

SABBATICAL REPORT:

ROBERT P. RONKETY

1980-1981

SUBMITTED TO: MOUNT SAN ANTONIO COMMUNITY COLLEGE

SALARY AND LEAVES COMMITTEE

OCTOBER 30, 1981

CONTENTS

INTRODUCTION	2
DESCRIPTION OF COURSEWORK	5
CONCLUSION	14
APPENDIXES	
I. Documents	
II. Employers Attitude Survey	
III. Senior Project	
IV. Preparing for Employment in the Mount San Antonio Community College Region	

INTRODUCTION

This report is an accounting of my activity during my sabbatical leave granted by Mount San Antonio Community College for the year of Fall 1980 through Spring 1981. During this time, I attended California State University Long Beach to pursue studies in vocational education leading towards the Bachelor of Vocational Education degree as per my original proposal. For a copy of this proposal, see Appendix I. Throughout this year, I successfully completed thirty units of coursework that were applicable towards this degree. My application for units under the Swan Bill was accepted and I was granted an additional thirty-one units by the Board of Examiners of Vocational Teachers, Department of Education, State of California. The completion of my studies and coursework enabled me to earn the Bachelor of Vocational Education degree on August 21, 1981. A copy of the letter of verification of units granted by the Board of Examiners, a copy of my transcripts for completed coursework and a Certificate of Graduation for California State University Long Beach are found in Appendix I.

A description of the coursework I completed comprises the basis of my report. The courses are presented in the order in which I took them. Each course is identified by title, number and its instructor. I have included excerpts from the California State University Long Beach Bulletin describing each course. This information is followed by a description of my particular studies and my impressions and reactions to them. Also included are my opinions about the benefits the courses afforded me and my development as an instructor at Mount San Antonio

Community College.

DESCRIPTION OF COURSEWORK

Summer 1980

English 317, Technical Writing, Dr. Donald Weinstock.

Expository writing on technical subjects dealt with in industry, science, and government. Long and short forms including reports, proposals, manuals and journal articles, with emphasis on the longer research paper or technical report.¹

This was the first course I took upon entering California State University Long Beach, not only to assist me in writing clearer and concise reports, but to help me assume the student role during the summer.

Fall 1980

Vocational Education 456, Attitude Awareness for Vocational Teachers, Dr. Richard Resurreccion.

Introduction to and application of the principles of communication, human relations, understanding other people, attitude recognition and development, and mental steps to motivation. Contributions of the behavioral sciences to more effective teaching in a vocational setting will be examined and plans for their implementation will be prepared.²

In this course, I was given the opportunity and guidance to develop a confidential questionnaire to be sent to employers in the area of Mount San Antonio Community College.

¹California State University and Colleges, California State University, Long Beach Bulletin: Undergraduate and Graduate Catalog 1979-1981, Vol. XXX, No. 3, (Long Beach: California State University, 1979), p. 369.

² Ibid., p. 716.

The purpose of this questionnaire was to research the attitudes of employers about prospective job applicants, their attitudes and their skills, who have a community college education background in advertising design.

In general, I found that most employers have a positive attitude toward the community college students of advertising design. Through the employers comments, I found that they considered a portfolio of the student's work most beneficial in their evaluation of the students' potential as employees. For further detail, see Appendix II.

This information will help me to develop a better program of instruction for the advertising design students at Mount San Antonio Community College. I will also be able to relate some of these findings to the students to help them realize their career goals.

Vocational Education 483, Senior Project, Dr. Richard Ressurreccion.

Identification of planning, preparation and completion of a project to solve problems particular to a business, educational or industrial setting. Written report required.³

I used this project to identify a problem and its possible solution within the Advertising Design area of instruction at Mount San Antonio Community College, see Appendix III.

The problem is that the students need more adequate information and instruction in the use of the airbrush. This problem is compounded by the fact that there is a lack of facilities and insufficient instruction time allotted to the airbrush. My conclusion is that a learning package needs to be developed for independent use by the

³Ibid., p. 716.

student in a self-paced program.

This project created a new teaching goal for me. In the near future, I plan to see the development of such a learning package through to completion for utilization by the students.

Vocational Education 490, Independent Study in Career Education,
Dr. Richard Resurreccion.

Individual research and study under the direction of a faculty member in areas not an integral part of any regular course. Written report is required.⁴

In fulfilling the requirements for this course, I attended an all day workshop entitled "Modification of Equipment and Facilities for Handicapped Students". It was an interesting and informative session headed by local educators, professionals and business representatives. In writing my report on this workshop, I gained a better understanding of the handicapped persons problems in mainstreaming in both work and school. I also became aware of equipment being developed to assist the handicapped person in his progress.

Instructional Media 300, Instructional Media, Dr. Richard Johnson.

Resource materials and technological advancements related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation.⁵

This course served to refresh and up-date my knowledge and skills with audio-visual equipment and instructional media. The opportunity for a hands on approach to video equipment, along with the many examples of slide sound presentations, allowed me to work with media that I normally

⁴Ibid., p. 716.

⁵Ibid., p. 306.

do not have the time to investigate during the active school year of teaching.

Educational Psychology 305, Educational Psychology, Dr. Alice Harris.

Modifiability and educability of the human organism at different levels of maturity; psychology of learning applied to teaching.⁶

Although this course seemed primarily geared for elementary and high school teachers, I did find the course informative and pertinent. I participated in two projects: one on developing self-change and another on client-change. The self-change project was a study to help a person decrease their level of self-criticism. In the client-change project, I had to select a subject who wished to change a habit, such as biting fingernails or over-eating, and then devise a plan to help that person achieve their goal. Both of these projects helped me to understand the various problems that students have in achieving good work habits in class and ways in which I may assist them in accomplishing better work habits in the future.

Spring 1981

Industrial Arts 351, Composition Methods in Graphic Arts, Dr. Ross Martin.

Advanced typographic design and layout. Discussions and activities emphasized newspaper and magazine layout, multiple run imposition methods, copyfitting, hot and cold composition methods and the composition of printing papers and inks. New techniques and developments in graphic arts included. (Laboratory included).⁷

⁶Ibid., p. 290.

⁷Ibid., p. 471.

Laboratory assignments facilitated my experience with the variety of printing equipment available. It also gave me the opportunity to familiarize myself with relatively new equipment. I was able to up-date and increase my knowledge of the various processes that are currently being used by printers for work that the advertising designer must job out for typesetting, photostating and printing. This will allow me to explain to my students, with greater detail and with current experience, the process of completing artwork from the artist's conception through to actual printing.

Instructional Media 410, Preparation of Graphic Media, Dr. Paul Brent.

Advanced problems in visualization including the preparation of transparency materials, charts and graphs, use of mechanical lettering devices, layout and design.⁸

The graphic techniques of this course included: designing, mounting, lettering, preparing transparencies, and photography. I prepared a portfolio of examples of all the above techniques using current methods of production. This experience brought in to focus the fact that some of the visual material I have been using in class needs to be up-dated. Although I constantly try to be aware of new innovations in production methods, it is not always possible to be able to use the methods. I especially appreciated this course because it allowed me to be able to practice these necessary skills that I teach in theory to my Advertising Design students.

Vocational Education 417, The Work Ethic: Implications for Vocational Education, Dr. Paul Bott.

⁸Ibid., p. 306.

Study of the development of various elements that comprise the values of work held by contemporary society and means of introducing studies of the work ethic into instructional programs of vocational education.⁹

This course presented a vast amount of information distributed through lectures, discussions, films, videotapes, and guest speakers. Through this class, the students were able to examine and compare their personal values of work with those of the other class members and with the values of professional, technical and skilled workers. The course emphasized the need for vocational students to become psychologically prepared for the reality of the work setting--its drudgery and its bouyancy, its expectations and its rewards--and their responsibility for personal fulfillment.

A work attitudes poll was devised by Dr. Bott and was given by the students to randomly selected workers to supplement information received in class and to see if trends in workers' attitudes had changed from last year's poll. This poll along with the input of the guest speakers, films, and a great deal of selected reading was overwhelming in its impact. My awareness of change and trends in the work place and in the attitudes of workers was much enlarged. I acheived a greater insight to problems faced not only by the student seeking employment, but to those faced by the student who has worked for a long while. I think this understanding will enable me to assist vocational students in developing their educational and career goals.

Vocational Education 418, The Marketplace for Vocational Education, Dr. Norman Stanger.

⁹Ibid., p. 715.

Studies of public and private agencies that serve persons who have the need to identify, prepare for and use vocational education; where such persons are placed, what they do, their successes and failures, and future trends and needs.¹⁰

I took the opportunity afforded by this class to explore the developments in vocational education at many different educational facilities located within the Mount San Antonio Community College region. This was accomplished by interviewing vocational instructors and administrators at the high schools, at the Regional Occupational Programs, at private schools, and at Mount San Antonio Community College. A copy of this report is found in Appendix IV.

All class members gave similar reports on their local regions which in total proved to be a nearly comprehensive survey of vocational education programs in both Los Angeles and Orange counties. By the reports given, it appeared that Orange County schools have the most developed programs available, beginning in junior high and continuing at the community college level. One school in particular, Coastline, uses satellite classrooms at about one hundred and ten different locations. Mount San Antonio Community College has the possibilities for similar development.

Summer 1981

Instructional Media 490, Survey of Careers in Instructional Media, Dr. Richard Johnson.

Career opportunities in the fields of Communications, Education, Business Industry, Health and Governmental agencies will

¹⁰Ibid., p. 715.

be investigated by means of numerous field trips and guest speakers.¹¹

Many guest speakers who develop and teach training programs for business, industry and government lectured about their programs to our class. As a class, we visited training sessions at other large corporation headquarters. Additionally, we individually conducted interviews with training and personnel directors at yet another six businesses.

This was one of the more valuable experiences I had in instructional media. It was most informative and impressive to see the vast amount of equipment and techniques in use in the open-budget circumstances created by some of the businesses.

"Visualization" was the key-word in all of the programs visited. I had known from the past that when we rely on verbalization to communicate an estimated ninety percent of a message is misinterpreted or forgotten entirely. We retain only ten percent of what we hear. However, when visual aids are used along with verbalization, retention increases to approximately fifty percent. Seeing this concept put into practice at the training facilities I visited, renewed the importance of it in my mind and has me thinking of ways I can incorporate its effectiveness in my instruction of advertising design.

¹¹Ibid., p. 306.

CONCLUSION

In returning to Mount San Antonio Community College after this sabbatical leave, I feel the vitality of the new and eager instructor just out of school. I also share some of the problems of the "first-year instructor", so much energy and so many good ideas to channel into instruction.

Fortunately, I am not an inexperienced instructor. In time, I know that much of the knowledge and competency I gained through my sabbatical studies will be put to practical use in instruction for the benefit of the students.

Although much of this experience cannot be fully described, or even realized immediately, the sabbatical leave allowed much for me in terms of personal and professional growth. I fully appreciate the opportunity granted to me in the form of the leave to be able to further my studies in vocational education and to earn my Bachelor's degree of the same.

APPENDIX I

Documents

MT. SAN ANTONIO COLLEGE
APPLICATION FOR SABBATICAL LEAVE

Name of Applicant Ronketty Robert Paul
Last First Middle

Address 634 Lincoln Avenue, Pomona, Ca. 91767

Employed at Mt. San Antonio College beginning September 1968
Month Year

Date of last sabbatical leave:

From: None To: _____
Month Year Month Year

Type of sabbatical leave requested:

Purpose of sabbatical leave:

- A. One semester
- Fall _____ Spring _____
- B. One year
- C. Administrative

- A. Study
- B. Travel
- C. Study and Travel

Effective dates for proposed sabbatical leave:

From September 1980 To: June 1981
Month Year Month Year

1. In the space below present a statement of your proposed plan of study, research, or travel, including a description of the nature of the project, the design or outline to be followed.

I plan to attend California State University at Long Beach in order to complete a course of study in Vocational Education leading to a Baccalaureate Degree of the same.

24 units min dependant on the S.U.A.S

BILL EVAL. -

B.V.E.

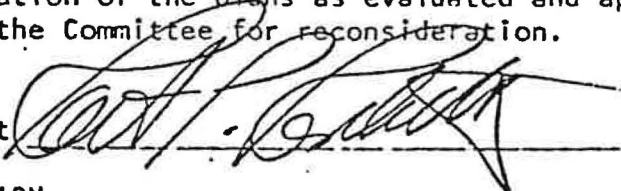
Bl 1/16/80

11. State the anticipated end result, particularly as it will help you to render a more effective service to Mt. San Antonio College.

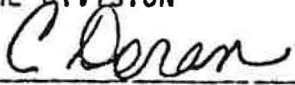
Through the proposed course of study, I will gain new insights to and develop a larger understanding of vocational education at the community college level. This will enable me to improve the quality of the commercial art program at Mount San Antonio Community College. The results will be shown in a greater ability to direct the students in the realization of their educational goals, by improved analysis of curriculum and in improved communication between the faculty, the students and the administration regarding the needs of the vocational program of commercial art.

I have been in consultation with Irv Colt on this proposal.

Any change or modification of the plans as evaluated and approved by the Committee must be submitted to the Committee for reconsideration.

Signature of Applicant  Date 12/3/79

APPROVAL OF THE DIVISION

Signature  Date 12/3/79
Chairperson

APPROVAL OF THE OFFICE OF INSTRUCTION

Signature  Date 12-3-79
Vice President, Instructional Services

APPROVAL OF THE SALARY AND LEAVES COMMITTEE

Signature _____ Date _____
Chairperson

APPROVAL OF THE BOARD OF TRUSTEES

Signature _____ Date _____
Authorized Agent for the Board

563505150
 FALL 1980
 ADMITTED
 CLEAR
 BIRTH STATUS

NAME
 RONKETTY ROBERT P

ADDRESS
 LOS ANGELES, CALIF.
 BIRTHPLACE
 BIRTHDATE
 02/29/40
 Degree Bachelor of Vocational Education
 Date August 21, 1981
 Major
 Credential

1980 2ND SS	RONKETTY ROBERT P						
ENGL 317	TECHNICAL WRITING	4183	30	30	B	90	
	563505150		30	30		90	
			30	30		90	

1980 FALL	FONKETTY ROBERT						
ED P 305	EDUC PSYCHOLOGY	1424	30	30	B	90	
I M 300	INST MEDIA	2618	30	30	A	120	
V E 456	ATT AWARE VE TCHR	5191	20	20	B	40	
V E 483	SENIOR PROJECT	5197	10	10	B	30	
V E 490	INDEPENDENT STUDY	5203	0	0		0	
	563505150		90	90		280	
			120	120		370	

ADVANCED STANDING: UC, RIVERSIDE EXT, SS'71; SP'73; UCLA EXT WTR'67; SS'69-SP'70; F'71; SS'73; SS'75; MOUNT SAN ANTONIO COLL, F'76-F'79; F'58-SP'59; SP'75; ATT. 11 UN; ACC. 94 UN; 324 2/3 GR. PTS.

			120	1060		370	
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1981 SPRING	RONKETTY ROBERT						
I A 351	METH GRAPHIC ARTS	2563	30	30	A	120	
I M 410	PREP GRAPH MEDIA	2618	30	30	A	120	
V E 417	WRK ETHIC/IMPL VE	5163	30	30	A	120	
V E 418	MRKTPACE FOR VE	5164	30	30	A	120	
	563505150		120	120		480	
			240	1180		850	

1981 2ND SS	RONKETTY ROBERT						
I M 490	SURV CAREERS I M	4231	30	30	A	120	
	563505150		30	30		120	
			270	1210		970	

MAKE UP OF INCOMPLETE RECEIVED 8/5/81 FOR WORK COMPLETED 8/4/81							
V E 490	INDEPENDENT STUDY - F'80		30	30	A	120	
			300	1240		1090	

SUPPL. TRF. CR: ST. BD OF VOC EXAM: ATT. 31 UN; ACC. -- UN; -- GR. PTS. CUM.
 TRF. CR: ATT. 142 UN; ACC. 94 UN; 324 2/3 GR. PTS.

			300	1240		1090	
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***** This information is provided to you on the basis that you will not permit another party to have access to this information without the written consent of the student in accordance with the Family Educational Rights and Privacy Act of 1974. *****

PERSONNEL OFFICE
 1981 SEP 17 AM 11:07
 MI. SAN ANTONIO COLLEGE

ALIFORNIA STATE UNIVERSITY,
 LONG BEACH
 Long Beach, Calif. 90840
 PERMANENT RECORD

MEMORANDA: U. S. CONSTITUTION MET TRF

ENTITLED TO HONORABLE DISMISSAL UNLESS OTHERWISE INDICATED.
 Not an official transcript without signature and college seal. See attached sheet for transcript guide. 1081
 REGISTRAR

ALIFORNIA STATE UNIVERSITY, LONG BEACH

OFFICE OF ADMISSIONS AND RECORDS
CALIFORNIA STATE UNIVERSITY, LONG BEACH
LONG BEACH, CALIFORNIA 90840

CERTIFICATE OF GRADUATION

To Whom It May Concern:

This is to certify that Robert Paul Ronketty
received the degree of Bachelor of Vocational Education

from CALIFORNIA STATE UNIVERSITY, LONG BEACH

on August 21, 1981

[SEAL]



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 14, 1981

TO: Swan Bill Applicants
BVE Advisors
University Presidents
University Admissions & Records Offices

The Board of Examiners met on April 7, 1981 to review the applications of vocational teachers who desire to use their work experience toward qualifying for the Baccalaureate Degree.

The enclosed list contains the names and addresses of the successful candidates, plus the exact number of units the Board has recommended that each candidate be granted toward his/her degree.

Sincerely,

A handwritten signature in cursive script that reads "James T. Allison".

James T. Allison, Program Manager
Industrial, Health, & Apprenticeship Education
Fourth Floor State Education Building
721 Capitol Mall
Sacramento CA 95814
Phone: 916-445-2461

enclosure

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION

BOARD OF EXAMINERS FOR VOCATIONAL TEACHERS
LIST OF RECOMMENDATIONS

APRIL 7, 1981

Sections 89220 through 89223 of the California Education Code, 1976, continue a Board of Examiners for Vocational Teachers. It is the function of the Board to evaluate the qualifications of vocational teachers desirous of qualifying for the Baccalaureate Degree and, on the basis of the evaluation to recommend to state colleges the number of units to be allowed toward this degree.

The evaluation of the Board was based on the occupational, supervisory, and managerial experience of the candidate, and each application was given careful and detailed consideration. On the basis of this evaluation, the Board Recommended that each candidate be granted the indicated number of units toward the Baccalaureate Degree for his/her work experience.

Name	Address	Units Recommended
Alexander, Bruce E.	19009 Laurelpark Road, Sp. 418 Dominguez Hills CA 90220	31
Balagtas, Marcelo C.	703 F Avenue National City CA 92050	38
Brittain, Peter G.	8752 Chantilly Avenue San Pedro CA 92123	30
Brown, Constance L.	5510 South Main Street Los Angeles CA 90037	22
Bucher, Reese H.	2906 W. Mark Street Santa Ana CA 92704	30
Cayabyab, Ricardo B.	1141 Walpen Drive San Diego CA 92154	30
Chapman, Clifford H.	8704 Hiel Street Spring Valley CA 92077	30
Chase, Richard L.	1633 Long Beach Boulevard Long Beach CA 90813	19
Chesebro, Doreen	11372 Pemberton Road Los Alamitos CA 90720	31
Clinton, Della L.	1342 Schinner Avenue Compton CA 90220	27
Collins, Michael F.	735 Bonsall Street San Diego CA 92114	36

Name	Address	Units Recommended
Del Rosario, Juanito B.	925 Arrecife Court San Diego CA 92154	16
Devonshire, Arthur D.	4029 44th Street #7 San Diego CA 92105	27
Di Domenico, Violet	3978 Jackson Street Riverside CA 92503	35
Dirkx, Nicholas P.	4360 Summit Drive La Mesa CA 92041	30
Farias, Edward C.	10109 Monogram Avenue Granada Hills 91344	29
Farrington, Henry W.	3130 Chauncey Drive San Diego CA 92123	26
Ferrari, Geraldine A.	572 Miller Avenue South San Francisco CA 94080	23
Freye, Gerald W.	487 Tesota Court Chula Vista CA 92011	22
Golder, David S.	P.O. Box 1454 Crestline CA 92325	38
Hardeman, Delcine B.	6376 Windsor Lane San Jose CA 95129	16
Havens, Jacquelyn G.	2134 North First Avenue Upland CA 91786	26
Hon, William E.	657 E. Naples Chula Vista CA 92011	30
Horn, Dennis R.	535 Berland Way Chula Vista CA 92010	30
Housewright, Charles R.	82-168 Lemon Grove Indio CA 92201	38
Jordan, James, Jr.	10108 Calle Marinero, Apt. 61 Spring Valley CA 92077	28
Kropp, George W.	13126 Standish Drive Poway CA 92064	37
Krayer, Adelle	15210 Ocaso F203 La Mirada CA 90638	29

Name	Address	Units Recommended
Kiefer, Charles P.	858 Banock Street Spring Valley CA 92077	31
Longstreth, Susan	2615 Q Street Sacramento CA 95816	26
Maxton, Lloyd E.	6232 Emerald Lake Avenue San Diego CA 92119	36
Mitchel, Kenneth R.	206 S. Sullivan #64 Santa Ana CA 92704	30
Moore, Philip	4860 Clairemont Mesa Blvd. San Diego CA 92117	30
Nelson, Zane C.	641 Beelard Drive Vacaville CA 95688	38
Niles, Dennis J.	603 West 230th Street Carson CA 90745	25
Parelli, Robert J.	22132 Wren Way El Toro CA 92630	29
Pennington, Clifford F.	P.O. Box 466 Moreno CA 92360	35
Richards, Freddie L.	6440 Madrone Avenue San Diego CA 92114	26
Ritchie, Bobby E.	12505 Metate Lane Poway CA 92064	28
Rodriguez, Manuel A.	4366 Sunnyside Drive Riverside CA 92506	19
Ronketty, Robert P.	634 Lincoln Avenue Pomona CA 91767	31
Schafer, Robert F.	4208 McLaughlin Avenue Los Angeles CA 90066	38
Seay, James E.	1208 El Dorado Placentia CA 92670	35
Shaffer-Harshman, Lynn	14818 Stonehedge Westminster CA 92683	40
Skinner, Lenore K.	5056 College Avenue Riverside CA 92505	21

Name	Address	Units Recommended
Strickney, Stella	8652 Camelia Drive Riverside CA 92504	35
Vaughn, Junior R.	5422 Pennsylvania Lane San Diego CA 92120	19
Weiss, Edward E., Jr.	48 W. Norwich Clovis CA 93612	33
Wrzalinski, A. Ann	405 East Randall Rialto CA 92376	28
Ziegler, Richard E.	13897 Garrick Avenue Sylmar CA 91342	32

BOARD OF EXAMINERS: S. L. Barrett, Chairman
Brenton R. Aikin
James T. Allison
M. Catherine Welsh
Donald E. Wilson

APPENDIX II
Employers Attitude Survey

ATTITUDE SURVEY

Section I

Objective of the study

The objective of the study was to determine the attitudes of a select group of employers who have an in-house art department and who have employed community college art students in that department. Answers based on the employers' opinions were sought to the following questions:

1. Do community college students have realistic attitudes toward employment?
2. Is more education required than an A.A. or A. S. Degree?
3. Does the portfolio count most in evaluating the students' qualifications?

-Section II

Background of study

There has never been an adequate follow-up on the students who have graduated from the commercial art program at Mount San Antonio College. This survey is an attempt to gain the necessary data that will allow the art department to evaluate and meet the students' needs in preparing for a job in commercial art. This survey should reveal the attitudes and beliefs that employers have about the employability of community college art students.

Section III

Method and procedure

This study was conducted as a descriptive status investigation. It involved these steps:

1. Topic area was employers of art students.
2. Population area was geographically where students could be employed.
3. Response to questionnaire was twenty returned out of twenty-five sent.

Section IV

Presentation and analysis of data

This section contains the presentation and analysis of the data. This section is divided into three parts which correspond with the research questions.

Statement 1: I believe that most community college students are more qualified than employees without this educational background.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
0	4	4	8	4	20	2.4

It appears that the majority of the employers disagreed that community college students are any more qualified than those without this background.

Statement 2: I believe that most community college students are no more qualified than any other employee coming into our company.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
1	8	0	10	1	20	2.8

It appears that the majority disagree that the college students are no more qualified than other employees.

Statement 3: I believe that most students with an A.A. or A.S. Degree in advertising design/graphics are qualified for employment in our art department.

SA (5)	A (4)	NS (3)	D(2)	SD (1)	N	\bar{X}
2	16	0	2	0	20	4.7

It would appear that the majority of employers believe quite strongly that most students with a degree in advertising qualify for employment.

Statement 4: I believe that no matter what education the prospective employee has, it is their portfolio that counts most in evaluating their qualifications.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
11	7	1	1	0	20	4.4

It appears that a greater majority agree that the portfolio counts most in evaluating the prospective employee.

Statement 5: I believe that the college student has a better understanding of what the prospective jobs should consist of.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
0	8	1	11	0	20	2.8

It appears that they disagree that college students have a better understanding of what a job should consist of, but do not strongly disagree.

Statement 6. I believe that attitude is the main qualification for employment in our art department.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
4	15	0	1	0	20	4.1

It appears that a greater majority agree on attitude being the main qualification.

Statement 7: I believe it requires more than a community college education to qualify for employment in our art department.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
2	10	0	8	0	20	3.3

It appears that they agree that it takes more than a community college education.

Statement 8: I believe that college students have a realistic attitude towards the duties required in our art department.

SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
1	11	1	6	1	20	3.2

It appears that the employers believe that college art students have a realistic attitude towards work.

Section V

Conclusion and recommendations

This section is a presentation of the conclusions and recommendations.

1. Do Community college students have a realistic attitude towards employment?

In the survey, it appears that although sixty percent of the employers agree that community college students have a realistic attitude, thirty percent disagree. Therefore, this question may need to be reworded and asked again.

2. Is more education required than an A.A. or A.S. Degree?

The survey shows strong agreement that an A.A. or A.S. Degree in advertising design qualifies the student for employment. However, as shown in another question of the survey relating to education (7), the survey shows the need for further education. Comments on these questions indicated that on-the-job training or apprenticeship may suffice as further education.

3. Does the portfolio count most in evaluating the student's qualifications?

The survey shows that ninety percent of the employers agree or strongly agree that the portfolio counts most in the evaluation of prospective employees. Therefore, the student should receive instruction in the proper presentation and format of a portfolio.



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 598-2811

Robert P. Ronketty
Instructor of Advertising Design

Dear Employer:

Enclosed is a questionnaire that is being sent to employers that have hired community college commercial art students for their art departments.

This questionnaire should not take more than fifteen minutes to complete. Please mark the response that most closely reflects your belief. Any additional comments that you would like to make as explanation of your belief would be appreciated. Your honest and frank response is requested. Of course confidentiality of your response is assured.

Thank you for your co-operation.

Sincerely,

Robert P. Ronketty

Please mark the response that most closely reflects your belief.

SA = Strongly Agree
 A = Agree
 NS = Not Sure

D = Disagree
 SD = Strongly disagree

STATEMENTS OF ATTITUDE	SA	A	NS	D	SD	COMMENTS
1. I believe that most community college students are more qualified than employees without this educational background.						
2. I believe that most community college students are <u>no</u> more qualified than any other employee coming into our company.						
3. I believe that most students with an A.A. or A.S. Degree in advertising design/graphics are qualified for employment in our art department.						
4. I believe that no matter what education the prospective employee has, it is their portfolio that counts most in evaluating their qualifications.						
5. I believe that the college student has a better understanding of what the prospective jobs should consist of.						
6. I believe that attitude is the main qualification for employment in our art department.						
7. I believe it requires more than a community college education to qualify for employment in our art department.						
8. I believe that college students have a realistic attitude towards the duties required in our art department.						

RATING FOR INSTRUMENT SENT TO INDUSTRY

Q	SA (5)	A (4)	NS (3)	D (2)	SD (1)	N	\bar{X}
1.	0	4	4	8	4	20	2.4
2.	1	8	0	10	1	20	2.8
3.	2	16	0	2	0	20	4.7
4.	11	7	1	1	0	20	4.4
5.	0	8	1	11	0	20	2.8
6.	4	15	0	1	0	20	4.1
7.	2	10	0	8	0	20	3.3
8.	1	11	1	6	1	20	3.2

Q = Question
 SA = Strongly agree
 A = Agree
 NS = Not sure
 D = Disagree
 SD = Strongly disagree
 N = Total number of respondents
 \bar{X} = Means score

The Employer's Attitude Survey response sheet was sent to the following businesses:

THE AKRON 5120 Melrose Ave. Los Angeles, CA 90038.

AJAX HARDWARE CORPORATION 825 S. Ajax Ave. City of Industry, CA 91744.

AVON PRODUCTS 2940 E. Foothill Blvd. Pasadena, CA 91121.

CHURCH ADVERTISING & GRAPHIC DESIGN 99 C St. Upland, CA 91786.

CLAYTON MANUFACTURING 4213 N. Temple City Blvd. El Monte, CA 91734.

COLLEGE PRESS INC. 129 Harvard Ave. Claremont, CA 91711.

CONRAC 600 Rimsdale St. Covina CA 91722.

FLOUR CORPORATION 3340 E. La Palma. Anaheim, CA 92801.

GENERAL DYNAMICS P. O. Box 2705 Pomona, Ca 91766.

HANNA BARBERA PRODUCTIONS 3400 Cahuenga Blvd. Hollywood, CA 90068.

HIGHLANDER PUBLICATIONS 1201 S. Hacienda Blvd. Hacienda Heights, CA 91745.

HONEYWELL INC. 1200 San Bernardino Rd. West Covina, CA 91790.

IBM General Systems Division 12501 E. Imperial Hwy. Norwalk, CA 90650.

JAMIESON DESIGN OFFICE 409 Harvard Ave. Claremont, CA 91711.

MILLER'S OUTPOST 2501 Guasti Ontario, CA 91761.

PACIFIC TELEPHONE 177 E. Colorado Blvd. Room 101 Pasadena, CA 91125.

RALPH PARSON CO. 100 W. Walnut St. Pasadena, CA 91124.

SCREW CORPORATION 13001 E. Temple Ave. City of Industry, CA 91745.

SEWARD & ASSOCIATES 678 Indian Hill Blvd. Claremont, CA 91711.

SIX STAR NIELSON CABLE VISION 302 E. Rowland Ave. Covina, CA 91722.

WADE GRAPHIC DESIGN 447 W. 6th St. Claremont, CA 91711.

WALT DISNEY PRODUCTIONS 500 S. Buena Vista St. Burbank, CA
91521.

WILD WEST STORES 3660 E. Foothill Blvd. Pasadena, CA 91124.

WOLSEY ARTS & CRAFTS WAREHOUSE 15110 E. Nelson Ave. City of
Industry, CA 91745.

XEROX CORPORATION Bank of America Tower, 12th Floor One City
Blvd.-West Orange, CA 92668.

APPENDIX III
Senior Project

SENIOR PROJECT

Chapter I

Introduction

The ever increasing demands of industry for professionalism and the growth of interest shown by the community college student require that the student displays a wide variety of competence of skill and application in their work and portfolio. This quality is most important for both the transfer student and those who wish to go directly into the field of graphic arts, illustration or advertising design. Therefore, a more intense and individual application of curriculum must be met to develop the student's competency with the tools involved in the trade. One such tool is the airbrush.

The Problem

Since the opening of Mount San Antonio Community College in 1946, there has been a Commercial Art major within the Art Department. In 1968, a new enlarged curriculum was developed to meet trends in vocational needs. However, the program is still suffering from a lack of facilities in adequate classroom space and from insufficient teacher time for instruction. The student needs more instruction in specific tools and their proper usage.

Objective of the study

The objective of this study was to develop a learning package about the use and maintenance of the airbrush.

Statement of need

Webster defines an airbrush as "a kind of atomizer for applying liquid coloring matter in a spray by compressed air". This concise definition is far from conveying to the lay person the innumerable possibilities of airbrush techniques.

The primary reason for a lack of understanding the technical possibilities of the airbrush is the absence of adequate up-to-date information. In recent years, many new uses for the airbrush have been put into practice and numerous advancements have been made in the manufacture of airbrush equipment. Yet, no comprehensive literature on the adaptability of the airbrush is available.

The need for a learning package or a syllabus on the airbrush is essential to the renovation of the existing program in the advertising arts at Mount San Antonio College. The existing program consists of a fundamental approach to the airbrush through demonstration and lectures given by the instructor and guest speakers. Due to the limitations of facilities in both number and available space, it is highly unlikely that every student will have an opportunity to use the airbrush within a semester. It is essential to renovate the program, due to the demand from industry for airbrush artists in the area surrounding Mt. Sac. The only school that has a specialized class in airbrush is Los Angeles Trade Technical College which is considered outside of our area by the community. Requests from industry, advertising agencies and students to accelerate and expand the program have been made for sometime. They want knowledge of the

airbrush use in the following applications: van painting; photo-retouching; technical, graphic and story illustration. By using the syllabus the student may self-pace his or her instruction to achieve individual goals. This will also enable the student to spend the amount of time needed to develop technical skills and explore his desired areas of application.

Limitations

The study was conducted in view of the following confines:

1. The study was restricted to the needs of Mount San Antonio Community College.
2. The existing space for airbrush booth and compressed air is inadequate.
3. Cost of construction, equipment and personnel to enlarge airbrush space was not calculated.

APPENDIX IV

**Preparing for Employment in the
Mount San Antonio Community College Region**

PREPARING FOR EMPLOYMENT
IN THE MOUNT SAN ANTONIO COMMUNITY COLLEGE REGION

by

Robert Ronketty

Dr. Norman Stanger
Vocational Education 418
Spring 1981

PREPARING FOR EMPLOYMENT
IN THE MOUNT SAN ANTONIO COMMUNITY COLLEGE REGION

I. Introduction:

The Mount San Antonio Community College District and the Unified School Districts within a ten mile radius surrounding it are as follows: Baldwin Park, Bassett, Bonita, Charter Oak, Claremont, Covina, La Puente-Hacienda, Pomona, Rowland, Walnut and West Covina.

This report describes the education and training programs leading to employment in that region. The need for vocational education in that region is to provide a wide variety of opportunities for persons in the community to acquire the skills, knowledge, and attitudes necessary for successful preparation and consequently meaningful placement in the employment best suited to the needs of the individual.

The prevalent philosophy of the various governmental agencies appears to be that vocational education is a most vital and inseparable part of the total educational program of the districts. The vocational education program is continually reviewed, modernized and improved in agreement with needs of business, industry and commerce, as well as with the needs of individuals in preparation for employment at all levels.

Through intimate involvement with, and upon the advice and counsel of practitioners and leaders in the occupational fields, the educational programs develop and maintain such courses of study that will prepare persons to enter the labor market. This

training is offered in courses as nearly emulative of the actual work environment as possible.

To maintain a viable and effective program requires a comprehensive process of evaluation. This process is working well in several districts through the uses of an advisory committee that includes district representatives and representatives of business and industry. Only by such a process can meaningful changes be effected and provide a basis by which all functions of occupational education may be improved.

II. Why:

Mount San Antonio Community College utilizes a multifaceted approach to inform all segments of the community of the strengths and merits of vocational education. Special efforts are devoted to certain target segments of the population such as local businesses and industries, civic organizations, disadvantaged youths and adults. In addition to generating public support and assistance for vocational education, student recruitment and their occupational guidance is served.

At Mount San Antonio Community College there are eight officially established positions of specifically designated vocational counselors whose titles are Occupational Career Planning Specialists. Part of this team are also supervisors for the handicapped vocational students. The success of these specialists has been so visible that the college is planning to add specialists to the academic counseling staff. Due to special emphasis on improved vocational guidance services, retention of students has been improved through the realistic planning of programs.

All of the high schools in the district have at least one vocational specialist on their guidance staff. Career guidance and counseling is critically needed to identify and encourage the enrollment of individuals needing occupational education. This counsel is needed by students in order to make meaningful and informed occupational choices which are consistent with their interests and aptitudes and to assist them while they pursue a program of occupational instruction. Vocational education is the keystone of the bridge to the world of work. It provides instruction to individuals for the purpose of preparing for gainful employment, advancement in chosen occupations, or retraining so they may successfully embark on new careers.

A regular liaison has been established between each of the twenty-four high schools within the ten unified school districts that comprise the Mount San Antonio Community College District. An association of representatives from each of the unified districts meet regularly each month for the purpose of area planning. Districts represented in the association include Bassett; Baldwin Park, Bonita, Charter Oak, Covina Valley, La Puente-Hacienda, Pomona, Rowland, Walnut Valley, West Covina and Mount San Antonio Community College. As a result of this association, there have been significant improvements in vocational guidance activities, a considerable restructuring of curricula and the development of a close working relationship between teachers and programs of the high schools and the college. Where high school programs provide adequate preparation in an occupational area, additional arrangements are made for students to satisfactorily

complete preliminary work at high school so that they may enroll in advanced placement at the college. This allows either for earlier completion or the pursuit of higher level competencies. Articulation is much improved as are area wide programs and curriculum planning among the twenty-four high schools. There are currently over one hundred high school students enrolled in college programs with a projected increase of fifty percent next year. Furthermore, arrangements to enhance vocational area planning among the unified school districts include the advisory function of the college in working with the three Regional Occupational Programs conducted by the unified districts within the college district boundaries.

As for community college multi-district planning Mount San Antonio is an active participant in two community college area planning consortia. One of these includes the six contiguous community college districts of Mount San Antonio, Citrus, Chaffey, Rio Hondo, Riverside and San Bernardino. These six districts have entered into a formal area planning association called "The Six Community College Manpower Planning Consortium". The superintendent of each district, with board approval, is signatory to a formal agreement. This area planning association provides for ease of students transferring among districts. Offerings among districts each semester are equitably distributed in the best interests of the students and all districts concerned. Industry cooperation is more beneficial to all districts. In several instances, common programs are using a single advisory committee for all districts and brochures and other community relations materials are jointly published.

A second planning association in which Mount San Antonio participates includes a larger area. This group includes the thirteen community college districts of Cerritos, Citrus, Compton, El Camino, Los Angeles, Long Beach, North Orange, Saddleback, Rancho-Santiago, Coast, Rio Hondo, Santa Monica and Mount San Antonio. The vocational directors of these districts meet every month and establish provisions for the release of students between districts, for certain programs to be offered at specific colleges. for mutual assistance in development of new programs, for the exchange of enrollment data, for recruitment plans and for pooling of job market data.

The descriptions of the above occupational programs have focused on the high schools and the community college. People in the Mount San Antonio Community College region have other options to utilize in preparing for employment. Some of these are: private colleges, private and parochial high schools, CETA, business and industry and the Regional Occupational Center (ROC).

IV. Who:

Occupational education, as it is currently constituted in the Mount San Antonio Community College District provides a wide variety of opportunities for all of the citizens of the community, both the youth and the adults. Statistical data reveals that in the district area, eighty-four percent of the jobs require preparation of less than a baccalaureate degree, but over ninety percent of the jobs need a high school diploma or its equivalent. Therefore, the district recognizes the need for providing the kind of occupational preparation needed by the majority of its

constituents. This education is available in many programs offered by the community college, CETA, high schools, adult schools, ROP, private schools, business schools, hospitals, the YMCA, the military, business, labor and industry.

V. What:

Since Vocational education is a major function of education, with its concern for aiding people in selecting and securing employment, it is not at all surprising to see its growth in this region. Enrollments are increasing as is the growth in faculty and budget. The primary evaluation criteria, that of student placement in occupations for which they are trained is apparently being met. There is a clear administrative commitment to vocational education. The teaching staff is highly competent and well qualified by experience and by certification. Community relationships, community support and community participation are most dynamic within the Mount San Antonio Community College District.

The district's occupational education programs are offered in all seven major classifications; Agriculture, Distributive, Home Economics, Health, Office, Technical, Trade and Industry. At the college level these seven curricular and occupational areas include more than one hundred different major and certificate programs.

VI. How is it carried forth:

The coordinators of occupational placement, through a close working relationship with the California State Department of Human Resources Development and with employers in the area,

maintain comprehensive records of requests, referrals, and placements and makes periodic follow-up studies of former students. The offices continually improve their services and number of placements. Last year, at the community college alone, more than three thousand students were placed in full-time and part-time employment. An undetermined amount of students from the local high schools were similarly placed through the efforts and arrangements by hundreds of employers conducting job interviews on campus. Of primary importance to this program are the relationships which the occupational faculty have developed with employers, personnel directors and plant superintendents and many businesses, hospitals and industrial firms within, and adjacent to the district. The most important support from local employers is the willingness to employ students who work directly with instructors, as well as through the placements offices. The inter-personal relationships between instructor, staff and representatives of industry have, in large measure, been responsible for the high level of placement.

There are hundreds of individuals involved in the cooperative education program to give actual job experience in business and industry which directly coordinates with classroom and laboratory instruction. Thus a hands-on the real world of work experience becomes an integral instructional component. It is the goal of the program to significantly expand its services in order to broaden its spectrum of offerings and to provide these experiences for a greater number of students. On-the-job training provides such flexibility as to permit students to participate either

during regular semesters or on an alternate semester plan, whichever is most appropriate for the field of study.

VII. Who Provides It:

At the community college, an occupational education program is offered in seven classifications which are Agriculture; Marketing and Distribution; Home Economics; Business and Office; Health; Technical and Trade; and Industry and has more than one hundred different majors and certificate programs. In addition to the eighty regular full-time day programs, occupational extension programs are offered in extended day and evening which cover a broad spectrum of occupational preparation and include upgrading, retraining and apprenticeship. These programs cover all of the fields of the day program plus such fields of study as Water and Sanitation; Quality Control; Air Conditioning; Missile Technology; Instrumentation; Metallurgy; Mechanical Technology; Electrical Power Generation and many others.

The instructional sequence of most programs are designed so that completion may be of a variety of patterns. Most programs are of a two year duration, plus the advantage of "spin off" benefits. This can prepare students for immediate employment as well as an Associate Science degree. However, an alternate approach of study is available in a certificate program which utilizes the same basic courses as the two year program but requires a lesser amount of time and of units.

Occupational instruction provides the optimum in programs, faculty, support services and materials that prepare as many individuals as possible with the knowledge and skills that will

enable them to become successfully employed.

The combined efforts of public schools, private schools, ROP, teachers, counselors, CETA, Bussiness, Industry and on-the-job training all contibute to the success of vocational education and training within the Mount San Antonio Community College region.

VIII. Appendix:

As attached.

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

District 64824 Code San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date: _____
 (714) 595-2211
 This report covers the school year ending _____

Table
(1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated comple- tions
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable			
		Handi- capped**	Disadvan- taged**	Vocational Work Experience	S - secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements			
					S	PS	AP	AS	N	C	SP	
2	3	4	5	6	7	8	9	10	11	12	13	
Code 010100 Agri. Production	20	2	4	5		X					X	4
Code 010101 Animal Science	300	6	20	40		X					X	40
Code 010102 Plant Science	20		3	5		X					X	6
Code 010104 Farm Business Management	30	1	1	6		X					X	6
Code 010200 Agri. Supplies & Service	30	2	3	6		X					X	6
Code 010300 Agri. Mechanics	65	1	15	14		X					X	16
Code 010500 Ornamental Horticulture	20	2	4	5		X					X	6
Code 010504 Landscaping	30	1	6	5		X					X	6

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

District 64824 Code Name San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date: _____
 (714) 595-2211
 This report covers the school year ending _____

Table
(1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handicapped**	Disadvantaged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code 010505													
Title Nursery Opern. & Mgmt.	60	3	7	8		X					X		12
Code 010506													
Title Turf Management	85		6	10		X					X		18
Code 010603													
Title Soil Science	60	2	6	12		X					X		14
Code 010699													
Title Agri. Resources	40	2	4	9		X					X		8
Code 010700													
Title Forestry	110	1	13	15		X					X		20
Code 040100													
Title Advertising Services	125	3	12	13		X					X		23
Code 040200													
Title Apparel & Accessories	130	3	18	12		X					X		22
Code 040400													
Title Banking & Finance	150					X					X		12

*Codes and titles listed in Vocational Education and Occupations, Publication OE-00061, D.C.: U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

District 64824 Code 4
 Name - Mt. San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date: _____
 (714) 595-2211
 This report covers the school year ending _____

Table (1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimate completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(x) Where applicable				
		Handi-capped**	Disadvan-taged**	Vocational Work Experience	S - secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Title Food Distribution Code 04060001	110	1	24	15		X					X		25
Title General Merchandise Code 04120001	350	6	30	150		X					X		42
Title Industrial Marketing Code 04130001	120	1	9	20		X					X		18
Title Insurance Code 04170001	25					X					X		2
Title Real Estate Code 04180001	800	5		6		X					X		25
Title Recreation & Tourism Code 04190001	315	3	35	30		X					X		40
Title Transportation Code 07030101	550	8	35	6		X					X		90
Title Nursing (Assoc. Degree)	160	1	24			X					X		55

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION.

Name - SOUTHERN District 64824 Code 0
 Name - Mc. San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date:
(714) 595-2211
 This report covers the school year ending

Table (1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handicapped**	Disadvantaged**	Vocational Work Experience	S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Title Nursing (L.V.N.) Code 07030211	350	2	45			X					X		68
Title Physical Therapy Ass't Code 07040211	110		10			X					X		10
Title Dactylogy Code 07050111	100	60	30			X					X		40
Title Radiologic Technology Code 07070011	90	1	9			X					X		35
Title Environmental Health Code 07080111	100					X					X		10
Title Mental Health Technology Code 07090111	320	2	30			X					X		70
Title Electroencephalography Code 07090311	20					X					X		20
Title Inhalation Therapy	265	3	28	25		X					X		45

*Codes and titles listed in Vocational Education and Occupations, Publication OE-00061, D.C.: U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

Vocational Education
 ANTICIPATED NUMBER
 OF
 PROGRAMS AND STUDENTS
 IN
 VOCATIONAL EDUCATION

District Code
 Name - San Antonio Community College
 Name and Title of Person
 Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date:
 (714) 595-2211
 This report covers the school year ending

Table
 (1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated comple- tions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi- capped**	Disadvan- taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code <input type="text" value="07090711"/> Title Emergency Medical Tech.	100					X					X		90
Code <input type="text" value="07990011"/> Title Health Occupations, Other	130		15			X					X		20
Code <input type="text" value="09010111"/> Title Comprehensive Homemaking	250	4	30			X					X		
Code <input type="text" value="09011041"/> Title Consumer Education	250	4	150			X					X		
Code <input type="text" value="09020111"/> Title Care and Guidance of Children	300	5	85			X					X		50
Code <input type="text" value="09020311"/> Title Food Mgmt. & Service	115	1	18			X					X		30
Code <input type="text" value="14010011"/> Title Accounting & Computing	1150	11	75	25		X					X		130
Code <input type="text" value="14020011"/> Title BDP Systems	380	6	30	20		X					X		35

*Codes and titles listed in Vocational Education and Occupations, Publication OE-20061, D.C.; U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region 2 Name Southern County 19 Name LOS Angeles
 District 64824 Code 19 Name Mt. San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date: _____
(714) 595-2211
 This report covers the school year ending _____

Table
(1-7)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi-capped**	Disadvan-taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code <u>1 4 0 2 0 2 </u> Title Peripheral Equip. Oper.	75	5	10			X					X		15
Code <u>1 4 0 2 0 3 </u> Title Computer Programming	300	7	20			X					X		45
Code <u>1 4 0 2 0 4 </u> Title Systems Analysis	65	2	4			X					X		14
Code <u>1 4 0 3 0 0 </u> Title Filing, Office Machines, and Clerical	300	12	105	40			X				X		70
Code <u>1 4 0 4 0 0 </u> Title Information Communication	20	1	4			X					X		6
Code <u>1 4 0 4 9 9 </u> Title Library Technology	20	1	3	7			X				X		7
Code <u>1 4 0 6 0 0 </u> Title Personnel Training and Related	60		3	11			X				X		10
Code <u>1 4 0 6 0 1 </u> Title Teacher Aide	100		40	35			X				X		20

*Codes and titles listed in Vocational Education and Occupations, Publication OE-00061, D.C.: U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Name - Southern
District a- Code
Name - Mt. San Antonio Community College
Name and Title of Person
Preparing Report Irvin Colt, Director, Occupational Education
Telephone: (213) 339-7331 Date:
(714) 595-2211
This report covers the school year ending

Table A
(1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated comple- tions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi- capped**	Disadvan- taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code 140700													
Title Steno-Secretarial	1000	15	110	50		X					X		130
Code 140800													
Title Supv. & Admin. Mgmt.	150	7	9	10		X					X		20
Code 140900													
Title Typing and Related	575	15	75	45		X					X		95
Code 160101													
Title Aeronautical Technology	90	1	10			X					X		18
Code 160103													
Title Architectural Tech.	35	1	3			X					X		3
Code 160105													
Title Civil Technology	65	1	6			X					X		10
Code 160108													
Title Electronic Technology	350	8	50	65		X					X		60
Code 160111													
Title Industrial Technology	20		2			X					X		3

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the California State Plan for Vocational Education

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION.

Name → Southern Name-a Los Angeles
 District Code
 Name - Mt. San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date:
 (714) 595-2211
 This report covers the school year ending

Table (1-75)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi-capped**	Disadvan-taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code 1 6 0 1 1 2													
Title Instrumentation Tech.	35		3			X					X		6
Code 1 6 0 1 1 3													
Title Mechanical Technology	225	3	20			X					X		25
Code 1 6 0 6 0 1													
Title Commercial Pilot	525		6			X					X		40
Code 1 6 0 6 0 2													
Title Fire Safety Technology	190		12			X					X		30
Code 1 6 0 6 0 5													
Title Police Science Tech.	1225	8	50	100		X					X		70
Code 1 6 9 9 0 2													
Title Water & Waste Water Tech.	110	1	4			X					X		20
Code 1 7 0 1 0 0													
Title Air Conditioning	140	1	10	5		X					X		20
Code 1 7 0 4 0 1													
Title Aircraft Maintenance	160	2	30	5		X					X		50

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.; U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

ANTICIPATED NUMBER OF PROGRAMS AND STUDENTS IN VOCATIONAL EDUCATION

Name - Southern
 District 64824 Code
 Name - Mt. San Antonio Community College
 Name and Title of Person Preparing Report Irvin Colt, Director, Occupational Education
 Telephone: (213) 339-7331 Date:
 (714) 595-2211
 This report covers the school year ending

Table (1-7)

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Estimated completions	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi-capped**	Disadvan-taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continuing SP - Meets state plan requirements				
					S	PS	AP	AS	N	C	SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Title Ground Operations Code 170403	45		6	18		X					X		15
Title Commercial Art Code 170700	300	10	35			X					X		50
Title Interior Decorating Code 170900	100	2	15			X					X		25
Title Commercial Photography Code 171007	250	2	25			X					X		30
Title Plumbing & Pipe Fitting Code 171300	45			20					X		X		10
Title Drafting Code 171401	300	5	55	30		X					X		55
Title Industrial Electrician Code 171501	40		5			X					X		6
Title Communications	90	1	10			X					X		15

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
 **As defined in the California State Plan for Vocational Education

See instructions on back of page

STATE OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region **2** ← Code Name → Southern
County **19** ← Code Name → Los Angeles

District **64824** ← Code Name → Mt. San Antonio Community College

Name and Title of Person
Preparing Report **Irvin Colt, Director, Occupational Education**

Telephone: **(213) 339-7331** Date:
(714) 595-2211

This report covers the school year ending _____

Instructional program codes and titles*	Estimated Enrollment				Level				Status			Esti- con- ti	
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable				
		Handi- capped**	Disadvan- taged**	Vocational Work Experience	S S	PS PS	AP AP	AS AS	N N	C C	SP SP		
1	2	3	4	5	6	7	8	9	10	11	12	13	
Code 171503 Title Radio & Television	80	3	30	15		X						X	35
Code 171700 Title Foremanship, Supv., Mgmt.	685	2	20	20		X						X	40
Code 172302 Title Machine Shop	240	2	50	90		X						X	40
Code 172304 Title Ironworking	170			50					X			X	38
Code 172306 Title Welding & Cutting	275	1	50	20		X						X	40
Code 172400 Title Metallurgy	70		2			X						X	1
Code 172700 Title Plastics	50					X						X	
Code 172801 Title Fireman Training	170		15	35		X						X	3

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the California State Plan for Vocational Education

OF CALIFORNIA
Vocational Education

ANTICIPATED NUMBER
OF
PROGRAMS AND STUDENTS
IN
VOCATIONAL EDUCATION

Region **2** ← Code Name → Solano County **19** ← Code Name → Los Angeles

District **64824** ← Code Name → Mt. San Antonio Community College

Name and Title of Person
Preparing Report **Irvin Colt, Director, Occupational Education**

Telephone: **(213) 339-7331** Date:
(714) 595-2211

This report covers the school year ending

Instructional program codes and titles*	Estimated Enrollment				Level				Status			
	Total	Special Program and Group Enrollment Included in Column 2			(✓) Where applicable (Check one only.)				(X) Where applicable			
		Handi- capped**	Disadvan- taged**	Vocational Work Experience	S - Secondary PS - Postsecondary AP - Adult preparatory AS - Adult supplementary				N - New C - Continued SP - Meets state plan requirements			
					S	PS	AP	AS	N	C	SP	
1	2	3	4	5	6	7	8	9	10	11	12	
Code 172802 Title Law Enforcement Training	70		10	15		X					X	
Code												
Title												
Code												
Title												
Code												
Title												
Code												
Title												
Code												
Title												

*Codes and titles listed in Vocational Education and Occupations, Publication OE-80061, D.C.: U.S. Office of Education, July, 1969
**As defined in the California State Plan for Vocational Education

TABLE B
Number of Teachers

U.S.O.E. Code	Instructional Program Area	Number of Teachers			
		Full-time		Part-time	
		1974-75	1975-76*	1974-75	1975-76*
01.	Agriculture	8	9	8	9
04.	Distributive Education	14	14	46	48
07.	Health	33	35	38	40
09.01	Consumer and Home- making Education	3	3	8	9
09.02	Home Economics-- Gainful	6	6	12	15
14.	Office	24	25	56	57
16.	Technical	13	14	63	65
17.	Trade and Industrial	29	30	70	75
10.	Industrial Arts				
19.1	Exploratory Work Experience Education				
19.2	General Work Experience Education				
	Other				

*Estimated

Instructions

Numbers of teachers in codes 19.1 and 19.2 are to be reported separately from those in codes 01. through 17.

TABLE C

Vocational Education Enrollment

U.S.O.E. Code	Instructional Program Area	Estimated enrollment (unduplicated)					
		1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
01.	Agriculture	870	900	940	980	1000	1050
04.	Distributive Education	2675	2700	2750	2800	2850	2900
07.	Health	1745	1775	1800	1825	1850	1875
09.01	Consumer and Homemaking Education	250	300	350	375	400	425
09.02	Home Economics-- Gainful	915	950	980	1020	1050	1100
14.	Office	4195	4250	4300	4350	4400	4500
	Technical	2870	2900	2950	3000	3050	3100
17.	Trade and Industrial	3280	3300	3350	3400	3450	3500
10.	Industrial Arts						
19.1	Exploratory Work Experience Education						
19.2	General Work Experience Education						
	Other						

Instructions

In the column for estimated enrollment, 1975-76 enter the sum of the enrollment figures for each instructional program reported in Table A; i.e., enter the total enrollment for all agriculture (code 01.) programs, as shown in Table A, opposite the first item (Agriculture) in this Table (Table C).

Work-experience education enrollment figures should be included in the appropriate instructional program areas in the upper portion of the table and broken out by exploratory work experience education and general work experience education in the lower portion of the table.

TABLE D

Vocational Education Enrollment Summary

Level of Program	Projected enrollment (unduplicated)				
	1975-76	1976-77	1977-78	1978-79	1979-80
Secondary Grades nine through twelve Grades eight and below					
Postsecondary	9800	9975	10,120	10,350	10,550
Adult (defined)	7000	7100	7300	7400	7500
Total	16,800	17,075	17,420	17,750	18,050
Special Instructional programs					
Disadvantaged Total	1750	1800	1850	1900	1950
Secondary					
Postsecondary	1400	1430	1460	1490	1500
Adult	350	370	390	410	450
Handicapped Total	272	300	320	340	360
Secondary					
Postsecondary	172	185	200	215	225
Adult	110	115	120	125	135
Cooperative program .. Total	1150	1200	1250	1300	1400
Secondary					
Postsecondary	850	885	925	950	1025
Adult	300	315	325	350	375
Group Guidance Total (Prevocational)	550	600	650	700	750
Secondary					
Postsecondary	550	600	650	700	750
Adult					
Work-Study Total					
Secondary					
Postsecondary					
Consumer and Home- making education ... Total	250	300	350	375	400
Secondary					
Postsecondary	140	170	200	210	225
Adult	110	130	150	165	175

WORK OFFSPRINGS
AND
ANTICIPATED
ENROLLMENTS
1977-78

77-78

	BALDWIN PARK	BASSETT	Bassett Adult	EMITA	CHARTER OAK	COVINA-VALLEY	Tri-County Adult	W.C. LA PUENTE	La Puente Ad.	La Puente Vg.	POHONA	Baldy View K.	PORTLAND	Rowland Adult	WALNUT VALLEY	WEST COVINA	WEST COVINA
AGRICULTURE																	
00 Ag. Production			45									160					
01 Animal Science							147										
09 Ag. Services								24									
10 Horticulture												185	27				
12 Floriculture																	
14 Landscaping													48				
15 Mrs. Oper. Mgmt.					25												
20 Ag. Resources																	
20 A.ri. - Other																	
DISTRICTIVE EDUC.																	
10 Hotel & Lodging												221					
10 Apparel & Access.																	180
10 Floral Designer																	
10 General Merch.	100	24		25		550	414					500					4502
10 Real Estate																	
10 Rec. Leadership																	
10 Sports Official																	
HEALTH OCCUP.																	
01 Dental Assist.									241			25					50
03 Med. Lab. Assist.							58										
03 Nursing Assist.	42	30				30	198		114	126							1100
01 Mental Health							267			236							
03 Inhal. Therapy							132										
10 Health Occup. Ochr.												120					
19 Ward Clerk																	
COMP. HOMEMAKING																	
01 Comp. Homemaking	541	290		145	285	1090	783			123	411		525				44
HOME EC, CAREFUL																	
01 Care, Guid. Child.	20	28		20	4		101			41	172	126					200
03 Food Mgmt. Occup.	214	170										264					
05 Inar. Home Mgmt.		35															
OFFICE OCCUP.																	
10 Account. Bkkgng.				40													
02 Bookkeepers	127	42			170	81	267	407		55							114
03 Cashiering		17															
05 Banking							20										
01 Data Processing	65			18													
12 Key punch Oper.	65	67					43	224									50
03 Programmers							144										
03 Gen'l Office Clrk.	133	63		132	170		378	586		58	225		220				19
09 Librar. Clerk				15	36		20										
01 PBX/Corresp. Clrk.							148	165		62							3
04 Inventory Clerk							36										
10 Steno. Secretarial	10	55		45	100		529	189		92	23	54		701			100
10 Typing, Cleric, Rel.	54	360		211			453	223		102	16	329		115			304
10 Finan. Mgmt. Trne																	
01 Dupl. Mach. Oper.	49																
TECHNICAL EDUC.																	
03 Mechanical Tech.												123					
01 Child Care Asst.																	
TRADE & INDUSTRY																	
10 Air Cond. Refrig.																	
10 Major Appl. Equip.																	
10 Automotive Serv.					60							112	343				
01 Auto Paint. & Rep.													181				50
02 Mechanics	100	87				103	64										100
03 Automotive Serv.												251	05		90		150
10 Aviation Occup.												537					
10 Blueprint Read.																	
10 Commercial Art		27						18									
01 Interior Design																	
01 Photographic	45					400	116					123					
10 Const. Rel. Maint.							274					129					
01 Carpenter												260					

GENERAL VOCATIONAL ADVISORY COMMITTEE

MT. SAN ANTONIO REGION

Minutes of meeting held March 5, 1981

In attendance:

Hal Barlow, Rowland USD
Burnett Cohen, Pomona USD
Rose M. De Carlo, Charter Oak USD
Bernie Hawkins, West Covina USD
Adriana Larson, Hacienda La Puente USD
Jocelyn Lyon, Claremont USD

Ken Millheim, Bassett USD
Roman Morales, Covina-Valley USD
Les Stahler, Bonita USD
Foster Stanfield, Baldwin Park USD
Tani Welsh, S. California Edison

Call to Order

The meeting was called to order by Mrs. Welsh at 3:05 p.m., at Griswold School, Covina. She introduced Rose M. De Carlo, Vocational Director of Charter Oak Unified.

Program Profiles

Vocational directors submitted their program profiles for Subparts 2, 3, and 4 Disadvantaged, and Subpart 5 EDA. Mrs. Welsh will forward copies to the advisory members for their perusal prior to the general meeting of March 25. At that meeting profiles in the handicapped area which were not previously submitted may be presented for approval.

Advisory Members

Mrs. Welsh stated it would be desirable to have an additional advisory member from the business community. Dr. Stanfield reported he is trying to get a medical representative from the hospital to fill the health services area. Mr. Stahler reported that Mrs. Ralls, Bonita home economics teacher, will participate in the next general meeting.

Consultant

Mr. Morales suggested that Mrs. Marty Hays, State Consultant, be invited to attend the March 25 meeting. Mrs. Welsh will contact Mrs. Hays.

General Meeting

The March 25, 1981 general meeting will be held at Mrs. Welsh's office, 1551 West San Bernardino Road, Covina. Mrs. Welsh will provide reminders and include a map.

Adjournment

The meeting was adjourned at 3:30 p.m.

GENERAL VOCATIONAL ADVISORY COMMITTEE

MT. SAN ANTONIO REGION

Minutes of meeting held October 21, 1980

- Hal Barlow, Rowland USD
- Maurice Flora, Charter Oak USD
- Bernard Hawkins, West Covina USD
- Sheldon Landerer, Walnut Valley USD
- Adriana Larson, Hacienda La Puente USD
- Jocelyn Lyon, Claremont USD
- Roman Morales, Covina-Valley USD
- Don Ramig, Bassett USD
- Les Stahler, Bonita USD
- Foster Stanfield, Baldwin Park USD
- Tani Welsh, So. California Edison
- JoAnn Sorrensen, Claremont USD (guest)

Call to Order

The meeting was called to order by Mrs. Welsh at 3:15 p.m., at Griswold School, Covina.

Meeting Schedule

Mrs. Welsh described the meetings plan for the year, which had been formulated in an earlier session with Dr. Stanfield, Mr. Flora, and Mr. Morales. Vocational directors will meet to present profiles prior to a general meeting. The profiles will be mailed to business members for review prior to the general meeting. This allows business members to be more knowledgeable regarding program profiles they are requested to approve.

Program Profiles

Vocational directors were asked to use the profile form, which provides for intent of expenditures but not with funds to be expended. Use of the profile form will provide consistency and enable industry members to better comprehend the intent of the districts. Modifications prior to final approval may be added to the May 27, 1981, meeting.

Meeting Sites

The three meetings with the total advisory group will be held at Mrs. Welsh's office, 1551 West San Bernardino Road. A meeting reminder, with directions, will be prepared by Mr. Morales.

The remaining two meetings of vocational directors will be held at the Griswold site, with a reminder mailed to you.

Overview

Mr. Barlow suggested that a brief overview of vocational education be given at the November meeting for the benefit of industry members, particularly the new members. Mrs. Welsh will contact Pat Langlin, Regional Coordinator of Vocational Education, and invite her to speak to the group.

Meeting Time

Mrs. Welsh stressed the importance of starting the meetings promptly at 3:00 p.m. in order to adjourn at 4:30 p.m.

Commendation

Mr. Stahler commended the professional approach of Mrs. Welsh in chairing the meeting.

GENERAL VOCATIONAL ADVISORY COMMITTEE

MT. SAN ANTONIO REGION

Minutes of meeting held November 19, 1980

In attendance:

Dorothea M. Barsugli, Business Ed Teacher, Adult Education
Raoul Cervantes, Director, Brickmasons Apprenticeship Training
Sylvia Escobedo, Business Ed Student, Adult Education
Pat Langlin, State Department of Education
Kent McKee, Valley Light Industries, Inc.
Ed Pokladnik, Horticulture Teacher, Rowland USD
Norm Stark, Employment Development Department
Tani Welsh, Southern California Edison Company
Harold Barlow, Rowland USD
Burnett Cohen, Pomona USD
Bernard Hawkins, West Covina USD
Adriana Larson, Hacienda La Puente USD
Jocelyn Lyon, Claremont USD
Charlotte Nelsen, Secretary, Covina-Valley USD
Don Ramig, Bassett USD
Les Stahler, Bonita USD
Foster Stanfield, Baldwin Park USD

Call to Order

The meeting was called to order by Mrs. Welsh at 3:15 p.m. at Southern California Edison Company, Covina. Mrs. Welsh explained for the benefit of new advisory members the purpose of the advisory committee. She introduced Mrs. Pat Langlin, Regional Coordinator of Vocational Education, State of California.

Overview

Mrs. Langlin stated she heartily approves of one advisory committee rather than individual committees for each of the programs, and that it is good for districts to share and pool information, as well as good for the advisors. She stressed that advisory committee input is necessary for districts to update and change programs to meet the needs of business and industry. She pointed out that it is important for school district members to provide information to advisory members in order for them to make suggestions for future programs. Her main message to industry was the importance of the part they play on the committee, that schools and industry depend upon one another, and that it is important for school administrators to receive input for skills which need to be revised.

Mrs. Langlin commented that for the first time handicap money for guidance and counseling requires no match. On subpart 2 monies for handicapped, the expenditures are retroactive. On subpart 3, guidance and counseling for special education, the state does not extend beyond June 30, therefore the federal funds may not be carried over. She stated that disadvantaged is the same as in the past--subpart 3 covers guidance and counseling only.

Mrs. Langlin stated that the Vocational Education Act will be up for reauthorization in the next couple of years and emphasized that people outside the educational community need to provide input to congressional members regarding the advantages of vocational education areas.

She told the committee she recently had the opportunity to spend some time with five individuals from Washington, D. C., two of whom were members of the Appropriations Committee and two of whom were from the Department of Education. She accompanied the group on tours of a number of vocational education facilities in Southern California and commented that they were impressed by their visitations. She indicated that she was able to provide input to them in her areas of concern.

Mrs. Welsh thanked Mrs. Langlin for visiting with the committee and sharing information.

Program Approval

Mrs. Welsh explained the purpose of the profile sheet which is being used this year, i.e., to provide advisory members with detailed information regarding the programs they are asked to approve. Each vocational director explained his/her proposal for expending the subpart 2 and 3 handicapped allocations and received comments and suggestions from advisory members.

It was moved by Mr. Cervantes and seconded by Mr. Stark that the program profiles be adopted for all districts except Charter Oak and Walnut, whose directors or representatives were not present. Charter Oak and Walnut may present their program profiles at the March meeting, if they wish.

New Program

Mr. Stahler, Bonita Unified, informed the group that Bonita has added digital electronics as an additional program.

Advisory Member

Mrs. Welsh asked Dr. Stanfield to attempt to locate an advisory member to replace an advisor who resigned because of business commitments.

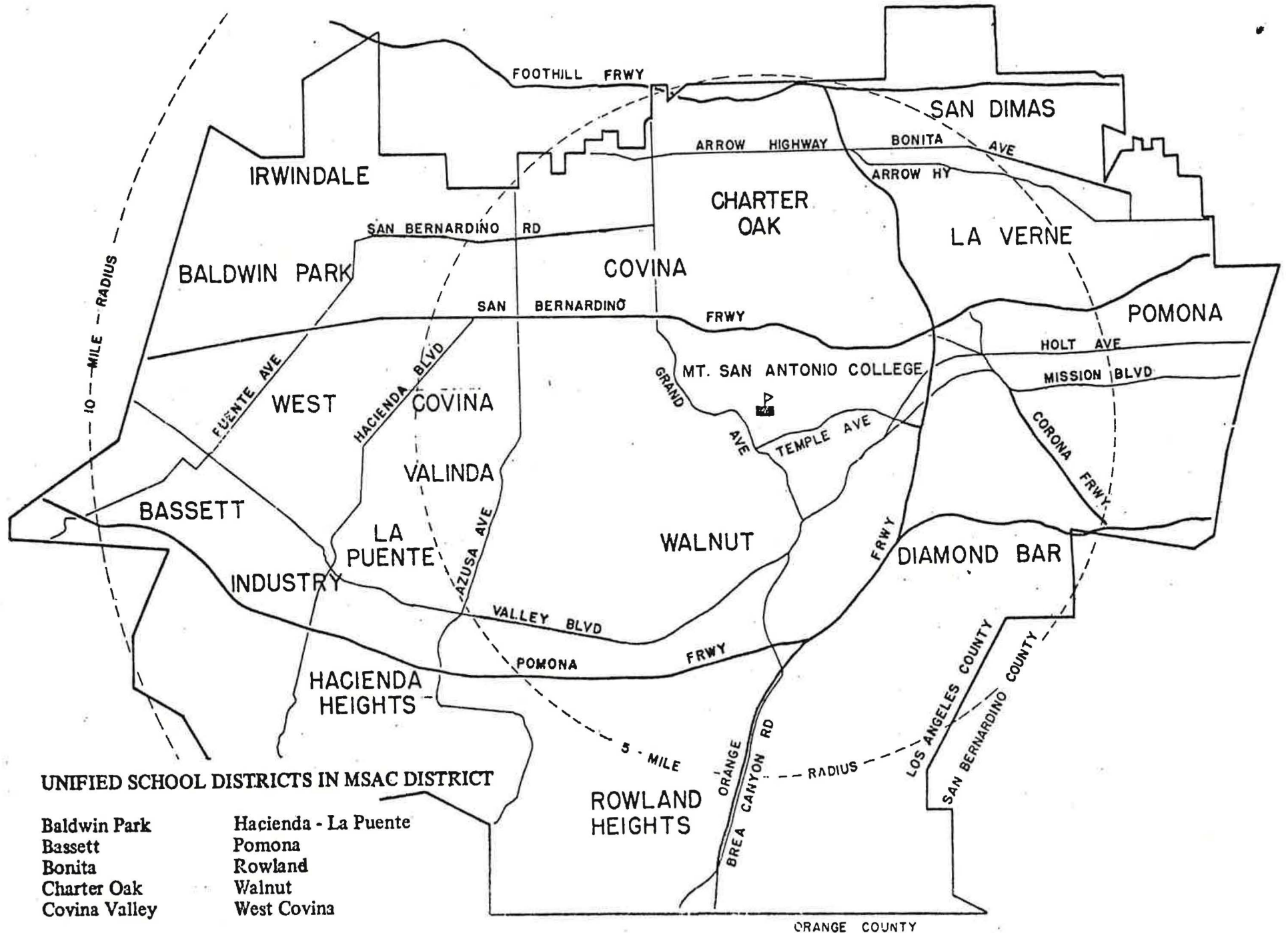
Meetings Schedule

The next meeting with vocational directors is scheduled for March 4, 1981, at Griswold Center, followed by a meeting with advisory members on March 25, 1981, at Southern California Edison Company. Profiles for this meeting will include disadvantaged, subparts 2, 3 and 4, and economically depressed, subpart 5. Mrs. Welsh stressed the importance of starting the meetings promptly at 3:00 p.m.

Adjournment

Mrs. Welsh requested suggestions as to how to make meetings more meaningful and adjourned the meeting at 4:55 p.m.

MT. SAN ANTONIO COLLEGE DISTRICT



UNIFIED SCHOOL DISTRICTS IN MSAC DISTRICT

- | | |
|---------------|----------------------|
| Baldwin Park | Hacienda - La Puente |
| Bassett | Pomona |
| Bonita | Rowland |
| Charter Oak | Walnut |
| Covina Valley | West Covina |

ORANGE COUNTY

Local Educational Agency Advisory Committee for Vocational Education

Local educational agency (LEA) _____

Program year ending June 30, 1980

Advisory committee member	Affiliation	Sex	Ethnic origin*	Representation (Check appropriate column(s).)													
				Employment Department	Industry	Labor	Disadvantaged	Business person	Supportive agency	School administrator	Bilingual employer	Student	CHE teacher	Parent of LES	Teacher	Other	
Hal Barlow	Rowland USD	M	E								X						
Les Stahler	Bonita USD	M	E								X						
Burnett Cohen	Pomona USD	M	E								X						
Sheldon Landerer	Walnut Valley USD	M	E								X						
Maurice Flora	Charter Oak USD	M	E								X						
Don Ramig	Bassett USD	M	E								X						
Foster Stanfield	Baldwin Park USD	M	E								X						
Jocelyn Lyon	Claremont USD	F	E								X						
Tom Johnson	Hacienda La Puente USD	M	E								X						
Joe Stoecklein	West Covina USD	M	E								X						
Roman Morales	Covina-Valley USD	M	D								X						

*a. American Indian/Alaskan Native
 b. Asian American/Pacific Islander
 c. Black (not Hispanic)
 d. Hispanic
 e. White (not Hispanic)

