most four-year institutions. It is time-consuming, typically taking a student two weeks of processing for registration and often requiring several visits to the campus.

Community support is fair as it pertains to advisory participation and instructional support. It is outstanding as it pertains to community public relations, industry contributions, and other financial support.

Offerings of the College are quite typical of the usual programs in the academic areas, but have a distinctive emphasis in the occupational subjects. With few exceptions, they are limited to the semi-professional and those requiring substantial study in the sciences and mathematics. These offerings are more like those of Wentworth Institute or Cogswell Polytechnic than those of most community colleges. One program there that might be appropriate for MSAC is Fluid Power-Hydraulics.

8. Cuyahoga Metropolitan College at Cleveland, Ohio, is the largest campus of a three-campus district serving a highly industrialized urban area, but its classification, based on a 4,000 full-time and 6,700 part-time enrollment, is a medium sized college. This 10,700 enrollment is exclusive of its adult education and community service program. The College is located on a four-square-block campus within the confluence of two major freeways and just a half mile from downtown Cleveland. I met with Mr. Lynn Bell, Dean, Business and Sciences, who described the College as being the first community college in the state and the prototype for the new state system, beginning in 1963. It is a very new college with virtually all new and very attractive buildings, dedicated in 1970. The acting district superintendent, Alfred Livingston, was a former colleague of mine in California.

Although providing a rather comprehensive offering of programs, its emphasis is more academic than vocational. Mr. Bell believes it is strong in occupational education but, in fact, the program more nearly reflects those of the New England states than that of California. All occupational programs offered are geared to the semi-professional and highly technical rather than the vocational. Engineering technology and dental hygiene are

typical of those offerings, and even in the Business area, the emphasis is on the several aspects of management with virtually nothing offered in typing, stenography, or secretarial. The College does offer a large adult education and community service program, all of which functions from a single office.

Financial support of the College is rather complicated as compared to the California system. There is a small local tax of only 1.5 mills. The greater share of nearly 40 percent of the total is from county support. The balance is derived somewhat equally from a tuition of \$7.00 per unit, and fees for about \$110 per quarter, and from state support based on FTE with a different FTE support for academic and occupational. The occupational FTE support includes the federal VEA fundings.

The organizational structure of both the District and the College is unique. There is a District president and the president of each College is a District vice president. All business services are at the District level except that each college has an accountant. That same pattern follows for the computer system, the technical library services, and the media and reprographic centers. At the college level there is a president and five deans, two for instruction, one for continuing education, and two staff deans for student services

and community services. Under each of the two instructional deans are two division chairmen. Although there are several supporting staff of coordinators, directors, etc., the system makes for a very economical and tight organizational structure. Only three persons at the district level and ten at each college are classified as administrative staff. Deans are the equivalent of our vice presidents. The titles of director, coordinator, supervisor, etc. are lower-level staff persons not classified as administration. Their administrative chart is a very flat one with few levels and a very close line between faculty and administration.

Program planning has become rather static as growth has leveled off to only about one percent per year. The planning process is mainly a departmental and administrative function. Initiation is at the division level and proposed to a small administrative committee. Implementation is based to a great degree on financial considerations. The process itself is very streamlined and could well be emulated here. Most growth and change takes place in the adult and continuing education offices which seem to operate almost independently from the regular college program.

The enrollment and registration process is conducted entirely by mail except for a three-day mass registration on campus which mainly is concerned with checking

discrepancies, paying fees, etc. This college also uses the faculty advisor system which considerably alleviates the counseling load.

Community support is quite strong, especially in the area of public relations and donations to the College. They use several advisory committees which offer good support.

The College offers the usual full spectrum of academic and liberal arts courses, but as mentioned earlier, it limits its occupational offerings to very selective fields with heavy emphasis in the various engineering technologies and in the semiprofessional paramedical majors. Some of the unique programs offered which might be of interest at MSAC are Urban Planning Technology, Medical Laboratory Assistant, Dietary Technology, Occupational Therapy, Physical Therapy, Architectural Technology, Chemical Technology, Hospitality Management, Industrial Plant Operations, Physicians Assistant, Clinical Assistant, and Surgical Assistant.

9. Onondaga Community College at Syracuse, New York, is a small college located on the southern outskirts of the city. It is a brand new campus located on top of a knoll with a creek running through it and a pond at its entrance. It was started in 1962, is still only three quarters built, and construction is continuing. It is one of the

seventy two institutions which make up the State University of New York system. The College enrolls only 2400 full-time and 2600 part-time students, including the continuing education programs. Although Syracuse is a highly industrialized city, the College is somewhat secluded from the urban city and appears to be emphasizing its efforts on other than the lower-middle class needs of its urban environment. There was little evidence of outreach programs and its offerings are heavily weighted in the arts, humanities, and sciences. Its offerings almost duplicate, but on a much smaller scale, those of Cuyahoga College. They seem much concerned with academic ranks among faculty and the offerings are heavily weighted toward the professions, especially medical and engineering. I met briefly with Theodore Lowe, Academic Dean, who is equivalent to our vice president for academic affairs. Since all administrators also teach classes or counsel students, most of my visit was spent randomly touring the campus.

The financial structure of the College is unique to New York State. The College District is contiguous with the county lines and its funds derive mainly from a county-wide tax base. A tuition of \$4.25 per unit is deceptive because additional fees bring the cost to approximately \$245 per semester. This, plus state funds amounting to about thirty percent of the total, make up

the financial support of the College. Virtually no outside funds are made available since the central state office controls all such assistance.

The College is organized with a president and three deans, one each for student personnel, academic, and faculty. There is a vice president only for finance. However, rank, even among these administrators, varies by academic rank and other factors rather than title. The line of authority in instruction runs from faculty, to department chairpersons, to dean of faculty, to president. The fact that there is little real local autonomy and major decisions are made at the central office, the university system bears heavily on the internal structure of this college.

Program planning is a rather long-drawn process requiring numerous approvals and reviews, most of which appear to be mechanical in nature and provide very little toward determining need, job market analysis, student requirements, or population characteristics. Although it is a growing college, its effectiveness in meeting community needs is frequently hampered by the immobility of the system.

Student processing follows a state pattern and may be likened to the registration process at most universities. All applicants are required to take standard tests and

meet a series of admissions requirements.

Community involvement is minimal. Even the use of advisory committees is sparse. Being in close proximity to Syracuse University, this appears to be its principal influence rather than direct community input.

Offerings of the College in the academic areas are the traditional ones. In the occupational areas, with few exceptions, they are limited to the technical, managerial, and semiprofessional programs with heavy emphasis on engineering related and health, such as dental hygiene and medical laboratory. One program that MSAC might consider is Chemical Technology.

10. Eastern Maine Technical College at Bangor, Maine, is a very small college devoted mainly to vocational-technical education at the 13th and 14th grade level. It serves as the counterpart to the regional occupational center of the area which serves high school students. It enrolls only just over 500 full-time students. Since the area it serves is essentially one of open country, widely separated hamlets, and is generally rural in nature, it draws its students from a very large area. Serving the liberal arts and general educational needs in Bangor is a branch campus of the University of Maine. The College is the former Penobscot Valley College which only recently became the Eastern Maine Technical College. I met with Francis Sprague, the Director, who described

the events in that state which led to the development of this school.

This is essentially a vocational school, offering the occupational education component for students who either complete the liberal arts segment of their education at the university campus or go directly into the work force. Most students tend to do the latter.

Financial support is derived in approximately equal thirds from local tax, tuition, and state support. Tuition is approximately \$175 per semester.

The College has only five administrators, the entire staff consisting of these five plus faculty. There are no departments or divisions. There is a director, comptroller, student services counselor, dean of instruction, and his assistant.

Program planning is virtually nonexistent due to the dearth of available students. Any new program would simply dilute the static student body.

Student processing is also rather simple due to the small size of the student population. It is entirely a manual operation.

Community support is good but limited.

Offerings of the College are limited to some craftsmen

type programs serving the local industrial, lumbering, and business needs, and a few "paper" programs dealing with such subjects as environmental-type studies, etc. in cooperation with the university. Among the reasons for the survival problems of the College is the confused relationships and lack of delineation of functions between the secondary and post-secondary institutions offering occupational education in the area. The growth of the secondary vocational-technical schools, their flexibility, and lack of restrictions as to clientele have proven a strong limiting factor to any community college development in the area.

11. North Shore Community College at Beverly, Massachusetts, is a relatively small college located in downtown Beverly but serving more than fifty towns and cities in North-eastern Massachusetts. My host was Paul Frederick, Dean of Faculty, who described the development of the College since its beginning in 1965. The College is housed in two large old dilapidated buildings, one of which seems to be a former high school and the other a large rented business building, plus some other rented space.

Parking is atrocious but there is good public transportation in the immediate area. There are approximately 2300 full-time and 4000 part-time students enrolled. Although located in the downtown area of the city, the nature of its district classifies it as serving a suburban

rather than urban clientele. It is located in a small seashore community and serves other small towns and outlying areas, especially a large tourist and recreation area.

The College offers a comprehensive program with a reasonable balance between the liberal arts and occupational education. For its size, it provides a rather broad spectrum of both academic and occupational programs. For some occupational programs, such as agriculture, they have made cooperative arrangements with local, technical schools whereby students take the vocational subjects elsewhere and the general education at the College and combining the credits to earn the associate degree. It is in this geographic area that one begins to encounter a phenomenon peculiar to the East and which is beginning to surface in California. That is, over the past several years regional groupings of secondary schools first promoted joint occupational offerings similar to California's ROP's. As they grew, they developed into ROC's or separate centers with their own facilities. Some have become huge institutions. As time passed, fewer and fewer high school students used those services, and to maintain enrollments, those centers took more and more adults. The current result throughout the East is virtually a dual system of competing post secondary 13th and 14th grade schools in close proximity to each other.

Community colleges have found their vocational enrollments drastically reduced and they are becoming less and less comprehensive in their offerings. The inordinate cost to taxpayers of such dual competing systems is now a serious problem being wrestled with by state legislatures. However, most of those vocational-technical centers are now so entrenched that those legislatures despair of being able to extricate themselves from the problem. This problem is reflected at North Shore in that they have lost virtually all "vocational" programs other than those of the technical and semiprofessional levels.

Income to the College is solely from the state system which is in many respects similar to the State of Washington. There is no local tax base. Students pay a tuition of approximately \$150 to \$200 per semester which is forwarded to the state. The state supports the institution on a per FTE basis. VEA funds are substantial for the size of school--last year being \$110,000. Other federal funding is very meager. An interesting sidelight is that in the interest of economy, they have printed their general bulletin or catalog in tabloid fashion on heavy newsprint at a fraction of the cost of the usual booklet.

Administrative organization and line responsibilities

include a president and four deans somewhat equivalent to our vice presidents; one for student services, one dean of faculty, one for liberal studies, and one for career education. Instructional supervision is organized through division chairpersons to whom department chairpersons are responsible. There is little local autonomy. Although there is a local board, authority for most decisions rests with the State Board for Community Colleges.

Program planning has leveled off for several reasons; first, there is little space for expansion; second, there is little evidence of additional need; and third, the process for approvals and funding at the state level is so cumbersome as to seriously discourage such planning. The planning process, then, is virtually limited to revision and modification of existing programs and developing arrangements with the local vocational-technical centers.

The registration process is comparable to ours of a decade ago with an almost totally manual operation. There is an excellent counseling program, especially in career guidance. Faculty advisors are used for all continuing students but not for first-time students.

Community involvement is good with good use of advisory committees. The College makes a real effort to bring the community and the College together using many

techniques which we would consider community service activities.

Offerings of the College are in reasonable balance between liberal arts and occupational, but the occupational are mainly limited to technical and semiprofessional with a few notable exceptions such as secretarial and culinary arts. A few programs which might be appropriate for MSAC are Public Administration, Culinary Arts, and Rehabilitation Assistant.

12. Bristol Community College at Fall River, Massachusetts, is a small college which had been much larger. It was founded in 1965 with the advent of the Massachusetts Board of Community Colleges. It is now located in a brand new campus, not yet fully occupied, on the outskirts of an urban industrialized area and an area heavily populated by Portuguese Americans and other ethnic groups originating from Southern Europe. I met with Paul Madonna, Dean of Administration, and Jack Hudnall, President of the College with whom I had previously served on AACJC committees. They described how the College started in an old downtown high school building which is still being used as an off-campus center, and with programs operating in store-fronts throughout the community. They were serving a broad based need until, as happened to most Massachusetts community colleges,

there was the phenomenal growth of the vocational-technical centers which syphoned off large numbers of students and became competitive institutions, as was previously described for North Shore College. The competing 13th and 14th grade institution affecting Bristol College is the Southern Massachusetts Vocational-Technical Institute just five miles away. As a result, the College now has only 2000 students plus some 3000 community service and adult enrollments.

With the exception of secretarial and child care, all occupational programs offered are of the high-level technical and semiprofessional levels, the bulk of the "vocational" programs having been taken over by the vocational-technical school. The balance between academic and occupational enrollments is approximately equal, but both are rather small.

Financial support for the College is identical to that of North Shore, coming under the same statewide Massachusetts system. All funds come from the state except some minor federal funds.

Governance of the College is also the same as North Shore College and throughout the state. The local board is in effect an advisory group with authority vested in the state board. Organization is also virtually the

same, with a president and four deans with titles of Dean, Academic Affairs; Dean, Student Services; Dean, Continuing Education; and Dean, Administration. There are eight divisions under the Dean, Academic Affairs.

Program planning now consists almost entirely of plans for consolidating the off-campus programs to the new campus except that they expect to maintain the one old original downtown center. The total programs seem to be stabilizing at a minimal growth pattern with almost no planning for new programs. Growth is expected simply to expand enrollments in current programs. Whatever planning is done is almost exclusively at the administrative level.

Student processing and registration is partially computerized, but at a rather unsophisticated level. The enrollment process is very similar to that of four-year institutions and requires testing, transcripts, and a regular matriculation process. Career guidance services have diminished significantly.

Community involvement is only fair, with the use of some advisory committees under a rather loose arrangement.

The College offers a total of 26 programs, the total number of actual courses offered being about equally

divided among occupational and academic. They offer no unusual or innovative programs, although some programs are the very costly ones such as Dental Hygiene, Computer Science, and Engineering Technologies.

13. Middlesex County College at Edison, New Jersey, is a small to medium sized college of some 4000 full-time and 5000 part-time students, plus a modest adult program. It is located just five miles from Rutgers University. It was opened in 1966 on a 200 acre, former military installation at the outskirts of the city and serves an urban-suburban area and clientele. I met with Jerome Shindleman, Assistant Vice President for Academic and Student Affairs, who described the development of the College as well as the state system of higher education. There is a state board for higher education and separate subboards for each segment. The one for community colleges is similar to the California Board of Governors but is subservient to the superboard. In New Jersey, the local district boards of trustees have considerable autonomy but are responsible to both the state superboard and to what is the equivalent of our county board of supervisors since all the community colleges are county entities.

The offerings of the College are typical of the eastern section of the country and almost identical to the last

two colleges described. Although the emphasis of academic and occupational is fairly balanced, the occupational offerings, with few exceptions, are limited to the technical and semiprofessional level. Community colleges in this state, as in the other eastern states, have been plagued by the mushrooming growth of the competitive regional occupational centers serving the same clientele. They have succeeded in virtually eliminating the typical "vocational" programs from the community colleges. Thus, in the numbers of students enrolled, nearly all of the eastern community colleges enroll significantly greater numbers of students in the liberal arts than in career preparation. Although many occupational programs are offered, each is limited in enrollment by the very nature of the highly technical content, by clinical facilities such as in nursing, and by legal requirements as in dental hygiene.

Financial support is derived roughly one-third from the state, one-third from a local countywide tax, and one-third from tuition and fees, which vary from \$175 to \$300 per semester--depending on the program. Special federal fundings have recently diminished to a very low level. Even VEA funds have dwindled, having been largely diverted to the regional occupational centers. There is a very active college foundation which serves in a capacity similar to that of a private college and

which generates some operating funds.

Organizational structure also follows the general eastern pattern. This college has a president and two vice presidents, one for academic and student affairs, and one for finance. Here the assignments of offices under the president and vice presidents are unique. For example, many functions ordinarily under business services such as maintenance, are under the president. The Vice President for Academic Affairs has one assistant vice president handling all of Student Affairs, Continuing Education, Community Services, etc., while the five instructional divisions report directly to the Vice President for Academic Affairs. He is also classified as the Executive Vice President, a common designation in the East. Occupational education is spread throughout the five instructional divisions and the vice president also acts as the director of occupational education.

Program planning, as with most eastern colleges, is almost wholly limited to revision and modification rather than development of new programs. Although growth is continuing, it is mainly in new sections rather than new courses. At this college, new planning is an administrative function, while revision and modification is almost solely a division function.

The mechanics of registration and student processing is fairly sophisticated, and although computerized, it is not an on-line operation. Virtually the entire process is accomplished by mail. Applications are mailed upon request and the application provides for a number of alternatives. Upon receipt of the application, class assignments are made and mailed back. The student is then sent a bill for tuition and fees. Only if additional assistance is needed does the student need to come to campus before classes begin.

Community involvement, especially as it pertains to public relations, is very good. The College uses a community advisory board and one advisory committee for each instructional division, plus individual committees for just a few specific programs. The advisory committees do not serve well in their classic role of program advisement, but they do an excellent job in public promotion of the College.

Offerings of the College are rather typical of most community colleges. The usual liberal arts and academics subjects are offered. Occupational programs, with few exceptions, are limited to technical and semi-professional levels requiring rather high competence of students in the sciences and mathematics. Almost no craftsman-level preparation is offered. Two

exceptions to this, which are outstanding programs and which might be considered for MSAC, are Hotel Restaurant and Institution Service and Management, and Rehabilitation Assistant.

14. Northern Virginia Community College at Annandale, Virginia, is a large college, but its student body is divided among five campuses in fairly close proximity to each other. Of its 22,000 enrollment, approximately 10,000 attend the Annandale Campus, and the others are divided among the other four campuses. Although students choose a home campus, they may take classes at any campus and frequently attend at more than one. Of the 22,000 enrollment, 8,000 are full-time and 14,000 are part-time. It is the largest of the 23 colleges in the state system. The College serves the geographic area south and west of Washington D.C. including three counties. The area is more suburban than urban. My host was the Provost of the College, Dr. Guy Ferrell, who described the development of this college and the community college system in Virginia. The College was founded as part of a new technical college system, along with a few others, in 1964 and was the Northern Virginia Technical College. In 1966, the technical college system was changed to the Virginia Community College System, and this college became the Northern Virginia Community College. The main campus is located on an 80-acre site

just west of Washington between D.C. and Dulles Airport.

Beginning as a technical college, it is not surprising in that its offerings are still strong in those fields. The balance between occupational and academic is in favor of the latter, however, because many of its occupational offerings are highly technical on the order of a Wentworth Institute or a Dunwoody Institute, and also due to the tremendous growth of its academic program in the past few years. Although several vocational programs are offered in automotive, drafting, electronics, secretarial, etc., most occupational programs prepare at the paraprofessional design and engineering technology level. When asked about this, in view of the College's reputation for occupational education, an interesting aside was made by Dr. Ferrell when he said that this was really more of a "junior" (pause) college than a community college.

Financial support for the College is unique in that it is totally a state-supported system with about one-third of the total being derived from tuitions which average from \$75 to \$100 per quarter. Federal fundings have been virtually limited to construction monies. Other outside fundings are very meager and most of it is funneled through the state agency. State funds come to the colleges on negotiated bases each year, therefore,

the rate of support varies among the colleges. Northern Virginia, being the largest and most sophisticated, draws proportionately more than do the other colleges in the system.

The administrative organization of the College is somewhat like a multi-college district in California; yet, it also resembles a single college with satellite centers. The College has one president for all five campuses and a separate site for that office with virtually all administration, including instruction, housed there. This includes an executive vice president for instructional services, a vice president for finance and administrative services, and one for student services. Each campus is headed by a Provost. There are seven division chairpersons who are administrators. There are seven assistant division chairpersons to whom program heads (subject department heads) are responsible. The colleges in the system are almost totally controlled at the state level by the state board and the chancellor's office. The local college board is considered advisory and the members are not trustees. This leaves little local autonomy.

Program planning has dwindled to the point that even the curriculum committee has been abandoned in favor of a review committee for the modification and revision of

ngoing programs. The development of new programs is limited by the flat sum state support system as well as by the almost impossible process of required state approvals. Most means of meeting local community needs are dependent on a large community service program which is totally self-supporting through fees and other charges. This appears to be the only dynamic part of the operation at this time and is growing rapidly.

Student processing is almost identical to that of MSAC. Students pre-register and then meet on campus with counselors and faculty during registration. They do use the faculty advisor system extensively. Each student is assigned to a faculty advisor and after the first quarter, almost all program planning is done with that advisor. Career guidance is a rather strong function of student services.

Community involvement is quite strong but almost limited to subject field advisory committees of which there are thirty five. The level of activity of these committees is reflected in the fact that a separate office of Coordinator of Community Advisories has been established to handle the work load. All of these committees and their membership are listed in the college bulletin.

Overall offerings of the College are, with minor differences, very similar to those of MSAC. We offer some that they

do not, and they offer a few which we don't but, generally, they are very comparable. In the occupational areas, they offer most of the programs we do with some exceptions and differences. They offer several programs of the semiprofessional nature which we do not. A few of the programs offered there which might be considered at MSAC are; a series of food service programs, Physical Therapy Assistant, Science Technology, and Fluid Power.

15. Miami-Dade Community College (South Campus) at Miami, Florida, is a college difficult to classify as to size. It is a single college with three campuses and seven off-campus centers. The South Campus is the main one and houses the administration for the total of all the facilities. The total college enrollment of 32,000 of which 16,500 are full time and 15,500 part time, would certainly classify it as a large college, but the South Campus itself enrolls a total of only 11,000 of which 6,000 are full time. I met with Theodore Koschler, the Vice President for Occupational Programs, who described the College, its operations, and its relationships within the State system. The three campuses are about ten miles apart and each serves a clientele ranging from urban to rural. Although it is a countywide system, it serves an area of roughly the same size as that of MSAC. Except for the fact that it is housed in several facilities, it is very similar in operation and clientele to MSAC. They

issue a single general bulletin and students take classes at whichever facility is most convenient, often at more than one. The South Campus is located on a 185-acre site and the other campuses are located in the north and central sections of the county, all serving the greater Maimi area. The main difference between MSAC and Miami-Dade is that we have one centrally located facility, while theirs is in several facilities around the periphery of the District with each facility specializing in certain occupational programs. The College started in 1960 and went through several name changes before adopting its present title and becoming part of the relatively new statewide system of twenty-eight colleges. Although it is among the most vaunted of community colleges in the nation, I found little to distinguish it as particularly innovative or superior to the many fine community colleges in California, including MSAC. Our programs are very similar, are offered in much the same manner, and each offers some programs that the other does not. Although the Maimi-Dade Board of Trustees is quite autonomous, it is still responsible to the State Department of Education which is responsible for all education in the State.

Instructional emphasis of the College, as with most Eastern community colleges, is with the technical and semi-professional occupational programs plus a full range of liberal arts and academic courses. Miami-Dade actually

offers considerably more in occupational than it does in the liberal studies but with a minimum of craftsman-level offerings. On balance, there is a somewhat greater emphasis on the occupations, especially in the more prestigious titles such as the Engineering Technologies, Marine Science, Mortuary Science, Instrumentation, Dental Hygiene, etc. The perception of the College administration differs somewhat with my own in that they feel there that two-thirds of their offerings are academic and only one-third occupational.

Financial support of the College is almost solely from the State level. Although students pay a tuition of \$12,50 per unit to a maximum of \$125 plus other fees, bringing costs to about \$200 per semester, this accounts for only 15 percent of the College income. The balance is from the State on an FTE basis. All construction funds, as well as for operations, derive from the State. Although federal fundings are minimal and the State virtually controls all finances, the College appeared very affluent and did not seem to lack for funds.

The organizational structure of the College is unique due to its college-campus relationships but still reflects the Eastern pattern of administration. Central Administration for the total College includes a president and four vice presidents; an Executive Vice President for

Administration, a Vice President for Instruction, a Vice President for Occupational Programs, and a Vice President for Finance, plus additional support staff. Each of the three campuses is headed by a vice president who is responsible to two deans, one for instruction and one for student and community services. Each campus has six instructional divisions, the heads of which are titled Directors. Also, for certain programs such as Administration of Justice and Health Careers, there are coordinators with the classical job descriptions for that title. An interesting sidelight to structure is that all regular faculty are on twelve-month contracts with six weeks devoted to program development, special sessions, and staff development. Also, two percent of the operating budget is devoted to staff development and seed money for developing new programs.

Program planning is one of the strong features of the Miami-Dade operation. As mentioned above, specific funds and time are set aside to be partially devoted to program development. The process is a college-wide one with a series of committees established for community surveys, research, and actual preparation. There are joint division committees which then propose to a College instructional council which establishes priorities and recommend to the State for approvals and funding. A major function of the development process is review and

evaluation of current programs, including deletions. This review results in continual modifications and some deletions based on enrollments and other needs. Although some deletions are made regularly, they have been minimal due to the relative newness of the College.

Registration and student processing is fairly sophisticated. Registration is not yet on-line but is rapidly approaching it. Enrollment is far simpler than at many colleges. They require no materials, tests, or transcripts except those needed later for guidance purposes. Transcripts are required only when the student declares degree-seeking status. Upon enrollment every student is assigned a faculty advisor who thenceforth does almost all program planning with the student. The system is closely patterned after that of many four-year institutions. Counselors are primarily assigned guidance functions other than those dealing with programming and scheduling. The registration process runs continuously for a full month and may be accomplished completely by mail. Application forms are published for several days in the local newspapers, eliminating the need to request forms. Students appear to be very satisfied with the system.

Community involvement is very good with a broad and effective use of advisory committees and community groups. The College maintains a very high visibility in the

community through an excellent press and a broad community service program. Large segments of the community are always being involved in some College activity or service. Although direct financial or material support is minimal, the far more important moral and personal involvement support is excellent.

The College offers a full range of the academic and liberal arts and, as mentioned earlier, a broad series of programs in the technical and semiprofessional fields. An interesting aspect of those occupational offerings is the great variety of options within each subject field. For example, they offer nineteen separate options in aviation by developing only a few new specialized courses each year. As for "vocational" courses, the administration attributes its lack thereof on the common eastern phenomena whereby the local county regional vocational centers have purloined and supplanted those programs and established competing agencies for the traditional "vocational" education of post secondary youth. Miami-Dade lives up to its reputation for prestigious programs as described earlier. Some programs which might be appropriate for MSAC are Resourcement and Institutional Technology, Medical Lab Technology, Physical Therapy, Instrumentation, and Avionics.

16. Dallas County Community College District at Dallas, Texas,

is a countywide District of four separate medium sized colleges very similarly organized to the multi-college districts of California. This was a particularly delightful visit since Bill Priest, the District Chancellor/Superintendent, and John Owens, the District Director of Occupational Education, are both old friends and colleagues whom I had known in California for many years. With such individuals, it is not surprising that the District resembles those of California. I spent considerable time in Dallas with Bill and John as my hosts and had ample opportunity to visit the four colleges in the District. The District is part of the statewide community college system with autonomy very similar to California districts. The District was established in 1965, and the first of the seven planned colleges was El Centro, located in the heart of downtown Dallas. Two more colleges, Eastfield and Mountain View, went into service in 1970. Richland College was opened in 1972, and three new colleges will be opened, one each in 1976, 1977, and 1978. That will complete the District master plan, and beyond that will be the normal growth pattern for each college. As mentioned earlier, it is a large District destined to have seven large colleges in the near future. Most of the colleges visited earlier had some non-credit community service-type courses offered which they often

referred to as adult education, but Dallas conducts a massive, truly adult education program much like that of Orange Coast College which actually exceeds the graded program. Current enrollments for the District are as follows: El Centro-2,000 full time, 4,500 part time, and 6,500 adult for a total of 13,000; Eastfield-4,500 full time, 7,500 part time, and 9,000 adult for a total of 21,000; Mountain View-3,500 full time, 6,000 part time, and 9,000 adult for a total of 18,500; Richland-5,500 full time, 8,500 part time, and 9,500 adult for a total of 23,500. Thus, total enrollment for the District is 76,000 students. The clientele served by the District includes the full range from highly urban to rural. Of course, El Centro, being in the downtown area, serves the urban clientele while each of the others serve a combination of suburb and some urban, and some students from rural areas. There is a formalized mechanism for area planning among the colleges very similar to that among districts in California. In this manner, they avoid unnecessary duplication of majors, each college can offer a comprehensive program, and each college can specialize in a few of the more sophisticated and expensive programs.

The District provides a full range of occupational and liberal arts programs, truly comprehensive offerings ranging from automotive, welding, and carpentry to the

very sophisticated technologies of radiology, fluid power, and various engineering technologies. There is an even balance between occupational and academic studies with perhaps a slightly greater emphasis on the occupational offerings. This pertains to each college in the District as well as districtwide. Each college in the District offers a full liberal arts and academic program. Occupational programs are offered in a wide range at each college, often with the same program offered at more than one. However, through careful planning, many specialized programs are centered at certain individual colleges based on proximity to certain labor markets or special needs of the local clientele. Thus, one college may specialize in the full range of automotive programs while all paramedical programs are centered at another. In this way costs and effectiveness are optimized.

Financial support for the colleges of this district is mainly a function of the State and the State Board for Community Colleges which provides more than seventy percent of the total support. Nearly all Texas community college district boundaries coincide with county lines. A very small county tax, plus tuitions which vary from \$75 to \$100 per semester, make up the thirty percent balance of support for the District. The method used for computing State support is unique

and interesting. Rather than an ADA or FTE concept, the State pays the District on a clock-hour formula with the rate per clock hour based on a sliding scale. Using a base year, a study was made to determine the actual cost of every program and course. A formula based on that study was developed establishing an hourly rate for each subject. The current rate varies from \$.97 to \$2.12 per clock hour. A nursing class might generate at the rate of \$2.09 per hour and a history class at the rate of \$.98 per hour. Payment to the College is based on the student contact hours in each course taken on the twelfth day of the session. This is multiplied by the established rate for each course. The resultant sum is the amount paid to the District by the State. Although it appears complicated, the District staff appeared very pleased with the system. Federal funds accruing to the District are minimal.

Organizational structure of each of the four colleges is identical, with a president, three deans comparable to our vice presidents, and three associate deans comparable to our directors in academic affairs. Other levels of administration are comparable to our own but with different use of titles. The District office has a chancellor, three vice chancellors to coordinate the work of the college deans, and three directors to coordinate the work of their counterpart college associate

deans. Other staff are similar to other colleges. The instructional organization at each college includes eight divisions with chairpersons. Each division includes both academic and occupational programs. Within each division are lead teachers serving as spokesmen for each subject field. They do not receive reassigned time except in three special areas, but they do receive a small payment of \$50 per month.

Program planning at each college is largely a function at the division level. Proposals are then submitted to a curriculum review board of four administrators and four faculty. If approved, it is then submitted to a district curriculum committee which is mainly an administrative area planning group. After resolving legal, jurisdictional, and other problems, the proposal may be approved and forwarded to the Board of Trustees. Program planning is a dynamic process at Dallas, what with its great growth and three new colleges soon to open.

Student processing and registration is very similar to MSAC except that much of the process is accomplished by mail. Also, there is a great difference in student advising. They use the faculty advisory system extensively for all students, even for newly entering students. Entering students find the registration process vexing and the same complaints are heard as we

often hear them; however, little complaint is heard from continuing students.

Community involvement is excellent, probably the best and most extensive of any college visited. In addition to the many active advisory committees, the District uses a wide variety of community groups as advisory and public involvement groups which foster the welfare of the colleges. Considerable equipment, materials, and money have been donated as well as personal time from civic and service organizations. An ongoing public relations and community service program has generated a warm public spirit in support of the colleges. Bond elections or other appeals to the public receive overwhelming support from the community.

Offerings of the District include everything offered both at MSAC and Citrus and a great deal more. Of course, the fact that four colleges are involved and with a huge enrollment accounts for the feasibility of such diverse offerings. Each of the four colleges offers a rather full range of academic programs, but each college does not offer all the occupational programs. It is as though MSAC, Citrus, and two other colleges in close proximity were a single district. Even so, they offer many programs not common to Southern California. A few of those which might be considered

at MSAC are; Fluid Power, Avionics, Food Services, Deafness Technicians, Horology, Chemical Technology, and Sheet Metal and Plastics Technology.

17. Honolulu Community College at Honolulu, Hawaii, is a small college located at the edge of the downtown area and within the local industrial section of the city. The College enrolls some 2,000 full-time and 3,500 part-time students for a total of 5,500. The student body served is mainly an urban-suburban one with a large segment made up of poverty level and disadvantaged individuals. This college was not included in the original sabbatical proposal, but I was subsequently assigned as a member of the accreditation visiting team and decided to include it in this report since it took place during the time allotted for the sabbatical. Although a thorough review was made of the total college, my main contacts were with Clyde Yoshioka, the Provost, and Donald Yanagihara, the Dean of Instruction. The College has a long and varied history, having begun in 1920 as the Territorial Trade School. Through several name changes over the years, it remained almost exclusively a vocational-technical institute until 1966 when it became Honolulu Community College, a part of the University of Hawaii system authorized to grant associate degrees and with a comprehensive offering. The University of Hawaii system is unique in that its Board of

Regents controls the total of higher education in Hawaii. The university system includes the University and the seven community colleges of the Islands. Honolulu Community College, in addition to its campus, maintains two satellite centers for special programs.

Occupational education, not surprisingly, still has the greater emphasis at this college. The long history as a vocational school has made the task of a successful marriage of liberal arts and vocation a difficult one. It has taken ten years to weld together a truly comprehensive program and there is now an ample liberal arts offering. There still lingers some traces of suspicion and aloofness of the two faculty groups, and they are working diligently in a common effort to overcome this. The College bulletin is still printed in two separate sections but plans for next year call for a melding of the two in a further effort to cement relationships. A significant factor of the enrollment figures is that they include a huge apprenticeship program. Twenty-seven separate apprenticeship programs tend to swell the enrollment figures far beyond what would be reflected in the regular program. Thus, the regular college program is considerably smaller than enrollment figures would imply.

Financing of Hawaiian community colleges is quite different

from that in most states. It is completely a State funded operation with each college negotiating its line item budget with the State staff each year. The modest tuition of approximately \$30 per semester is negligible in an overall picture. The local college develops a tentative line item budget which is then taken to the State and negotiated, based on the funds allocated by the legislature each year. Once established, there is no deviation from the budget line items. Political considerations also impact on budget negotiations. All financial matters are established at the State level. For example, there is a statewide salary schedule. The local director of business affairs is more an accountant than a financial manager.

The organizational structure also reflects the almost total influence of state level on local organization. The Board of Regents and the president of the university control all higher education in the State including the community colleges. The president has a vice president for community colleges. Structure at the college level includes the provost equivalent to our president, a dean of instruction, a dean of student services, and a director of business affairs. The dean of instruction has three assistant deans to whom faculty are directly responsible, depending on the subject field. There are three apprentice coordinators and two for police and

fire programs. No departments or divisions are used except that each subject field has a lead faculty member.

Program planning is not a very active function and is mainly a function of the assistant deans who make proposals to an administrative group. If acceptable, provision is included in the next tentative budget. Implementation is based solely on whether the State provides budget for that specific program or not. The dean of instruction and his assistants are responsible for periodic review of programs, and they are updated and modified with assistance of the faculty involved.

The registration and student processing mechanism is almost identical to that used at most four-year institutions. It requires application, preregistration, submittal of transcripts and other records, plus placement and other tests including a tuberculin test. The registration itself takes place during a specified one-week period. Ample counseling services are provided and a faculty advisory system is also used.

Community involvement is excellent in some respects but spotty in others. The large apprenticeship programs involve a great many community people from business and industry who strongly support the occupational programs. Much is done to involve the disadvantaged

community including several store-front satellites and programs. General involvement for support of the College, however, is minimal.

Offerings of the College in the liberal arts are quite broad and a full range of courses are offered in the arts, humanities, social, and natural sciences. The occupational offerings, although very extensive, provide virtually nothing in the highly technical or sub-professional level, but rather are almost exclusively of the craftsman level and business occupations. One very successful program offered there which should receive serious consideration for MSAC is a very innovative program in the Plastics Fabrication, a program for which students come from all over the nation. Also, it is a rather inexpensive program to initiate.

B. SIGNIFICANT AREAS OF STUDY

Based on the study of colleges during this sabbatical leave, in addition to colleges previously visited during the recent past as consultant for AACJC, etc., certain patterns and findings emerge which might have some significance for MSAC.

1. Institutional Finance

Financing of community colleges across the nation is so varied that it is difficult to establish any norms. One thing that is common to all states, with the exception of California, is that all levy tuition and fees on

students in varying amounts. The most common pattern of financial support is where approximately one-third of the total derives from each of three sources; local tax base, tuitions and fees, and state apportionment. An interesting sidelight on the benefits of certain fee structures is that the various kinds of refundable registration fees have virtually eliminated the no-show problems we have here in California. Many states provide a much greater share of the costs than in California, but in many cases, as the share of state support rises, so does state control. In those states where the state share exceeded sixty percent, there was, with few exceptions, almost complete state control and loss of local autonomy. In states such as Washington, Hawaii, and New York, state control is virtually absolute. One of the purposes of this study was to seek methods and sources of federal fundings used by other colleges and which we might emulate. It was found that virtually no community colleges are doing well in this sphere, notwithstanding earlier rumors of understandings of such success. It was found that on the federal level, MSAC accrues a comparatively far greater share of VEA funds than any college visited. As for other federal sources, we acquire at a level equal to most other community colleges, but all community colleges receive proportionately far less than do the four-year institutions. This

is due to two factors. The most important reason is that nearly all officials, staff, and reviewers at the federal level are four-year oriented and four-year products with almost no representation from community colleges. The other reason is that community colleges seldom employ full-time expert writers and research staffs to develop applications, and, therefore, their applications are often of less caliber than those from the universities. On balance, as compared with the community colleges visited, MSAC is receiving a reasonable share of federal funds. Furthermore, I found no evidence of superior fund-garnering methods or results at any of the colleges visited.

2. Organizational Structures

It was found that there are nearly as many kinds of organizational structures as there are colleges. However, certain patterns emerge which tend at the outset to be regional in nature but gradually spread to become commonplace. Titles among structures are also many and varied, although some common titles are recognized nationally. The chief administrative officers of colleges are by far most commonly called President. In some instances, when a multi-college district, the college title is Provost. At the second level, there are nearly always three individuals holding the title Vice President or Dean, each title being used about

equally but the Dean title used more for small colleges. In the Eastern portion of the country, a very common usage is that the vice president for instruction is titled Executive Vice President, denoting a line of succession even though at the same pay level as the others. This is rapidly becoming more widespread. The title of Dean is almost universally reserved for second or third-level administration which is quite different from MSAC. For third and fourth-levels, associate or assistant dean is commonly used. The title of Director is most usually reserved for service staff rather than line administrators and is used for such roles as the heads of computer services, audio-visual, special services, cooperative education, affirmative action, etc. It most usually designates a supervisory capacity in a service area rather than a line administrative function. The title of Coordinator is almost exclusively used in its classic sense, that is, to denote a service function to an instructional area such as dealing with the coordination of business and industry with programs in an instructional area. Again, there is a service function to a broad instructional area rather than the supervision of certificated staff. Coordinators and Directors, generally at fifth, sixth, or even seventh level, are almost universally considered as other than part of administrative staff. Those levels

are likened to warrant officers in military services, part of administration but not members of the administrative staff. Thus, nearly all colleges visited have a far smaller "administrative staff" than does MSAC and usually limited to the first four levels of administration. There are several variations in instructional organizations, but by far the most prevalent is the division structure. Even with the division structure, there is some variation, but again the most common usage, about eighty percent of those studied, had eight divisions. Others varied slightly above or slightly less. Another arrangement most generally used within divisions was to have a lead instructor for each subject field who served as spokesman for that group. That person's responsibilities were minimal and warranted no reassigned time. For some there was no recompense, but most received a small sum ranging from \$10 to \$50 per month. The titles of these individuals varied from lead teacher to head of the department, etc., but most common was department chairman, which was used to give status to the role. Division chairmen, as often as not, were considered part of the administrative staff. An interesting aspect of administrative structure in nearly all eastern colleges was that each vice president level had a formal administrative-type council in addition to the president's administrative council

commonly referred to as the president's council.

3. Occupational Emphasis

As may be seen from Section A of this report, the occupational emphasis at colleges varies from almost none to almost entirely occupational. Here again the patterns are definitely regional. The emphasis or balance of occupational and liberal arts programs relative to enrollments and levels of sophistication can almost be traced as lines on a map. There is a definite similarity among colleges of the West Coast including California, Oregon, and Washington, and also Utah, where there is a virtual balance of liberal arts to occupational, and the occupational offerings run the spectrum from training in the trades to the highly sophisticated technologies. Another region with similar balance constitutes a strip through the center of the country which roughly includes Wisconsin, Illinois, Kansas, Oklahoma, Missouri, and Texas. Between those Western and Central Regions is a dearth of occupational education and where, with a few exceptions, the colleges are heavily oriented toward the transfer programs. Programs east of the Central Region may be characterized by the findings described for North Shore and Bristol Colleges in Massachusetts and Middlesex College in New Jersey. The whole of that general area can be described as having a somewhat underbalance of

occupational education and the occupational programs that are offered tend to be restricted to the higher technical and semiprofessional levels with some notable exceptions. The causes and historical development of that eastern phenomena are described in the information on the Massachusetts colleges which exemplify that growing trend. Unfortunately, current indications in California point toward a similar development which could materialize here unless provisions are made to counteract those forces. An interesting finding discovered in this study was a direct positive correlation between effectiveness and extent of occupational programs, and the degree of real work-world experience of the person directly in charge of occupational education. Whether this was a causal relationship is unknown but in every instance there appeared to be this close correlation.

4. Program Planning and Implementation

The complexity, volume, and effectiveness of program planning at the various colleges appear to be functions of the size, stability, and organizational structure of institutions themselves. Understandably, those colleges in which growth has stabilized as well as the types of clientele served, program planning has become minimal and limited to minor modifications of programs and courses. In those situations, such planning has become perfunctory and handled by a small group of administration

working directly with department staff. The size of colleges had much to do with the process of program planning. Colleges with rapid growth while small had far less difficulty than when they were dynamic and large. One common factor was that difficulty and clumsiness of program planning seemed to be in direct proportion to the complexity of organizational structures. The most effective and painless processes occurred where the organization was by divisions rather than by departments and where the organizational chart was rather flat in contrast to a many-leveled chart. The planning approach now being considered for implementation at MSAC is similar to that being used most effectively at many colleges of similar size and growth pattern. It provides for a simplification with basic preparation at the division level with approvals by a small group having continuity of membership. Implementation of programs from initiation of tentative proposals to implementation vary enormously from six months to two years and more. MSAC's process of approximately a year seems to conform to the average. Several colleges which employ the more effective systems have tied budgetary considerations to instructional planning. Where budgetary factors are predetermined, flexibility, responsiveness, and timelines are much superior to those colleges which have not made this provision. Furthermore,

with adequate checks and balances, the most successful planning processes were those where major effort was at the division level. Another condition observed was that the fewer steps and the fewer people involved in the process, the more efficient and painless the total process.

5. Registration and Student Processing

Of all the aspects studied during this sabbatical, more variations were found in this area than in any other. Formality and time involved in the registration and enrollment of students varied from very laborious carbon copies of the university systems to quick, painless, on-line computerized methods. With most of the colleges visited, the approach has been developed whereby the bulk of the process is completed by mail with only one short visit to the campus. Many colleges, especially in the midwest, are moving rapidly to on-line registration. The most advanced systems seem to be in Illinois where several such systems are already operative. Most colleges are moving rapidly toward fewer and fewer requirements for matriculation. Many have eliminated the requirements for transcripts, testing batteries, and other forms for original admission and require them only as needed after the student has been registered. This helps simplify the process considerably. A national trend in counseling, both preentry and after registration,

is toward expanded career guidance with most colleges having established career guidance centers. Also, the trend seems to be moving away from what was considered non-directive counseling and toward more positive approaches to alternatives in education. Although there are many variations in student processing systems, one technique was found to be used in 17 of the 20 colleges visited, and that is the extensive use of faculty advisors in programming students. With this approach, students are not only most often better advised, but the system alleviates the pressures on counselors, relieving them to be more involved in the more important guidance functions. Another technique used by many colleges is a refundable registration fee, which, where used, has virtually eliminated the no-show problem regularly experienced at MSAC. Of little impact on students but at considerable savings of printing costs, many colleges have begun printing the general bulletins in 8½ x 11 size. This has often reduced costs by as much as one third in the printing of catalogs.

6. Community Support

Community support varies among colleges, but most have some mechanism for generating such assistance. At the least, there is the use of advisory committees which some use well and some use poorly. Community support has been most effective and fruitful where the colleges

have made real efforts in community service types of activities which make the citizenry aware and appreciative of the college. The second most important activity was development of a college-wide public relations attitude and sparked by a competent PR staff. Third in effectiveness was where colleges moved out into the community with large numbers of off-campus activities. The use of college foundations is very common as is the typical subject area advisory committees, but many colleges are now organizing various community groups in unique patterns to give more visibility to the colleges. Public media, radio, television, and newspapers are also being widely used. Outstanding programs, public involvement, and support are those of Triton, Miami-Dade, and the Dallas colleges system. The community support generated at these institutions is phenomenal.

7. Exemplary Programs and Methods

The last item in the description of each college visited contained a listing of occupational programs which might be appropriate for consideration at MSAC. Although other programs were being offered which could be classified as exemplary, they were not listed because they were inordinately costly, inappropriate to the clientele served by MSAC, or for which the labor market needs would not justify its implementation. Listed here are the programs compiled from the previous notations.

Avionics & Instrumentation
Chemical Tech.
Culinary & Hospitality
Deafness Tech.
Dietetic Tech.
Electroplating & Finishing
Fluid Power Tech.
Horology
Hydraulics & Pneumatics
Industrial Security
Legal Tech.

Medical Lab. Asst.
Occupational Therapy
Operating Room Tech.
Physical Therapy
Physicians Asst.
Plastics Fabrication
Rehabilitation Asst.
Stationary Engineering Tech.
Surgical Asst.
Tailoring & Sewing
Urban Planning Tech.

It was hoped that by this study new sources and techniques for acquiring funding would be discovered. This proved not to be the case, and it was found that on balance, MSAC was as successful as other colleges visited. Also, it was hoped that new methods and techniques might be discovered for making needs assessments, projections, and planning for occupational education. I found that notwithstanding the highly vaunted reputation of some of the colleges visited, California is still the national leader in these processes, and MSAC utilizes processes superior to any of those found elsewhere for data gathering and reporting.

C. ANCILLARY STUDIES AND TRAVEL

Outlined below is a listing of sites visited, other than community colleges, which were significant to our travel and cultural growth and which we will long remember. This travel included all the states which I had never before visited, such as the Eastern Seaboard and the deep south. With this travel, I have now been in all of the states. Most of the sites

visited were of natural or national historical significance.

The sites are listed below in chronological order.

1. Mount Rushmore, South Dakota
2. The Corn Palace in Mitchell, South Dakota, a large convention center, auditorium, and museum, every inch of the exterior of which is covered by mosaic of corn in various colors and forms.
3. Dakota Badlands and The Black Hills.
4. The Wisconsin Dells, a natural wonder area on the Wisconsin River of rare formations as well as of significance in Indian lore.
5. Michigan City, Indiana, a unique resort and summer home area with among the most lovely beaches of any of the Great Lakes.
6. Henry Ford Museum, Dearborn, Michigan, among the largest museums of early Americana in the nation, especially of agriculture, transportation, and home life.
7. Niagara Falls and park on both the American and Canadian sides.
8. Watkins Glen, New York is a resort town now famous in racing circles as well as for its grottos, but important to us because it was founded by Mrs. Colt's Great-Grandfather. We spent time in the town's archives.
9. Montreal, Canada
10. The Green Mountains of Vermont and New Hampshire.
11. Historical New England Coast from Belfast, Maine, and including Camden, Wiscasset, Boothbay, Ipswich, Brunswick, Portsmouth, Gloucester, Salem, Plymouth with its famous Rock, and to New Bedford, Massachusetts.
12. Cape Cod to Provincetown and return including the Woods Hole Research Center.
13. Boston and environs including the Freedom Walk tour and Bunker Hill, Lexington, and Concord.

14. West Point Military Academy.
15. Philadelphia and environs including Independence Hall and the Liberty Bell.
16. Valley Forge encampment and memorials.
17. Gettysburg, battlefield area and driving tour.
18. Annapolis Naval Academy.
19. Fredericksburg, Va., Washington's birthplace, etc., and Richmond, Va.
20. Charleston, S.C., Naval Base, Fort Sumter, etc.
21. Jekyll Island, Georgia, famous sea island and unusual beach area.
22. Cape Canaveral and Kennedy Space Center.
23. Key West, Florida, the famous Keys.
24. Florida Everglades National Park.
25. Cypress Gardens at Winterhaven, Florida.
26. Disney World.
27. Silver Springs Gardens.
28. Pensacola, Naval Station and "white sands" beach.
29. New Orleans, French Quarter, etc.

D. SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR MT. SAN ANTONIO COLLEGE

The implications for MSAC have been described in some detail in the body of the report, especially on pages 45-48, and 75 through 86. In capsule form below are some conclusions and recommendations which might be appropriate for future consideration at MSAC.

1. In finance and fund garnering, there was little learned that could be emulated here due to the variance in state

system. In general, the success of MSAC in acquiring outside funding has been equal to or superior to most of that evidenced elsewhere.

2. In organizational structure, MSAC has much to learn in the development of more efficient and effective administrative relationships as well as mechanical structure. Please refer to pages 77-79. Especially in need of modification is our instructional organization. Recommendations might include the following:
 - a. Establish an Executive Vice President as one of the current Vice Presidents.
 - b. Establish a more flat organizational chart and clearly delineate the differentiations between administrative staff and service positions serving in administrative offices. Also, establish those clear distinctions attributable to Coordinator positions and coordinating types of functions.
 - c. Of most significance is the need for modification of our instructional organization. MSAC could profitably adopt a most common form of division structure, described on page 79, which would be far more economical as well as effective.
3. In occupational emphasis, MSAC need make no apologies for its offerings. We are currently on a par with the average of California colleges and probably better than the national averages in occupational emphasis. However, we must guard

against two trends gaining momentum across the nation. One is the tendency to delete craftsman-level programs in favor of the higher-level technologies, which often leads to colleges becoming ever less community-needs oriented. The second is the rapid growth of the ROP/C concept which could jeopardize the very programs for which community colleges have earned a great deal of their original reputations. All community colleges should do all in their power to stem that tide, one method of which is to become more flexible in meeting community needs.

4. In program planning and implementation, the processes at MSAC are in need of change. It was very evident, as described on pages 81-82, that the efficiency and effectiveness of this process is a direct function of the complexity of that process. Recommendations currently in the hands of our administrative council from in-house committees, if implemented, could go far toward improving this whole process.
5. In registration and student processing, MSAC is now better than some and worse than some, depending on various aspects of the process. Registration and admission could be improved by more responsive data processing systems and by a more realistic approach to entry requirements as has been accomplished in some other colleges. Please refer to pages 83-84. A strong recommendation can be made for implementing a comprehensive faculty-advisory system. This has

been a major factor in improving the guidance process in every instance where it was used.

6. In developing community support, MSAC has much to learn, especially from the Eastern and Midwest colleges. It is suggested that some of the practices employed there be adopted here.
7. Exemplary programs which might be emulated here are listed on page 86. As changes in clientele, enrollments, financial support, and community needs fluctuate in the near future, MSAC must be in a position to accommodate those changes by being able to respond rather quickly in order to maintain its stability in staffing as well as financially. We should begin a longrange program of study and development so as to be able to initiate and delete programs as the needs arise and be prepared to act prior to the development of crisis situations.
8. We should seriously consider redesigning our general bulletin to be more understandable and usable and to seek means for reducing the cost of that publication. One approach might be to change to an 8-1/2 X 11 size and a redesigned format which emphasized alphabetical rather than departmental sequence.
9. To reduce admission problems, means might be sought to introduce a system of refundable reservation fees to reduce the volume of no-shows.
10. Visitor accommodations became a very noticeable factor as

we visited the various colleges. All but a few of the colleges made quite a show of hospitable attention to visitors to the campus, which must certainly have a salutatory effect on public relations. Most colleges had better attention to this than we do. It is recommended that we make more visible effort toward this function by erecting appropriate signs, providing better directions and informational assistance, and by providing improved parking considerations for visitors to the College. This first impression people get of the institution often plays a large part in the public impression of the institution.

E. APPENDIX

Following is a map of the
itinerary and route taken
during this sabbatical leave