

"SABBATICAL LEAVE REPORT"

by

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June-August, 1976

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### ACKNOWLEDGMENTS

I extend my appreciation to the Board of Trustees for the opportunity to experience the learning and personal growth which came from my leave from the College. I have served the College for eleven years and believe my own renewal was overdue. Since I had not been away from the campus for longer than a two-week period during those eleven years, the institution probably also needed a break from me.

I am particularly appreciative to the student activities office staff, two graduate student interns from California State University, Los Angeles; Dr. Edward Hernandez, Jr., and Mr. D. Dale Dooley for carrying out my responsibilities during my absence.

### PURPOSE OF LEAVE

Four goals were outlined in my application for a sabbatical leave. Specifically they included:

- 1) Become familiar with student government models and student participation in college governance
- 2) Become familiar with club and activities programs not currently functioning at Mt. San Antonio College
- 3) Become familiar with women's educational programs and services in community colleges in California and other states
- 4) Develop new and build upon present job skills

Certain objectives were identified in relation to each goal. The means of attaining these goals and objectives came through visits to thirteen community colleges in California; one branch of the University of California; and seven community colleges in Texas, Illinois, and Florida. In addition to the visitations, I participated in a weekend advanced human potential seminar and a national institute program for community college personnel in Hollywood, Florida. The latter program focused on managerial skills, conflict resolution, and collective bargaining. The program was sponsored by Nova University at Fort Lauderdale, Florida. These were formal opportunities for learning and skill building. Informal opportunities came through my reading and talking with staff and students on each of the campuses.

Chapter 1 includes my findings in the area of student government; student participation in total campus governance; student activities; and a review of my findings in the women's service and program areas. The final portion of the chapter is devoted to a comparison of California Community Colleges and those visited outside the state. In chapter 2, I review my growth in knowledge and skills. The final chapter is devoted to action recommendations for implementation at Mt. San Antonio College.

## COLLEGE VISITS

### Chapter 1

#### Student Government and College Governance

Student  
Board of  
Trustees

The most innovative student government model I learned about consists of a five-person student Board of Trustees who serve for a one-year term beginning the first Monday in June. The Student Board of Trustees selects from submitted applications, the following officers:

- a) President
- b) Finance Director
- c) Publicity Director
- d) Student Representative
- e) Any other officer deemed appropriate

by the Student Board of Trustees.

Appointed officers include one student division representative for each academic division. Those officers are appointed by a committee composed of the President and student representative, the Dean of Student Affairs, and the respective faculty division chairperson from each division. Each of the appointed positions has a job description and a list of responsibilities.

Students  
Vote in  
Advisory  
Clusters

Students are actively involved in the recommendation of policy at one institution. Their statement of governance reads, "The academic community is made up of students, faculty and administrators. All will be involved in the governance of the college, but to different

capacities. All three segments will have voices in the formulation of recommendations for policy...The involvement, indeed the legal responsibility of faculty and administrators in the operation of the college, is more binding and more continuous than that of students, hence students will have representation, but not in direct proportion to their numbers."

Input for college-wide development of policy is initiated in the advisory clusters. All faculty and administrative staff, except the President, belong to an advisory cluster. The faculty is appointed to clusters to assure equal representation from four study areas in each cluster. Two students, one attending day classes and one attending evening classes, are elected at large by the student body for one-year terms who sit as full voting members with each cluster. The advisory clusters discuss practical, theoretical, and philosophical issues at the local, state, and national levels. They are also involved in the organizations and/or modification of college policy, i.e. new courses, grading policies, student personnel procedures, etc.

A student is elected by the associated students to the College Board of Trustees in Illinois. Certain colleges were following this practice prior to the legislation which mandated the action. Students generally serve without vote; however, the voting rights is now in litigation to determine the intent of the law.

One college boasts a full-time student as the President of the

Students  
Serve on  
Board of  
Trustees

College Board of Trustees in a nearby district. Students were actively involved in the election process and campaigned in behalf of their peer.

Students  
Serve on  
Commissions

Still another college was concerned, early in its history, about the traditional structure for college operations where the faculty, the student body, the classified staff, and administrators traditionally operate as separate blocks of campus thought and purpose. They decided to operate with four key leaders: the President, the Dean of Students, and the Dean of Instruction, and the Dean of Administrative services. Each of these persons chairs a commission composed of a student commissioner, faculty representative, and classified representative. Committees are formed by one of the four commissions. A committee has the same representative makeup, but i.e. if the concern is of greater importance to the classified staff, more classified persons serve on the committee. Requests for the consideration of an idea, a problem, or a topic is directed to one of the commission members.

Commission representatives are selected by their respective groups. Everyone on the faculty salary schedule automatically becomes a member of the Faculty Association, every student automatically is a member of the Student Association, etc.



## Student Activities

### Special Projects Class

Students enroll on several campuses in special project classes where they receive credit for the leadership in important events and/or services to the campus. Communication about the opportunities appears to be the greatest problem.

### Credit for Attendance at Lectures

S L S 90 (Seminar Lecture Series) is available to students on one campus. Students attend 12 one-hour presentations for one-quarter unit of credit. Enrollment/participation cards are distributed at each program. Attendance is recorded through computer services.

### Activities Hour

Several campuses maintain an activities hour, usually two days a week. Faculty on these campuses support the programs because they are available to attend student programs and grant credit and/or extra credit to students when they attend programs related to their subject areas.

### Summer College by the Sea

One Student Activities Director administers a Summer College by the Sea in a combination of staff from his college and a campus located near the ocean. Students from both campuses may enroll in anthropology, marine biology, biology, Economics 1A, and recreation.

### Student Constitu- tions

In traditional student government constitutions, student officers are most often required to be enrolled in twelve semester units and have an overall grade point average of 2.0. Constitutions are usually available in single copy form and in student handbooks.

One of the most impressive student publications was a student

handbook with a removal pocket calendar. The calendar had certain advance programs printed and it could be easily carried in a pocket or purse for additional notes about activities.

Two colleges printed their description of the Family Educational Rights and Privacy Act in their student handbooks and catalogue. Another campus prints their college bulletin in regular form and on newsprint in newspaper format.

Orientation to college is provided in a variety of ways. One college encourages participation by offering early registration to students who take advantage of the 20-hour class in orientation.

The one university included in my visits, sponsors a very successful student-parent orientation program in the summer. Three weekends are set aside for the voluntary program. Students and parents are invited to the campus and housed in separate dormitories. Each group experiences a special program, coming together for two sessions.

Counselors were most often responsible for the college orientation program. The program usually runs from three to five hours. One successful program assists the students in a self-assessment process leading to the selection of classes for the first semester. Students are assisted in learning about their likes and dislikes and their aptitudes in order to make considered decisions.

Special week programs appear to be successful on several

Special  
Weeks

campuses. Some programs not yet attempted at Mt. San Antonio College include: "Governance," "Week for the Handicapped," and "Consumer Awareness." "Community Days" or Open House kind of programs are sponsored by colleges in northern California. The attendance record was surely broken in 67,000 persons attending on one campus. The program was filled with fun and games plus information.

Evening  
Activities  
Program

The most innovative program of activities for evening students boasted discount tickets for students and their families to local events and dance bands that appeal to the older adult student, family picnics, etc. The program is supervised by a para-professional.

In the same institution, 17,000 students are involved in one or more community services programs each quarter. Sixty percent of those persons usually come from the community and are not regularly enrolled.

Friday night films are popular on some campuses. Faculty members provide supervision and rotate their attendance. One dollar was the maximum charged and only in cases where fund raising was the focus.

Weekend  
Seminars

Weekend seminars for students are popular. They appeal to student leaders and students-at-large. Seminar topics include:

Leadership Seminar  
Value Clarification  
Human Relations  
Human Sexuality

These seminars are chaired by the person responsible for student activities and other college personnel are selected to participate according to their particular expertise. One unit of credit is given for the weekend experience.

Communica-  
tion Idea

Serious consideration is being given to a telephone announcement system on one campus. Students would be able to pick up extension telephones at strategic points on the campus to learn about on-going activities and programs on the campus.

#### Women's Educational Programs and Services

Titles and  
Curriculum

Women's programs and services are called by various names, dependent upon the given campus. Women in Transition (WIT) is the title of one such program. Women in that program enroll in a block of classes taught on Tuesday and Thursday, 11:00 a.m. to 1:30 p.m. The courses included Social Science 1 (sociology, antropology, and introduction to psychology); English 1A, Math 7 (basic math, introductory algebra), and a re-entry seminar.

Centers and  
Directors

Special clubs for women are successful on some campuses. Several of the California campuses maintain a women's center usually funded by the associated students. The program director position is most often filled by a certificated person.

Women are often involved in fund-raising activities to raise funds for scholarships and supporting programs. Summer orientation activities for women are common. These sessions often involved two to three hour programs.

Several women's centers publish monthly or quarterly newsletters. These publications carry news and information of interest to students and women in the community.

Community  
Based  
Committees

Most programs aim at raising the level of skills and the confidence of women. A community based committee functions on some campuses. These committees are composed of women on welfare, community leaders, YWCA representative, club women, etc. They are in unique positions to provide important input about the needs and interests in the community.

Self-  
Appraisal  
Human  
Potential  
Classes Most  
Successful

Self-appraisal, human potential type of classes are the most important in assisting the women to make the transition into college. Other classes that are very important with many women include assertiveness training and values clarification. Counseling services and financial aid are musts in successful programs. E.O.P.S. programs often work with a select number of women students both financially and in providing special services.

Council for  
the Continu-  
ing Educa-  
tion of  
Women

One out-of-state college takes the leadership in drawing together representatives from seven colleges (four-year and two-year) and universities in the area under the title of Council for the Continuing Education of Women. The Council was first established in October, 1965 by a group of women leaders as a community service with a comprehensive program to encourage women to continue their education at all levels. The CCEW Center Staff consists of a coordinator, an associate coordinator with faculty status, a special projects and community outreach coordinator, and a center secretary. This program is active and very successful. The classes are taught without credit.

Comparison of Some California Community Colleges and Selected  
Community Colleges in Texas, Florida, and Illinois

Anything that is said in this section is limited to my observations

during brief visits on a variety of campuses. The most beautiful facilities were observed in California, while one of the most friendly and relaxed campuses that I visited was probably the least attractive. However, this is not meant to be a generalized statement.

Student  
Centers

I was particularly interested in student centers and their use and enjoyment by students. Several beautiful and practical centers were observed in California. Less attention seemed to be given to student centers, and lounge and game areas for students outside the state.

Staff

Student services (personnel) staff members in Texas and Illinois are referred to as the human development staff. They perform the traditional student services roles plus being responsible for several human development classes for students and staff each semester.

Programs  
for Women

Programs for women in community colleges outside the state are most often under the direction of community services. The courses are offered for non-credit. However, administrators of these programs do not believe this has reduced the number of women returning or entering college for the first time through credit channels.

Financing  
Education

Money appears to be an even greater problem in other states, without exception, each person I talked with reported the need to cut their budgets. The problem can be illustrated by what one Dean of Students reported, he was charged with the collection of delinquent fees for course units. He was asked to assume this responsibility

because of his humanistic approach. On the last date for payment 4,000 of 8,000 students were delinquent with their payments. I thought about how difficult it is to see 30-50 students each semester to collect \$10 for the college services fee--and counted my blessings.

**Collective  
Bargaining**

Collective Bargaining is a reality in Illinois. Some staff expressed concern about its effect on the quality of education. One college was closed for three weeks last year due to a strike. The time was made up between semesters, thus enabling students to receive their credits.

## PERSONAL GROWTH

### Chapter 2

#### Review of My Growth in Knowledge and Skills

I was reminded during my leave the most important learning is learning about oneself. I learned several things about myself during these three months. I learned it is difficult to leave a job behind. I often found myself thinking about some of the projects going on at the College and wondered about their progress. I felt a responsibility to learn, grow, and bring something back to the campus as a result of the experience. I began thinking early about writing this report and how I could best communicate my impressions.

I learned how important it is to give a guest full attention during an interview. I made a personal commitment to be especially gracious to off-campus guests in the future. I was able to feel with many of the personnel about the day-to-day problems and concerns they face because they were so much like the ones I know.

The advanced human potential seminar provided me with the skills to feel competent to facilitate such a program. The seminar is designed to assist persons in identifying their goals and outlining procedures for reaching them.



The national summer institute I experienced in Florida provided an opportunity to consider the leadership that is needed for the future. Harold Hodgkinson, Director of the National Institute of Education, spoke on the topic: "Educational Leadership: Challenges of the Future."

One speaker discussed institutional boundary spanners and noted these persons must be more than top administrators and the Board of Trustees. The primary role of leadership is to clarify and interpret the mission of the institution. It was suggested that the following be done:

- 1) Leaders must share the information they have at their disposal
- 2) Award skillful boundary spanning
- 3) Provide a positive program of political orientation for the total staff
- 4) Develop the expertness that exists within the college community
- 5) Remember knowledge is power--be active in institutional research
- 6) Prepare to take risks--educators give up freedoms

The presenter closed with, "We are abandoning rational leadership for tight control."

Other important presentations included:

- 1) Writing Proposals for Educational Grants, 2) A National Perspective on Leadership, 3) Conflict Resolution, 4) Needs Assessment in Community Services Program Planning, 5) Communication: Key to Institutional Effectiveness, 6) Collective Bargaining, 7) The Courts and Public Policy, 8) A REview of the Statistical Publication on The Condition of Education - 1976, 9) and the Buckley Amendment.

The institute closed with a presentation by Wilbur J. Cohen, who spoke on the "Prospects for Education."

The one college that appeared to be doing the best job of communication was designed with four learning clusters. Each cluster was made up of instructors from various academic disciplines housed in the same area. The cluster group and the various discipline groups meet monthly. The cluster faculties do some team teaching across subject areas. Two interesting courses were "1984 and Counting" and "The Green Turnip."

## RECOMMENDATIONS

### Chapter 3

#### Action Recommendations for the College

In chapter 1, I reviewed my findings and impressions about some twenty visits to colleges and offered comments about the comparison of California Community Colleges with certain out-of-state institutions. Chapter 2 was devoted to a review of my personal growth in knowledge and skills. The real test of the latter can best be observed in my work output in the months ahead.

For this report to be useful, I believe it is important to outline my recommendations for implementation at Mt. San Antonio College.

1) Renovation of the Student Center - I was most concerned about environment as I visited campuses. Several student centers were very attractive and functional, while on other campuses, it was impossible to find a pleasant place to be.

I recommend that students from various disciplines be brought together to plan for the remodeling of the student center. One college asked the drafting department to consider and draw the plan for remodeling; students in home

economics were asked to assist with the draperies and furniture selection; the art students were concerned about pictures and accessories; the horticulture area selected and cared for the plants; and ceramic students made the pots.

The game area needs to be separate from the lounge area. Both areas will need supervision which can be provided by a full-time host/hostess and student workers.

2) Present the alternative student government models described in chapter 1 to the student leaders this fall. I expect to share models with the student leaders.

Students in the past two years have expressed real interest in change for more active and knowledgeable participation.

I believe further exploration has merit.

3) Establish a women's programs and services council with representatives from surrounding colleges. I am willing to take the leadership in bringing such a group together. I would like to know if there is interest in such an effort.

4) Develop an individual performance evaluation instrument for students in leadership

positions. One student activities director gave me a sample copy of such an instrument. This has been something we have attempted to do, but unable to implement up to now.

5) Prepare programs and services evaluation forms for a random sample of students to complete at the time of registration. This is being done on one campus with full cooperation by all areas of student services.

6) Offer a pilot orientation program of the campus and its offerings for parents next summer. I would expect such a program to provide an opportunity for parents to interact with staff and students, plus a visual presentation of and about the campus.

General recommendations on behalf of the total college, but outside my area of responsibility.

1) Print a class schedule with the faculty providing the following information:

- Course name and number
- Prerequisite
- What can you learn?
- How I teach
- What you will need to do
- How I grade
- Texts and supplies

- 2) Make provision for a student to serve on the Board of Trustees without a vote. This procedure is working in Illinois and has been accepted by board members when students serve without a vote. The student representative is elected by the students.
- 3) Work out a process of self-assessment leading to course selection for students. Counselors at one institution have worked out a simple instrument and are willing to share it with other colleges.
- 4) Implement a procedure for behavioral contracting between students on probation and his/her counselor.

I am sure there are other recommendations that could be made, but this is an attempt to identify recommendations which, I believe, are important. I make a commitment to work toward each of the recommendations which I have some oversight or responsibility.