

AN ABSTRACT OF THE THESIS OF

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ABSTRACT

This study investigated the design of a new type of postsecondary educational institution for Venezuela that would meet the vocational education and training needs of postsecondary students and the skilled labor demands of the nation. Venezuela's educational system was analyzed to delineate a center for a suitable two-year vocational technical community college model. Criteria for selection of planning guidelines were generated to assure that the two-year vocational technical community college would be consistent with Venezuela's social customs and laws and would meet the special vocational education needs of a developing nation. Guidelines meeting these criteria were then specified for the planning and operating two-year vocational technical community colleges in Venezuela. These included guidelines for establishing administration,

curriculum, plant and facilities, recruitment and organization of faculty, organization of student services and community services. Recommendations for implementing the guidelines were then specified.

Guidelines for the Development of
Two-Year Vocational Technical Community Colleges
in Venezuela

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GUIDELINES FOR THE DEVELOPMENT OF TWO-YEAR
VOCATIONAL TECHNICAL COMMUNITY COLLEGES
IN VENEZUELA

CHAPTER I

INTRODUCTION

Problem

Presently there are two types of postsecondary institutions in Venezuela: three-year university college and five-year universities. The three-year university colleges prepare technical workers, such as engineering technicians, agricultural technicians, business administration technicians, and social work technicians. The five-year universities prepare professional workers, such as lawyers, medical doctors, economists, civil engineers, architects, psychologists and social workers.

According to government studies (Federacion Venezolana de Maestros, 1986), Venezuela is in great need of postsecondary institutions which will prepare workers in a period of time no longer than two years for vocational technical fields. The Venezuelan Ministry of Education is currently working closely with the National Council of Universities in the promotion of such two-year postsecondary educational institutions. Both the Ministry of Education and the National Council of Universities are governing institutions with jurisdictional authority for

postsecondary educational institution, including institutional recognition and approval of degree program (Bigott, 1979). The Ministry of Education and National Council of Universities have taken major roles in the projected implementation of two-year vocational technical community colleges. This study has been undertaken in cooperation with the Ministry of Education and the National Council of Universities and will develop a model for workers who need a postsecondary education other than what is presently being offered.

Traditionally, the government has chosen to fund facilities for secondary education rather than the more expensive facilities for postsecondary education. As a result, the existing system of university colleges (three-year program) and universities (five-year program) is overcrowded.

In addition to the problem of space, the university colleges and universities are inconveniently situated. The majority of the secondary school graduates who do not go on to further education live in rural areas. Existing postsecondary institutions are located in the principal cities of the country. Rural students generally cannot afford to live in the cities. Programs in the universities and university colleges are also too long for many students. Rural students are more interested in short

periods of study in order to move quickly into the labor market (Federacion Venezolana de Maestros, 1986).

Since many students are denied the opportunity for postsecondary education, they spend their time working on farms, cleaning houses, or clerking in retail stores; these occupations generally are short-term and not life-long career oriented. If these students could attend a postsecondary institution, they could achieve a higher standard of living (Federacion Venezolana de Maestros, 1986), as well as help Venezuela to satisfy its need for skilled and technical workers.

Since 1958, Venezuela has been attempting to develop a model for postsecondary vocational technical education units. Two problems have affected Venezuela's ability to enroll high school graduates into postsecondary vocational technical courses. These problems include (a) the nation's dependence on external (European) educational models that are not adaptable to the Venezuelan education process, and (b) the lack of teacher-training facilities for vocational technical education (Mударра, 1972). Many socially and economically disadvantaged individuals are demanding postsecondary education that is short in duration and highly relevant to their needs. They see this kind of education as allowing them to be part of the labor market

and achieving a better standard of life (Federacion Venezolana de Maestros, 1986).

Despite these problems, Venezuela is committed to the improvement of educational opportunity for all of its people (Prieto, 1977). Venezuela's educational system seeks to pass on the knowledge and values of past generations to the present. At the same time, it must acknowledge the rapid societal change that has occurred over several generations of technological change.

The vocational technical needs of Venezuela are changing rapidly, just as technology and science have served to reshape its social structures and values. Venezuelan education must undertake a continuous and rapid program of reform and improvement (Bigott, 1979). Educators must play a more decisive role in the promotion of community college with vocational technical education at the postsecondary level. The country's rapid development demands a supply of well-trained workers. Community colleges can be used to either adapt or create vocational technical education programs. Community colleges can transform a part of the Venezuelan postsecondary education system into a global economic force (Albornoz, 1978). This reinforces the need to develop a model for a two-year vocational technical community college.

Rationale for the Study

The vocational technical orientation of community colleges presents an attractive alternative to the more traditional and professionally rigorous orientation of higher education. The expansion of the Venezuelan economy has created a need for increased numbers of trained technicians not prepared by existing postsecondary institutions. Some of these technicians will work independently while others will find employment under the direction of educators, scientists, and engineers. If this cadre of trained technicians can be expanded and integrated into the Venezuelan economic structure, then highly trained professionals will be freed from repetitive technical tasks. They will then be able to focus on more advanced work commensurate with their qualifications. Training increased numbers of technicians will provide a needed and more sizable workforce capable of adjusting to the rapid pace of technological change and answering to the expanding business and industrial demands of the Venezuelan economy.

Vocational technical programs at the community college are important because of the lack of educational opportunity for many eligible students. Currently Venezuelan postsecondary education enrolls only 250,327 students in public institutions and 29,000 students in private institutions. These figures represent 70 percent of the number of

students (400,000) who have completed secondary education (Venezuela, Ministerio de Education, 1986, 1987). Thirty percent of those completing secondary education are not enrolled in any type of postsecondary institution. There are strong indications that the percentage of non-enrolled students could be lowered if certain problems could be solved. These problems include: (1) lowering the cost of postsecondary education by building new postsecondary institutions in rural areas where most of the 30 percent of non-enrolled students live; and 2) reducing the length of courses of study from three and five years to two years. Unless solutions can be found for these problems, the number of secondary school graduates who are currently not enrolled in postsecondary education will increase. This increase will result in societal disorders such as, "delinquency and increased drug use due to lack of self-esteem and too much free time" (Perez Olivares 1984, p. 20) and social unrest.

Expanding postsecondary students' access to the vocational technical community college educational institutions is one of the most important solutions to the under-enrollment problems that currently exist in Venezuela. Establishment of two-year vocational technical community colleges will answer the diverse needs of a wide variety of potential postsecondary students. These students include:

(a) those who do not find a three and five-year course of study appropriate to their career plans; (b) those who for various reasons have dropped out of university level study; (c) those from low-income families; and (d) those from rural areas. The concept of the two-year vocational technical community college is to train technicians locally in short periods of time, thus rapidly integrating them into the Venezuelan economy. This has been the principle, particularly for attracting "new" students from lower income groups and ethnic minorities who presumably would not have otherwise enrolled in postsecondary educational institutions, that has already worked so well in the United States (Cohen & Brawer, 1982).

Two-year vocational technical training in a Venezuelan community college will allow students to develop specialized skills in a variety of vocational technical fields. Also, this program will aid students in developing their ability to work with others and in forming the work habits necessary for successful employment.

CHAPTER II

EDUCATION IN VENEZUELA

Venezuela, covering 353,938 square miles of territory and with a population of 17,791,411, is located along the northern coast of South America. The country has a young, growing, and increasingly urban population. The most recent census indicates that fewer than 35 percent of all Venezuelans are either over age 35 or live in rural areas (Bond, 1984). There has been significant migration from rural to urban areas during the past 50 years; 65 percent of the population now live in cities. By the year 2000, Venezuela is expected to have a population of 30 million people (Population Reference Bureau, 1984).

Venezuela is a relatively industrialized country (Bigott, 1979). Its economic mainstays are the oil and iron industries, both nationalized in 1974 and 1975, respectively, by President Carlos Andres Perez. The current pace of industrialization is rapid and is heavily dependent upon imported technology. The price of this industrialization has been high, but it is a price which, until recently, Venezuela has been generally able to pay, because of the extraordinary increase in the price of oil since 1973. However, with the dramatic decline in world oil prices in recent years, the price of industrialization

has created an overwhelming economic burden (Ministerio de Energia y Minas, 1987).

The combination of population growth and youthfulness has necessitated the rapid expansion of the Venezuelan educational system. Despite the sharp decrease in oil revenue the central government has continued its traditional support and promotion of both democracy and social mobility through public education. This support translated into the central governments' financing of 87.5 percent of educational costs in 1988 (Ultima Sesión del Congreso Nacional, 1987).

Since 1973, the proportion of gross national product for education has been increased annually (Prieto, 1977). Educational planning is the function of the Directorate of Planning (EDUPLAN). This organization works closely with the Central Office of Planning Coordination (CORDIPLAN) which is the governmental office responsible for the preparation of national ten-year developmental plans. Jointly, these organizations are currently directing implementation of the Seventh National Education Plan, which covers the years 1985 to 1995. In Chapter 8, Section 3, of this national education plan is a description of the need for the implementation of a new system of postsecondary education. This system focuses on two-year vocational technical programs that will create educational

opportunities for the student population with a secondary school degree. This goal has a new meaning today since the country is engaged in a line of development that demands an adequate supply of well-trained workers (Ministerio de Cordiplan, 1985).

Structure of Education in Venezuela

In accordance with Venezuelan law, all children are enrolled in three years of compulsory preschool education beginning at age three. Elementary education begins at age six and lasts for six years. This free and compulsory elementary education is an old tradition in Venezuela, dating to a decree of 1861 which declared that education was the right of every Venezuelan and that it must be both free and compulsory in all official schools until age 14. At the end of the sixth year, an examination system is used to determine which students have earned elementary education certificates, which entitles them to enroll in secondary education schools. Elementary education is based upon a uniform curriculum designed by the Ministry of Education, which is also responsible for the appointment of all teaching staffs. As may be seen in Table 1, enrollment at this level is increasing rapidly.

Table 1. Preschool and elementary enrollment,
1980-1986 (Venezuela, Ministerio de
Education, Oficina de Planification, 1986)

Year	Preschool Enrollment	Elementary Enrollment
1980	850,000	3,200,000
1982	1,100,000	3,400,000
1984	1,595,000	4,923,210
1986	1,923,252	5,650,127

In addition to the preschool and elementary phases, there are two other educational stages through which students may pass between the ages of three and 24: secondary and postsecondary. Secondary education is an intermediate educational level which is divided into lower secondary (grades 7-9) and an upper secondary (grades 10-12). In general, secondary education has two streams: academic and vocational. The academic stream is provided for individuals who plans to enter into three-year university college or a five-year universities consists of mostly general education. It includes five years of study: three years in lower secondary and two years in upper secondary schools. The vocational stream, varying from one to six years depending on certain programs of study such as agriculture, business administration and social work, is designed for those who are interested in

preparing for occupational entry (Venezuela, Ministerio de Education, 1986).

The percentage of students at each age enrolled in institutions of learning is lower at both ends of the scale (between 21 and 32 percent of those aged three to seven years and seven percent for students aged 24 years). A majority of children at each age level are enrolled in school during the period of compulsory education. For example, 53 percent of all children who are 13 years old are in school; 85 percent of all children aged 8 years are in school (Venezuela, Ministerio de Education, 1986).

Postsecondary Education in Venezuela

In January 1958, following the overthrow of a military dictatorship, there were only six institutions of postsecondary learning in Venezuela, and all of them had only five-year programs. These included three public universities, one pedagogical institute, and two private universities. Total enrollment was less than 10,000 students, and the total faculty numbered around 1,000 (Albornoz, 1979). The overthrow of the military regime was the signal for a rapid period of educational expansion. Since that time 37 postsecondary institutions have been created (Consejo Nacional de Universidades, 1987). There are now 12 university colleges; eight nonautonomous public

universities (experimental category); five public autonomous universities (traditional category); five private universities; five pedagogical institutes; four polytechnical institutes; and four military institutes.

University colleges have three-year programs for training in the technological areas of engineering, agriculture, business administration, and social work technicians. The five-year "nonautonomous" universities (experimental category) are publicly funded and administratively depend on the Ministry of Education. In contrast, the five-year "autonomous" universities (traditional category) are also publicly funded but each is in control of its own curriculum and administration. The five-year private universities are privately funded, but their curricula are subject to Ministry of Education controls. The postsecondary student population has grown more rapidly than the university system and demand far exceeds capacity. This fact provides at least a partial explanation for the growth in the number of private institutions.

Venezuela's five-year pedagogical institutes are devoted to secondary education teacher preparation. They are administered and controlled by the Ministry of Education, as are the five-year polytechnical institutes responsible for the training of engineers. Finally, the

five-year military institutes prepare personnel for the four branches of the Venezuelan armed forces, but their curricula are controlled by the National Council of Universities. In a national system currently numbering 43 institutions, each Venezuelan state has at least one postsecondary institution within its boundaries.

The obvious lacuna on this educational structure is a system of two-year vocational technical community colleges, equivalent to the vocational and technical programs in American community colleges. Such two-year vocational technical community colleges could provide quickly a specialized trained labor force to match the rapid pace of Venezuelan industrial development.

Labor Market Needs

The primary task facing the Venezuelan society, whether based on altruistic considerations or on self-interest, is the assurance of equal opportunity for all members of the community (Venezuela, Ministerio de Education, 1987). In terms of Venezuela's needs, one of the major contributions expected of the Venezuelan education system is to assure the individuals access to education at all levels. Specifically, postsecondary education should provide citizens with equal opportunity for social and economic achievement (Perez Olivarez, 1984).

In addition to contributing to the advancement of the individual, education has the complementary function of satisfying the socio-economic requirements of Venezuela by providing a suitably trained labor force. According to Fernandez Heres (1986), the Minister of Education in the period 1978-80, the needs of Venezuelan individuals cannot be separated from the needs of Venezuelan society, since they act in a reciprocal relationship. The economic and social conditions are created by education, these conditions will incorporate the individual who has benefited from an education or professional training.

The labor market problems which Venezuela face are characteristic of the present era of technology and science. Current demands upon Venezuelan society result from the transition from an agricultural to an industrial economy. The Venezuelan economic structure, which has natural resources such as oil, iron, and other products, is dependent upon the development of science-based industries and value-adding processes requiring the services of technical personnel (Ministerio de Cordinplan, 1985).

The shortages in the labor market occur at the technical and vocational labor market levels which are vital to industry and essential public services. Venezuela's future depends upon the availability of a competent and skilled labor force. The training of an

adequate labor force imposes a heavy responsibility upon the authorities concerned with its implementation--the Ministry of Education and the National Council of Universities. It is the particular responsibility of each of these authorities to provide suitable facilities and program for the specific areas of training. Not only should the authorities make available education that is of the best quality, but should also introduce admissions policies which will eliminate the waste in potential labor force, particularly among secondary school graduates who may fall between the various postsecondary educational institutions (Ministerio de Cordiplan, 1985). Yet, in spite of all efforts, the Venezuelan educational system is not producing the skill level which the economy requires and the 1980's are closing with a shortage of skilled personnel and with a surplus of unskilled fringe-trained labor.

In January 1985, the Venezuelan President appointed a committee to work under the chairmanship of the Ministry of Cordiplan to examine industry and public service requirements pertaining to technician's labor force level for 1985-1995. Priority was to be given industry and public service needs in personnel at the skilled technician and academic levels. The committee looked into the sources of supply for the labor market and into training methods

suitable to meet those requirements. From an analysis of the Venezuelan economy's supply and demand for industrial and public services labor market, the committee concluded that during the next ten years the main deficiency in the supply of trained labor force will be at the level of technicians in vocational technical areas. This shortage will be particularly acute in fields related to industrial development, e.g., welding, electronics, and mechanical technicians. However, the demand is not confined to industry alone. Public services technicians, e.g., nurses and child care workers, are also needed.

Estimated labor market demands will be: 19,250 industrial workers and 14,522 public service workers (Ministerio de Cordiplan, 1985). Finally, the labor market needs to be developed to allow diversification of the economy. Based on these needs, academic facilities should be created to admit between 4,500 to 5,000 technician candidates annually for the supply to meet the demand. According to the Ministry of Cordiplan committee, guidelines are needed for the establishment of postsecondary institutions similar to the United States two-year community colleges system with vocational technical programs.

CHAPTER III

DEVELOPMENT OF THE COMMUNITY COLLEGE

Two-year community colleges are endemic to the United States (American Association of Community and Junior Colleges, 1966). The roots of the American community college lie in the "agricultural and mechanical arts" traditionally offered in the land-grant colleges. These "arts" have gradually evolved into two-year vocational and technical courses in the applied physical and biological sciences. This progress was at first spurred by the rapid pace of American industrial development prior to the First World War. Subsequently, passage of the Smith-Hughes Act in 1917 provided education for skilled occupational and agricultural workers at a level below professional qualification. Federal money from the Act spurred the development of both secondary and postsecondary occupational education. At the same time significant parallel development took place within several states, including the foundation of several junior colleges by local boards of education in Michigan between 1918 and 1922, the California system of junior colleges in 1921, a number of junior colleges in Texas between 1922 and 1928, a statewide system of junior colleges in Oklahoma in 1924, the Wisconsin statewide system of community-operated adult and vocational schools

at the postsecondary level in 1932-1933, and the New York system of agricultural and technical two-year colleges called "institutes," between 1946 and 1948.

The beginning of the "space race" with the launching of the Soviet Sputnik in 1957 led to public clamor for improved mathematics and scientific education. In subsequent years, greater pressure was placed upon educational institutions to produce greater numbers of engineers, scientists and technicians, as well as craftsmen, to supply the manpower needs of rapid technological development. The National Defense Education Act (NDEA) of 1958 provided funds to the states for the development of public technical education programs, which had a great impact upon postsecondary education. The result was a marked increase in the number of postsecondary technical programs in public institutes, community colleges, and in privately and publicly funded adult and vocational schools. The rapid pace of modern automated and technically oriented industrial production has resulted in problems of unemployment and a shortage of adequately trained workers. These problems produced a need for advanced vocational and technical training to create a workforce that matches the needs of modern high technology (University of California, 1969).

In the Nineteenth Century, education was viewed as a

social good (Parkes, 1958). Society was obligated to provide as much education as was needed and desired by individuals. This became a basis of educational philosophy, resulting in a commitment to the idea of education for all by the beginning of the Twentieth Century. This concept was expressed even earlier than that, when Channing in 1843 said of the American individual that "he is to be educated not because he is to make shoes, nails, and pins, but because he is a man" (p. 374). However, this concept was largely confined to the goal of elementary education until the full impact of the Morrill Acts of 1862 and 1890 was felt. The birth of the junior college movement or "democracy's colleges" reunited both theory and practice by the early Twentieth Century (O'Banion, 1972; Ross, 1942).

The term "community college" was popularized by the President's Commission on Higher Education in 1947 (Cohen & Brawer, 1982). Initially, the term led to a distinction between junior colleges, the lower division branches of private universities, and community colleges which are publicly supported two-year institutions. Over time, "community college" has come to mean both types of institutions. There is no question, however, that the concept of the community college is rooted in the image of public school traditions of open and free education for

all, under local control, and with a curriculum designed to meet individual and community, as well as national, needs (Monroe, 1972).

Demographic changes within the United States have also contributed to the process of educational change thus spurring the growth of community colleges. The number of employable individuals in the age group between 15 and 24 years increased by 68 percent between the years 1955 and 1970. Also, demand for skilled workers increased while demand for unskilled labor diminished (Cohen & Brawer, 1982; Vaughan, 1983).

According to Hillway (1958), three major trends in educational thought have contributed to the origins of the two-year community college system in the United States: (a) the Nineteenth Century efforts to reform American university education; (b) the extraordinary growth in the United States of the various types of adult and vocational education as the American economy became increasingly industrialized; and (c) the continuing democratic tendency toward the extension and equalization of educational opportunity for all Americans. In any case, community college development has been nothing short of dramatic, so that the 610 colleges in 1940 increased to 1,231 private and public institutions serving the needs of 4,487,928 students by 1980 (Vaughan, 1983).

The evolution of the modern American community college system can be viewed as a four-stage process (Thornton, 1972). There was a long period of evolution between the mid-Nineteenth Century and the early 1920s when junior colleges were slowly developed as institutions offering the equivalent of the first two years of a bachelor's general degree requirements. Subsequently through 1945, the junior college curriculum became more specialized and semi-professional education developed. The institutions began to award two-year terminal associate degrees. The third phase was during the post-war period from 1945 to 1965. The focus on adult education and community service increased. The concept of the junior colleges acquired an increasingly local identification and became institutions + with an "open door" admissions policy, increasingly urban in nature, and community service oriented.

Philosophy

Current philosophy has given community colleges their special educational identity. Philosophical principles as identified by Monroe (1972) focuses on comprehensive curricula, the open-door policy of admission without educational prerequisite qualifications, and community orientation directed at serving the vocational as well as the nonvocational needs of students, including provision of

college advisory services and meeting space for community members. In essence, community colleges have acquired a special identity in the United States and have become an accepted and autonomous part of American educational institutions (Blocker, Plummer & Richardson, 1965; Cohen & Brawer, 1982; Monroe, 1972).

However, the attribution of autonomy and special, local status has not always been the case. In the early years of the junior college movement, many junior colleges were established as "feeder" institutions for established four-year colleges and universities (Bogue, 1950; Cohen & Brawer, 1972). The transformation of junior colleges into community colleges and from "feeder" (i.e., transfer) institutions into autonomous, degree-granting institutions took place only gradually and became a reality by the 1970s. This transformation took place largely because of society's changing demands and the rapid pace of modern technological development spurring a demand for "career" curriculum rather than the general curriculum of the bachelor's degree (Baron, 1982).

One reason for the success of the community college movement is that it is more adaptable to the emerging demands of external social conditions. After all, the community college orientation is toward "external" needs, those of students and the local communities in which they

live. Consequently, community colleges have been in a favorable position with respect to educational adaptation to innovations in technology. They have met the need for adult education without respect to prerequisite educational qualifications. In recent years, they have accommodated the structural transformation from an industrial to an informational society (Duffy & Ferdt, 1984; Orris, 1985; Owen, 1984).

The change in external conditions, innovations in technology, and the latest revolutions in communication and information have affected the direction and character of community colleges. Each has contributed to the development of modern community college systems and will continue to influence them in the future. The basic mission of community colleges, however, remains unchanged: to interact with and adapt to the times and the society around them (Owen, 1984).

Vocational Technical Education

Occupational education "refers to programs that prepare a student for employment" (Baron, 1982, p. 74). A synonym is "vocational technical education." The community college programs range from the traditional crafts to preparation for work in scientific and engineering fields. This has been defined as "college level work designed to train people not just for specific

occupations, but for general grouping of careers" (Baron, 1982, p. 74). Higher education, especially community colleges, has changed its mission to meet the needs of individuals and current labor market demands. This transformation has been a part of the shift away from dependence on unskilled labor. In many occupations, workers will experience increasing difficulty with remaining current in their fields. One result is the ever greater and new levels of specialization. This process has vastly expanded the number and range of technical specialties available, as well as increased the level of training and professionalization within specialties (Bolman & Deal, 1984).

Consequently, new programs have been introduced by community colleges, and the curricula of the latter, in particular, has increasingly focused upon vocational technical education. Whereas only one-quarter of all community college students were enrolled in occupational programs in 1960 (Venn, 1964), more recent figures indicates that 65.6 percent of all degrees awarded of community colleges are in occupational technical areas (American Association Community Junior Colleges, 1986). This shift bears at least a functional relationship to the 1970 special report by the Carnegie Commission on Higher Education, which recommended that community colleges

increase their attention on continuing education, as well as undertake expansion of occupational education offerings through federal, state, and local collaboration (Medsker & Tillery, 1971). Occupational education must also be responsive to changing manpower requirements. The Junior College Directory for 1963 listed only 68 occupational programs. In contrast 46 community colleges in Illinois alone were in 1969 offering no less than 706 occupational courses in 138 distinct programs. Two-thirds of these courses were in business-related, engineering, and industrial fields (Grede, 1970). The number of occupational programs differs from institution to institution and are dependent on the resources of the college, the demands for certain workers at the community as well as national levels, and the number of students expected to enroll in local schools (Grede, 1970).

The shift from unskilled and semiskilled labor force to a more skilled labor force is a process of which American universities have long been aware. Harris (1964), predicted that professional skills which encompassed six percent of the labor force in 1930 would constitute 12 percent of the labor supply by 1970. At the same time, unskilled, semi-skilled and service workers, more than 50 percent of the labor force in the 1930s, would represent only 26 percent of the labor force. These trends were

subsequently confirmed by Monroe (1971) and caught the attention of the popular media.

The expected demand for technically trained workers, along with the need of individuals to cope with changing job requirements, to a large extent has defined both the content of community college courses and individual expectations of what might be derived from them. It has been widely recognized in community college systems that training in a wider variety of occupational specialties was only one aspect of the shift in the labor market and that it must be accompanied by an increase in the general educational level of that workforce. Training must also serve the needs of older workers as their former specialties become obsolete (Monroe, 1972).

Community colleges have also increased their role in the occupational training of younger students for immediate entry into occupational specialties and upgrading the skills of already employed workers. In other words, occupational education has increasingly pointed at those jobs termed in the past "white-collar" positions, but which are more specifically the by-products of technological advances and automatic production systems. Occupational education also notes the increased demand for workers in services areas, including education, health, and government (Cohen & Brawer, 1982).

According to Monroe (1972), community colleges have shifted their curricular aims to:

1. Service the needs of those who require training beyond the high school level;
2. Train specialists in the development of manipulative skills required for occupations using specialized instrumentation or processes;
3. Educate potential employees at all levels, but particularly those with supervisory ambitions, in the basics of human behavior characteristics; and
4. Train apprentices for the skilled occupations and administrative personnel for white collar jobs.

This focus extends downward from the middle-level technologist categories to the more traditional occupational areas of skilled workers. This study will focus upon vocational technical education in community colleges, and specifically on its complementary relationship to such other equally important areas, including career guidance and counseling, general education, and community service. These characteristics of community college curricula are responsible for transforming many of these schools into autonomous institutions (Koos, 1970; Medsker & Tillery, 1971; Monroe, 1972).

Administration

Initially, public two-year colleges were an integral part of local public school systems. In community colleges, no single national pattern characterizes their governance (Deegan & Gollattscheck, 1985), the organizational base may be a metropolitan area, a city, county or state. The service area of the college is becoming the legal district (Johnston, 1977). Two basic patterns of organization prevail: a) responsibility for the community college rests primarily with its local board or is shared between local and state government, and b) responsibility for the community college rests primarily with the state.

The predominant patterns of local institutional organization are: two-year college district and the unified district (Martorana (1973). The basic difference between the two is scope of responsibility. Two-year college district boards of trustees confine their attention to the community college level, while the trustees of unified districts may be given educational supervision of lower public schools as well as the local junior colleges within the district.

Both types create a regional or local area in one way or another, to be served by the community college, to contribute to its support and to have local representation

on its controlling board. These board members are usually elected by the people residing in the community served; although in some states they are appointed by a local governmental body such as a county board of supervisors or city council. The practice of operating community colleges under jurisdiction of a local board is almost always with a degree of control and coordination by the state (Johnston, 1977).

The newest pattern of local institutional organizations is the multi-institution or multi-unit community college (Lathi, 1979). These districts operate two or more campuses, each with its own separate administration and site. The districts are, however, governed by only one board. Until only recently, this organizational type was confined to large, urban centers such as New York, Los Angeles, Miami, Dallas, and Chicago. At present this approach has become increasingly popular in other densely populated areas which are not necessarily large metropolitan centers.

The prototypic example of a multi-unit organization is the New York State Regents Advisory Committee on Education (Richardson, Blocker, & Bender, 1972). These committees are delegated authority and responsibilities not unlike those of any state board of higher education. These include responsibility for oversight of the processes by

which the institution fulfills the goals for which it was established; curriculum oversight, including the enforcement of quality standards and future educational planing; selection of and counsel with appropriate levels of institutional administrative authority; the promotion of understanding and cooperation between the institution and the local community in the interests of educational quality and effectiveness; and management of institutional facilities and investment of institutional funds in a manner to assure the implementation of educational goals.

The two predominant patterns of state institutional control are: 1) the governing board is separately organized for the specific purpose of controlling the community college system, and 2) the governing board is responsible for community colleges as well as other institutions of postsecondary education in the state (Bender, 1975). For example, Delaware's community colleges fall under the jurisdiction of a district state community college board. In Rhode Island, the community colleges are a part of the postsecondary education system administered through the board of regents of the university system. In these cases, board members are normally appointed by the Governor of the state.

The trend is in the direction of greater state control over all postsecondary education. The states maintain that

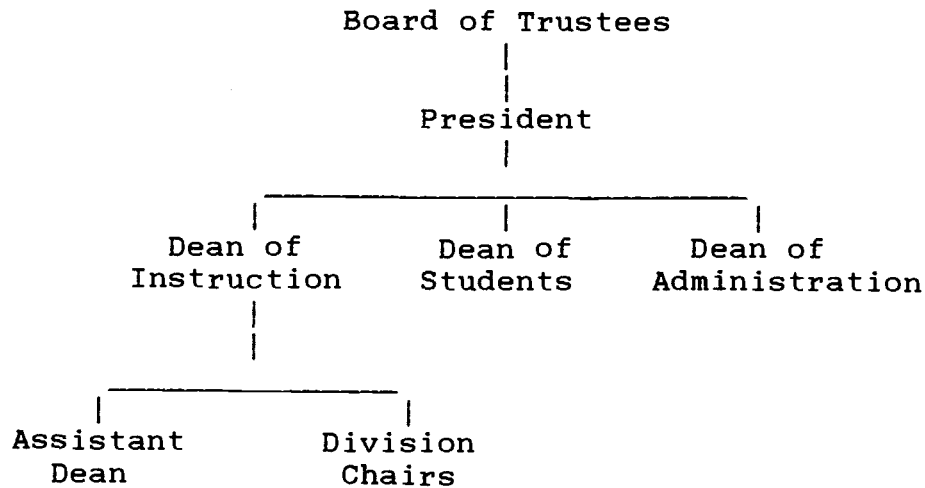
the task of building and managing a system of community colleges in a given state can no longer be left to chance (Deegan and Gollattscheck, 1985).

Internal Administration

The internal administration of the traditional community college is formed by a chief administrator called, "president" or "executive dean," who is appointed by the administrative board or Board of Trustees. The chief administrator is assisted by administrators responsible for student personnel called "director" or "dean," and an instructional affairs officer called "director" or "dean." Figure 1 represents the traditional, and most common model, of American community colleges.

In recent years, community colleges have been growing rapidly, producing a complexity of additional administrators on staff to discharge responsibilities for such tasks as institutional research, campus planning, development, and public relations. Functions have been organized in a wide variety of patterns. Examples of organizational patterns may be found in community college general catalogs, such as those published by the Chippewa Valley Vocational Technical Community College, Delaware Vocational Technical and Community College, Indiana

Figure 1: Common and traditional pattern of internal administration in small American community colleges (Richardson, Blocker and Bender, 1972).



Vocational Technical Community College, Metropolitan
 Vocational Technical Community College, and New Hampshire
 Vocational-Technical Community College.

Curriculum

The community college curriculum translates the objectives and functions of the college into an organized learning experience system for the participants (the student and the teacher). The community college offers a variety of instructional programs. These instructional programs are organized for a full two-year program leading to the associate degree. At the same time, it also has

programs of one year or less for purposes of adult education and community service (Cohen, 1979).

The community college curriculum may be addressed as follows:

- a. General education
- b. Occupational or career program
- c. College parallel or transfer program
- d. Adult or continuing education
- e. Developmental or remedial education
- f. Terminal education.

General Education. The community college offers the type of training which will prepare all of its students for living in the Twentieth Century, including functioning effectively as a member of the family, the society, the nation, and the world (Cohen & Brawer, 1982). General education includes studies of communication and humanities, social studies and history, marriage and family, home economics, science and math, health and physical education. General education is that part of the community college curriculum which is deemed essential for the education of all students and, therefore, should be required of all for graduation. Members of society, no matter what their destinations, require some standard knowledge to function effectively as human beings.

College Parallel or Transfer Programs. These programs are that part of the community college curriculum which prepares and enables students to enter four-year colleges and universities. Students would then complete an additional two years for bachelor's degrees. As Thornton (1972) points out, students in the transfer program who hope to earn a bachelor's degree:

Have a right to expect that their community college will provide the lower division courses that are required as preparation for later specialization at the university (p. 215).

Transfer programs were the earliest programs to be served in the community college.

Occupational or Career Program. Fully developed and well planned occupational programs in the public community colleges are a recent phenomenon (Cohen & Brawer, 1982). Since 1978, occupational program curriculums have been responsible for over sixty percent of the associate degrees conferred in the United States. Because of the rapidly changing job market, the role of the occupational curriculums is likely to remain prominent in the future.

Developmental or Remedial Education. Community colleges face remedial students more frequently than their four-year counterparts and, consequently, must invite them in and prepare them for their career and educational goals. Authorities such as Monroe (1972) and Thornton (1972),

agree that the remedial programs address pre-collegiate deficiencies but limit their scope to basic skills, such as reading, writing, and language. Remedial programs consist of non-credit courses designed to bring the student up to the minimum level of competence needed for entry into required freshman courses.

Adult or Continuing Education. This program addresses the needs of nontraditional students over the age of twenty-four (Monroe, 1972). On a very basic level, it may provide preparation for the high school equivalency examination (GED), cultural enlightenment, creative interest, or other personal reasons. These programs are usually offered in the evening and may supplement other adult education programs. Adult or continuing education is expected to expand the most of any community college program.

Terminal Education. The community college offers programs of two-years duration or less which prepare the student for work in positions that require vocational, technical, or semiprofessional training beyond the secondary school (Arns, 1982). This education is called terminal because the student enters into their vocation immediately upon completion of this program rather than continuing onto the university.

The most significant point concerning these two-year

programs is that they are planned with the local community in mind to fill the position openings in the community. Usually advisory committees of laypersons and professionals from the community are invited to meet with college officials to discuss the kinds of skills needed in a specific two-year program. These suggestions are digested and incorporated into the content of the course (Arns, 1982).

Upon completion of the two-year courses, students are awarded diplomas or certificates. In two-year terminal programs, students complete general education courses in addition to specialized occupational training so that all graduates of a community college are well-rounded citizens (Cohen & Brawer, 1982).

A valuable characteristic of the community college is that students who initially enroll in a transfer program can change to a terminal or occupational training program as their interests or view of their qualifications solidify. Conversely, students who initially enroll in terminal programs may change to transfer programs as they discover latent talents and interests. In fact, the community college provides an environment whereby a student can alter their goals and still have some additional time to find their place in life, while at a traditional

university, there is less room for indecision or reevaluation of objectives (Thornton, 1972).

Another feature of the community college is that two different kinds of education, transfer and terminal, can take place in the same institutions. Each can make use of the resources and facilities of the other, thus expenses are reduced. Also, new status and dignity are given to vocational technical education by making it part of the comprehensive community college program. It also means that communities which could not hope to finance a university can afford a combined community college where occupational training and transfer training can take place side-by-side (Finch and Crunkilton, 1984; Thornton, 1972).

Facilities

The involvement of faculty and students is desirable. Frequently, however, the planning teams consists only of the president, dean of academic affairs, dean of student affairs, and dean of administrative services, together with the board of trustees (UCLA, 1964).

Certain individuals and groups must be responsible for the planning function. In order to intelligently select these individuals and groups, the tasks to be performed must be delineated and understood (Evans & Neagley, 1973). In broad terms, the following are job specifications of the

personnel of the planning office in coordination with the governing board, chief administrative offices, and business office functions: evaluation and selection of architects, evaluation and acquisition of site, identification of master planning and initial construction guidelines and limitations in such areas as enrollment capacity, budget, average class size, footage allowances, etc., determination of functional relationship of different facilities to each other on the proposed campus, description of space needs for the educational programs, cooperation with architects in review, refinement, and approval of campus master, approval of final plans and specifications, continuous liaison with architect for any necessary decisions during the construction period, continuous inspection throughout construction period and acceptance of finished job, and development and approval of specifications and arranging for purchase and installation of equipment and furniture (Evans and Neagley, 1973; UCLA, 1964).

There are no single standards for planning facilities of community colleges in America because their diversity is one of their most significant characteristics. Each community college must be built to meet the needs of its own community based on local and state regulation for construction and educational facilities. In theory no two colleges should be the same if each is oriented to the

particular individuals and geographic region it is expected to serve (UCLA, 1964).

Faculty

The acquisition of community college faculty in America has been considered a continuing problem specifically in the 1970s when multi-campus urban colleges were the fastest growing segments of the community college movement (Gaff, 1975; Smith, 1980). The most common general criteria are a master's degree and a belief in the mission of the community college. An effective faculty for community colleges is generally characterized as one that is sensitive to the feelings and problems of others, knowledgeable about daily affairs and problems of ghetto life, willing to have its work regularly monitored, and able to make behavioral adjustments based on constructive feedback (Seidman, 1985).

Three important characteristics of the community college teachers concern creativity, flexibility, and authoritarianism (Centra, 1979; Cohen & Brawer, 1977). Creativity is important because it enables the instructor to nurture creativity in students and also makes it possible for him to generate innovative instructional approaches. This ought to be particularly important in community colleges. Flexibility varies from one person to

the next, and even in one person shifts according to the dynamic forces impinging on him at the moment. Such fluctuation can be expected. Flexibility is a highly valued characteristic of community college teachers. Authoritarianism is the most undesirable condition in any teacher and especially with students at the higher education level. Authoritarian teacher encourage either rebellion or subordination.

Faculty development has been considered a critical issue in community colleges. A dominant point of view holds that community colleges should assume the primary responsibility for development and conduct of in-service programs for faculty (Centra, 1979). These in-service programs for faculty can be coordinated internally in community colleges by persons such as assistants to the president or academic deans with the authority for their administration. In-service programs can be conducted during the summer time or between quarters or semesters. The continuous faculty development improves the ways in which they promote student development. A direct advantage of these in-service programs is that the faculty members would enhance their ability to meet current and future responsibilities inside the community college, and also assist the faculty in achieving higher levels of the several attributes believed to be important for them, such

as: understanding, flexibility, patience, practicality, sense of humor, creativity, and preparation.

It is important to consider that in the preparation of community college teachers, the university teacher-training programs should teach them as much as possible about higher education in general and two-year colleges in particular (Centra, 1979). The teacher trainers must be aware of individual differences in potential teachers and should coax them into teaching roles that are congruent with their basic personalities. Another important aspect of teacher training is to provide the potential teacher with freedom to advocate his point of view. Gleazer (1968), stressed the importance of the selection of a qualified faculty which is collectively conscious of its role to the institution and the public it serves.

A complementary factor is an administration that is both flexible and responsive to allow self-correction of the programs, deficiencies, adaptation to rapid changes and curricular experimentation.

Student Personnel Services

The activities of the student personnel services begin with the admission of the student and end with placement and follow-up procedures (Morse, 1982). These two responsibilities or activities are only part of student

personnel services. In between are a host of services that if properly administered can be a positive influence on the students. Depending on the administration and staff's reflection of values on students, a high level in student services should and can be maintained.

Each community college dictates the necessity for a comprehensive program of guidance, counseling, placement, and other student services (Thurston & Robbins, 1983). The mere educational advisement of students is not enough. According to the Commission of Higher Education (Thornton, 1972), each approved community college shall provide a comprehensive guidance function for both full time and part-time, day and evening students.

A comprehensive guidance program in community colleges should include the following activities: testing, evaluation and interpretation of test data, vocational or career counseling, providing occupational information, educational advisement or, program planning, placement, personal counseling, and referral of serious personal or emotional problems to professionals (Morse, 1982; Thornton, 1972).

Student personnel services provide activities such as: recruitment and selection of students, admission policies, organization of specialized remedial or developmental

curricula, and occupational placement (Thurston & Robbins, 1983).

Community Services

Today, almost all community colleges expect to have community services activities or services within their structures. Multi-service, outreach programs extend the educational services of the community college beyond the physical campus, making education available to all parts and segments of the community (Ireland, 1982). Extension centers located in all sorts of buildings, the use of mobile classrooms, and the offering of inplant training services to business, industry, and government are examples of the outreach approach. The extension of adult education serves the needs of all adult age groups by offering a great variety of short courses, workshops and seminars as well as the regular college (Shipley, 1980). The use of a variety of educational media provides better educational and recreational outlets for the community. Television, field trips, theater, and concert programs, use of the college library and its other facilities for public service, and the provision of a variety of counseling and consulting services are all examples of how the college might extend its services (Cohen & Brawer, 1982). Colleges have assumed responsibility for taking the leadership in

assisting the community to solve some of its basic social, political, and economic problems. The professional staff of the college is in a position to render many valuable services for the solution of community problems (Morse, 1982). Community colleges are assuming responsibility for cooperating with other community agencies and organizations for the mutual improvement of the total community. The community, in turn, provides a valuable laboratory for use by the college and its students. Field trips and the use of professional talent within the community for instructing students are examples (Thurston & Robbins, 1983).

CHAPTER IV

GUIDELINES FOR ESTABLISHING TWO-YEAR VOCATIONAL TECHNICAL COMMUNITY COLLEGES IN VENEZUELA

This chapter first outlines criteria used for determining the appropriate guidelines for establishing vocational technical community colleges in Venezuela. These criteria are necessary for assuring that the guidelines are responsive to Venezuela's unique socio-economic system.

Next, the guidelines are described. They will establish:

- Administration.
- Curriculum.
- Plant and facilities.
- Recruitment and organization of faculty.
- Organization of student services.
- Community services.

These guidelines are derived from the major sources of Chapters II and III, and the related research.

Criteria for Determination of Guidelines

This section contains criteria used to direct the development of the guidelines for the Venezuelan two-year vocational technical community colleges. Given the

constraints of Venezuelan laws and social customs, the criteria are:

1. Training Responsive to Labor Market Needs.

Provide opportunities for in-service and on-site industrial and public service training for faculty based on employer surveys of skills and knowledge requirements for workers.

2. On-going Evaluation. Conduct continuous evaluation of instructional programs, administration, faculty, staff, and institutional operations.

3. Amplified Cooperation and Communication.

- a. Promote networking with prospective employers of the two-year vocational technical community college graduates. This criterion is particularly important given the lack of hard data on the industrial and occupational distribution of Venezuelan labor force and need for financial support.
- b. Promote built-in responsiveness to the local community with appropriate checks and balances provided by the Ministry of Education.
- c. Create networks with other educational institutions to assess the role of the two-year vocational technical community colleges within

the entire Venezuelan educational system.

- d. Develop a consortium of representatives from the community, from among prospective employers, and from the Ministry of Education together with faculty, students, and administrators for the purpose of defining institutional goals.
- e. Promote communication and interaction between the two-year vocational technical community college and the local community members.

Guidelines for Administration

A survey of various patterns of organization and administration of institutions of postsecondary education in Venezuela as well as the conditions of the Venezuelan postsecondary educational system suggests the following:

1. Publicly supported two-year vocational technical community colleges should be organized under the direction and supervision of the Ministry of Education and the National Council of Universities in cooperation with municipal or regional bureaus of education. In Venezuela, each state has a bureau of education. These bureaus administer primary and secondary education in their respective states. Among their responsibilities

is the identification of educational needs for their states. Although not now having any responsibility for postsecondary education, their established mechanisms for collecting and reporting data pertinent to identifying educational needs could also serve the two-year vocational technical community colleges in their states. Using those existing resources should eliminate the need for establishing duplicative services.

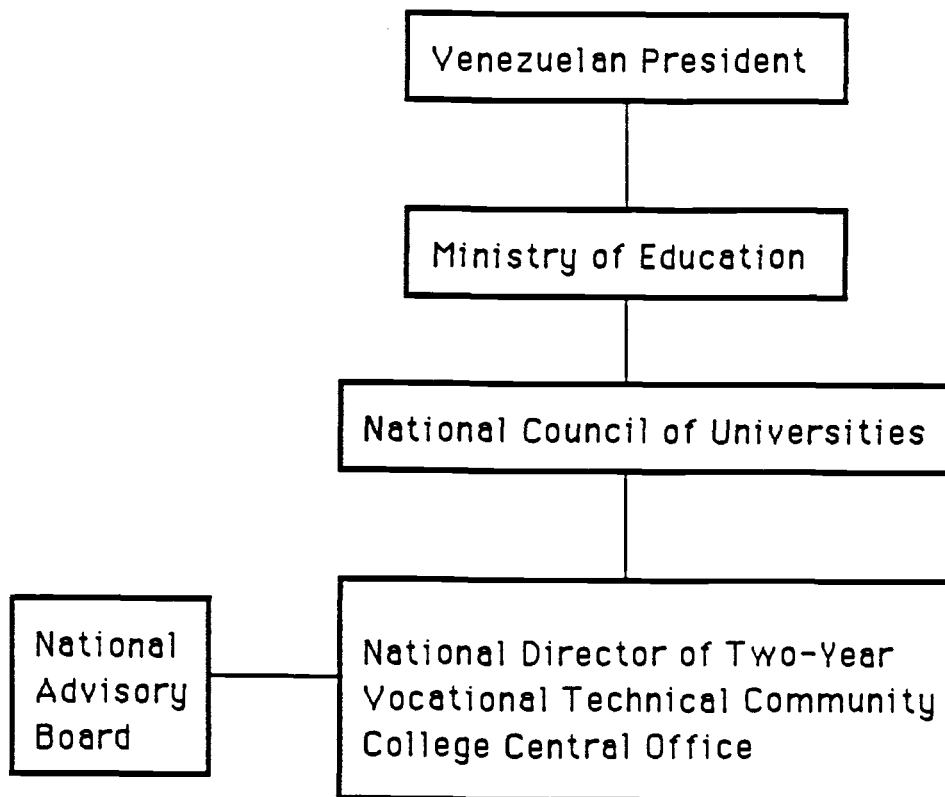
2. Initiative, responsibility and control should be held by the local two-year vocational technical community colleges in Venezuela. In addition, the leaders of local business and industry must commit themselves to participating in matching grants for development of new curricula and in providing minimal wages for those students participating in on-site training. Venezuelan law now requires business and industry to compensate the educational system for their economic impact on schools, colleges, and universities in the states in which they are located. Compensation may be provided in the form of resources or through taxation.
3. The Ministry of Education will be responsible for

providing of the majority of operational expenses, including salaries, for overseeing of the efficient use of public funds to guarantee maximum quality of education, and for assuring that such education meets the requirements of national laws.

National Administration. In Venezuela, developing two-year vocational technical community colleges necessitates the establishment of a two-year vocational technical community college central administrative office. This office will have primary responsibility for seeing that the two-year vocational technical community colleges are developed within the agreed guidelines. This office should be established and sanctioned by the Ministry of Education and be administered by the National Council of Universities (Figure 2). With such authorization, the central office for the two-year vocational technical community colleges will assume the following responsibilities and activities:

1. Survey the operation of two-year vocational technical community colleges including their development and needs.
2. Analyze and recommend to the National Council of Universities and to the Minister of Education policies which will maximize the development

Figure 2. National Administration of Proposed
Two-Year
Vocational Technical Community Colleges



of two-year vocational technical community colleges and will assist in the evaluation of their allocation of resources, scale of operations, and priorities of programs.

3. Supervise and evaluate two-year vocational technical community colleges after they are established including the implementation of these guidelines.
4. Initiate, encourage, and coordinate the development of educational programs and instructional methods.
5. Develop a "master plan" for assigning two-year vocational technical community colleges their cooperative role so that the needs of students will be satisfied as fully as possible with minimum conflict of interest. This must be done in cooperation with the National Council of Universities.
6. Promote and assure the articulation of the two-year vocational technical community college programs with other educational institutions, including three-year university colleges, five-year universities, and the secondary schools.
7. Develop general standards and criteria for approval and accreditation of the two-year vocational technical community colleges to assist

in the evaluation of requests for approval and accreditation of two-year vocational technical community colleges.

8. Promote understanding and support by the various occupational, educational, civic, and cultural interest groups of each state in Venezuela.

National Advisory Board. In order for the two-year vocational technical community college central office to be representative of the different bodies involved in the Venezuelan postsecondary educational system, the advisory board to the central office should consist of members representing Venezuelan colleges and universities and the political and industrial communities of the nation including representatives of labor organizations. The number of board members will depend upon the seven types of postsecondary educational institutions that exist in Venezuela, the five most dominant political parties, the two major industries, oil and iron companies, and emerging industries as a group. Members should be recommended by the National Director of two-year vocational technical community college central office and appointed by the Minister of Education.

It is important that the functions of the board be clearly defined. Thus, it is recommended that these functions be confined to the following responsibilities.

1. Advising on general policies for the organization, administration, and operation of the two-year vocational technical community college.
2. Advising the central office on how to secure 15 percent of operational funds required of the municipality.
3. Advising the central office on securing cooperation of local employers in providing on-site training opportunities and training wages for students.
4. Advising the central office (or division) about candidates for the position of chief executive for each of the two-year vocational technical community college.
5. Advising the chief executive on the qualification of candidates for major staff members and teaching personnel.
6. Advising the central office on generating private donations for such purposes as scholarships and special services of the two-year vocational technical community college.
7. Promoting interaction with members of the community.
8. Promoting community understanding of the philosophy, commitment, services, and programs of

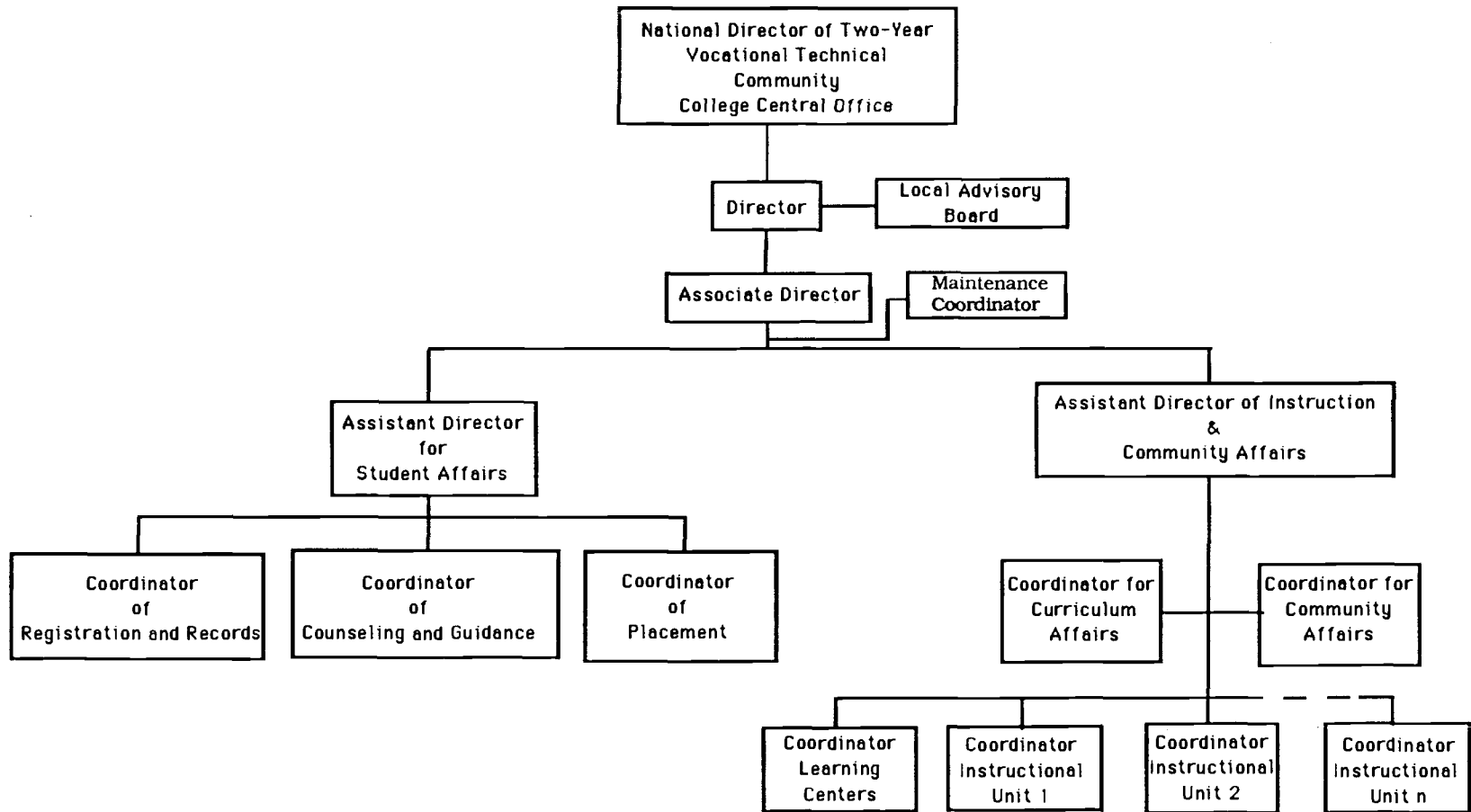
the two-year vocational technical community college.

9. Advising the chief executive on promoting interaction among representatives of the two-year vocational technical community college central offices.

Initial Local Administration. Unlike the United States, the Venezuelan educational system is highly centralized. Typically, administration is at the national level. Because of this, two-year vocational technical community colleges cannot be initiated from below or from outside national government bodies. However, two-year vocational technical community college administrations, municipality councils, and the local legislative chamber, which are state-level governing bodies, will be responsible for 15 percent of the budget for the proposed two-year vocational technical community college together with some financial support from leaders of local industries and businesses. Each college should be organized to respond to the particular needs of the state in which it is located, as a general guideline; however, Figure 3 shows the basic organization from which the particular local organization should evolve.

Director and Associate Director. The directors will be the chief administrative officers of the two-year

Figure 3. Initial Administrative Organization of
Each Two-Year
Vocational Technical Community College



vocational technical community colleges. The directors of the two-year vocational technical community colleges should be responsible for the following:

1. Ensure that all members of the faculty and staff understand their responsibilities and duties;
2. Write the job descriptions for all major staff appointments in consultation with local advisory board members;
3. Supervise the review of job descriptions for all faculty and staff; and
4. Consult with the two-year vocational technical community college central office in preparing and reviewing job descriptions. This process will assure a clear understanding of the administrative lines of authority, responsibilities, and qualifications of each position.

The directors will exercise broad authority in administering the construction and operation of the two-year vocational technical community colleges. This authority includes:

1. Determining the organization of the administration.
2. Encouraging and stimulating leadership within the two-year vocational technical community college and the community.

3. Serving as the principal evaluator of the on-going operations of the two-year vocational technical community college.
4. Instituting periodic evaluations of programs, services, and personnel.
5. Overseeing the development of goals and determining the priorities of these goals.
6. Providing periodic reports on the operations of the two-year vocational technical community college to the two-year vocational technical community college central office.
7. Maintaining liaison with the local advisory board, the major community groups, and the central office.
8. Developing recommendations for revising curricula, services, and other programs for submission to the central office.
9. Recommending changes to improve the quality and scope of services offered by the two-year vocational technical community college.
10. Representing the two-year vocational technical community college to the community and other interested parties.
11. Encouraging faculty to interact with prospective

employers of two-year vocational technical community college graduates.

12. Serving as liaison to other educational institutions in the state to assess the role of the two-year vocational technical community college and appropriate articulation with other units of education.
13. Assisting administrators and faculty in developing on-site training for faculty within industrial and public service sectors.
14. Assisting administrators and faculty in developing in-service training for administrators and faculty.
15. Providing the advisory board with a flow of information about the operation of the two-year vocational technical community college and its needs.

Effective directors must be able to delegate authority as well as assume authority. The directors need to be fair and adaptable, to have patience and a sense of humor, and have skills in understanding and inspiring people.

The director's support staff will be determined by the size, resources, and functions of the two-year vocational technical community college.

Associate directors for the colleges assist the

directors to fulfill their responsibilities. The directors should delegate responsibilities to their associate directors based on their associate directors, capabilities in relationship to their own. In general, the directors should tend to take primary responsibility for tasks that require contact with outside groups, such as the local advisory committees, leaders of local business and industry, and the central office. The associate directors, on the other hand, should be inclined toward the day-to-day operational details of running the colleges. All administrators below the level of director are responsible for reporting to and should seek direction from the Director of the two-year vocational technical community colleges. All administrators responsible to the director should cooperate with the director in working with the local advisory board.

Local Advisory Board. It is recommended that (a) board members be appointed by the authorities of the local government and that (b) board members be from the local community. Such a board will assist the community college to respond to local needs. This is an important philosophical commitment to the community college concept.

The number of board members should be dependent upon the size of the regional community. For relatively large regions, there should be no fewer than nine and no more

than 15 members on the board. For relatively small regions, there should be no fewer than five and no more than eleven board members.

Members of the board should be people who understand and are empathetic to the role of the two-year vocational technical community college and its goals. Local board members need to be aware of the needs of the community. Three criteria for board members are identified which can help the local board to identify local labor market needs and appropriate responses.

1. Responsiveness to the needs of the region. On the basis of the members' experiences and observations, the local advisory board should be able to assist local administrators to understand the skill and training needs of the various employers in the region. Public hearings or surveys of employers can be conducted by the board to gather such data. Based on their understanding of the labor market, the advisory board can make recommendations to the local administrators about the nature and scope of programs and services.
2. Responsiveness of the regional community to the two-year vocational technical community college. Advisory board members can assist administrators in helping the community to understand the role of

the two-year vocational technical community college, the ways in which the two-year vocational technical community college serves the community, and the means whereby the institution responds to the community's need for a skilled labor force. Advisory board members serve as an intermediary between the two-year vocational technical community college and the industries, businesses, and labor groups of the region.

3. Responsiveness of board members to the philosophy and commitment of the two-year vocational technical community college. Advisory board members need to be oriented to the role of the two-year vocational technical community college and its goals. On a periodic basis, board members should be made aware of programs and service. Board members need to be kept acquainted with two-year vocational technical community college administrators and faculty in order to understand their role and commitment. Board members should be advised of ways to assess the responsiveness and viability of programs and services. For example, faculty can interact with board members, open forums can be held at which members of the community are invited to interact with board members, administrators, and faculty.

Informal sessions to discuss the philosophy of the two-year vocational technical community college can also promote the contributions of the two-year vocational technical community college.

Maintenance Coordinator. The maintenance coordinator is the person responsible for building maintenance and custodial services, and the operation and service of all utilities functions. These involve repair, cleanliness, and upkeep of all college buildings, equipment, and facilities including operation and maintenance of the electrical water, lighting, air conditioning, and sewage disposal facilities. This coordinator reports major problems to the national office and then assures that appropriate action has been taken.

Assistant Director for Student Affairs. The assistant director for student affairs guides the development and evaluates all student services. This position provides for the functions of student recruitment, registration, testing/evaluations, placements, counseling, records services, and student activities. The following are responsibilities of the assistant director for student affairs:

1. Administer and evaluate the services provided to students;

2. Develop and implement guidelines on appropriate student conduct;
3. Develop procedures for protection of students rights including, but not limited to, a review and appeals process;
4. Assist students to organize and conduct student governance.

Coordinator of Registration and Records. The coordinator of registration and records is responsible for the entire area of registration and records of students. The incumbent works cooperatively with the Assistant Director for Student Affairs and other members of the administration staff in the initial formulation of policies and procedures covering these areas. Responsibilities of the coordinator of registration and records will be as follows:

1. Administer registration of the students;
2. Maintain all student records;
3. Prepare and distribute information on the college to prospective students, counselors, parents, and others desiring such information;
4. Maintain an admission system to include development of all forms and procedures; and
5. Conduct pre-admission and general admission interviews as needed.

Coordinator of Counseling and Guidance. The coordinator of counseling and guidance supervise the college counseling program for the students. In addition, the coordinator will be responsible for in-service training of the faculty and staff in student services. Responsibilities of the coordinator of counseling and guidance will be as follows:

1. Administer counseling and guidance programs;
2. Provide counseling and advisement;
3. Maintain career information system;
4. Coordinate in-service training programs for student services staff; and
5. Provide faculty development on academic advising for instructional faculty.

Coordinator of Placement. The coordinator of placement guides the placement of graduates of the two-year vocational technical community college. Responsibilities of the coordinator of placement will be as follows:

1. Assist students who desire to continue their education beyond the two-year vocational technical community college;
2. Assist individuals who are ready to enter the job market to acquire appropriate employment;
3. Assist instructional units to locate, develop and

maintain training stations for cooperative work experience; and

4. Administer the work study program for the college.

Assistant Director for Instruction and Community Affairs. The assistant director for instruction and community service affairs provides leadership for the appropriate curriculum and extension areas.

Responsibilities of the assistant director for instruction and community service affairs are as follows:

1. Maintain liaison with employers and labor organizations for occupations addressed by instructional programs;
2. Develop, administer, and evaluate on-site training programs;
3. Develop, administer, and evaluate appropriate specialized educational situations in suitable training and service areas in the community;
4. Administer surveys to identify sites in businesses and industry for training as well as identify service needs of the community;
5. Facilitates interaction among on-site training supervisors and relevant faculty; and
6. Coordinate faculty development.

Coordinator for Curricular Affairs. The coordinator for curricular affairs guides the development of curriculum

and faculty inservice programs. The coordinator assists the faculty with curriculum development, including the writing of learning objectives, the selection and implementation of instructional strategies and the evaluation of learning results. Responsibilities of the coordinator for curricular affairs will be as follows:

1. Analyze data on skills and knowledge needs of workers in the labor market and, when necessary, collects additional information from local employers and labor organizations;
2. Develop and administer follow-up evaluation of the effectiveness of on-site training experiences;
3. Develop guidelines for evaluating curricula; and
4. Helps faculty analyze instruction and curricula and to effect needed improvements.

Coordinator of Community Affairs. The coordinator of community affairs makes available the resources of the college to the local community for the purpose of assisting the community in the solution of community problems through educational process. Responsibilities of the coordinator of community affairs are as follows:

1. Assure that curricular offerings fit the needs of the community;
2. Develop special courses and programs to meet cultural and educational needs of the community;

3. Provide assistance in planning programs for community development and leisure time activities; and
4. Increase participation in civic affairs through greater awareness of public issues, community achievements, and problems through community affairs programs.

Coordinator of Learning Centers. The coordinator is responsible for the administration and supervision of the entire learning resources program of the college, including the library, audiovisual laboratories, and learning laboratories. Responsibilities of the coordinator of learning centers should include the following:

1. Acquire feedback from faculty on the library and learning laboratories for remediation;
2. Supervise the two-year vocational technical community college library and specialized learning laboratories;
3. Develop specialized learning aids in cooperation with, and request of, faculty.
4. Develop a program to train staff, faculty, and students in the production of learning resources and the operation of instructional equipment; and
5. Evaluate the learning resources programs based on the philosophy and objectives of the college.

Coordinator of an Instructional Unit. The coordinator is the person that provides supervision and personal assistance to faculty and students working in the instructional department. Organization of these units should depend on the subject matter and the numbers of faculty and students. Responsibilities of the coordinator of an instructional unit should include the following:

1. Assist faculty to develop curricula and courses for programs in unit;
2. Schedule classes for programs in unit;
3. Supervise faculty and facilities in unit;
4. Advise students;
5. Acquire feedback from students on the instruction and scheduling in unit; and
6. Assure collection of reliable and valid data on student performance and program operation.

Expanded Local Administration. The organizations of two-year vocational technical community colleges should evolve as their course and program offerings and services increase. As the number of instructional programs increase, assistant directors should be added to provide the necessary supervision for them. Each of these additional organizations will be responsible for both on-campus and community services related to the subject matter or technical areas for which they are responsible. Similar

to the first instruction and community affairs organization, these additional assistant directors will be helped by their own coordinators for curriculum affairs and community affairs. The coordinator for learning centers will still be assigned to one of the assistant directors for instruction and community affairs.

Guidelines for Curriculum Development

The offerings of the two-year vocational technical community college in Venezuela should be made widely available so that all persons can take advantage of the programs, services, and activities of the community college to: (1) improve income of workers by upgrading their skills, (2) help employers by raising the productivity of workers and expanding the supply of skilled workers, (3) improve the quality of community life by raising the level of interaction among community members and contributing to their variety of activities, and (4) contribute to the growth of the Venezuelan economy by helping to improve the quality of its labor force.

Curriculum, as the term is used here, means the total educational program of the two-year vocational technical community college. The following guidelines represent the short- and long-range goals of curricular development, adoption, implementation, and evaluation. Curricular

philosophy and objectives are listed within the context of short-term and long-range planning.

The curriculum will be based on a thorough knowledge of the learning process and an understanding of the differences in learning patterns of students. To meet those individual differences, all new teaching and learning techniques will be available to students and faculty. A variety of teaching and learning aids will be regularly utilized.

The proposed two-year vocational technical community college should maintain an "open door" policy. The community college will be obliged to provide vocational technical education to all those youth and adults who have earned secondary school certificates. Thus, the two-year vocational technical community college will need to offer daytime and evening classes five days a week. Counseling, testing and other supportive programs must be organized in a manner which facilitate the matriculation and lower the attrition of students. Curricular offerings and learning centers must be designed to meet the vocational technical educational needs of the wide variety of students attracted to the two-year vocational technical community college which maintains an "open door" policy.

The proposed two-year vocational technical community college in Venezuela should evaluate students'

achievements. There need not be a conflict between an open door policy and maintenance of acceptable collegiate standards. Experiences in specialized learning centers can help students succeed in the two-year vocational technical community college courses even when the students lack certain necessary basic skills or knowledge. For example, remedial courses can be provided to improve students' language and math skills. A semester of pre-community college instruction could be offered for students who have been out of the educational system for an extended period of time (re-entry students) or for those students whose previous education needs to be supplemented in order for them to succeed in a two-year vocational technical community college.

The proposed two-year vocational technical community college should be a force for conserving and developing human and institutional resources in the community. The colleges must provide curricula which lead to employment in the community and which provide for the upgrading and retraining of individuals and groups in the work force. For example, placement services can arrange part-time work experiences to strengthen students' relations with potential employers. Work-study and cooperative programs also will be developed to enrich classroom experiences and facilitate the absorption of the graduates of the two-year

vocational technical community college into local businesses and industries.

The proposed two-year vocational technical community college should be a cultural center for the community. The curriculum should include various series of lectures, exhibits, and performances. A climate of creativity needs to be fostered in music, drama, writing, and art for students and community participants. Liaison with public libraries and organized cultural groups needs to be maintained. These community resources can be utilized as an integral part of the two-year vocational technical community college curricular development.

The resources of the two-year vocational technical community college should be made available to the entire community and its institutions. To maximize the use of the two-year vocational technical community college's resources, a year-round calendar of offerings may be needed along with special out-reach activities to attract involvement of the community in the two-year vocational technical community college. Faculty can be encouraged to serve as consultants to community institutions.

The administration should foster faculty growth, enhance the commitment to the institution's philosophy and goals, and encourage participation in curricular development. The quality of experiences provided to

students is improved when faculty members are involved in the process of curricular development. Stimulating faculty leadership and interaction is essential to maintaining the quality and vitality of the curriculum. Orientation seminars for new faculty and in-service programs by the director or associate director will also be helpful. A divisional and departmental organization will facilitate the discussion of educational problems, provides guidance on preparation of syllabuses, and helps coordinate instruction.

Research should be conducted to assess the educational needs of individuals and institutions in the community by the assistant director for instruction and community affairs. Census surveys will indicate some characteristics of the two-year vocational technical community college's constituency while other useful data can be gathered from reports about secondary school curricula and enrollments as well as from position vacancies in the region. Conferences with secondary school planners, employers, and carefully chosen advisory committees can generate information which is useful for initial curriculum planning and then upgrading the curriculum. These conferences also help establish valuable bridges of communication with key people in the community.

General education curriculum and course sequences must

be developed. The general education core of the two-year vocational technical community college should build on the core of general educational experiences in the secondary schools. The core should emphasize the upward extension of knowledge, skills, and attitudes for personal effectiveness, career success, and good citizenship. Students enrolled in the various curricula of the two-year vocational technical community college have a unique opportunity to study together in core subjects.

Vocational technical programs should be articulated with programs in the universities. This cooperation can help to ease the transfer of students from the two-year vocational technical community college to the universities.

Vocational technical curricula must be developed collaboratively. In meetings with community groups, curricular proposals can be discussed and refined. This process will help programs be better suited to community needs. Through these processes, leadership in curricular development should be retained by the two-year vocational technical community college. The Ministry of Education, the National Council of Universities, and various community groups may make requests for certain programs which cannot be immediately met. The two-year vocational technical community college should make any decisions on course content and standards of instruction even when it seeks

advice from members of the various groups. The prestige of the vocational technical programs can be enhanced by good community relations. The help of public relations consultants in the community also can be useful.

The community and its institutions should provide many potential learning laboratories. For some time, educators have sought to provide within the walls of the two-year vocational technical community college real-life learning situations for students. Now they are experimenting with moving students out into actual work-learning situations in businesses, industry and other employment institutions of the community.

"Families" of curricula should be developed around a common core of related electives such as those in accounting, psychology, or administration. This kind of grouping increases efficiency in curricular building, staffing, and student programming. From these bases, options can be developed that will lead to improved employability. The common cores also bring larger numbers of students together from common areas of study.

Adjunct and part-time faculty should be used when feasible. Optional courses in various fields can be taught in part by outstanding qualified practitioners from government offices, industry, and businesses who teach as part-time lecturers under the supervision of a permanent

staff coordinator. These lecturers can be key persons in a work-study program that affords field experience for two-year vocational technical community college students.

Curricula should be developed on an on-going basis in response to changing labor market needs for skills and knowledge. Interaction with the lecturers mentioned above, employers, labor organizations, and advisory bodies can contribute to this developmental process. Research in the community, work with advisory committees, and broad discussion of potential programs should represent a continuing commitment of the two-year vocational technical community college to improving curriculum. An alert two-year vocational technical community college staff should have several vocational technical curricula in various developmental stages at all times. This process is fostered by the "family of curricula" approach to program development. This process also can serve as a guide to organizing and expanding two-year vocational technical community college curricula in a manner that assures adaptation to Venezuela's changing labor force needs.

Guidelines for Providing Plant and Facilities

Two important steps in establishing a two-year vocational technical community college are the acquisition of a permanent site and the construction of facilities

especially suited to a two-year vocational technical community college program. This section presents the procedures necessary for planning which will reflect rather than control the education provided by the two-year vocational technical community college.

The plant and facilities should be based on a master plan. This master plan should designate the standards or norms for basic decisions about the size, nature, and location of the campus which will allow the colleges to achieve the curriculum and student services missions. The master plan provides the standards necessary for giving the campus a sense of completeness and coordination of its separate units.

The master plan serves to anticipate future institutional needs, as well as the means to obtain those ends. Finally, the master plan poses clearly stated alternative courses of development based on candid and realistic assessment of future resources as well as needs.

The site should be selected as objectively as possible. Criteria should be developed for use in evaluating each potential site. Such criteria must take into account the various factors discussed below. The entire community should be surveyed for potential sites rather than considering only the more obvious locations. The survey should result in a map showing all potential

sites and an evaluation of each site according to its (a) acreage, (b) relationship to major transportation both existing and planned, (c) public access, (d) availability and adequacy of utilities, (e) suitability of topography for construction, (f) compatibility with use of surrounding property, and (g) location in relation to the areas from which students will commute.

The planning of a two-year vocational technical community college facilities should aim to make the wisest use of the potential contributions and resources of various individuals and groups. Each person or group in the community has a contribution to make; and each complements and supplements the contributions of others.

The two-year vocational technical community college facilities should have an architectural character consistent with the desired image and role of the college in the community. The architectural impact and the visual image created by the plant and facilities will have an important effect on the citizens' perception of the college. An impression of an overgrown secondary school or an underdeveloped university is not the architectural character desired. Although much can be learned from studying facilities for business and industry, the campus should not look like an industrial compound. The campus and its facilities should provide a feeling that it is an

educational institution--beautiful, simple, inexpensive, efficient, and usable. The two-year vocational technical community college facilities should have an educational character which emulates the college's role as the educational and cultural center of the community.

Facilities of a two-year vocational technical community college must be adaptable to the socioeconomic needs of the community. Two-year vocational technical community colleges, unlike other institutions, are susceptible to the changing educational needs of the community. One of the challenges in providing facilities for a two-year vocational technical community college is to design features for today that can be adapted to changing future requirements. In other words, the campus needs to be designed with a flexibility that permits changes in emphasis in the various programs.

The two-year vocational technical community college facilities must be planned for a variety of uses such as regular daytime and evening classes, college services, community services, and part-time and adult programs and activities. A two-year vocational technical community college that is truly oriented to the community becomes an integral part of that community. Planning for use by the community may not cost any more but may require an awareness of potential problems in regard to traffic, food,

utilities, accessibility and public transportation, and other similar concerns. The planners must be aware of the demands on the facilities by the community, part-time and full-time students, and the providers of supportive services. This awareness in evaluating sites will result in fewer problems in the attractiveness, operations, usage, and acceptance of the proposed two-year vocational technical community college.

Guidelines for Recruitment and Organization of Faculty

The quality of faculty is crucial to the success of the two-year vocational technical community college because the institutional goals and objectives ultimately are reflected in the work done by the faculty in classrooms, workshops, and laboratories.

The procedures used in selecting the two-year vocational technical community college faculty in Venezuela should assure that those persons selected will be able to implement the basic philosophy of the two-year vocational technical community college as stated by Venezuelan planners. If such procedures are followed, the two-year vocational technical community college will be able to do the job for which it was established. The guidelines or procedures have important implications for evaluating the

background, education, and experience of the candidates for faculty positions.

Competent and responsible faculty members are needed for the successful vocational technical community college. One of the quantitative measures commonly used to assess candidates has been their terminal degrees. Research studies conducted in the United States indicate that the master's degree is regarded as a minimum requirement for teachers in the academic areas and that the bachelor's degree, accompanied by practical experience, is usually deemed adequate to meet the minimum educational requirements for teachers of vocational technical courses. There has been a good deal of discussion about whether or not the doctoral degree is a necessary requisite for vocational technical community college teaching. Since doctoral degrees are usually research-oriented, it is contended that vocational technical community college teachers need not have earned doctoral degrees.

It is universally agreed that teachers must be thoroughly competent in the subjects they are expected to teach. For a two-year vocational technical community college, it also is essential that teachers understand how their subjects relate to other programs. Since one of the major goals of the two-year vocational technical community college is to assure that students have an adequate general

education, it is essential that the two-year vocational technical community college teachers not only have knowledge and specialized skills but also have the ability to help their students understand a given subject within the totality of knowledge and the career world. The role of the two-year vocational technical community college in this regard is different from that of the university teacher because vocational technical teachers must emphasize the practical application of knowledge while relating such practicalities to the necessity of gaining other such basic knowledge as that found in mathematics or physics.

Candidates for faculty positions should be sought from a diversity of sources so that faculty can bring to the community college a balanced variety of experiences and expertise. Because of the unique functions of the community college, teachers should be sought out in business and industry.

A faculty policy handbook must be carefully worked out by the director and made available to all faculty members when they are employed. This handbook needs to explain policies related to teaching loads, student advising, participation in learning centers and student activities, teaching evaluations, vacations, retirement, attendance at

meetings, and other conditions of employment such as merit salary raises and so forth.

An orientation program, carefully developed in-service programs, and a stimulating interactive environment should encourage faculty members to help give students positive, high energy learning experiences.

Faculty members should be encouraged to understand the philosophy and commitment of the two-year vocational technical community college. This helps to encourage pride in their achievements and the programs, services, and activities of the vocational technical community college. When a faculty is not performing as expected after a certain designated period of time, they should be counseled out of vocational technical community college teaching. The two-year vocational technical community college is strengthened when faculty understand and advocate the unique functions of the institution.

Guidelines for Organizing Student Services

The area of student services includes practically all of the non-classroom contacts with students. These contacts have at least two primary purposes. The first and most obvious purpose of student services is to facilitate instruction. These facilitating services attempt to distribute the students to the appropriate courses, keep

records, implement probationary and disciplinary policies, and develop activities and conditions that promote learning. The second equally important purpose deals with giving instruction in important areas. It promotes the growth of student self-understanding through individual counseling and testing. It encourages essential social and political learning by means of student activity programs. The following guidelines elaborate these two primary missions.

A key word in the description of the two-year vocational technical community college student body is "diversity;" students vary in background, abilities, needs, and aspirations. Effective matching of these varied students to the different programs requires extensive and competent guidance and advising.

Guidance assists students to make sound decisions in matters of vocational technical occupations, program planning, and personal development. Sound decisions must be based on adequate information being provided to students. One category of such information is knowledge about educational opportunities and how these opportunities relate to career choices. An effective guidance system informs prospective students about the totality of the community college programs, services, and activities. The process of information-giving starts with the explanations

and human interest insights about the community college in the media, by speakers, and in its own publications.

A trained counselor is essential to the student services affairs office. In many cases, students need help in correcting conditions that interfere with their classroom work. The counselor helps such students to interpret and accept information about themselves derived from records and tests. The counselor guides them to sources of information about occupations and educational requirements for these occupations. The two-year vocational technical community college counselor also helps students match their occupational aspirations to their educational planning and promotes their personal adjustment to the community college.

The broad purpose of guidance is to allow students to acquire a realistic sense of their own abilities in order that they may effectively pursue their occupational and educational goals. The community colleges should provide personal and vocational counselors at appropriate professional levels at needed times during the year and each of its terms. The issue of guidance counseling is crucial to the achievement of worthwhile student goals. The underlying motive for the counselor should be to help students to avoid misdirected personnel efforts.

Students services encourages a variety of student

activities to improve the total educational effort. The student affairs function encourages student to participate in self-governance, interest clubs, social activities, and athletics. Such participation helps students learn citizenship skills, develop leadership qualifications, cultivate broad interests, and improve their social skills. Services provided by this unit can include orientation of new students, hospitality to college visitors, regulation of student behavior, and development of social activities adapted to the interests and desires of students.

The student association (student center), as it is called in Venezuela, is the agency through which students exercise control over their own activities and learn the skills of self-governance. The student association concerns itself with fostering and regulating student activities outside the classrooms. Students' clubs of all kinds--from academic interest groups, such as vocational student organizations, to hobby groups--are governed by the student association. For example, sports are a concern of the student association. Even student business enterprises might be encouraged. The student store, the cafeteria or coffee shop, and admission to intercollegiate athletic contests are regulated by the student association and serve as sources of income for the support of other less profitable activities.

An active placement office is an important component of student services. Since most two-year vocational technical community college students work while attending college, they need help in finding suitable employment.

Student services can best be organized into three mutually dependent and somewhat overlapping levels of service. The first of these levels requires specialization in implementation. This level of services is accomplished primarily by members of the instructional staff and includes faculty advising and sponsorship of student activities. The second level of student services will be provided by counselors. Examples of this level include individual and group counseling related to vocational, technical, educational, or social problems as well as psychological testing and interpretation. The third level includes activities which are sufficiently specialized to require assignment to a staff member whose preparation is different from that of the counselor. Examples of such services would include admissions record keeping, health services, financial matters, and follow-up studies of graduates.

Guidelines for Development of Community Services

In partnership with the community, the two-year vocational technical community college is an institution of

postsecondary education that provides programs and services for the total community population. It thereby serves as a cultural center and a focal point of intellectual life in the community.

The community services consist of educational, cultural, and recreational programs outside the regularly scheduled college classes. In order to develop a sound community service program, an effective relationship between the two-year vocational technical community college and its community should be established. Good community relations for any college are the result of attention and effort. They require the cooperation of the community college staff and public understanding of the functions and activities of a two-year vocational technical community college. It also depends on the amount of support, cooperation, and assistance given to the community college by the community. Ultimately, the amount of benefit derived by the students can depend in part of the vitality of the college relations with the community.

There are many types of relations between colleges and their communities. Some of these relations are useful to both the college and the community, others are superficial and nonfunctional. There are four kinds of relationships between the college and the community. They can serve as a guide for development of the desired kind of relationship

between the two-year vocational technical community college and its community.

The first kind of relationship, a level one relationship, is the simplest and has the longest history. The flow of communication is in one direction--from college to community. The college takes the initiative by providing information to a passive community audience. This kind of relationship is not intended to elicit any overt responses but simply to convey information. Examples of these relationships are news releases, annual reports, bulletins, and report cards.

In level two relationships, the college again is the initiator but the community plays a more active role than it does in level one relationships. At this level, the college invites community audiences to visit the college and observe what is going on. In most cases, the flow of communication again is in one direction: from college to community. However, individuals or groups in the audience are in a somewhat better position to respond to what they observe since they are at the college and in the presence of college personnel. Examples of level two activities are open-house nights, art-exhibits, science fairs, athletic events, and dramatic and musical productions.

Level three relationships enable members of the community to initiate communications and to enter into

dialogue with college representatives. Thus, the flow of communication is in two directions: from college to community and from community to college. Examples of level three activities are parent-teacher conferences, parent-director conferences, parent-teacher association study groups, opinion surveys, press conferences, and radio and television programs.

In level four relationships, the college may determine the format of communication between the college and community, but the community clearly exercises greater influence over the substance of the communication than the college does. Members of the community are encouraged to provide insight and advice on college policies and problems. The community is given the opportunity to generate the greater portion of the dialogue. The best example of level four activities is the typical advisory committee. There are two kinds of advisory committees: ad hoc committees, set up to study a specific problem; and standing committees, established to maintain communications on a continuous basis. Level four activities also include seminars, community forums, open hearings, program planning, and evaluation projects. Certain policies may be necessary for implementing community service activities and programs.

The two-year vocational technical community college should make their facilities available to the community

when they are not being used for the regular instructional program. Establishing a civic center within the two-year vocational technical community college can help in meeting some of the needs of the community. In this manner, the residents interact with members of the college to become aware of the college's potential contributions to the community.

The educational services of the two-year vocational technical community college should be designed for everyone in the community, including members of the professions and labor organizations, business executives, homemakers, and youths. These services may be provided on campus or at off-campus locations.

In-service training is an important type of educational service provided by the two-year vocational technical community colleges. The rapid obsolescence in technical and professional skills and knowledge as well as the increasing rate of change in methods, materials, and products have created many career problems in most developing nations. The two-year vocational technical community college should serve as a center to which business, industry, government offices, and other institutions can turn for upgrading the skills and knowledge of their work force.

Another educational service provided by two-year voca-

tional technical community colleges is in the area of human resource development. The objectives of this program are to tap unused manpower and experience. Such services range from basic education for the functionally illiterate to special programs for senior citizens.

The role of the two-year vocational technical community college in community development is one of making its expertise available to community leaders. The college makes available its resource of knowledge and skills, but decisions about community development are left to residents of the community. It is essentially a program of helping the community to help itself. The college can provide the means for coordination and cooperation among government offices, businesses, and other institutions.

The two-year vocational technical community college can provide cultural and recreational activities. Most community colleges in the United States offer public events appealing to the community and to college students alike. Among such activities are public affairs, forums, lectures, concerts, dramas, and films.

The extent and success of the community services program depends upon the attitude of the two-year vocational technical community college faculty and administration. If community programs are viewed narrowly, as only an extension of regular services, community services will not

be developed. One indicator of appropriate attitudes is the appointment of a separate manager, coordinator for community affairs, whose responsibility is to work with community members to develop programs. Where this occurs, the programs have better chance of success.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to propose guidelines for establishing and developing a new postsecondary educational institutional system in Venezuela. This system of two-year vocational technical community colleges will enroll the majority of the 30 percent of secondary graduate students who otherwise would not have the opportunity to enroll in the postsecondary educational system, and prepare them to be members of the skilled labor force of the nation.

Public support is essential for the development of the new institution of postsecondary education. An effective approach to creating a sense of support for, and interest in, the two-year vocational technical community college is to involve representatives of the Venezuelan people in the planning process as early as possible. Close relationships with the universities, colleges, secondary schools, industries, public services, employment agencies, government offices, and labor organizations should be carefully worked out especially in the relation to the selection of advisory board members and in the planning of

curriculum for the two-year vocational technical community college.

The positive outcomes of establishing a two-year vocational technical community college will provide strong incentives in encouraging the support of the Venezuelan people. The rewards for the graduates of the two-year vocational technical community college in terms of potentially higher income need to be established as does the variety of potential positive outcomes for the nation. Also, these outcomes need to be carefully explained and widely circulated.

Guidelines for the establishment of two-year vocational technical community colleges in Venezuela were proposed, included guidelines for administration, curriculum, plant and facilities, recruitment and organization of student services, and community services. Several ideas and issues were listed to help clarify the concepts to be utilized by the planners of the future two-year vocational technical community colleges in Venezuela. The guidelines were not given in a form of specific actions to follow but rather in broad terms to allow for flexibility, necessary for adaptations to different times and situations.

Recommendations for Implementation

The major recommendation is that there be developed one two-year vocational technical community college on an experimental basis based on the guidelines provided in Chapter IV. In order to implement these guidelines, the following steps should be taken:

1. National legislation should authorize the development of two-year vocational technical community colleges by:
 - a. Authorizing the establishment of the central office for two-year vocational technical community colleges in the Ministry of Education.
 - b. Directing the first stage of development of two-year community college systems in five states in which five-year but not three-year institutions have been established. These states are located in the north central region of the country. The first two-year community college should be established in Caracas. The unused facilities of the Central University should be utilized initially for this community college. Use of Central University's facilities will allow experimentation during the initial development

of Venezuela's community college concept, policies and procedures while minimizing the initial capital outlay. Furthermore, location of the initial college will allow close communication between the local college administration and the central administration during this experimental and period.

Development of the community college system should then be expanded to the other states in Venezuela based on economic and social need criteria.

- c. Authorizing the expenditures for the physical facilities and personnel for the experimental two-year vocational technical community college.
- d. Prescribing the legal procedures for establishing local regions and for their operation.
- e. Enacting laws which will grant tax-free status for the annual contributions of local business and industry to the two-year vocational technical community colleges for operating costs. The regional government should make appropriations for limited expenditures such

as to obtain part of the equipment, and the materials for the learning resources center.

2. The Ministry of Education should assign the leadership for the experimental two-year vocational technical community colleges (see Figure 3 for positions).
3. As the experimental two-year vocational technical community college is being implemented, the Ministry of Education should establish standards and regulations that will insure an orderly and wise development of programs of high quality. It should conduct a study of the needs of the nation as a whole but particularly the regions in which the remaining two-year vocational technical community colleges will be established.
4. The assistance of American experts in establishing community colleges can be used during the planning and early developmental stages. As the expertise and experience is solely American, this knowledge should be utilized with due consideration of Venezuelan laws and culture by the national and regional planners.

CHAPTER VI

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