

A REPORT ON THE
SABBATICAL LEAVE

of

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1972-73

F O R E W O R D

I wish to express my appreciation and gratitude to the Board of Trustees, the Administration, the Business Education Department staff and the Mt. San Antonio College District and its taxpayers for the opportunity made available to me to profit from my experiences under the Sabbatical Leave Program of the college.

While illness required a revision of my original plans, with the concurrence of the Permanent Salary Subcommittee, I believe the overall plan was well implemented. It is interesting to note that the original estimate of traveling costs and other expenses made when the leave was first approved increased by nearly forty percent due to two currency devaluations plus inflation in the countries visited.

The writer shall divide this report into its several aspects. Part I outlines the community colleges visited throughout the United States, with a copy of the questions asked in the interviews with each head of vocational education, or in his absence, the Dean of the Business Education Department. Part II summarizes important findings resulting from these personal interviews. Part III outlines the trade fairs, businesses and cultural places of interest visited during the five weeks in Europe. Part IV details the college courses

of study taken by the writer to increase his professional competence and to refresh his viewpoint. Part V is a statement of the objectives of this sabbatical leave and summarizes how the writer feels these were reached.

PART I

Following is a list of the community colleges visited throughout the United States during the period January 29-March 29, 1973, listed according to the geographical route followed:

Arizona:

Phoenix:

Glendale College
Phoenix College
Maricopa Technical College

Texas:

Dallas-Ft. Worth:

Eastfield College
El Centro College

San Antonio:

San Antonio College

Louisiana:

New Orleans:

Delgado Junior College

Florida:

Tampa-St. Petersburg:

Hillsborough Community College
St. Petersburg Junior College

Miami:

Miami-Dade Junior College

Florida: (continued)

Jacksonville:

Florida Junior College

North Carolina:

Charlotte:

Central Piedmont Community College

Virginia:

Annandale:

Northern Virginia Community College

New York:

Farmingdale:

Agriculture and Technical College at Farmingdale

Garden City:

Nassau Community College

Massachusetts:

Holyoke:

Holyoke Community College

Ohio:

Cleveland:

Cuyahoga Community College
Metropolitan Campus

Michigan:

Dearborn:

Henry Ford Community College

Bloomfield Hills:

Oakland Community College

Kalamazoo:

Kalamazoo Valley Community College

Illinois:**Chicago:**

The Loop College

River Grove:

Triton College

Peoria:

Illinois Central College

Wisconsin:**Milwaukie:**

Milwaukie Area Technical College

Missouri:**St. Louis:**

Florissant Valley Community College
Forest Park College

EXHIBIT A

AN EXAMINATION OF NEW AND INNOVATIVE
PROGRAMS IN VOCATIONAL EDUCATION
AT SELECTED COMMUNITY COLLEGES IN THE U. S.

Objective: To explore through personal visitation and interview with Vocational Education Directors of community colleges, recently added or projected courses or programs in vocational education (with special emphasis on Business Education), and to discover common areas of concern and need.

QUESTIONS TO BE ASKED IN THE INTERVIEW:

1. What programs or courses have you added within the past two years in the fields of vocational education?
2. What programs, courses, or course do you plan to add to the curriculum in the next two years?
3. What are the general and specific objectives of the newer or projected items listed in question number two?
4. What problems did you encounter when you first offered these programs?
5. Are these programs based primarily on local need, or do you feel they would be universally applicable to all community colleges?
6. In promoting student enrollment in these new programs, what methods do you consider unique to your own college?
7. What problems are you now encountering in the program or courses?
8. What special techniques, methods, and equipment have you used or plan to use to implement the effectiveness of these new programs or courses?

9. How much outside financial aid (federal and State) have you been able to draw upon based as a percentage of the total cost of the course, courses, or program?
10. Have you evaluated the program as yet?
11. What criteria have you used to evaluate the effectiveness of the course or program?
12. How did you establish the need for these programs?
13. What, if any, changes (based upon your evaluation) are you planning to make?
14. What are you doing to promote high school students to come to the community college and continue their education concurrently?
15. How many classes in vocational education are open entry-open exit in your present programs?
16. Your further comments:

PART II

Summarization of Findings from Personal Interviews:

- A. New curricula which have been added within the last two years, or will be offered within the next two years:

Air Conditioning Technologist
 Audio-Visual Technician
 Architectural Technician
 Bio-Medics
 Broadcast Engineering
 Building and Construction Inspection
 Cinematography
 Court Reporter
 Criminal Justice Technician
 Executive Housekeeping/Industrial Management
 Finance Banking
 Food Distribution Management
 Graphic Arts
 Hospitality Management
 Hospital Management
 Hotel-Motel Management
 Legal Secretary
 Machine Shorthand
 Mid-Management in Building Industry
 and Electrical Industry Wholesale and Retail Parts
 Nursing Home Administration
 Optometric Technician
 Para-Professionals for the Deaf
 Public Relations
 Public Service Technicians:
 Mental Health Assistant
 Social Worker
 City Administrative Assistant
 Teacher's Aide
 Environmental Technologist
 Probation Officer Technician
 Real Estate Management - three colleges
 Safety Engineering Technician (OSHA)
 Surveying--Two-Year Certificate
 Veterinarian Lab Technician

Some of these may be adaptable to the needs of our community, while others represent a local need. The location of any individual curriculum that may be of interest has been filed and is available to any administrator of Mt. San Antonio College upon request.

B. Methods of Publicizing New Curricula:

1. Three colleges send a monthly summary of job trends to all feeder high school counselors in their districts.
2. A yearly dinner is held by the college counseling staff for all high school counselors.
3. One college uses radio and TV commercials from its own broadcasting studio on its new offerings.
4. Banks, telephone company, and gas company send out college brochures on new curricula with their monthly statement or bills at no charge to the college.
5. Advisory groups publicize their programs at their own expense.
6. Technirama--a carnival-like show where the college brings in bus loads of high school students once a year.
7. Parents night--one college had 5,000 parents one night.
8. Two recruiters have been hired to work with veterans and high school dropouts.
9. Career Fair--College and industry have 90-100 booths open one night a year.
10. A mobile counseling unit visits surrounding towns.

11. College prepares a computerized high school career interest survey. This is used to project enrollment two to three years in advance, and a printout is mailed to each high school counselor.

C. Criteria for Evaluating the Effectiveness of Your Vocational Programs:

1. Student feedback--coming back and telling teachers and administration whether they were employed and voicing criticism, suggestions, etc.
2. Advisory Committee Members' Feedback--especially valuable, as they are in touch with most of the main local employers who employ recent graduates.
3. Results of students who must qualify under minimum standards set by the state for many entry level careers are available.
4. It must be noted that all colleges visited, with one exception, feel that the follow-up study is the weakest area of each vocationally oriented program they offer. Many admit they must get more money for this in order to really know scientifically how they are doing.

D. Setting of General and Specific Course Objectives:

Most of the colleges contacted are far behind California community colleges in promoting an understanding of writing course objectives. Most of those interviewed stated that the vocational area of their college was ahead of the academic in this respect.

In fact, several said there was quite a dichotomy here. Only two had reached the stage where they were requiring specific behavioral outcomes to be stated. Two years ago the Texas State Department of Education offered its community college teachers approximately one thousand dollars each for writing a complete course of study with a complete set of behavioral objectives. Needless to say, quite a few vocational syllabi were turned in. This work was accomplished because of federal funds available.

Employability of all students entering specific vocational career subject areas was the general objective of every college visited, although it was not always stated in this way by those interviewed.

E. Concurrent Enrollment of High School Seniors:

Only three colleges were actively promoting enrollment. Community colleges in Texas are phasing out of this because they lose money due to present state accounting. A number of colleges were sending college instructors to the high schools in a cooperative type program. Also some allowed high school seniors to enroll in courses where special equipment was needed and it was only available at the college.

Several colleges allowed high school seniors with more than enough units for graduation to challenge their courses by examination.

F. Classes in Vocational Education That Are Open Entry-Open Exit: Six colleges offer open entry-open exit

courses in the secretarial skills area, two offer them in accounting, one in electronics, one in environmental technology, and one in the health fields.

It is interesting to note that ten colleges not now offering this type of mini-course plan to add them in the next two to three years.

PART III

Trade Fairs, Businesses and Cultural Places Visited in
Europe June 16 - July 21, 1973, in Chronological Order:

1. Edinburgh, Great Britain
 - A. Royal Agricultural Fair - Annual
 - B. Specialty Shops on Princes Street
 - C. Supermarket on outskirts of town
 - D. Edinburgh Castle
2. Rotterdam, The Netherlands
 - A. Visited the wharves on the Rhine River to observe shipping and unloading methods
3. Paris, France
 - A. The French Shoe Industry Preview Show at the Hilton Hotel at Orly Airport
 - B. Toured the Concorde at Orly Airport
 - C. Visited two discount stores on the Champs Elysee
 - D. Toured the Louvre
 - E. Visited two open street markets
4. Brussels, Belgium
 - A. Had an appointment with secretary and public relations man for the Belgium Retail Trade Organization
 - B. Visited Royal State Art Museum
 - C. Toured two department stores one of which burned two years ago with worst loss of life in recent history
5. Ulm, Germany
 - A. German Educational Audio-Visual Fair
 - B. Visited new apartment complex on the outskirts of the city
 - C. Climbed the Ulm Cathedral, tallest in Europe and perhaps in the world
6. Geneva, Switzerland
 - A. Visited several banks and saw couriers delivering or picking up gold bars

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- B. Visited two of the leading markets
- C. Visited the City Museum of Modern Art

7. Milan, Italy

- A. International Knitwear Trade Show
- B. Visited the Museum dedicated to Leonardo daVinci
- C. Had lunch and toured the original enclosed Mall (Victa Emanuel), about 200 years old

8. Rome, Italy

- A. Visited the Vatican and its art collection
- B. Visited a large flea market
- C. Visited the catacombs
- D. Visited the forum and the Coliseum
- E. Visited the Via Veneto and toured some of its shops

9. Naples, Italy

- A. Children's Toys and Furnishings Trade Exhibit
- B. Visited Pompeii
- C. Toured a coral jewelry manufacturing plant
- D. Toured the Plaza Mercato--a wholesale trade center

10. Amsterdam, Holland

- A. Visited the Ryksmuseum of Art
- B. Visited the Municipal Museum of Modern Art
- C. Visted two discount centers to observe merchandise and marketing methods
- D. Toured wharves and shipping

11. London, England

- A. Educational Media Trade Fair in London
- B. Visited Herrod's Department Store and a discount department store
- C. Visited a London Safeway store to check on prices and merchandising
- D. Visited the House of Lords in Parliament
- E. Toured all the historical sights of London by municipal bus tour

PART V

A. The Objectives of My Sabbatical Leave:

The objectives were outlined in my letter to the Permanent Salary Subcommittee of December 16, 1971, as follows:

1. Complete four courses in the Real Estate curriculum at a community college. Mr. Meierding suggested I additionally complete a survey course in Data Processing which I added to my program.
2. Visit community colleges with outstanding vocational program throughout the United States and explore new curricula that have been added recently or is planned for adoption. To consult with Mr. Irvin Colt for names of additional colleges.
3. Because of a medical emergency, the Permanent Salary Subcommittee approved my change of plans to include a five-week tour of seven European countries, visiting trade fairs and places of business to observe and exchange ideas with foreign businessmen.

B. How these objectives were met:

1. Part of my duties at the time the sabbatical leave was granted was the supervision of instruction for evening instructors in the Distributive Education area of the Business Education Department. The

greatest number of these instructors were in the field of Real Estate, yet I had completed only one course in this field.

The completion of these four courses gives me a broad background in a field I feel will maintain or even expand its enrollment at Mt. San Antonio College. If called upon to teach any of these courses, the formal training gained during the sabbatical leave will enable me to teach these courses effectively.

While it is unfortunate that the original objective as it applied to my former position cannot be realized, since I no longer supervise these instructors, I feel that observation of the way these courses were supervised and administered was of great benefit to me. I believe that if called upon to help with these courses at some future date, both the mistakes and strong points I observed at this other college can be a source of strengthening our own program.

In any event, the completion of fourteen units of college work refreshes my understanding of the personal and learning problems faced by the students I now teach. I am resolved I will be a better instructor as a result of my own experiences.

Upon reflection, I was personally glad for Mr. Meierding's suggestion of the additional course in data processing. It also broadens my teaching

capabilities, since I was exposed to a subject area that originated after all my formal college training had been completed.

2. The primary objective of the visits and personal interviews with Deans of Vocational Education or those acting in that capacity at selected community colleges throughout the United States was to record trends in innovative vocational programs, and to catalogue findings that might be of interest to those at Mt. San Antonio College. It was felt that some of the areas of curriculum development as outlined in Exhibit A (the questionnaire used for the personal interview) might be applicable to our own district.

While I was on leave, the problem that developed of decreasing enrollments at Mt. San Antonio College makes my findings on the special recruiting efforts for students for new programs by those colleges visited of considerable significance. Can we use any of them? Some of them would cost the district hardly anything except perhaps extra teacher or administrative staff effort, while others might result in considerable expense. Whether that expense would be justified would have to be based on a scientific study and the objective judgment of our staff concerned with student recruitment.

The other areas I have included in this report are the ones I received the best cooperation on what I considered to be really complete and candid responses. It is interesting to note that as I had anticipated, the psychological factor related to "What problems did you encounter when you first offered this curriculum, and the problems now being encountered?" resulted in very few factors we could really put our fingers on. Many of the colleges did not have enrollments in Work Experience Programs that justified intensive questioning. Some of them were just getting into it. I wish to thank Mr. Irvin Colt for his help and suggestions on the development of the questionnaire. I received six responses of a very favorable nature, four of these requesting a copy of the questionnaire for re-evaluation of their own programs.

From the visitations I made I can conclude:

- a. That the size and expense of the facilities available to the individual college bears no relationship to the soundness or success of its vocational offerings.
 - b. That the area of greatest weakness of all colleges visited is their lack of a follow-up evaluation of program effectiveness. I believe the objective of college visitation was met, and that some of the findings have relevance for our own program.
- I am turning over college catalogues and other

related material to the Office of Instruction for evaluation.

3. The visits to the European trade fairs and places of business broadened my understanding of international trade. For instance, electronic educational media from Japan had a much stronger representation at the London Educational Media Show than at the one in Ulm, Germany. From conversations I was able to deduce that the tariffs barriers were much higher against the Japanese products in the EEC than in Great Britain. This being so, it was economically feasible to put up expensive display booths in London.

A rather interesting phenomenon I observed at the open air markets in both France and Italy was that shopkeepers, rather than lowering their prices as the day went on, would dump what they had left for the garbage men to clean up. In many instances there was a considerable amount of various types of fruits and vegetables thrown away in edible condition. Needless to say, there were hundreds of scavengers in both places.

Contrasting this to our own marketing methods, proper refrigeration contributes to lower prices of all fresh produce sold in any market because there is far less spoilage.

An interesting pricing method was illustrated by my visit to the Shoe Exhibition at Orly Airport

in Paris. The shoe manufacturers in France bargain individually with each customer. A shoe buyer from the United States may get a different price from a shoe buyer from Japan for the identical order. This does not take into account the possible variations in transportation costs.

The visit to the Plaza Mercato in Naples, Italy, contrasts with our own wholesale fresh produce market in Los Angeles. Both are totally inadequate for the trade area they serve. Both are poorly laid out and contribute to traffic congestion. This congestion within the market area itself contributes to higher prices since shippers and buyers time is wasted getting in and out of the area.

As we traveled by train throughout both Great Britain and Europe, it was evident why the Europeans (Great Britain included) must discriminate against American farm products. The average acreage devoted to any one crop does not permit economical scale of production. Small patches of this and that crop spread out in an endless checkerboard in contrast to the efficient sized crops one sees in the Sacramento-San Joaquin Valley.

Finally, based upon all trade fairs visited and observations of merchandise for sale in retail stores in Great Britain and Europe, I believe our greatest competition in the future will be from Japan. Its

merchandise is good, its displays and merchandising is excellent, and its businessmen are every bit as aggressive as U. S. businessmen.

A spinoff of the time of my trip was the sudden grasp of international money exchange forced on me by galloping inflation plus two currency devaluations by the U. S. The cost of our trip increased forty percent from its initial estimate. In order to keep my costs down even to this level, we had to know and understand the currency of each country visited.