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ABSTRACT

A pilot study was conducted to determine the tasks performed by occupational education administrators in the community colleges and to obtain opinions from community college presidents and deans concerning the content of a doctoral program to prepare future occupational education administrators. Data were gathered through personal interviews at ten community colleges in the greater Los Angeles area. A survey instrument was developed for use in the interviews. Profiles of respondents and institutions are provided. Tasks performed by deans of occupational education were found to include public relations, work with advisory committees, curriculum development, budgeting, preparation of Federal and State reports, program planning and class scheduling, writing proposals, supervision and evaluation of teachers/staff, hiring new staff, and addresses is also provided. Helpful hints for building an economics library and finance, human relations, personnel, school law, community college, curriculum development, and vocational education. Most respondents rated the following areas either desirable or essential: adult education, computers/programming, counseling, higher education, information systems, philosophy of education, psychology of education, research in education, sociology of education, and statistics. Opinions were also given concerning internship location, interns' duties, persons to whom interns should be responsible, and optimum length of internships. Degrees and credentials, teaching experience, industrial experience, course work, and personal qualities were given as considerations in hiring. (KM)

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OPINIONS OF COMMUNITY COLLEGE PRESIDENTS AND DEANS
OF OCCUPATIONAL EDUCATION CONCERNING A
DOCTORAL PROGRAM TO PREPARE OCCUPATIONAL
EDUCATION ADMINISTRATORS

A Pilot Study

JC 740 076

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February 1974

FOREWORD

The Education Professions Development Act makes it possible to move toward action programs related to community college staff development. These action programs, delineated in detail by the American Association of Community and Junior Colleges (AACJC) Joint Committee on Community College Staff Development, and managed in part by the Washington Technical Institute (Robert L. McKee) contained a small pilot study, "A Proposal for Developing a Graduate Curriculum Model (doctoral level) to Prepare Vocational Educators for the Community College." This report is related to the concerns of the pilot study.

Students selected for Leadership Development Awards under the provisions of EPDA (552) included persons who had aspirations toward leadership positions in the junior college. Some of the EPDA (552) graduate institutions had been deeply committed to internships and general involvement with the real life problems confronting community college leadership as it related to vocational education.

Within the structure of the Leadership Development Programs no particular emphasis is placed upon the community college, except as reflected by the special desires of individual awardees. The growing need to maximize the role of the community college in vocational education gives rise to the desire to review leadership development programs in terms of the community college needs. From such a study it

was proposed to develop a model curriculum guide, with emphasis upon the community college, which is generalizable for all graduate programs in vocational education. Three elements were intended to be included in the model as a central theme--vocational education, administration, and the community college.

As a preliminary step it was decided to conduct a pilot study to interview ten community college presidents and ten community college deans of occupational education to probe the nature of their responsibilities and the tasks they perform to determine if these data could possibly shed some light on the nature of an optimum leadership development program, at the doctoral level, for potential leaders in the community college.

Three graduate students from the Leadership Development Program at UCLA were selected to interview the presidents and deans of occupational education. These students were Larry Haggmann, Fran Russell, and Barbara Simi. In addition, Nancy Goff Sartain, Administrative Assistant, Division of Vocational Education, University of California, served as editor for the report and managed its completion.

Melvin L. Barlow
Los Angeles, California
February, 1974

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Chapter 1

INTRODUCTION

The pilot study was based upon a tentative conclusion that doctoral programs for community college leadership development in vocational (occupational) education were constructed from courses and plans at hand, and were not based upon a task analysis of what a dean of occupational education actually does.

The problem therefore was to determine the tasks performed by occupational education administrators in the community colleges and to obtain opinions from community college presidents and deans concerning the content of a doctoral program to prepare future occupational education administrators.

The data for this report were gathered through personal interviews with presidents and the deans of occupational education (this term includes a variety of titles) at ten community colleges in the greater Los Angeles area. A list of persons interviewed in the study is contained in Appendix A; a profile of the respondents and their colleges is found in Chapter 2 of the report. Those interviewed were extremely cordial and cooperative in supplying data for this study.

A survey instrument was developed by the study team. The instrument was tested through interviews conducted with the president and the dean of vocational education at Los Angeles Trade Technical College.

Since the purpose of these interviews was to test the instrument, the results of the two interviews are not included in the report. The survey instrument was revised and subsequently used to conduct the interviews on which this report is based. A copy of the revised instrument is contained in Appendix B.

It should be remembered that the opinions gathered in this study represent the ideas of only twenty administrators in ten community colleges in the Los Angeles area. While these opinions are quite helpful, they are not necessarily representative of a wider population. It is hoped that this study will serve as a pilot venture for a larger study on a nationwide basis.

Table 1
Length of Time in Position

| Years | Presidents | Deans |
|-------|------------|-------|
| 0-3 | 3 | 3 |
| 4-7 | 3 | 2 |
| 8-11 | 3 | 1 |
| 12-15 | 1 | 3 |
| 16-19 | 0 | 0 |
| 20-23 | 0 | 0 |
| 24-27 | 0 | 1 |

The average length of time of the respondents in their positions was six years for presidents and nine years for deans, with a range of administrative experience from nine months (president) to 26 years (dean).

All 20 respondents held master's degrees. Eight presidents and one dean had doctoral degrees. One dean was in the process of completing his doctorate.

Presidents and deans were asked to indicate the number of teaching years and non-teaching years of experience they had in the field of education. Table 2 indicates the respondents' years of experience in education.

Table 2
Years of Experience in Education

| Years | Presidents | | Deans | |
|-------|------------|--------------|----------|--------------|
| | Teaching | Non Teaching | Teaching | Non Teaching |
| 0-3 | 0 | 3 | 1 | 1 |
| 4-7 | 6 | 0 | 3 | 2 |
| 8-11 | 2 | 2 | 4 | 1 |
| 12-15 | 1 | 3 | 1 | 1 |
| 16-19 | 1 | 1 | 0 | 1 |
| 20-23 | 0 | 1 | 1 | 1 |
| 24-27 | 0 | 0 | 0 | 2 |
| 28-31 | 0 | 0 | 0 | 1 |

Presidents averaged seven years of teaching experience and 15 years of non-teaching experience. Deans averaged nine years of teaching experience and 11 years of non-teaching experience.

Deans of occupational education averaged twice as much experience outside of education as did presidents--10.3 years compared to 5.1 years. All ten deans had more than three years of outside experience. In contrast, one president listed no experience outside of education, one president had two years of experience and one had three years of experience. The most experience any one president had outside of education was ten years. The most experience any dean had outside of education was 22 years.

All of the presidents and deans held California teaching credentials as indicated in Table 3.

Table 3
California Teaching Credentials Held

| Credentials Held | Number of Presidents | Number of Deans |
|-----------------------------------|----------------------|-----------------|
| General Secondary | 9 | 7 |
| Administrative | 9 | 8 |
| Industrial Arts | 1 | 2 |
| Supervision, Vocational Education | 1 | 2 |
| Elementary Education | 3 | 1 |
| Supervision | 2 | 3 |
| Pupil Personnel | 1 | 0 |
| Vocational Class A | 0 | 7 |
| Vocational Class B | 0 | 1 |
| Standard Secondary | 0 | 1 |
| Junior College | 0 | 4 |
| Vocational Education, Business | 0 | 1 |
| Driver Training | 0 | 1 |
| Physical Education | 0 | 1 |
| Vocational Administrative | 0 | 2 |
| Vocational, Agriculture | 0 | 1 |

All of the respondents held at least two credentials and some of them held as many as five credentials. Five presidents held two credentials, two held three credentials, and three held four or more. Only one dean listed two credentials, two held three credentials and the remaining eight held four or more credentials. Nearly all respondents held the general secondary and administrative credentials. In addition,

seven deans held Vocational Class A credentials.

The major area of preparation for deans centered around Industrial Arts at the baccalaureate level and Industrial Arts, Supervision and Administration, Vocational Education, Adult Education, and Science at the master's level. Deans had taught classes in drafting, wood, metal, poultry production, agri-science, and vocational education.

Institutional Profiles

The enrollments for the ten institutions involved in this study ranged from a low of 1,750 students to a high of 33,669 students. Seven institutions had enrollments of from 20,000 to 3,000 students; three had enrollments of from 1,000 to 20,000 students; and only two had enrollments of from 1,000 to 10,000 students.

Six of the institutions were located in suburban areas, three in urban areas, and one in a rural area. (The rural school had the lowest enrollment.)

Of the ten community colleges surveyed, one had a 67.5 percent black student population, one had a 30 percent Mexican-American student population, two had a minority composition of approximately 24 percent, and the other six institutions had a caucasian student population of over 80 percent.

The persons interviewed found it difficult to supply data on the

socio-economic compositions of their institutions. The students in most of the institutions appeared to be from middle to lower middle class backgrounds.

A complete tabulation of data on institutions is contained in Appendix C.

Chapter 3

TASKS PERFORMED BY DEANS OF OCCUPATIONAL EDUCATION

The deans of occupational education were asked to name five to ten major tasks that they were required to complete during the year. Although their duties included more than the five to ten tasks given, certain major responsibilities were common throughout their responses. A complete list of all answers given is contained in Appendix D.

The ten major tasks most frequently mentioned and the number of times each task was listed are as follows:

1. Working with and establishing good public, community, and educational relations (8)

It is significant that this task was the most frequently mentioned. In the scheme of organizing vocational education programs, early principles insisted that the community and the school were partners in the venture of providing vocational education and that each should be well informed concerning the needs of the other in relation to the development of vocational education. In effect vocational, or occupational, education is a community venture entrusted to the school to manage. The public at large must be well informed about the range and scope of vocational education and the extent to which the program is meeting community and personal needs. No other aspect of the community college can reach a wider variety of the community than the program of vocational education.

2. Working with and establishing advisory committees (7)

The advisory committee is the instrument of the community college that keeps the occupational program in tune with the needs of the community. Good programs of occupational education cannot exist without good advisory committees. Deans of occupational education, because of their previous training and experience, know instinctly of the extreme value of advisory committees. An administrator can obtain no better advice to share with his Board than that given him by a well organized representative advisory committee.

3. Developing curriculum and new course offerings (7)

Occupational education programs should never become static. New programs are organized and old ones expanded or reduced, depending upon the nature of the occupational base of the community. Curriculum and course offerings must be sensitive to community needs.

4. Budgeting of new and/or existing funds (7)

This task, and its importance as listed by occupational deans, points up the necessity for a doctoral program to provide an understanding of federal, state, and local financing. Furthermore, the doctoral program could well include appropriate intern experiences for the persons in training so that they can experience real life problems in addition to textbook models.

5. Preparing and submitting federal and state reports (including follow-up reports) (6)

State and national reviews of occupational education depend

wholly upon the accuracy of records kept at the local level. For the most part preparation of such reports is an unwelcome chore, but it is only through such information that state and national funding allocations can be based. Adequate data must be obtained as a base to describe the growth and expansion of occupational education. Follow-up data are of particular importance because such data provide an evaluation base for the principal purpose of occupational education.

6. Scheduling classes and program planning (6)

Occupational programs and the classes that comprise these programs must be scheduled in such a way as to maximize the service to students and to the community. Optimum scheduling takes the program to the students and the community.

7. Writing proposals to fund new programs and projects (6)

This task is of comparatively new origin. Availability of special funds, for special programs, for special people has caused deans of occupational education to be alert to the availability of such funds to support occupational goals of the community college. Development of grantsmanship is a new talent of great importance which rests heavily upon the shoulders of the dean.

8. Supervising and evaluating teachers/staff (5)

9. Hiring new staff (4)

10. Attending professional meetings and federal, state, and local conferences (3)

This task is far more important than it may appear to be on the surface. Attached to such attendance are discussions of program standards of many types. Outreach of the occupational program for a particular community college may be enhanced through exchange of information among professional colleagues. It is imperative that deans of occupational education become involved in professional meetings. Local area meetings, particularly those that deal with articulation of the high school and the community college, are essential.

Other tasks were related to special programs (MDTA, WIN, inservice training, work experience) and the writing of district plans for vocational education.

Several deans mentioned that the task(s) at hand varied with the time of year. For example, when federal and state VEA reports were due, they became the major responsibility of the dean for that time period.

The deans also commented that they asked coordinators and department chairmen to help with certain tasks: for example, researching, planning, and implementing new programs; preparing and executing budgets; scheduling classes; hiring staff; and working with advisory committees. One dean said that by working with coordinators and department chairmen, he could channel efforts of creative people to mesh with the organizational goal.

Other tasks indicated in Appendix D suggest that responsibility weighs heavily upon deans of occupational education and that the nature of the tasks is somewhat related to the community in which the college is located, the size of the college, and the complexity of the occupational education offering. The survey staff was impressed with the apparent dedication of deans of occupational education and their commitment to the development of quality programs which are up to date and relevant to the occupational needs and to the interests of individual students.

Chapter 4

OPINIONS CONCERNING COURSE WORK FOR THE DOCTORAL PROGRAM

As an aid in the study of graduate curriculum at the doctoral level, occupational education administrators were asked to respond to a list of titles which were representative of areas of instruction at the graduate level. The titles listed described broad areas of study and were representative of areas of study in graduate schools of education. Each respondent was asked to rate the areas of study listed as: "essential," "desirable," or "unnecessary" as an area of emphasis in a doctoral program for the preparation of community college administrators in occupational education.

Respondents were asked to include educational areas they deemed important which were not included on the force choice list. In addition, they were asked to list areas and/or courses outside the school of education which they considered to be essential and/or desirable. In all cases, the respondents were asked to check the courses they thought should be included at some point during the formal preparation of an administrator of occupational education at the community college.

Table 4 presents the responses of presidents and deans of occupational education to the suggested list of courses. When stronger emphasis was indicated by the respondents, an asterisk (*) appears in the column.

Table 4
Listed Course Work

| COURSES | ESSENTIAL | | DESIRABLE | | UNNECESSARY | | NO ANSWER | |
|--------------------------|-----------|-----|-----------|---|-------------|---|-----------|---|
| | P | D | P | D | P | D | P | D |
| Adult Education | 3 | 3 | 5 | 7 | 2 | | | |
| Anthropology & Education | | | 5 | 2 | 4 | 6 | 1 | 2 |
| Administrative Studies | | | | | | | | |
| Computers/programming | 5 | 2 | 5 | 5 | | 1 | | 2 |
| Finance | 7 | 9 | 3 | 1 | | | | |
| Human Relations | 8 | 9* | 2 | 1 | | | | |
| Information Systems | 5 | 4 | 5 | 5 | | | | 1 |
| Personnel | 7 | 6* | 3 | 3 | | | | 1 |
| School Law | 6 | 7* | 4 | 2 | | | | 1 |
| Community College | 8 | 7 | 2 | 3 | | | | |
| Counseling & Guidance | 4 | 4 | 6 | 5 | | 1 | | |
| Comparative Education | | 1 | 6 | 4 | 4 | 5 | | |
| Curriculum Development | 8 | 8 | 1 | 2 | 1 | | | |
| Higher Education | 1 | 1 | 7 | 5 | 2 | 2 | | 1 |
| History of Education | | 1 | 7 | 4 | 3 | 5 | | |
| Measurement | 7 | 5 | 3 | 4 | | 1 | | |
| Philosophy of Education | 1 | 1 | 7 | 5 | 2 | 4 | | |
| Psychology of Education | 4 | 2 | 6 | 6 | | 2 | | |
| Research in Education | 3 | 1 | 7 | 7 | | 1 | | 1 |
| Sociology of Education | 2 | 2 | 7 | 5 | 2 | 3 | | |
| Statistics | 4 | 3 | 5 | 5 | 1 | 2 | | |
| Vocational Education | 9 | 10* | 1 | | | | | |

*denotes stronger emphasis

Interpretation of Listed Course Work

Almost all of the presidents and deans rated the following courses to be essential in a student's program: finance, human relations, personnel, school law, community college, curriculum development, and vocational education. Curriculum specialists could incorporate this information in providing a meaningful and useful program for future occupational education administrators.

The area of measurement was considered essential by seven of the ten responding presidents, but only five of the ten responding deans considered it essential. One dean thought measurement unnecessary and the other four rated it desirable.

In addition, the majority of the presidents and deans rated the following areas desirable or essential, with desirable receiving more responses: adult education, computers/programming, counseling and guidance, higher education, information systems, philosophy of education, psychology of education, research in education, sociology of education, and statistics. These areas must also be considered by curriculum specialists as contributing to the all-around learning of doctoral students.

In the above list, the deans found adult education, information systems, and statistics more desirable than essential, while seven presidents indicated that sociology of education was more desirable than essential. It is interesting to note that two of the remaining

presidents thought sociology of education to be essential and five thought it to be unnecessary, but the range of responses by deans was more varied. Two deans responded that sociology of education was essential, five that it was desirable and three that it was unnecessary. A similar pattern of response by deans was noted in the areas of history of education and higher education. The variety and range of responses might be a good indicator to curriculum specialists that courses such as sociology of education and history of education be included in the program as electives.

Six deans listed anthropology and five listed comparative education as unnecessary courses. One dean was unsure of the meaning of "anthropology," another had no answer and two checked desirable. Although five deans indicated comparative education as an unnecessary course, four deans said that it was desirable and one thought it essential. Five presidents indicated that anthropology was desirable, four said it was unnecessary and one had no answer. Six presidents checked comparative education as a desirable area and four checked it as unnecessary. It appears that the areas of anthropology and comparative education would broaden a student's knowledge in the field of education but are not essential to his becoming an occupational education administrator.

After the presidents and deans responded to the written course suggestions, they were asked to answer the question "What additional subjects should be included in a vocational education doctoral program?"

This question had two parts. The first asked for suggestions of "other education courses" and the second, for "courses outside the school of education."

Additional Education Courses Suggested

Additional education courses suggested were:

- Media - instruction
- Audio-tutorial learning systems
- Public and community relations
- Student teaching
- "Future education - coping with change"
- Secondary school (7 to 12)
- Needs assessment (industry, community, students)
- Advisory committees (industry, community, students)
- Communication techniques (oral and written)
- Report writing

Only one course "Future education - coping with change" was listed more than once. The suggestions ranged from media instruction to needs assessment to report writing. Both a president and a dean suggested "future education - coping with change" as a possible course area in a doctoral program.

Only two deans and five presidents had input for this question. It is possible that few responses were given because the suggested written list was quite extensive and the respondents were asked to respond to this question during the interview without time for thought. With more preparation time, the presidents and deans might have been able to make more suggestions. The suggestions offered, however, are the kinds of

ideas that could be included on another list so that others could respond to them with their own input.

Courses Outside the School of Education

Courses outside the school of education were suggested by five deans and three presidents. No one item was supported by more than three persons. Their comments can be grouped into general areas: management, writing and communication, labor, and miscellaneous. The suggestions were as follows:

- Management
- Public administration
- Business administrative planning
- Systems analysis
- Industrial management
- Accountability
- Budgeting and accounting procedures
- Economics
- Computers
- Purchasing and business practices
- Labor movement, labor law, labor relations
- Accounting
- Office practices
- Current legislation
- Psychology
- Vocational education acts
- Community coalition building
- Seminars with people in the field
- Project writing, grantsmanship, technical writing, proposal and contract writing
- Foundation funding
- Tax procedures for gifts to community colleges
- Political science

In the area of management, there were many suggestions by both presidents and deans. Courses suggested included management, budgeting

and accounting procedures, accountability, economics, and systems analysis. One president said that students should be allowed to take 25 percent to 40 percent of their courses outside the school of education, in the school of management, for example.

Project writing, grantsmanship, proposal and contract writing were also mentioned by both presidents and deans as recommended course work areas.

Several deans suggested courses involving the labor movement, law, labor relations, and current legislation as additional courses outside the school of education.

Among the miscellaneous courses given, the respondents listed seminars: 1) with personnel in the field, 2) on vocational education acts, 3) on political science, 4) on psychology, 5) on foundation funding, and 6) on tax procedures for gifts to community colleges.

From the list of suggested courses outside the school of education, it appeared that both the presidents and deans of occupational education would like to see prospective occupational education administrators attain broad and varied course backgrounds.

Chapter 5

OPINIONS CONCERNING FIELD WORK AND INTERNSHIPS

The respondents were asked for their opinions concerning internships and field work as a part of a doctoral program to prepare prospective occupational education administrators for the community college. When asked if field work and/or internships should be a part of the program, all ten presidents interviewed said "yes." Some said yes with great emphasis, and one added that it was "a must." The question asked of the deans was slightly different. After they were asked about experiences other than college work that were essential in preparing them for the job, they were asked if they believed these experiences could be provided in a doctoral program through field work and/or internships. In response to this question, seven deans said "yes," two said that internships could provide some of these experiences, and one said that an internship would not provide these experiences, but would enrich a person after some outside experience was gained. Thus there seemed to be unanimous or nearly unanimous agreement among the presidents and deans interviewed that field work and/or internships be included in the doctoral program.

The respondents were also asked where they believed a student should work, what duties he should be assigned, to whom he should be responsible, the optimum length of an internship, and the proportion of time a student should spend on field work and internships as compared to

course work. Their answers to these questions are discussed in the paragraphs that follow.

Internship Location

All ten of the presidents interviewed believed that students should intern at a community college. Additionally, two of the presidents suggested that interns should work in the occupational education office, and two said that they should work in the occupational education office and/or other offices at the college. One president stated that the internship location or locations should be tailored to the needs and interests of the individual students.

Eight of the deans held the opinion that doctoral students should intern at a community college; one said that an internship in industry would be preferable, with the community college as a second choice. One of the deans who specified the community college recommended that students intern at two institutions. Another dean said that students should intern in a variety of locations around the country such as: Sacramento, Washington, D. C., a joint labor-management training trust, a major corporation training program, the county schools office, and the office of a dean of occupational education in both a one-college district and a multi-college district.

Although only two deans suggested internships outside the community college, it is interesting to note that nearly all of them

stated that their experiences in business and industry were essential as preparation for their jobs. Apparently most of them felt that some of these experiences could be acquired through an internship in the community college as well as through working in industry.

Interns' Duties

When asked what duties interns should be assigned, both the presidents and the deans generally replied that interns should become involved in the complete scope of duties performed by a dean of occupational education. Three of the presidents also favored having students perform duties in other offices, such as the business office and the counseling office, so that they could obtain an overview of the entire college operation.

Some of the respondents listed specific jobs to which interns might be assigned:

- Completing a task analysis of the job of dean of occupational education
- Participating in advisory committee meetings and writing the minutes of these meetings
- Gathering information for reporting to state and federal governments
- Writing a proposal for federal funds
- Developing a proposal for, or working on, a curriculum committee
- Preparing a budget

- Preparing a schedule of classes
- Working with faculty; observing teachers in the classroom; writing a faculty evaluation
- Attending an AACJC meeting (American Association of Community and Junior Colleges)
- Conducting an analysis of some subject, such as "How many of our graduates are employed as. . ."
- Writing a program for the computer
- Participating in a needs assessment project
- Figuring the financial impact of a new course proposal
- Working with community groups
- Performing general organizational chores, such as planning for a career day, and arranging for publicity and follow-up

The duties that were mentioned most often were related to budgets, curriculum, relationships with faculty, and advisory committees and other community relationships. The majority of both the presidents and the deans believed that interns should participate in all aspects of the dean's job (the tasks performed by the deans are discussed in Chapter 3 of this report).

Persons to Whom Interns are Responsible

The person named most frequently as the one to whom interns should be responsible was the dean of occupational education. He was mentioned by 18 of the 20 persons interviewed. Nine of the interviewees

stated that interns should be responsible also to their advisors at the university; the need for communication between the community college dean and the university advisor was mentioned by some. One president felt that interns should be responsible primarily to the president, who would serve as a coordinator and assign them to one person at a time.

Optimum Length of Internships

Seventy percent of those interviewed stated that the optimum length of an internship should be one year. Five of the respondents believed that one semester is sufficient, while one stated simply that it depends upon the intern. Three of those persons who favored one year did say that a semester might be sufficient, depending upon the person interning.

Most of the interviewees seemed to feel that interns should work full-time at the community college during their internships. One president suggested a four-day week at the community college with one day at the university during the year of internship. Another president said that a part-time assignment for one year was preferable to a full-time assignment for one semester because this arrangement would allow for a back-and-forth relationship with the university which would enable the interns to blend theory and practice. Two persons interviewed mentioned that it would be best to begin the year of internship in January so that interns would be involved in the preparation of the schedule and the

budget for the school year beginning in September.

Other Suggestions for Field Work and Internships

Respondents made the following suggestions for field work and internships:

- Interns should be paid, possibly through VEA grants
- A measuring system should be developed to determine interns' skills in human relations and their probable success as administrators
- The internship program should be planned jointly by the university and the community college. An advisory committee of community college people should be established to help the university plan the program.
- About 20 percent of each intern's time should be spent at the university in a seminar to discuss the activities at the various community colleges with other interns
- Interns' roles should be clearly defined for the dean of occupational education and the divisional chairmen
- The community college should not expect too much production from interns; they are there to learn
- There should be some method of terminating interns who are liabilities
- The community colleges should be allowed to interview intern candidates and have some say in the selection of interns assigned to their schools
- Prior to the internship, interns might visit various community colleges to familiarize themselves with a variety of community college operations
- Field work could include visitations to colleges with outstanding programs; interns might serve as trainees on a Community College Occupational Program Evaluation System (COPES) team.

Ratio of Course Work to Internships

The respondents were asked to express their opinions concerning the proportion of a doctoral student's time that should be spent in course work and the proportion in other experiences. The answers were difficult to interpret, since some respondents may have considered time spent in preparing a dissertation as part of "other experiences" while some respondents did not. Five of the respondents did not state their preferences on this question, saying only that the ratio should depend upon the student.

The fifteen answers that were obtained listed the course work/other experiences ratio at from 85/15 to 50/50. The answers are tabulated below:

| <u>Course work/other experiences</u> | <u>Number of Replies</u> |
|--------------------------------------|--------------------------|
| 85/15 | 1 |
| 80/20 | 1 |
| 75/25 | 2 |
| 70/30 | 2 |
| 66/33 | 2 |
| 60/40 | 2 |
| 50/50 | 6 |

In general, the respondents seemed to feel that internship experiences are important enough to warrant a large part of a doctoral student's time. It appeared to be difficult, however, for them to state the proportion of time to be spent on course work and on other experiences. A better guide to planning an internship program may be the answers presented earlier on the length of the internship program.

Most of the respondents felt that internship programs should be one year in length, and many also said that the program should be tailored to the needs of individual students.

Chapter 6

BACKGROUND AND QUALITIES CONSIDERED WHEN HIRING A DEAN OF OCCUPATIONAL EDUCATION

The presidents and the deans interviewed were questioned about the background and qualities they would look for when hiring a dean of occupational education. The answers provide additional information about experiences that should be included in the doctoral program. These answers are also useful to prospective vocational education administrators in assessing their aptitudes for the field and in planning experiences outside of the doctoral program.

Degrees and Credentials

A master's degree is required for the position of dean of occupational education according to most of the respondents. Six persons said that a bachelor's degree would be acceptable; only two persons said that a doctorate would be preferred. In interpreting these results, one must keep in mind that as competition for jobs becomes keener, and more applicants with advanced degrees become available, the standards may be raised. Two respondents said that having an advanced degree made it easier for a dean to work with academic people.

Because of state requirements, the applicant would be required to have a supervisory credential. In addition, seven persons said that the applicant should have or be eligible for a vocational teaching

credential. Five persons felt that an administrative credential would be desirable, and the administrative credential was mentioned as an alternative to the supervisory credential by four additional persons.

Teaching Experience

The minimum requirements for teaching experience listed by the respondents ranged from two years to ten years, with three years and five years being named most often. A complete tabulation of the responses is presented below:

| <u>Teaching Experience</u> | <u>Number of Responses</u> |
|----------------------------|----------------------------|
| 2 years | 1 |
| 3 years | 8 |
| 4 years | 2 |
| 5 years | 7 |
| 10 years | 2 |

Two deans said that the applicant should have some teaching experience in a secondary school as well as in a community college.

Experience in Industry

All of the deans and seven of the ten presidents interviewed said that experience in industry would be required of a prospective dean of occupational education. The remaining three presidents said that experience in industry was preferred, but not essential. The minimum years of experience listed ranged from three to seven, with five being mentioned most frequently. Since the vocational teaching

credential in California requires a minimum of five years of industrial experience, those persons who favored an applicant with a vocational teaching credential may have tended to name this figure. Several respondents said that the number of years of experience needed would depend upon the type of experience held and upon the applicant.

Other Kinds of Experience

The respondents were asked if any other kinds of experience would be required of an applicant. The type mentioned most often was supervisory experience. The experiences listed by the interviewees are presented below with the number of times each was mentioned:

- Supervisory, business management (7)
- Leadership role in professional organization, union, etc. (4)
- Counseling (3)
- Community involvement, civic concerns (2)
- Labor relations, union work (2)
- Project writing, proposal writing (2)
- Involvement in youth activities (1)
- Attendance at professional meetings (1)
- Involvement in fund raising activities (1)
- Political experiences in the educational arena (1)
- Systems analysis (1)
- Prior administrative experience in vocational education (1)
- Prior administrative experience in the community college (1)

Course Work

Although the respondents were asked in another portion of the

interview about the courses they recommended for a doctoral program, they were also asked if they would look for particular courses in an applicant's background. Several respondents said that they would look for certain courses. A wide range of courses was mentioned, with no course being named more than three times. Those mentioned by three respondents were human relations, budgetary control, and school finance. The courses that received two mentions were vocational supervision and administration, accounting principles, basic business management, and school law. Other courses that were mentioned only once were personnel management; social, psychological, and philosophical foundations of education; proposal writing; research and report writing; school business management; federal programs; writing instructional objectives; methods of teaching; multi-media techniques; educational technology; the community college; and labor law.

Personal Qualities

When asked about the personal qualities they would look for in an applicant, almost all of the respondents mentioned the ability to get along with other people. Other characteristics often mentioned were leadership ability (7 times) and honesty (4 times). Many additional terms were used by the respondents to describe the personal qualities they would look for, although the qualities may be closely related. To present the clearest view of the ideas expressed, the phrases used by the respondents are presented here.

Qualities that were mentioned twice were: aggression in selling vocational education, willingness to work extra hours, patience, willingness to make and defend decisions, flexibility, imagination, and ability to relate well to people in the trades. Qualities that were mentioned once were: aggressiveness, energy and enthusiasm, thoroughness, ability to set deadlines and select priorities, weighing the pros and cons and not making snap decisions, confidence, ability to get acquainted quickly with school happenings and with the community, ability to work with people who control the purse strings (educational politics), and ability to articulate ideas clearly.

Other Characteristics

Some of the respondents listed additional characteristics that they would look for in a prospective dean. These characteristics generally concerned the attitudes and commitment of the applicant, and specific skills. An applicant's educational philosophy, commitment to the community college concept of education, dedication to occupational education, and activity in professional associations would be of interest. They would look for an applicant who would seek to upgrade faculty, search for industry and community needs, and be willing to eliminate unneeded courses and add new programs. The applicant should understand career education, management by objectives, and federal and state funding in the various vocational areas; he should write well and concisely, be a male, and be at least 40 years of age. It should be kept in mind,

however, that each of these characteristics was mentioned by only one or two of the respondents.

Characteristics of Greatest Importance

The respondents were asked which quality or qualities would cause them to select one applicant over another if they were interviewing for the position of dean of occupational education. It was felt that the qualities which the interviewees deemed of greatest importance would be mentioned in response to this question.

Personality or the ability to get along with people was mentioned most frequently as the characteristic that would be the deciding factor; nine of the respondents listed this characteristic. In addition, many specific personality traits were listed: "a vibrant, friendly, outgoing person;" "willing to work;" "willing to accept many unexpected problems and untypical things to deal with;" "sincerity, honesty, willingness to dig in and work."

The applicant's record of success in past employment would also be an important factor, according to five persons interviewed. Two other persons mentioned that a person on the staff would be preferred because they would be better known. Some of the other persons interviewed believed that they could determine whether the applicant had the desired qualities through an interview.

Only a few of those interviewed listed specific skills or experiences as deciding factors. However, this does not necessarily mean that the knowledge and experience of the applicant are unimportant. Perhaps the presidents and deans interviewed assumed that the knowledge and experience of all applicants would be satisfactory, so that the deciding factor would be personality. Their responses do indicate, however, that personality is an extremely important factor in the success of a vocational education administrator, and that it should be considered in planning a doctoral program. If one takes the attitude that skill in interpersonal relations can be learned or that the personality of adults can be changed, then this learning should be included in the program. If one believes that such skills cannot be acquired in a doctoral program, then this characteristic might be considered in screening applicants for the program.

Chapter 7

FURTHER SUGGESTIONS

At the conclusion of the interview, each president and dean was asked if he had any additional suggestions for a doctoral program to prepare vocational education administrators for the community college. Their added thoughts are presented in this section.

Five interviewees said that applicants for the doctoral program should be screened. Suggestions were made by four persons concerning the criteria to be used in the screening process. It was felt that persons accepted to the doctoral program should:

- Be recommended by people in the field
- Be successful, innovative, and have proven administrative potential
- Have done something meaningful in society
- Be an experienced instructor with some type of supervision or administrative experience; have a pleasant personality and good relations with people

Another frequent suggestion concerned the establishment of an advisory committee of community college people for the doctoral program. Four interviewees suggested that the committee could be involved in the selection process, in setting up internships, and in designing the course work at the university.

Three persons said that practitioners in the community college

should be involved in teaching at the university. This could be accomplished by the use of community college people as guest lecturers or by team teaching. One dean suggested that three or four deans of occupational education be invited each year to collectively give a brief talk to the students on current problems at the community college and how they are dealing with these problems. He emphasized that the problems faced by a dean are constantly changing.

Additional ideas which were expressed are presented below:

- All persons going through the program will have unique needs and desires and should be allowed to help guide their own programs.
- The discipline of writing should not be deleted; students should be able to write a research paper. Perhaps the dissertation requirements provides for this skill.
- Students should get a broad picture of vocational-technical education, gain familiarity with all fields.
- The community college is interested in the Doctor of Arts; a research degree is not desirable. Students should learn about learning and helping others to learn.
- Anyone in the community college that pursues a doctorate is ambitious and wants to move up the ladder to the presidency. Thus doctoral students need a truly broad view of education, and they should know how to be fund raisers.

Chapter 8

CONCLUSIONS

The ten presidents and the ten deans of occupational education interviewed in this study provided many opinions which are of value in designing a doctoral program to prepare occupational administrators for the community college.

The tasks performed by a dean of occupational education do not vary greatly from institution to institution; they do vary, however, with the time of year. The tasks mentioned most often as major tasks are working with the community, working with advisory committees, developing curriculum, preparing budgets, preparing state and federal reports, scheduling classes, writing proposals, supervising and evaluating teachers and staff, and attending conferences and meetings.

The courses deemed essential by the majority of the respondents are finance, human relations, school law, curriculum development, vocational education, personnel, and the community college. Courses rated as either essential or desirable by a majority of the respondents are adult education, counseling and guidance, computer programming, philosophy of education, psychology of education, research, sociology of education, statistics, and measurement.

Those interviewed felt strongly that internships and/or field work should be included in the doctoral program. They believed that

interns should work at the community college, primarily in the office of the dean of occupational education. In general, interns should perform the duties performed by a dean of occupational education and should be responsible to both the dean and to a university advisor. The majority of the respondents believed that the internship should be for a full year.

When hiring a dean of occupational education, most interviewees said they would look for someone with a master's degree, three to five years of teaching experience, five years of experience in industry, and the ability to get along with other people. Personality is most often the deciding factor when an applicant is selected.

Additional suggestions made for a doctoral program include a screening program for applicants and an advisory committee of community college people.

Data gathered and opinions expressed by respondents could lead to a partial redesigning of doctoral programs by possibly adding new courses and, in general, providing a new degree of flexibility based on an internship which is not commonly found in doctoral programs today.

Although this study was based on interviews with presidents and deans in only ten community colleges in the Los Angeles area, it provided some tentative ideas for a doctoral program. Even more important, it served as a foundation for designing a nationwide study which would provide more definitive answers.

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Appendixes

Appendix A

LIST OF PERSONS INTERVIEWED

COMPTON COLLEGE

Dr. Abel Sykes, Superintendent-President
Mr. Roger Beam, Assistant Dean, Occupational Education/
Program Planning and Development

EL CAMINO COLLEGE

Dr. Stuart E. Marsee, Superintendent-President
Dr. Ted Elmgren, Coordinator, Division of Technology and
Industry

FULLERTON JUNIOR COLLEGE

Dr. John W. Casey, President
Mr. Eldon L. Rodieck, Administrative Dean, Instruction

LONG BEACH CITY COLLEGE

Mr. Harmon P. Clark, Jr., Executive Vice President-Auxillary
Services (Acting President)
Mr. Marion B. Gentry, Dean of Occupational Preparation

LOS ANGELES PIERCE COLLEGE

Dr. Dick Nicklin, President
Mr. Bill Halby, Coordinator of Occupational Education

MOUNT SAN ANTONIO COLLEGE

Mr. Eldon E. Pearce, President
Mr. Irvin Colt, Director, Occupational Education

MOUNT SAN JACINTO COLLEGE

Dr. Milo P. Johnson, Superintendent-President
Mr. Benton Caldwell, Dean of Vocational Education

ORANGE COAST COLLEGE

Dr. Robert B. Moore, President
Mr. John S. Owens, Vice Chancellor, Vocational Education

PASADENA CITY COLLEGE

Dr. Armen A. Sarafian, Superintendent-President
Mr. John R. Toothaker, Director of Occupational Education

RIO HONDO COLLEGE

Dr. Walter Garcia, Superintendent-President
Mr. William Lorbeer, Dean of Occupational Education

Appendix B-1
DATA ON INSTITUTIONS

Number of students _____ Voc. Ed./transfer ratio _____

Day enrollment _____

Evening enrollment _____

Location: urban, suburban, rural

Ethnic composition _____

Socio-economic composition _____

Appendix B-2

DATA ON RESPONDENTS

Title of present job _____

Length of time in present job _____

Educational background:

| | Degree | Institution | Date | Major Area of Concentration |
|------------|--------|-------------|-------|--------------------------------|
| Bachelor's | _____ | _____ | _____ | _____ |
| Master's | _____ | _____ | _____ | _____ |
| Doctorate | _____ | _____ | _____ | _____ |

Years of experience in education: Teaching _____

subject areas _____

Non-teaching _____

Years of experience outside of education _____

Credentials held _____

Appendix B-3

QUESTIONS FOR DEANS

1. (a) If you were assisting in the selection of your replacement (Dean of Occupational Education), which of the following would the applicant have to meet?

| | <u>Yes</u> | <u>No</u> | <u>How Much</u> |
|---------------------------------|------------|-----------|-----------------|
| 1. What education and/or degree | _____ | _____ | _____ |
| 2. Credentials | _____ | _____ | _____ |
| 3. Teaching experience | _____ | _____ | _____ |
| 4. Experience in industry | _____ | _____ | _____ |
| 5. Other kinds of experience | _____ | _____ | _____ |
| 6. Course work | _____ | _____ | _____ |
| 7. Personal qualities | _____ | _____ | _____ |
| 8. Other | _____ | _____ | _____ |

(b) If you were interviewing people for the position of Dean of Vocational Education, which quality/qualities would cause you to select one person over another?

2. (a) What experiences other than your college work were essential as preparation for this job?

(b) Are there additional experiences (other than course work) that would have been beneficial prior to assuming this job?

(c) Do you believe these experiences could be provided in a doctoral program through field work and/or internships?

Yes _____ No .. _____

- (1) Where should the student work?
- (2) What duties should he be assigned?
- (3) What would be the optimum length?
- (4) To whom would the student be responsible?
- (5) Other suggestions:

3. Which of the courses listed below do you feel are essential or helpful in training a prospective vocational education administrator? (i.e., which courses should be included at some point during his formal education?)

What additional subjects should be included in a vocational education doctoral program?

(Please check one column)

| | ESSENTIAL | DESIRABLE | UNNECESSARY |
|--------------------------|-----------|-----------|-------------|
| Adult Education | _____ | _____ | _____ |
| Anthropology & Education | _____ | _____ | _____ |
| Administrative Studies | | | |
| Computers/programming | _____ | _____ | _____ |
| Finance | _____ | _____ | _____ |
| Human Relations | _____ | _____ | _____ |
| Information Systems | _____ | _____ | _____ |
| Personnel | _____ | _____ | _____ |
| School Law | _____ | _____ | _____ |

| | ESSENTIAL | DESIRABLE | UNNECESSARY |
|-------------------------|-----------|-----------|-------------|
| Community College | _____ | _____ | _____ |
| Counseling & Guidance | _____ | _____ | _____ |
| Comparative Education | _____ | _____ | _____ |
| Curriculum Development | _____ | _____ | _____ |
| Higher Education | _____ | _____ | _____ |
| History of Education | _____ | _____ | _____ |
| Measurement | _____ | _____ | _____ |
| Philosophy of Education | _____ | _____ | _____ |
| Psychology of Education | _____ | _____ | _____ |
| Research in Education | _____ | _____ | _____ |
| Sociology of Education | _____ | _____ | _____ |
| Statistics | _____ | _____ | _____ |
| Vocational Education | _____ | _____ | _____ |

Other Educational Courses _____

Courses outside the School of Education _____

4. What proportion of the doctoral student's time should be spent in course work and what proportion in other experiences?

Course work _____% Other experiences _____%

5. What are the major (5 to 10) tasks a Dean of Occupational Education must accomplish during the year?

6. What other suggestions do you have for a doctoral program to prepare vocational education administrators for the community college?

Appendix B-4

QUESTIONS FOR PRESIDENTS

1. (a) If you were receiving applications for the position of Dean of Vocational Education, which of the following would the applicant have to meet?

| | <u>Yes</u> | <u>No</u> | <u>How Much</u> |
|---------------------------------|------------|-----------|-----------------|
| 1. What education and/or degree | _____ | _____ | _____ |
| 2. Credentials | _____ | _____ | _____ |
| 3. Teaching experience | _____ | _____ | _____ |
| 4. Experience in industry | _____ | _____ | _____ |
| 5. Other kinds of experience | _____ | _____ | _____ |
| 6. Course work | _____ | _____ | _____ |
| 7. Personal qualities | _____ | _____ | _____ |
| 8. Other | _____ | _____ | _____ |

(b) If you were interviewing people for the position of Dean of Vocational Education, which quality/qualities would cause you to select one person over another?

2. Should field work and/or internships be a part of the doctoral program for future vocational education administrators?

Yes _____ No _____

- (1) Where should they work?
- (2) What duties should they be assigned?
- (3) What would be the optimum length?
- (4) To whom would the student be responsible?
- (5) Other suggestions

3. Which of the courses listed below do you feel are essential or helpful in training a prospective vocational education administrator? (i.e., which courses should be included at some point during his formal education?)

What additional subjects should be included in a vocational education doctoral program?

(Please check one column)

| | ESSENTIAL | DESIRABLE | UNNECESSARY |
|--------------------------|-----------|-----------|-------------|
| Adult Education | _____ | _____ | _____ |
| Anthropology & Education | _____ | _____ | _____ |
| Administrative Studies | | | |
| Computers/programming | _____ | _____ | _____ |
| Finance | _____ | _____ | _____ |
| Human Relations | _____ | _____ | _____ |
| Information Systems | _____ | _____ | _____ |
| Personnel | _____ | _____ | _____ |
| School Law | _____ | _____ | _____ |
| Community College | _____ | _____ | _____ |
| Counseling & Guidance | _____ | _____ | _____ |
| Comparative Education | _____ | _____ | _____ |
| Curriculum Development | _____ | _____ | _____ |
| Higher Education | _____ | _____ | _____ |
| History of Education | _____ | _____ | _____ |
| Measurement | _____ | _____ | _____ |
| Philosophy of Education | _____ | _____ | _____ |
| Psychology of Education | _____ | _____ | _____ |
| Research in Education | _____ | _____ | _____ |

ESSENTIAL DESIRABLE UNNECESSARY

Sociology of Education

Statistics

Vocational Education

Other Education Courses

Courses outside the School of Education

4. What proportion of the doctoral student's time should be spent in course work and what proportion in other experiences?

Course work _____%

Other experiences _____%

5. What other suggestions do you have for a doctoral program to prepare vocational education administrators for the community college?

PROFILE OF SCHOOLS

PROFILE OF SCHOOLS

| COLLEGE | NUMBER OF STUDENTS | VOC. ED. TRANSFER RATIO | DAY ENROLLMENT | EVENING ENROLLMENT | LOCATION | ETHNIC COMPOSITION | SOCIO-ECONOMIC COMPOSITION |
|----------------------------|--------------------|-------------------------|----------------------------|--------------------|----------|---|--|
| Compton | 7,500 | 32:68 | 4,275 | 3,225 | Urban | 23.0% Caucasian 7.5% Mexican-American 67.5% Black 2.0% Other | High concentration of disadvantaged, low income; 27% of families earn under \$4,000 |
| El Camino | 22,647 | 45:55 | 10,928 (combined 3,285) | 8,434 | Suburban | *84.0% Caucasian * 7.5% Mexican-American * 2.5% Black 5.0% Oriental 1.0% American-Indian | Middle-class district; few pockets of low-income families |
| Fullerton | 17,068 | 65:35 | 11,026 | 6,042 | Suburban | 91.8% Caucasian 6.7% Mexican-American 1.6% Black .9% Other | Low-middle |
| Long Beach City College | 23,518 | 40:60 | 13,197 | 10,058 | Urban | 82.5% Caucasian 5.4% Mexican-American 6.2% Black 1.0% Oriental 1.6% American-Indian | 15.8% under \$ 5,000 21.7% to 8,999 27.1% to 12,999 21.0% over 13,000 |
| Los Angeles Pierce College | 18,000 | 50:50 | 12,000 | 6,000 | Suburban | 94.0% Caucasian 6.0% Minority | Broad spectrum |
| Mount San Antonio | 15,600 | 60:40 | 8,900 | 6,700 | Suburban | 76.0% Caucasian 24.0% Minority | Middle - lower middle |
| Mount San Jacinto | 1,750 | 65:35 | 550 | 1,200 | Rural | 90.0% Caucasian 10.0% Minority | No answer given |
| Orange Coast | 33,669 | 39:61 | 15,187 | 18,482 | Suburban | 90.4% Caucasian 2.5% Mexican-American 1.4% Black 1.1% Oriental 1.6% American-Indian 5.0% Other | 12.1% under \$ 3,000 13.8% to 5,999 22.1% to 9,999 29.7% to 14,999 22.3% over 15,000 |
| Pasadena City | 15,746 | 30:70 | 9,777 | 5,969 | Urban | 76.6% Caucasian 23.4% Minority | 20.0% under \$ 6,000 16.4% to 8,999 35.4% to 14,999 27.3% over 15,000 |
| Rio Hondo | 11,500 | 54:46 | 5,000 | 6,500 | Suburban | 70.0% Caucasian 30.0% Mexican-American | Middle working class |

*Averaged

Appendix D

FIVE TO TEN MAJOR TASKS

Dean "A"

- Proposal writing
- Advisory committees
- Paper work--state plan, state and federal reports
- Curriculum development
- Coordination of campus programs
- Inservice training of staff
- Conference and committee attendance
- Evening college program supervision
- Special programs, i.e., MDTA, WIN

Dean "B"

- Making class schedule
- Writing district plan for vocational education
- Follow-up reports, both state and federal
- New project development
- Implementation of new courses
- Advisory committees
- Attending professional meetings and state conferences
- Maintaining budgets

Dean "C"

- Selection of and hiring of instructors
- Planning programs
- Working with and establishing of advisory committees
- Community work and public relations: working with feeder high schools; working with industries that employ school's graduates
- Submitting state and federal reports
- Instructional supervision and teacher evaluation

Dean "D"

- Program planning
- Program development
- Program funding and budget preparation
- Working with department chairmen
- Teacher evaluation
- Staffing

Dean "E"

- Working with teachers
- Scheduling
- Needs assessment
- Advisory committees
- Communication (oral and written)
- Public relations
- Office manager
- Evaluation of instructors
- Teacher hiring

Dean "F"

- Advisory committees
- Formal writing
- Publicizing vocational education
- Budgeting
- Program development and expansion

Dean "G"

- Budget
- Scheduling of classes
- Analysis of labor trends and initiation of adjustments in course offerings
- Federal projects
- VEA reports
- District planning
- Reports and record keeping
- Teacher evaluation

Dean "H"

- Taking care of unexpected problems
- Planning, organizing, and distributing work to coordinators
- Gathering information and producing Federal and State reports
- Securing necessary financial support for the program
- Coordinating financial support with various departments
- Public relations
- Improving community contacts

Dean "I"

- Curriculum
- Supervision and evaluation of staff (teaching and non-teaching)
- Budget
- Scheduling
- Facilities
- Coordination of school relations with feeder schools and transfer students
- Recruitment, assignment, and orientation of new staff
- Studies of not only own programs and their effectiveness, but studies of community needs, placement opportunities, and program development
- Advisory committees
- Community involvement

Dean "J"

- Direct, coordinate, and participate in long-range master planning
- Conference and committee attendance
- Paper work--federal, state reports
- Budgeting
- Advisor in curriculum and program matters to occupational programs
- Help in the development, coordination, and evaluation of occupational education curricula, teachers, methods, guidance, work experience, handicapped and disadvantaged, inservice preparation, and other special programs
- Advisory committees
- Stimulate, research, and work cooperatively with Department of Human Resources Development to determine manpower needs, skill, and technical requirements for job placement
- Development of new programs to meet educational and occupational needs
- Community and industrial relations
- Funding

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