

ADMINISTRATIVE SABBATICAL LEAVE  
September 1 - October 31, 1976

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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### ACKNOWLEDGEMENT

Just a simple "thank you" is inadequate for the opportunity afforded me in this sabbatical. Little did I know what was in store for me since this was my first sabbatical in the nineteen years I have served the Mt. San Antonio Community College District. It was, without doubt, one of the most valuable educational experiences that I have enjoyed during my twenty-seven years in the teaching profession. I am indeed grateful to those that made it all possible and, particularly, to those mentioned in the following paragraph.

Without the Sabbatical Policy, this experience would not have been possible; and I most definitely would like to acknowledge the Board of Trustees for their generosity. The result has been a desire to more effectively serve in my responsibility. The Sabbatical Leave Committee assisted me in the application process, and I am grateful for their assistance. The cooperation that I received from the Administration, and, in particular, Dr. Bruce Paulson, greatly relieved my concerns relating to our placement services. The Occupational Placement Office Staff, during my absence, provided an on-going service to our students and graduates; and I sincerely appreciate their demonstration of service. Though somewhat removed from Mt. San Antonio College, the representatives of the colleges visited brought my objectives into fruition; and I am appreciative of their hospitality and of the experiences they provided that did make my sabbatical "the valuable experience" that it was.

## PURPOSE AND OBJECTIVES

My primary objectives included visitation to selected California Community Colleges Placement Offices and a small number of four-year colleges and visitation to selected employers with emphasis on visitation to the colleges. I also included in my objectives during my travel visits to scenic and historical places of interest.

Specific objectives in the college visitations included the following:

1. Acquaint myself with the Placement Philosophy of each community college visited.
2. Review the working relationship of the Placement office to other Student Service areas.
3. Observe the physical layout and facilities of each office.
4. Review staffing.
5. Collect printed materials used in placement offices.
6. Identify the relationship of the placement offices visited to the State Employment Development Department.
7. Study on-campus interview procedures.

Objectives to employer visitations included the learning of entry level career opportunities for the community college graduate and the reviewing of employment procedures in the firms visited.

Hopefully these objectives, if realized, would assist in evaluating our placement philosophy, aid in considering the advantages, of a "one stop" student service area, provide sample for updating printed materials and help to improve employer relations.



Chaffey Community College--Visited September 1, 1976

Chaffey has an approximate enrollment of 12,040 with an estimated 6,000 day students and 4,500 evening students. (Enrollment figures are 1975-76.) The Job Placement Officer reports to the Dean of Student Services who is responsible to the Vice President, Student Services. A total of 520 students and alumni were placed last year in the following categories:

Full-Time	48
Part-Time	361
Temporary	111

The college promotes the services of the Placement Office as an instructional component. A total of eight and one half persons services the office with two and one half persons on a classified schedule and the remaining six are students employed on a part-time basis. Two rooms are utilized for office space in addition to a reception area. Office space is shared with the work experience program coordinator with whom there is a very close working relationship. The Job Placement Officer does all of the work study placements. Some 140 work study positions will be available for 1976-77. The office does not work directly with the Veterans Affairs office and there is no organized volunteer program. The college does not maintain an active working relationship with the Employment Development Department though at one time they did have an on-campus office which proved unsuccessful. Affirmative Action and Title IX policies are sent to prospective employers through annual mailings. Students are informed about the

services in traditional methods. The Placement Officer is a member of a campus career team. Methods of contacting employers include direct visits (197 last year), member of a number of community organizations and three to four mailings each year. Future plans includes making the Placement Officer position a credential position and developing a combined Career Planning and Placement Center.

Citrus College--Visited September 2, 1976

The college has a total enrollment of 10,500 students with 4,500 day enrollment and 6,000 in the evening enrollment. The title of the person responsible for the service is Job Placement Officer. A total of 1,224 students and alumni were placed in 1975-76 in the following categories:

Full-Time	205
Part-Time	1,019

As a part of the operational philosophy an attempt is made to place a student in his or her major. Placement is considered the ultimate in educational service providing a student with a real life experience that requires counseling and instruction. The office is staffed by two and one half classified persons and the service is offered year round with office hours from 8:00 a.m. to 7:00 p.m. daily. The service has two offices with a reception area. A unique feature is a 50 "running" feet of bulletin board. Instruction sheets are provided student applicants. Citrus college does not give work experience credit. The office does not work directly with Financial Aid, however, the office

does fill all on-campus, district-funded student positions. The Veteran Coordinator is informed regarding the number of veteran placements. There is no organized volunteer program. Very little contact is made with the Employment Development Department. The office supplies information to the Affirmative Action Officer on minority, male-female, and veteran placements. There is no ethnic breakdown in the minority statistics. Traditional methods are used in communicating to students. Posters are placed in each classroom promoting the services. Special job bulletins are sent to the faculty. A total of 3,000 mailings are sent to employers each year. Future plans include attaching a career planning service to the office while expanding other services and staff.

Rio Hondo College--Visited September 3, 1976

The college has a total enrollment of 15,000 with a 5,000 day enrollment and 10,000 in the evening enrollment. The placement service is combined with the services of Financial Aid which receives eighty per cent of the work and attention focus. An administrator with the title of Director of Placement and Financial Aid is responsible for the services. Annual placement statistics were difficult to obtain. A total of 1,138 students and alumni were placed from March 1974 to February 1976 in the following categories:

Part-Time	831
Full-Time	207
Career	100

A definite placement philosophy was not apparent, in my opinion, since the placement service is operated and staffed by two representatives of

the California Employment Development Department. The office does provide placement service to all students and former students with emphasis on part-time placement. There are a total of eleven persons on the staff with six full-time and five part-time student workers. The director is certificated and the remaining full-time employees are classified. The physical facilities are limited with four desks in the reception area and an office for the director. Their application and referral procedures are somewhat traditional with some State Employment Development Department forms being utilized. Emphasis is placed on work experience programs with three full-time coordinators and a newly created job developer position. Job listings obtained through the Work Experience office are referred to the Placement office. Since the services of Placement and Financial Aid are combined there is a close working relationship. The office does assist the veteran's coordinator in both placement and financial aid. There is no volunteer program. Since two of the employees are indeed employees of Employment Development Department there is a close working relationship with this state agency. The office does document applications, referrals and placements in accordance with their affirmative action policy. There are facilities for on-campus interviewing, but the office does not promote full-time interviews. Local radio stations are used continuously in promoting public relations to both students and employers. Mailings are sent periodically to employers. Future plans include developing a career center and increasing the number on the placement staff to assist in the placement function.

Pasadena City College--Visited September 7, 1976

The college has a total enrollment of 27,000 with approximately 9,000 in the day enrollment and 18,000 in the evening enrollment. In the college organization this service is combined with college work experience in the Student Personnel area. The placement officer reports to the Coordinator of College Work Experience and Placement. A total of 1,740 students were placed in the following categories:

Part-Time 1,457

Full-Time 283

These figures do not include 2,000 student assistants and 665 college work study placements. The Placement Office does not record placements for domestic and inventory jobs. The basic philosophy of the office includes preparing the student or the alumni for the job market culminating in placement. There are nine persons on the staff including two administrators, five classified and two part-time student workers. Every student is interviewed with the exception of domestic applicants. There is a very working relationship with College Work Experience since the services are combined. The office does not work directly with either Financial Aid or Veterans Affairs. The College Work Experience coordinates volunteer placements. The Employment Development Department will have an outstation when the new facility is completed with emphasis on the utilization of the Job Bank and Career Placement. Their Affirmative Action Policy was vague with no placement documentation relating to ethnic origin, sex, veteran or handicapped. A limited number of on-campus interviews are conducted. Traditional methods are used in

communicating to students, however, emphasis is being placed on a closed circuit television system. A Work Experience and Placement advisory board does provide contact with employers. Future plans include a one-stop service center which is nearing completion. The center will accommodate the Career Center, Counseling, Financial Aid, Veteran's Affairs, E.O.P., Volunteer Services, Learning Center, College Work Experience and Placement.

Los Angeles City College—Visited September 8, 1976

I was most impressed with this visit. The visit provided me with a number of learning experiences. The college has a total enrollment of 28,000 with 18,000 day students and 10,000 evening students. The Student Employment Coordinator reports to the Dean of Administrative Services who is responsible to the college President. The philosophy printed in their Student Employment Service brochure states that "The Student Employment Office of Los Angeles City College provides employment services free of charge to employers, all Los Angeles City College day and evening students currently enrolled, and to graduates seeking full-time career jobs". A total of 1,559 students were placed during the school year 1975-1976. This does not include either college work study or district student assistants. The office functions with a staff of ten persons with five full-time classified employees and five part-time student employees. The physical facilities were most impressive with an approximate 3,000 square feet of work area. There are four offices--one for the coordinator, two for the two full-time interviewers, and one to accommodate employers for on-campus interviews.



There is a large reception area for students where tables are provided, and a large work area for the two full-time clerks and student workers. Operational procedures are somewhat traditional with a great deal of emphasis on full-time placement. The office does not maintain a direct working relationship with the College Work Experience program. They are responsible for placing all on-campus, college work study students (400) in addition to placing all student workers funded directly by the district. Veterans are referred directly to the office for placement. An organized Volunteer Program has been discontinued. There is no working relationship with the Employment Development Department other than informing students of their services. Statistical information is documented relating to ethnic origin and sex on applications, referrals, and placements. Private offices and phone service are provided for employers to conduct on-campus interviews. In addition using traditional methods in communicating to students, Placement Brochures are included in an enrollment package. Each year the office sends out 5,000 mailings to prospective employers. Future plans include developing an accountability procedure for graduates, an orientation and classes relating to the job search, career day expansion, and improved relationship with Financial Aid. --A most impressive and beneficial visit!

Orange Coast College--Visited September 9, 1976

The total enrollment of the college is approximately 38,000. The placement office reports to counseling in the college's organizational structure. The person responsible for the office is the Placement Director. A total of 3,187 students were placed during the school year



1975-1976 in the following categories:

Part-Time 2,714

Full-Time 473

The basic philosophy is to offer to students and alumni every possible employment opportunity including job information. The placement service is just a part of a total one-stop center appropriately named the Career Development Center which includes College Work Experience, Career Lab, Volunteer Office and student payroll. The hours are from 8:00 a.m. to 8:00 p.m. Monday through Friday, and 8:00 a.m. to 12:00 on Saturday. There are a total of fourteen persons on the placement staff which includes a Placement Director, Placement Specialist (Job Developer), two Employment Interviewers, Placement Clerk, Payroll Clerk and nine student assistants. The students assume some of the major responsibilities. The total facility occupies 3,300 square feet in three huge trailers. There is an extremely close working relationship with Cooperative Work Experience Education. Some 3,200 students are in the CWE program. After being placed, many of the part-time students enroll in college work experience. The placement office places the on-campus work study students. Until recently there was a veteran's representative in the placement office. A very active volunteer service is housed in the facility. The Employment Development Department has an outstation in the facility with special attention being given to the job bank. Hours for Employment Development Department are from 9:00 a.m. to 3:00 p.m. There is no documentation of ethnic origin or sex in the service. Apparently the entire Career Development Center has a large

"advertising" budget that serves students, faculty, and the employers. The placement office will function with an advisory board during 1976-77. The entire operation was most impressive, and I left with envy. Future plans will give more attention to the handicapped.

San Bernardino State College--Visited September 10, 1976

I chose this four-year college due to the fact that it is unique among others in the state system. Its title is that of a college--not university. It was designed to be a traditional liberal arts college, but it has been necessary to modify this design in recent years. This four-year college includes five graduate programs and has an approximate 5,000 enrollment. The Placement Service is combined with Financial Aid under the supervision of the Associate Dean of Student Services. Placement statistics were not available. Their objective is to provide the kind and quality of service that will assist the graduating student in finding the most satisfying career choices. The placement service serves both current students and alumni. There are six full-time and two student assistants on the staff. Three of the full-time positions require a Ph.D. There are documented statistics on placements related to ethnic origin and sex, however, much attention has been given to implementing Title IX. The Veteran's Office has operated a placement service for veterans. There is no cooperative education but much interest was expressed in such a program. There is no organized career planning program. Future plans includes giving more attention to a job search program.

Ventura College--Visited September 13, 1976

The college has an enrollment of 12,000 with 5,000 day students and 7,000 in the evening program. The person who is responsible for the Career Planning and Placement has the title of Career Planning and Job Placement Supervisor, and reports directly to the Dean of Counseling. Since primary attention has been given to career planning a placement philosophy is now being evolved. At this time an effort is being made to develop a placement service equal to the Career Planning Service. There are three full-time, classified employees and six part-time student assistants. Additional clerical support is part of the counseling department. Counselors rotate in the Career Planning Center. The service area occupies 2,200 square feet with three private offices, student browsing area and a reception desk. Current students, alumni and spouses are served by placement. Since the placement program is in an early development stage, there is no direct working relationship with other services including Work Experience, Financial Aid, Veteran's Affairs, and Employment Development Department. Ventura College does not have an organized volunteer service. The college has a definite Affirmative Action Policy in on-campus student employment, but they do not document ethnic or sex breakdown in application, referral and placements. The placement office is required to list all listings in the student newspaper. Future placement plans are impressive. With such a beginning that included much research, I'm certain that the end result will be as impressive as the beginning.

Santa Barbara City College--Visited September 14, 1976

The college has a full-time enrollment of 6,800 with 4,800 day students and 2,000 evening students. The service is combined with Financial Aid supervised by an administrator with the title of Coordinator of Placement and Financial Aid. The coordinator feels strongly that the services requires more time and staff, and he feels that more emphasis should be given to placement. The staff consists of 13 staff members with six full-time employees and seven part-time student assistants. The service is housed in a 1,100 square feet facility with four offices and a student reception area. The Career Planning Center is adjacent to the Financial Aid and Placement Office in the same building. There is no direct working relationship with the work experience program. The office is responsible for the total financial aid program. The office is also responsible for all on-campus student employment. There is an organized volunteer program coordinated by a student assistant. The involvement with Employment Development Department is limited used only as an information source. The office does not document referrals and placements related to either ethnic origin or sex. Placements were not available for last year, however, in 1974-1975 a total of 1,480 students were placed with 1,392 part-time placements and 88 full-time placements. The office has a very impressive public relations program with television spots on the local station. Future plans include divorcing Financial Aid from Placement and combining Placement with Career Planning.

Allan Hancock College--Visited September 15, 1976

The college has a total enrollment of 7,800 with two satellite facilities

at Vandenberg Air Base and Lompoc. The Job Placement position requires a counseling credential and the Placement Officer reports to the Dean of Student Personnel. A total of 1,042 students were placed during 1975-76 in the following categories:

Full-Time and Career	214
Part-Time	750
Summer-Temporary	73

The service has a written philosophy which is impressive. In addition to serving current students and alumni, service is also available for dependents and spouses. The physical facility is part of a student services cluster. Four persons are on the staff. The placement director occupies an office. There is a reception for students and a reception desk for the placement clerk. The office is opened on Monday evening, until 9:00 p.m. Each student who has received referrals to three jobs and has experienced rejection is required to have a counseling session with the Placement Director. There is no direct working relationship with either the work experience program or financial aid. The Employment Development Department has expressed interest in placing an out-station, but the administration did not feel that their service would enhance their philosophy. The office documents ethnic, sex, handicapped and veterans applications, referrals and placements. Facilities are available for on-campus interviews, however, most on-campus interviews are for information only. Job bulletins are prepared daily and posted at key positions on the campus. The relationship with the faculty is friendly and the faculty is most supportive of the service. All non-

work study campus positions are filled by the placement office.

Future plans include moving the Placement Service to a larger facility and combining it with Career Planning.

Cuesta College--Visited September 16, 1976

The college has a total of 6,000 equally divided between day and evening students. The campus location, as well as, the buildings are impressive both interior and exterior. At the present time, placement is all but non-existent. The career planning center has done some placement. In the near future, representatives of the Employment Development Department will be on the campus. The leadership for this beginning is the result of the efforts of the Director of Vocational Education. Currently placement, such as it is, is under the Dean of Counseling. Future plans include promoting the need for a more cooperative effort in establishing a placement service that will serve the students.

West Valley College--Visited September 20, 1976

This college has what I consider a model in its Career Center with emphasis being given to both Placement and Career Information resources. The college has a total enrollment of 22,000 in the day program and 10,000 in the evening program. The supervisor of Placement has the title of Student Placement Coordinator who reports to the Career Center Director who reports directly to the President of the College. Both the Coordinator and the Director are credential positions. There are eight full-time and four part-time employees on the staff. In addition, there is one full-time representative from Employment Development Department in

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the facility. The Career Center building has a total of 4,800 square feet and houses placement, work study referral station, career information center, counseling, and a career orientation classroom. Placement staff includes the Placement Coordinator, two Placement Interviewers, Employment Development Department Interviewers, Work Study Coordinator, and a Clerk Typist. The office is opened for service until 7:30 p.m., Monday through Friday. The work experience program is one of the components of the Career Center with no direct working relationship with the Placement service. Financial Aid is housed in the Student Center facility under Student Personnel, however, the Work Study Coordinator is housed in the Career Center. There is no volunteer program. There is a representative from Employment Development Department, however, they have access only to their listings. No documentation is made relating to either Affirmative Action or Title IX. The Placement office does promote on-campus career interviews. Methods of communicating to students are unique including book markers, pocket resumes, and bulletins on career listings which are posted throughout the campus. Future plans include organizing a volunteer program, offering more career classes and developing an accountability program. This was, without doubt, my most profitable visit; and I shall implement a number of their procedures to better serve our own students.

De Anza College--Visited September 21, 1976

The college has an approximate enrollment of 20,000 with 9,000 in the day program and 11,000 in the evening program. The Coordinator of Placement reports directly to the Dean of Student Services. Their



Career Cluster operation includes Work Experience, Placement, Career Center Counseling and Community Education Experience Center with each having individual operation. The placement office placed some 1,300 students in the following categories:

Part-Time 1,000

Full-Time 300

There are a total of six persons on the placement staff which includes one representative from Employment Development Department. In addition to the coordinator, there is an assistant coordinator and three interviewers. The office is housed in an 800 square feet facility which has one private office and four desk positions. The service is not a life-time service. Though not directly related to work experience, students who are placed into part-time positions are referred to that office. There is a very active volunteer program and it is part of the Placement operation. There is a representative from Employment Development in the office and the working relationship has been satisfactory. The office documents all referrals and placements in the following areas: ethnic, sex, and handicapped. The office does not encourage on-campus interviews. A job preparation course is offered to students. Future plans includes getting instruction more involved in placement and developing and coordinating total campus placements.

Foothill College--Visited September 21, 1976.

The college has an enrollment of 14,000 with the enrollment equally divided between day and evening students. The placement office is staffed by two representatives from the Employment Development

Department, however, the service is under the supervision of the Associate Dean of Student Personnel. No placement statistics were available. The Career Center is staffed by a credentialed counselor and classes are offered in self awareness and career orientation. The placement service has no working relation with Financial Aid. The placement service is housed in one office with drop-in interviews and referrals made from 10:00 a.m. to 1:00 p.m. The office is opened until 8:00 p.m. on Wednesdays. Future plans include developing a cluster center of student services in one area which will include Financial Aid, Counseling, Handicapped Center, Veteran's Affairs, Work Experience, Placement and a Career Center. This center will be completed in two years, and it is expected that a new placement philosophy will emerge.

Canada College---Visited September 23, 1976

The college has an enrollment of 6,500 with 3,700 day and 2,800 evening students. The Job Placement Officer reports to the Dean of Counseling who is also responsible for counseling, career center, and work experience. The placement office reported 517 placements last year in the following categories:

Part-Time	487
Full-Time	30

Placement service has been curtailed this year due to lack of funding. The service is available only from 9:00 a.m. to 12:00 daily. It is staffed by a classified person on a para-professional salary schedule. The physical facility consists of a desk and counter in an approximate 15 square feet area. There is no working relationship with work

experience, however, with work experience now being in the counseling career cluster there was an expression that there would be a closer relationship. Financial Aid is attached to the President's Office and does all work study placements. There is an organized volunteer service staffed by a community, volunteer bureau. Documentation is made relating to referrals and placements of minority students. The work load of the person responsible was very apparent seemingly doing an impossible task.

San Mateo College--Visited September 24, 1976

The college has an enrollment of 15,000 equally divided between day and evening students. The title of the person responsible for placement is Student Placement Officer who reports directly to the Dean of Vocational Education in Instruction. Other student related services are in the Student Personnel Service area. The service is staffed by a part-time (30 hours per week) classified para-professional who is assisted by a student worker. The facility is located in the lower level of the library grouped with the Career Center and Cooperative Education. A student is required to attend a scheduled placement orientation (about 30 minutes) prior to using the service. Typing tests are administered to those desiring clerical positions. Work Experience is promoted through brochures, however, there is no direct working relationship with this area. The office places all students into district funded positions. There is no direct involvement with Financial Aid including work study. The volunteer service is a part of placement staffed by a representative from the Community Volunteer Bureau. The Employment

Development Department is not represented on campus. Documentation on placements is made related to ethnic origin, veteran and handicapped. A total of 953 students were placed last year with 36 of those being in career positions. A very limited number of on-campus interviews are held during the year. Traditional methods are used in communicating to students. A weekly job bulletin is distributed to faculty. Future plans include soliciting faculty cooperation which will include participation in departmental and advisory board meetings.

College of the Redwoods--Visited September 27, 1976

This college was unique in a number of ways. The physical plant and facilities were beautiful. It encompasses perhaps the largest community college district with major branches at Crescent City and Ft. Bragg. The college has a total enrollment of 9,000 including Ft. Bragg and Crescent City. With some apparent problems relating to a functional student personnel philosophy, there is no organized placement service. An effort is being made to develop a career center. The new work experience coordinator will assume some responsibility in off-campus placement. The Dean of Support Services is responsible for placing students on campus. Concern was expressed regarding the need for a functional student service that would indeed meet the needs of today's student.

Shasta College--Visited September 29, 1976

The college has a total enrollment of 10,000 with 4,000 in the day and 6,000 in the evening. The person responsible for placement has the

title of Occupational Placement Technician and reports to the Assistant Dean of Student services. In addition to having responsibility for placement, the Associate Dean is also responsible for Financial Aid, Tutoring and Veteran's Affairs. The office placed a total of 1,839 students last year. These placements represent work study, E.O.P., district funded and veteran's outreach placement. Off-campus placement is extremely limited since unemployment in this area has reached an approximate 18 per cent. The staff includes one full-time employee and three part-time employees. Two of the part-time employees are students and one is from the Employment Development Department. The placement service occupies an office of an approximate 300 square feet adjacent to other student support services. The placement service has no direct working relationship with work experience. The service does have the responsibility of placing all work study students. No documentation is made relating to minorities, sex or handicapped referrals and placements. Future plans include working on job development and developing a career center as part of placement.

Sacramento City College--Visited October 1, 1976

The college has a total enrollment of 14,500 with 8,000 day students and 6,500 evening students. The person responsible for placement has the title of Career Education and Placement Specialist and is a credentialed position. The Placement Specialist reports directly to the Dean of Student Personnel. The Placement Office reported a total of 767 placements last year. Three persons comprise the placement staff. The facility is part of a cluster including Veteran's Affairs, Work

Experience, Counseling, and the Handicapped Center. Placement is under going a change and will include a career center. Documentation is made relating to ethnic origin, sex and veteran status. There is an indirect working relationship with work experience in that student referrals are made to that office after having obtained part-time employment. There is no relationship with either financial aid or the Employment Development Department. Limited on-campus interviews have been conducted, however, this service will be expanded. Job development has been curtailed with the Specialist going out to the employment community once weekly. Future plans include developing mini courses in courses relating to the job search.

Fresno City College--Visited October 4, 1976

The college has an enrollment of 19,000 day students and 9,000 evening students. The title of the person responsible for placement is Job Placement Supervisor who reports to the Director of Financial Aid and Placement. The Placement Service functions as an organization within the Financial Aid Department as one of the Student Personnel Services at Fresno City College. The service is maintained as a liaison between the employers of the community and the students, instructors and administration. The office reported 907 placements last year in the following categories:

Full-Time	106
Part-Time	678
Temporary	123

There are a total of 14 on the staff with two full-time employees and

one part-time Employment Development Department employee, one veteran representative and ten student assistants. The service will be moving shortly to a Student Service Cluster Service Center. I was particularly impressed with the firmness of their operational policy in student's reporting back on interviews. If a student fails to report back, service is refused for a month. There is no direct working relationship with work experience other than referring to the program after part-time placements are made. Concern was expressed regarding the priority of Financial Aid. The office does not place work study applicants. A veteran's representative works part-time referring veterans. There is a representative from the Employment Development Department six hours each week. The office documents referrals and placements according to ethnic origin. This information is on the student application form. Emphasis appears to be placed on part-time placement with the career placement being done by the departments. The placement staff expressed concern relating to coordination of placement with Departments. The placement staff was most hospitable, but they were groping for recognition and status in order to more ably serve the students.

Bakersfield City College--Visited October 5, 1976

The main campus has an enrollment of 11,000 with 6,000 day students and 5,000 evening students. The person responsible for placement reports to the Associate Dean of Students and has the title of Director of Career Planning and Placement. In addition to placement, the office is responsible for the service of the career center. A total of 1,500 students were placed last year in the following categories:



Part-Time 1350

Full-Time 150

There are three persons on the staff with the Director being a credential position. The facility is contained in an approximate 1,800 square feet of working floor space with three offices and a large career information area accessible for student use. The service serves those students who have completed or who are currently enrolled in 12 units.

Though there is no direct working relationship with work experience, the coordinators share their listings with placement. There is no direct working relationship with Financial Aid in any form. The Veteran's Affairs office maintains a placement service at this college. There is no organized Volunteer Program, and there is no direct working relationship with the Employment Development Department. Though the office has been active in formulating an Affirmative Action Policy, there is no documentation of ethnic origin, sex, or handicapped in referrals or placements. The Director of this service is a respected state leader in placement and is concerned about the loss of identity of placement that in many situations has gone to Financial Aid.

Faberge--Visited October 11, 1976

Faberge is a cosmetic firm involved in manufacturing packaging and distributing of Faberge products. It employs 370 and has both a day and swing shift. Entry level jobs for the community college student and graduate includes the following: material handler, chemical lab technician, secretary, clerk typist, accounting clerk, quality controllers, line farepersons, chemical compounder. Employment

procedures include the completion of a contact questionnaire, as well as, a comprehensive questionnaire. Only those who are interviewed complete the comprehensive application form. Faberge does no testing other than a physical. The firm has used the placement services of community colleges and the personnel manager commended Mt. Sac for being the best. His concern was that the office should expedite responding to listings and placement staff members should visit employers. The personnel manager indicated that employment needs should soon reach 500.

Southern California Edison--Visited October 12, 1976

This employer has used our services extensively during the past six years. My purpose in visiting the personnel reps was to ascertain our effectiveness and to solicit advice on improving our service. I was successful in both areas. Edison has in their employment some 14,000 persons. Various representatives, in addition to employment personnel, have worked directly with community colleges in public relations and recruiting. The following positions are available on the entry level to community college students and graduates: meter reader, apprentice plant equipment operator, automotive attendant, distribution groundman, transmission groundman, testman helper, substation utilityman, hydro generation utilityman, electrical repair helper, trainee clerk, typist and stenographer. Much information was gathered on their employment procedure. Every applicant, with few exceptions, is tested for an entry level position. In the event an applicant fails a physical, they are not disqualified. They are placed on a handicapped list.

Edison has consistently used the placement services of community colleges. Our service is considered the most efficient. Representatives did express the need for more effective screening. We intend to comply with this request. The employment outlook for Edison has improved during the past and continues to improve. We are looking forward to maintaining the relationship with Edison which has profited both our students and Edison.

Security Pacific--Visited October 13, 1976

This is a firm that has been a part of our on-campus interviewing schedule for a number of years. The corporate office employs a total of 3,800 persons. They have worked with selected community colleges both in education, public relations and placement. They have some sixty entry jobs for community college students and graduates. Their employment procedure includes completion of an application, pre interview testing and an in-depth interview. A physical is not given, however, a health question is contained in the application. The Personnel Relations Officer with whom I visited had nothing but praise for our services. She did stress the necessity for thirty minute interviews for on-campus interviewing and the need to inform students of possible commuting problems. Employment needs of Security Pacific has reached their peak.

FMC Corporation--Visited October 14, 1976

This corporation is a local industrial manufacturing operation. They employ some 460 persons primarily in machinist related jobs. Entry level jobs are limited other than clerical and secretarial positions.

They are actively recruiting females into traditional male positions. Placement services of local colleges have been utilized on an infrequent basis. The concern was expressed that they were disappointed in the response. The employment outlook for FMC has stabilized and will remain as is.

General Telephone of California--Visited October 15, 1976

General Telephone employs some 17,000 persons. Corporate headquarters are located in Santa Monica with the Pomona office serving the eastern Los Angeles County and San Bernardino areas. They have worked actively with community colleges, however, entry level jobs are limited that are based on two-year college degrees since neither a high school diploma or community college degree is required. The applicant must pass skill tests related to his or her job interest. A well-done resume does attract attention in the employment process. One of the suggestions offered to improve placement service included supplying referrals upon demand. Their employment needs vary, and it is impossible to wait for graduates. The outlook for increasing their personnel needs are excellent. This is good news since General has experienced a personnel reduction in recent months.

Mira Costa College--Visited October 18, 1976

The college has an enrollment of 5,400 with 55 per cent of that number in the day program and 45 per cent in the evening program. The philosophy of placement is printed in a brochure that is available for both employers and students. The office assisted in placing 382

students last year. There are three full-time and two part-time employees on the placement staff. The Coordinator reports to the Dean of Career Education. The office combines its placement service with the work experience program. The physical facility includes two offices and a reception area. A flow chart is available for students to expedite the service of the placement office. Placement is a part of the total work experience program. The office has no direct working relationship with Financial Aid, however, they do refer students to that service if students are qualified. The Veteran's Affairs office has a veteran's representative who works part-time in the placement office. There is no direct working relationship with the Employment Development Department. On-campus interviews have not been promoted, however, with a new placement assistant more attention will be given to that area. Job listings are posted in four different areas on the campus and information relating to placement appears in the faculty newsletter. The college plans to give priority to the development of placement service in the future.

Grossmont--Visited October 18, 1976

The college has an enrollment of 17,000 with 10,535 day students and 5,674 evening students. The person responsible for placement has the title of Career Planning and Placement Officer and reports to the Dean of Counseling. The placement officer reported that approximately 2,400 students were placed last year. The staff consists of two full-time employees and twelve student assistants. The space is limited with an approximate 300 square feet of working space with three desks and a

very small reception area. The office does not document ethnic origin or sex in applications, referrals and placement. There is no direct working relationship with either work experience or financial aid. The Veteran's Affairs office maintains a separate placement office. The placement office has no affiliation with the Employment Development Department. The placement officer indicated that the service is struggling for identity particularly with the counseling department. Career workshops have been planned and the response has been outstanding from the local high schools. One unique feature of this office is that the service is available from 8:00 a.m. to 7:00 p.m., Monday through Friday.

San Diego City College--Visited October 19, 1976

This perhaps was my most impressive visit. The service has a coordination with the occupational departments that was absent in many colleges visited. The college is unique in a number of areas. There are in reality two separate colleges in this downtown college--day college and evening college which are entirely separate in operation. There are 5,000 persons enrolled in day college. The person responsible for placement has the title of Work Experience-Placement Supervisor and reports directly to the Dean of Student Personnel services. The relationship to work experience is now one of cooperation. The office placed 531 students last year in the following categories:

Full-Time 215

Part-Time 316

All departmental placements are documented in the placement office and the placement office is responsible for compiling data relating

to the Student Accountability Model. Three members comprise the placement staff with two full-time and one part-time employees. There are two desks, one private office and a reception area. The Coordinator of Work Experience is housed in the same facility though there is no direct working relationship. The placement office is responsible for compiling and completing several of the vocational education reports. There is no relationship with financial aid. The Employment Development Department serves as a resource, but there is no outpost on the campus. There has been limited on-campus interviewing. This office maintains a very positive and active relationship with departments as my file on the college will indicate. It is a model in this area. Future plans includes the establishment of a clearing house through a state grant.

Compton Community College--Visited October 25, 1976

The college has an enrollment of 7,000 equally divided between day and evening students. The service is known as the Career Development Center with emphasis being given to placement, career counseling and career planning is also one of the primary responsibilities of the office. The person responsible for the service has the title of Director of Career Development, and she reports to the Dean of Student Personnel. According to the annual report, the office placed a total of 1,194 students and graduates in the following categories:

Part-Time 976

Full-Time 218

The part-time placements included 601 work study placements. Twenty



persons comprise the staff of this service. A total of nine are full-time employees two of which are credentialed. One classified employee is part-time. There are ten student work study employees. The service occupies a 1,500 square feet facility with five offices and a large reception and clerical support area. There is no direct working relationship with work experience other than informing students of the program after placing them into part-time positions. All students qualifying for work study are placed by the service. The office is also responsible for placing veterans in their outreach program. There is no organized volunteer program, and there is no direct working relationship with the Employment Development Department. Since the student population is heavily minority, there is no in-depth documentation in the Affirmative Action area. On-campus interviews are conducted daily in the spring. The public relations including student relations is outstanding. A total of \$5,000 is included in the budget annually just for printing that relates to communicating with both employers and students. The priority for future needs is space. This college was one of the most impressive--they have it together!

California State Polytechnic University--Visited October 26, 1976

My primary purpose in visiting this university was to acquaint myself with their on-campus interviewing schedule. Some 200 employers visit the campus annually. I was able to gather information that will be helpful as we continue to provide this service to our own students. The structure of this service is similar to that offered to a community college student. The Placement Director reports to the Dean of Students.

The office keeps no record of the number placed. A follow-up survey is made by the office of all graduates. The staff consists of 18 persons 12 of whom are full time. The facility includes five interviewing rooms, seven staff offices, and large reception area for both part-time and professional placement. Future plans includes the addition to the staff of a job developer and also the addition of a career resource center.

Cerritos College--Visited October 27, 1976

The college has an enrollment of 22,500 with by far the larger percentage enrolled in the evening division. The person responsible for placement has the title of Job Placement Interviewer and reports to the Dean of Student Personnel. The philosophy is printed in a well-prepared Job Placement Handbook. The office placed a total of 2,476 students and graduates last year including work study students. There are eight persons on the staff including four students. The physical facility includes two offices and a reception area. Seven job bulletin boards are located throughout the campus. Operational procedures are explained in the placement handbook. There is no direct working relationship with either work experience or financial aid. A work study veteran does work on a part-time basis in the office. There is no organized volunteer program and there are no relations with the Employment Development Department. Codes are utilized in the application relating to ethnic break down, sex and veteran; however, placements relating these codes are not documented. There is an increased interest in on-campus interviewing. Traditional methods are used in

communicating to students with much emphasis on the seven job bulletin boards. The office maintains an excellent faculty relationship with job notices being sent to all departments. At the present time there are no employer mailings. Future plans includes computerizing placement by matching students and their major with the jobs.

General Dynamics--Visited October 28, 1976

This was my final visit during my sabbatical. It was a profitable visit since our relationship has been somewhat dormant during the low employment period. There are currently 4,687 employees working three shifts. General Dynamics has demonstrated interest in several areas including use of placement services, educational services and participation of their employees on advisory boards and instruction. Entry level jobs are limited to clerical and technical positions. The personnel administrator indicated willingness to assist in placement services, but on-campus interviews were not advisable at this time. Employment needs will increase in about eight months, and the need for machinists was emphasized. The employment outlook is good for this firm, and I am confident that our students and graduates will benefit from our relationship.

## SUMMARY AND CONCLUSIONS

Without exception, I feel that my objectives were realized. A total of 25 community college placement offices were visited along with visits to two four-year college placement offices. In addition, visits were made to six employers. Our desire to visit recreational, scenic and historical places of interest was also realized. Mrs. Rogers and I are convinced that "California has it all". We visited almost every scenic and historical spot that was in the path of our planned college visits throughout California.

I should like to give attention to some of the specific objectives as follows:

1. Placement Philosophy The underlying philosophy in most of the colleges visited accepted placement as an instructional component in the total educational service offered to students. The service is made available to current students, former students, graduates, and in some colleges, spouses. An increasing number of colleges extend their service to continuing education students during evening hours. Most placement offices are a part of Student Services; however, several were under Instruction and one reported directly to the College President.
2. Relationship to Other Student Services
  - a. Work Experience--In a number of our larger colleges, particularly in southern California, work experience and placement are integrated as a part of a total service and educational program. Orange Coast and

Pasadena City College are good examples of this.

- b. Career Planning--This is an area that is receiving much attention in most of the colleges visited. There is an extremely close working relationship. In a number of colleges these services are combined into one of career planning and placement. West Valley and Bakersfield have effectively combined the services.
- c. Financial Aid--A number of the colleges assume the responsibility of the screening and the placement of work study recipients. At Fresno City College the two services are combined. There appears, however, to be a trend to decrease the direct relationship in most of the colleges.
- d. Veteran's Placement--Some of the colleges had experienced definite problems in this area. Several of the colleges maintained a separate placement office for veterans.
- e. Volunteer Placement--This particular service was not being offered in most of the colleges visited. In a few, it was a part of the total placement service.
- f. Physical layout and facilities--There was indeed a contrast in this observation. I saw a facility of 3,000 square feet at Orange Coast and West Valley as compared to 15 square feet at Canada. Los Angeles

City College had the most impressive facility that was totally placement. Most of the larger facilities were part of a cluster concept. There was a direct relationship between size of the facility and the emphasis placed on placement and related services.

- g. Staffing--In most colleges, the operation of the service was under the leadership of a credentialed counselor or a para-professional. Here again, the staffing indicated to a degree the emphasis placed on the service. Students were being utilized as student employees funded either by work study or by the district.
- h. Employment Development Department--This state agency was represented on a number of the campuses not solely responsible for the services but as another component of a total placement service. Several of the colleges had discontinued making their service available after negative experiences.
- i. Public Relations and Printed Materials--Most of the colleges placed a great deal of emphasis on these two areas. An increasing number of colleges are including job developers and their placement staff. Mass mailings were common in most of the colleges. All forms of communication media are being utilized with some schools using television and radio.



- j. On-Campus Interviews--Since very few community colleges provide this service, my observations were primarily directly related to the four-year colleges visited. There is a decrease in the number of employers interviewing on campus. This decrease, it was noted, was due to the tight labor market and an increase is expected. Four-year college placement offices are assuming a career planning function.
- k. Entry Level Career Opportunities--Employers gave emphasis to career employment for the community college graduate. There is more recruiting done now with community colleges as compared to a few years ago. Due to the enforcement of Fair Employment Practices and implementation of Affirmative Action programs, employment procedures have undergone a change. Employment testing is on the decline. Since there are so many restrictions on what can be on an application, it appears that the emphasis is being placed on experience and/or training and the interview.

It is difficult to sift the negative from the positive in stating my conclusions and in being able to offer some recommendations. The entire experience was extremely positive and afforded me one of the richest experiences I have had in my career.

Placement is on the move in California although it has taken the "back



seat" to financial aid, career planning and work experience in many colleges. I am indeed grateful to our own institution for their support of our service. We have received recognition throughout the state, and in some cases, this reputation was a hindrance during my visits. As I visited the colleges, I gathered valuable information that could assist us in improving our services and in providing a real life learning experience for our students. I have the following recommendations that would to make the improvement a reality:

1. As a part of placement philosophy, give emphasis to the fact that placement is indeed an educational service.
2. Enforce our current placement policy and develop new guide lines. Recipients of this service should demonstrate a responsible attitude.
3. Consider the merits of the cluster concept. It has many advantages.
4. Work more closely with the coordinators in our work experience courses and improve documentation of a student's work status.
5. Develop a closer working relationship with the career development center. Placement should be accepted as a resource for up-dated career information.
6. Coordinate volunteer placements with occupational placement.
7. Assist in the screening and placement of work study students with additional staff to assume this responsibility.

8. Coordinate and document all placements of students into district-funded, student worker positions.
9. Compile periodic work status by all students placed by the college.
10. Provide interviewing rooms for the staff involved in the screening process.
11. Modify forms in order to facilitate placement services.
12. Continue our present relationship with the offices of Employment Development Department.
13. Give additional emphasis to job development.
14. Increase our public relations. At least two mass mailings should be directed to the employment community. Our brochure should be updated.
15. Continue our present on-campus interview procedure.
16. Become aware of employment procedures in specific companies.
17. Develop a closer working relationship with the teaching faculty.
18. Maintain a closer communication with other areas of student services.
19. Continue to work closely with Special Programs.
20. Improve clerical procedures in Affirmative Action reporting and placement documentation.
21. Research more effective means of communicating to students.

I do not know what magic the number 21 might have. In any event, 21 is only the beginning; and if we are successful in implementing only a few of them, my sabbatical will have been most worthwhile.

Three final words are in order--THANK YOU AGAIN to all of you who made this experience possible.

E. APPENDIX

Survey Forms