

Update

ON RESEARCH AND LEADERSHIP

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

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In this Issue

As we move into our third year of publishing *Update*, we want to express our thanks for your enthusiastic response to the newsletter. In this edition, we present articles on such timely topics as investing in part-time faculty and the Illinois community college role in economic development and high-growth-rate technology areas.

The research brief presents an executive summary of the *Illinois Tech Prep Planning Strategies* handbook developed for ISBE by our Office in recent months. Let us know how we can serve you in the future with *Update*.

Who We Are

The Office of Community College Research and Leadership was established in 1989 at the University of Illinois at Urbana-Champaign (UIUC). Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system. The Office is supported by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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Debra D. Bragg, *Director*

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Update is published semiannually by the Office of Community College Research and Leadership. The editor of this issue is Catherine L. Kirby, a faculty member at Parkland College and Graduate student in the Department of Vocational and Technical Education at UIUC. To obtain a free copy of *Update*, complete the subscription form on the back of this newsletter and return it to:

Office of Community College Research
and Leadership
Room 344 Education Building,
1310 South Sixth Street,
Champaign, IL 61820.

Small Investment/Big Return: Inservice for Part-time Faculty

by Sam Hill, Kankakee Community College

In times of increasing enrollments and limited financial resources, community colleges rely on additional part-time instructors to deliver instruction. Those of us who employ and work with them realize the qualifications and dedication these people bring to teaching and students, as well as their state-of-the-art expertise and technical knowledge.

To provide an opportunity for the full- and part-time faculty to interact, as well as to provide a professional growth and development program for part-time instructors, **Kankakee Community College (KCC)** has implemented an inservice program especially for part-time faculty.

The initial program was conducted immediately prior to the start of classes, so that the part-time faculty would have a relatively firm idea if they would have a class to teach.

The purpose of the program was to make the part-time faculty realize that they are an important part of the instructional team and the institution, as well as to provide them with a meaningful professional development program.

After a dinner, served by administrators, the president, Larry Huffman, gave an update on the college, including future plans for the institution. An overview of pertinent instructional and student support services was shared. Vern Magnesen, former **Triton College** administrator, provided a well-received professional development program on effective teaching techniques. The evening concluded with divisional meetings which addressed the mechanics of starting and surviving the semester, and further discussion of teaching techniques.

KCC intends to continue this type of inservice activity for its part-time instructors. Considering the number of part-time faculty and the amount of contact they have with students, as well as the fact that they are ambassadors for their college, it is important that we invest time and resources in their professional development. The benefits of such a commitment are immeasurable.

Sam Hill, Ed. D., is vice president for Academic Programs and Service at Kankakee Community College, Kankakee, IL, 815/933-0345.

First Certificate Program in Desktop Publishing

In response to requests from businesses and district residents, **Oakton Community College** in Des Plaines is offering a 15 credit-hour certificate program in desktop publishing. Last fall, the College received state approval for its fledgling program, which is part of the Office System's Technology Department. Office System Technology Professor Kitty Tabers, who helped design the curriculum, believes Oakton's program to be one of a kind in the state.

Oakton's program is aimed at professionals in the printing industry who need computer skills to keep pace with changes in the industry and at lay individuals who are interested in entering the field or utilizing desktop publishing for personal projects at home. "I have some students who work in printing

companies that have been told if they don't get this experience with desktop publishing, they'll be out of a job," Tabers says.

All the courses for the program have been filled to capacity, with waiting lists, Tabers says. The curriculum includes the following classes: Introduction to Desktop Publishing, Intermediate Desktop Publishing, three levels of WordPerfect Word Processing, Desktop Publishing Concepts and Procedures, Computer Graphic Design, and Advanced Desktop Publishing.

Oakton will graduate its first class in Spring 1992.

For more information, contact Kitty Tabers, Oakton Community College, Des Plaines, IL, 312/656-8000.

New Handbook for Part-Time Community College Faculty

by Scott Johnson and Mike Harmon, University of Illinois at Urbana-Champaign

Teaching Techniques for Part-Time Community College Instructors, a handbook prepared by the Vocational-Technical Education Department at the University of Illinois, was formally released at the August 7 Education for Employment meeting in Effingham. The handbook was produced at the University of Illinois as a part of the three-year Sophisticated Technologies project funded by the Department of Adult, Vocational, and Technical Education through the Illinois State Board of Education.

Research for the handbook involved both a review of contemporary pedagogical literature and numerous interviews with community college instructors, department heads, and administrators throughout Illinois. The resulting product is a guide that synthesizes cognitive science research and the practical knowledge of instructors in the field.

The handbook's 10 chapters contain information on most aspects of instruction, including addressing individual learning styles, teaching basic skills, teaching cognitive skills, planning and presenting lessons, managing a classroom, evaluating learning and instruction, and working with special needs students. The book also provides a rationale for strengthening occupational and career training.

The book's informal approach allows readers to browse through sidebars running parallel to the text. The chapters are also written to be free-standing; it is not necessary to read any one chapter before proceeding to the next. A list of recommended readings at the end of each chapter provides the reader with one or two sources of additional information.

At the Effingham conference, a representative from each attending Illinois community college received 50 bound copies of the handbook, and one unbound copy. The unbound copy allows the colleges to make unlimited copies for inclusion in their own in-service materials. Additional copies are available on loan from the Illinois Vocational Curriculum Center at Sangamon State University and for purchase from the Curriculum Publications Clearinghouse at Western Illinois University. The document has also been filed with ERIC.

For further information on this project, contact Scott Johnson or Mike Harmon at the University of Illinois, (217)485-5754. Illinois community colleges that did not receive their bound or unbound copies should contact Jerry Ohare at ISBE DAVTE, 217/782-4620.

Meeting the Challenge for CAD/CAM Education and Training

Successful education and training of students and industry employees require that colleges have state-of-the-art equipment and software available to meet the needs of industry. **Illinois Valley Community College (IVCC)** has purchased 26 IBM computers in the establishment of a new advanced technology microcomputer laboratory. This laboratory will principally be used by the Engineering Design Technology program for the teaching of CAD/CAM concepts and the operation of appropriate software packages. The college has been designated as an authorized CADAM Training center by CADAM,

Inc., a subsidiary of IBM. IVCC is one of only seven colleges designated as CADAM Training Centers located throughout the United States.

In early 1992, the college will add additional training workshops in the area of Professional CADAM. The workshops will be taught in a new advanced technology workstation laboratory consisting of an IBM RISC 6000 computer which will function as the main workstation and control unit in a network of 12 IBM RT's workstations which were donated by IBM.

For more information, contact IVCC, Oglesby, IL, 815/224-2720.

Illinois Community Colleges Expand Cooperative Training and Economic Development

by Susan Van Weeldon, McHenry County College

As providers of training for business and industry, Illinois Community Colleges are cooperatively engaging in creative and productive economic development and training efforts.

The Cooperative Training and Economic Development Survey, developed by the Illinois Community College Economic Development Association, recently polled Illinois community colleges. Survey results demonstrated several creative approaches:

Carl Sandburg Community College was involved in a cooperative economic development and training venture during spring resulting in the relocation of a manufacturing facility to Galesburg. Also involved in this team project were the Galesburg Area Chamber of Commerce, Job Service-IDES, Job Training Partnership Act (JTPA), Galesburg Area Economic Development Committee, Illinois Department of Commerce and Community Affairs, city of Galesburg, County of Knox, Illinois Power Company, and numerous other entities. During one weekend, the College processed 2,000 job applicants for the relocated company which currently provides 330 jobs for area residents and plans to double that number within three years.

Triton College became involved in a Cooperative Training/Economic Development project during 1990-91. Union officials of Local 339, the International Union of Operating Engineers, began meeting with Triton's Heating, Ventilating, and Air Conditioning program staff members during spring 1989. Triton's existing Air Conditioning/Refrigeration curriculum became the foundation for the training sought by Local 399 officials. Some courses were revised and two new ones were developed and added to further strengthen the curriculum. As of spring 1991, more than 150 Local 399 members had enrolled in courses

leading to a certificate or an associate of applied science degree in stationary engineering.

Recognized as a leader in business training and economic development is **College of Du Page**. This college's Business and Professional Institute trained 19,985 employees for approximately 700 businesses in fiscal year 1990. The Institute continues to lead in innovative services designed to assist and improve the quality and productivity of businesses within the college's west suburban Chicago district.

William Rainey Harper College, McHenry County College, Elgin Community College, and the Technology Commercialization Center of Northern Illinois University developed and offered a Business Assistance Conference in April 1991 focusing on business resources available to new and existing firms in Illinois.

Discovering and utilizing business resource informa-

"Illinois community colleges are successfully redefining the traditional boundaries of education through partnerships with business and industry."

tion can be confusing and time consuming because Illinois, like many other states, has numerous programs and agencies involved with various approaches to economic development. Twelve experts representing education, government, and business lent their expertise in a variety of areas including training grant funding assistance, procurement of government contracts, small business programs, venture capitalists, and technology assistance. Bring-

ing all of these resource people together provided a much needed service to business and industry in the northwest suburban Chicago area.

Many Illinois community colleges were also strategically involved in:

- The establishment and operation of business incubators.
- Industrial retention, expansion, and attraction programs, which contributed to the retention of 5,242 firms and the start-up or expansion of 364 firms.
- Training grant assistance: Illinois community colleges wrote and administered (through the Illinois State Board of Education) nearly \$1 million in High Impact Training Services (HITS) grants in fiscal year 1990.
- Needs assessment programs, including programs for quality improvement.
- Technology transfer in cooperation with universities and federal laboratories.
- International business development

Some Illinois community colleges operate advanced technology centers and others assist in the operation of labor-management councils. Illinois community college business and economic development centers provide in-plant customized training and general on-campus training programs for business and industry. These programs are both non-credit and credit.

Some Illinois community colleges, in addition to customized and general training, are licensed to deliver training through companies such as Zenger-Miller and Vital Learning.

All U.S. community colleges must expand upon these collaborative and cooperative efforts. To address the future, Illinois community colleges would do well to follow the state of Wisconsin's lead, where technical colleges are involved in Quality Improvement Networks or Systems. Some of these networks now involve businesses, colleges, universities, and public secondary and elementary schools.

To prepare quality workforce members and to diminish wasted resources (including human resources), Illinois community colleges will need to:

Creating a Quality Partnership

by W. Michael Denum,
John Wood Community College

John Wood Community College (JWCC) and Titan Wheel International, Inc. (TWI) have formed a partnership to provide basic Statistical Process Control training to TWI employees. The objective of the program is to provide the fundamental skills necessary to produce products that meet or exceed the highest levels of quality demanded in the very competitive marketplace for steel wheels and wheel rims.

The result of the partnership's efforts has been a comprehensive, fundamental course which includes data gathering and problem solving, data analysis and interpretation, process control, process capability, and attributes charts.

Upon successful completion of the course, TWI employees receive a certificate of completion and one hour of academic credit from the college. Since June of 1990, JWCC has delivered a total of twenty-two classes to over six hundred TWI employees.

For further information, contact: W. Michael Denum, Director, Business & Industry Training John Wood Community College 150 S. 48th Street, Quincy, IL 62301

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- Develop quality improvement systems within their own institutions.
 - Develop a statewide quality improvement system that integrates education, business and government.
 - Interface with established quality networks at the local, state, regional, national, and international levels.

Susan Van Weeldon is Associate Dean of Economic Development at McHenry County College in Crystal Lake, Illinois and is 1991-92 elected Chair of the Illinois Community College Economic Association.

Beyond Tradition—A Strategic Plan for the Department of Vocational and Technical Education, University of Illinois

In August of 1990, with the support of the Dean, faculty of the Department of Vocational and Technical Education initiated a study to examine the current status of vocational education and redefine the role of vocational education within the College of Education at UIUC. As a part of this effort, the Department initiated a comprehensive evaluation and strategic planning activity. At the start, members of the department were faced with a number of issues that needed to be examined (e.g., the resignation of the Department Head and subsequent change in leadership, a decrease in faculty over the past five years, and significant changes in the field of vocational education as a whole). In response to this need, an assessment was conducted to examine Departmental concerns and broader issues facing the entire field of vocational education. A strategic plan, summarized in *Beyond Tradition*, was based on the results of this initial assessment.

Two major themes were identified during the assessment phase: The State of the Field and The State of the Department. The State of the Field analysis provided a brief historical perspective, a careful description of current vocational education issues, and an analysis of future trends and expected directions in the field. The State of the Department theme focused on the historical and current performance of Department members including a normative comparison with peer departments in similar institutions.

Overview

The strategic planning process involved a series of planning sessions for all departmental faculty. These sessions resulted in a refined mission statement, strategic thrusts and tactical objectives. Pertinent to the audience of this newsletter an overview of the

five strategic thrusts and a closer look at one of them are reviewed.

The Department of Vocational and Technical Education is in a unique position to respond to rapid changes occurring in the field. It has a long history of leadership and a rich talent pool to address emerging issues. However, being a relatively small department, it must set priorities to use its resources effectively. Therefore, five major thrusts have been identified that represent critical arenas in the field of vocational, occupational, and technology education and require proactive leadership. They are:

- Community college education
- Human resource development
- International education
- Technology education
- Special needs education

These thrusts reflect the common areas of interest and expertise of the faculty, complement the career interests of graduate students, and offer opportunities for collaboration with other units within the College, the University, and the State of Illinois.

Community College Education

Postsecondary vocational-technical education is experiencing tremendous growth, particularly in the nation's community colleges. Today, nearly 65 percent of students in our nation's community colleges are enrolled in vocational-technical education programs. This represents a shift from earlier times when community colleges focused primarily on transfer programs, and vocational education was essentially a secondary education enterprise. While this movement has occurred in the State of Illinois, little attention has been given to meeting the unique needs of community college vocational-technical educators.

Therefore, the Department is planning a program of progressive instruction, research, and service to provide leadership in this significant educational enterprise. The Department intends to increase its commitment to community college programs and personnel by:

- Developing and delivering new graduate courses to provide the depth and breadth of knowledge required of aspiring leaders in postsecondary education.
- Developing, promoting, and implementing a graduate program of study for current and aspiring practitioners as well as leaders interested in community college education.
- Establishing relationships with individuals, agencies, and departments to enhance educational leadership services for community colleges at the state and national levels.
- Maintaining and expanding a program of research that identifies and responds to critical issues in postsecondary education that impact policy and practice at the community college level (e.g., Tech Prep, teaching adult learners).
- Establishing a network of individuals with differing types of expertise, both within and outside the College of Education, to engage in collaborative research and disseminate findings to advance postsecondary education.

The strategic plan for the Department is a result of a vision shared by faculty and administrators and is driven by changes occurring in areas served by vocational educators.

Embracing change is an "opportunity to open the doors to doing one's best," according to authors James Kouzes and Barry Posner in *The Leadership Challenge* (1990). Opening the doors beyond tradition is a challenge strategically planned and promises to provide a clear direction for the Department as they prepare to enter the 21st century.

For more information, contact Department Head, Tim L. Wentling, UIUC, Champaign, IL 217/333-0807.

The Office of Community College Research and Leadership Advisory Committee

Special thanks is extended to the Office of Community College Research and Leadership advisory committee for providing wisdom and support for the past two years. The committee members are:

- Charles Baldwin**, Director of Career Programs, Parkland College
Tom Boldrey, Career Occupations Programs, Eastern Illinois University
Lynn Burger, Director of Occupational and Adult Education, Illinois Community College Board
Bernard Ferreri, Associate Vice Chancellor, City Colleges of Chicago
Larry Fischer, Director Agriculture Education Center, John Wood Community College
Ivan Lach, Deputy Executive Director, Illinois Community College Board
Linda Lafferty, Contract Administrator, Vocational Education Program Improvement, ISBE/DAVTE
Richard Miguel, Assistant Superintendent, ISBE/DAVTE
Edward Osborne, Associate Professor, Agriculture Education, University of Illinois
Joseph Piland, President, Highland Community College
Ron Sanderson, Dean, Vocational-Technical Education, Lake Land College
Paul Thurston, Head, Department of Administration, Higher and Continuing Education, University of Illinois
Tim Wentling, Head, Department of Vocational and Technical Education, University of Illinois

Call for Articles

We welcome articles by February 28, 1992 for the spring issue of *Update* in any of the following areas:

- Research and evaluation studies
- Exemplary or experimental programs
- New and innovative ideas
- Leadership development opportunities

Update

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Update is a semiannual newsletter of the Office of Community College Research and Leadership, College of Education, University of Illinois at Urbana-Champaign. It is prepared pursuant to a grant from the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. Funding is made possible through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Future issues will examine the latest research and resources in community college vocational-technical education.

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