A PROCEDURE FOR DEVELOPMENT OF COLLEGE PHILOSOPHY, GOALS, AND OBJECTIVES: DEPARTMENTAL GOALS AND OBJECTIVES FOR LOS ANGELES VALLEY COLLEGE

A project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Educational Administration and Supervision

by

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May, 1975
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California State University, Northridge
April, 1975
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ABSTRACT

A PROCEDURE FOR DEVELOPMENT OF COLLEGE PHILOSOPHY, GOALS, AND OBJECTIVES: DEPARTMENTAL GOALS AND OBJECTIVES FOR LOS ANGELES VALLEY COLLEGE

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May, 1975

This project examines various educational institution management models. From these models, one is selected as the best suited to Los Angeles Valley College.

The project continues by devising a procedure for developing a philosophy, goals, and objectives for Los Angeles Valley College.

The final section of the project illustrates sample philosophies, goals and objectives.
Chapter 1

RECOGNITION OF THE PROBLEM

I. The Problem

During the past decade the community college has emerged as a major force in the nation's education system and, since it meets specific needs not otherwise met by institutions of higher learning, it appears that its rapid growth will continue for some years to come. In fact, despite concerns about the future directions of higher education in the United States, there seems to be near unanimous agreement by authorities that the community college will play a role of increasing importance—in terms of both enrollment and influence.

At present, the community college is faced with a number of important management problems, some of which are how to assess educational needs, identify resources, articulate goals and objectives, organize effective programs, allocate resources, evaluate program effectiveness, establish information systems, and communicate with the public. Underlying all of these management problems are two fundamental questions: (1) Where should we be going? and (2) How do we get there?¹

A management model that is appropriate for the particular conditions and demands of the community college is needed to assure

¹Cooperative Program between the League for Innovation in the Community College and Battelle's Center for Improved Education, "Increasing the Effectiveness of Educational Management in Community Colleges," Project Usher, January 1973, p. 1.
the systematic and orderly direction of community college development.²

As with most other similar institutions, Los Angeles Valley College has no recognized, systematic procedure for development and periodic review, at either the college or departmental level, of an operant philosophy or designated goals and objectives. Obviously, the absence of such a procedure results in the following problems for the institution:

A. Immediate and long range planning become extremely difficult.

B. Assessment of educational needs does not take place in any systematic form.

C. Evaluation of success is not carried out with any uniform standards.

D. Identification and proper use of resources becomes difficult.

E. A unified focus is lacking.

F. Major decisions concerning program, staffing, facilities, and budget are made by the administration of the college with minimal input from the rest of the college personnel.

G. The college gives up a leadership role in determining major curricular emphases.

H. The faculty has difficulty in identifying with, and contributing to, the college that has no apparent

²Ibid
unified focus.

I. The general public might well question the use of its tax dollar - accountability - with no stated goals or measurable objectives.

The importance of having such a procedure is emphasized by Richardson, Blocker and Bender in their book Governance For The Two-Year College, "Every institution must have a procedure through which objectives are established, plans for achieving these objectives designed, and procedures developed to evaluate institutional effectiveness as well as the relative contribution of the persons involved."3

These same authors then go on to indicate the form the statement of objectives of the institution should take and the method whereby these should be evaluated, as follows:

Most two-year colleges develop a general set of objectives growing out of a basic philosophy of education at an early point in their history. Henceforth, such objectives receive little attention except in relation to visits from regional accrediting associations, when an attempt is made to relate them to descriptive data collected after the fact to demonstrate that objectives are indeed being met. Unfortunately, the objectives normally are not defined in such a way as to make them effective in guiding institutional development. Neither do they receive the regular review and evaluation by all constituencies that could make them a vital force in the renorming process.

Each institution needs to establish performance objectives which can become a source of direction for staff efforts as well as the basis for determining the effectiveness with which resources are used. It is not enough for a college to commit itself to offering career programs. Ideally, this objective should be phrased in

terms of the total percentage of enrollment to be served by such programs, the relationship of these programs to the manpower needs of the community, and the actual number of positions to be filled by program graduates. In a similar fashion, an objective concerning guidance services should identify the kinds of problems to which counselors will address themselves, as well as the anticipated results. Obviously, the preparation of objectives which lend themselves to this type of evaluation will not be easy for many areas, but the effort must be made if objectives are to serve as a yardstick for evaluation and improvement.

The development, periodic review, and revision of objectives at the institutional level is only the starting point. Each functional level within the administrative structure must also define specific objectives to guide the employment of resources and to provide a means for evaluation. This is the point which most institutions fail to grasp, and it leads to a number of undesirable consequences. A failure to develop clear and attainable objectives at each operating level permits staff offices to pursue different and in some instances conflicting priorities. It contributes to an emphasis upon the personality of role incumbents rather than the needs served by the office. It makes evaluation difficult or impossible, and it creates the environment for innumerable intrastitutional conflicts.

The requirement that each operating level extending to and including the individual faculty member develop objectives expressed in behavioral terms leads to at least two significant refinements in management practices. The first involves the opportunity to review the objectives and priorities at each level, ensuring that they are consistent with the objectives and priorities of the total institution. The second refinement has been referred to as management by objectives which have been reviewed and endorsed by appropriate constituencies, the objectives become a form of contract between the office and the institution and can be used to measure contribution and effectiveness.4

4Ibid., p. 214-215
II. The Objectives

A. The objectives of this project are:

1. To examine various educational institution management models.

2. To select the management model best suited to Los Angeles Valley College.

3. To apply the techniques of the management model in:
   a. devising a procedure for determining the College philosophy, the College goals and objectives, and departmental goals and objectives.
   b. developing a time-chart for implementation.
   c. developing a method for continual review of same.

4. To illustrate by example College philosophies, goals and objectives and departmental goals and objectives.
Chapter 2

DATA RELATIVE TO THE PROBLEM

I. The College

Los Angeles Valley College is one of the nine public community colleges governed by the seven-member Board of Trustees of the Los Angeles Community College District, a district which covers an 882 square mile area of Southern California.

The institution, located in the central portion of the San Fernando Valley, is situated approximately 15 miles northwest of downtown Los Angeles, and serves 21 communities in the valley.

The majority of citizens in the Los Angeles Valley College service area are classified as being in the stable, working class or middle class, with a portion from both the professional-managerial and the lower classes.

Based on data from the 1970 census, poverty levels of some of Los Angeles Valley College's communities were: North Hollywood, 18 per cent; Van Nuys, 16 per cent; Sherman Oaks, 9 per cent; and Pacoima, 22 per cent.

Since its formation in 1949, Los Angeles Valley College has experienced tremendous growth and it is now one of California's largest public community colleges, enrolling 22,000 students.
II. Change Agents

The following are considered to be significant change agents which have resulted in the College becoming more interested in focusing on the problem to which this paper is addressed.

A. Emphasis of Chancellor of District

Dr. Leslie Koltai became chancellor of the Los Angeles Community College District in 1972. His emphasis concerning college development is apparent from the following statements which he issued relative to the college's annual reports:

1. The Accomplishments section relates in narrative form the college's accomplishments in a particular area for the 1973-74 academic year. For instance, in regard to Administration, what were the college's overall administrative goals for the 1973-74 academic year? Did it meet them? Were significant administrative reorganizations or improvements made? Were any new departments created, and what was their effect?

Regarding Instruction, did the college attempt to assess the adequacy of its college transfer programs? Was the college able to measure the effectiveness of its vocational programs? Did the college provide single courses of interest to persons interested in general education? What curricular innovations were introduced?

Typical Student Services accomplishments might concern the following: How were students able to benefit from college-sponsored recreational and cultural events? What were they? What was the effectiveness of the counseling and guidance program? Were special programs and facilities made available for handicapped students? Were health and employment services adequate? Were any improvements made in registration and admissions to increase their efficiency?

In regard to Educational Services, were campus facilities adequate? Were improvements made in business services procedures? Were buildings and grounds properly maintained? Was the cafeteria adequate?

Finally, in regard to the College Environment, did the college provide programs of special interest to its community population? Were college curricula responsive to the particular socioeconomic characteristics of the area? How did the community influence or affect college staff or programs?
The following are hypothetical accomplishments in various areas:

Community surveys revealed the need in the Civic Center for an outreach program in the area of secretarial skills. Such a program was instituted in the spring and generated a new enrollment of 430.

In response to numerous student complaints, the average process was shortened from 75 to 50 minutes. Initial student reaction to the new process was extremely favorable.

Monitoring of telephone use in the administration building was instituted and resulted in the elimination of 15% of the instruments (an estimated saving of $350 per year).

2. Goals (Objectives)

Just as the Accomplishments section relates this year's activities to last year's, the Goals section relates this year's activities to next year's. Hopefully, this year's goals will become next year's accomplishments. Goals should be listed in priority order, to more clearly formulate the college's plans and aspirations for the coming year.

Some hypothetical goals:

The Engineering Department will expand its facilities from two to four laboratories in order to support an increased enrollment of 150 students in Mechanical Engineering.

The college will serve the Mexican-American population better by instituting a special bi-cultural program in home economics.

The college will attempt to survey the use being made of campus recreational facilities in order to concentrate on the development of those that are most in demand.

3. Recommendations

While the Goals section contains goals for a particular college, the Recommendations section contains suggestions involving the District Office. What does the College expect from the District in the future? What problems cannot be resolved without outside help? What should be the future relationship between the College and the District Office?
Some hypothetical recommendations that could be made from the College are that:

a. The District provide funds so that an outreach program can be offered to those lacking transportation in the Eagle Rock area.

b. Short term courses be allowed within the District so that block learning can be possible in certain liberal arts courses.

c. The District Office produce standardized guidelines for the assignment of course credit for Work Experience programs.**

B. Implementation of the Rodda Bill

The Rodda Bill, which was passed into law in 1971, contains the noted provision:

13481.05. The governing board of each district in consultation with the faculty shall adopt rules and regulations establishing the specific procedures for the evaluation of its contract and regular employees on an individual basis and setting forth reasonable but specific standards which it expects its certificated employees to meet in the performance of their duties. Such procedures and standards shall be uniform for all regular employees of the district.

In complying with this bill, the Los Angeles Community College District established an evaluation procedure which includes evaluation of:

1. Statement of objectives for the courses being taught by the evaluatee.

2. Demonstration of the ability to judge student achievement of the goals of the discipline and the courses he is teaching.

It is apparent that the ramifications of the Rodda Bill

**Dr. Leslie Koltai, "Format for Colleges Annual Report", (Los Angeles Community Colleges, March 1973). (Mimeographed.)
have been to direct concentrated attention to objectives and goals.

C. Change in the State Accounting Manual

The new budget and accounting system for California Community Colleges uses an activity-centered approach to expenditure reporting which describes real resource requirements (faculty, supporting staff, supplies, etc.), their costs (objects of expenditure) and relative use in each of the major activities which describe Community College operations.

Except for recent law changes, general ledger accounting, income reporting, and tax analysis are the same as previous college budget and accounting procedures. The new structure makes changes only in budgeting and reporting of expenditures and introduces activity measures for college resource use.

The system describes direct costs of activities, but does not attempt to define indirect costs, nor does it require measurement of output. However, it is designed to provide adequately for state-level decision-making and for most local decision-making needs. It also provides the basis for developing analyses for decisions about programs and objectives—all essential to college management activities.

The activity structure is designed to be compatible with the Program Classification Structure developed by the National Center for Higher Education Management Systems (NCHEMS) of the Western Interstate Commission on Higher
Education—a budget format which currently has nationwide visibility. Data scheduled to be generated in the new structure will also give districts the capability of implementing new management tools now being developed by various groups such as NCHEMS, Systems Research Group, Battelle, and the League for Innovation.

Development, approval, and control over district budgets would normally be based upon the object of expenditure categories and allocated among organization or activity units of the district and college(s) to the extent necessary for effective internal management. The activity structure, by contrast, provides the district with a base for comparative fiscal analyses, use of new fiscal management tools, and future development of program budgeting and other fiscal decision-making techniques. The activity structure also provides for state-level reporting and federal fiscal reporting, if this should occur in the future. As is apparent from this description, additional emphasis is being placed on programs and objectives.

D. Response to an Accreditation Report

The recommendations itemized below are taken, verbatim, from the last accreditation of Los Angeles Valley College which was held in October, 1972. Several of these recommendations are directed specifically toward the importance of "objectives" and it is proposed here that attention will be more easily focused on solutions of these problems with the development and implementation of a management system.
Recommendations From Accreditation Report:

1. That more attention be given to identifying trends in student enrollment and possible implications for the college and its aims.

2. That the organizational chart more clearly indicate how faculty input is achieved in policy formation.

3. That learning objectives and standards for measuring whether or not they were attained be included in course outlines.

4. That a new college-wide curriculum committee be organized, with faculty representation from each department of the college.

5. That continuing study be carried out to determine the appropriate responsibility of Valley College to its service area for non-traditional, non-graded programs in continuing education.

6. That Valley College review its implied responsibility to disadvantaged persons, as stated in its philosophy, aims, and purposes.

7. That the administration and faculty work together in developing a program for instructional review and improvements.

8. That the Office of Instruction make greater use of the Office of Educational Development (Research) in developing models for assessing the effectiveness of instruction.

9. That Valley College develop and implement a policy for the improvement of instruction as mandated in California State Senate Bill 696.

10. That the improvement of instruction should be the major aim of the college-wide in-service training.

11. That the college administration, in cooperation with the faculty, develop a plan for periodic evaluation toward the improvement of instruction.**

E. Emphasis on Objectives in Specially Funded Projects Requests

Almost without exception, applicants for federal or state monies are required to include in their application a statement of objectives. For example, a project description for funds from the Vocational Education for Disadvantaged Persons application asks that performance objectives for the program, service, or activity be stated in measurable terms.
III. Leadership Responsibility

It appears to be the consensus of most authorities in the field that the key to educational leadership rests in the hands of the college president. Jack Goodner makes the point in an article in *College Management* that it is the responsibility of the administrator to see that college goals are translated into measurable institutional tasks that are to be completed in a given period.  

From *The Junior College President* by Arthur M. Cohen and John E. Roueche come the following observations concerning the leadership role and responsibility of the college president:

The president of a two-year college must be an educational leader, not a mere manager or institutional custodian, if his institution is to be successful in achieving its goals.  

The president must ultimately accept responsibility (and be accountable) for bringing about educational changes in his institution. The setting is right for him to be the leader. Research has shown that change in organizations frequently comes from the top down.  

Although he is not active as a teacher and scholar, the president can and must function as an educational leader. The emphasis here is on the leader, for the most important responsibility is to create a climate in which other people can be scholars and teachers.  

The importance of group goals in relation to the president's leadership is emphasized by Cohen and Roueche as they state:

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7 Ibid, p. 29.

The difficulty in isolating a singular criterion for leadership has led some researchers to propose that evaluation of the quality of the leadership be shifted entirely to measurements of group performance. Because if leadership is valuable to the extent it moves a group toward a set of goals, its quality can be assessed only by determining the extent to which the group has in fact moved. However, in the case of junior colleges, most of which do not have clearly stated educational goals, leadership cannot feasibly be defined in that way. For if there are no educational goals toward which the group is striving, there can be no measure of the extent to which the leader has helped the group perform. One cannot assess the group's movement toward goals which are not there; one can assess only in this case the leader's attending to education as a general, broad, overall organizational concept even though its effects are not possible to discern.

Suppose group goals in a junior college centered around the single statement, 'to cause student learning.' Immediately the situation would change. The leader of such a group would arrange situations in which objectives were carefully defined, instructional sequences plotted, and evidence of learning gathered. He and his institution would accept accountability for student learning and see themselves as successful only to the extent they brought it about. All dimensions of the college would be pointed toward demonstrable educational ends. The headman would either become an educational leader or be forced to abandon his position.9

Jack Goodner also emphasizes the relationship between the administration and the attainment of objectives:

Does everyone understand the goals of the college? There would be no way to publish a college catalog without a page devoted to goals of the institution. The problem comes from the fact that goals seldom find their way from the page in the catalog to the everyday management of the institution. In many ways, it is understandable that there is little relationship between institutional goals and the management process. Generally these statements concern directions in which the institution wants to move with no way to determine when it has arrived at its goals. The task for the administrator is to translate these goals into measurable institutional tasks that are going to be completed this year (or in a given period).

These objectives must be so stated that every department on campus can recognize the contribution it can make to the annual objectives and formulate measurable activities which will insure this contribution. If it is an institutional objective to cut attrition by 5%, the instructor may have to

alter his classroom procedure, the janitor may need to mop twice a week instead of once, the cook may need to change the menu, and the counselor may have to improve the advisement process.

As a leader, it is important that you narrow your current objectives to the few which are important to your concerns. Your staff can relate to only so many at one time. It is also important that you state them concisely in ample time for planning. Needless to say, this must precede the budget planning process. You will find a happier staff if they know your priorities and also have an impact on facets of your program not on this year's list. Work will go on as usual even in the non-stressed areas.10

10Goodner, op. cit.
POSSIBLE SOLUTIONS TO THE PROBLEM

I. Philosophy of Institutional Management

The basic philosophy of the institution, concerning power concentration, dispersion of power and responsibility and systematized group participation, will probably affect the type of management system that it will use.

Algo D. Henderson, in his article "Effective Models of University Governance", outlines the three following basic philosophies of governance:

A. Governance as a Vertical Hierarchy of Power and Authority

The theory of this philosophy is that decision-making is done primarily at the top, with delegations of authority and responsibility to subordinate line and staff personnel.

B. Governance as Mediation Among Subgroups

The theory of this philosophy is that a university comprises subgroups such as trustees, administration, faculty, and students; colleges, departments, and institutes. These subgroups are said to have interests that differ from one another, and each needs to achieve power in order to protect and advance these interests. A modus vivendi is obtained through negotiation and agreement among the various subgroups.

C. Governance Through Group Participation in Decision-making
The theory of this philosophy is that a university is a goal-motivated organization. It requires reasonable unity as to goals by the professional men and women, and students, who voluntarily associate themselves because of commitment toward the over-all goals.\textsuperscript{11}

These basic philosophies, as well as several others, will be illustrated in model form as the paper examines various educational management models.

II. Institutional Management Models

A. The Autocratic Model

In the autocratic model, directions flow "from the top down". The organizational structure is a well-defined hierarchy, with each person knowing his "pecking order" in the hierarchy. Individuals are told what to do, and they comply - or else. Managers are "bosses" in the traditional sense of the term. This approach was prevalent in industrial management in the early part of this century. It also has been prevalent in the military services, and we see it in some colleges.

The autocratic model has both strengths and limitations. On the positive side, it produces clear-cut responsibilities and centralized control. It is efficient, because only a single individual is involved in the decision-making process. On the negative side of the ledger is the simple fact that many people in this modern age will have no part of the autocratic model. The individual employee in such an organization is treated as an object, a thing, an "It". Typical reactions to this type of management are either complete passivity on the part of the employee (he becomes an automaton), or else he rebels.
B. The Traditional Bureaucratic Model

This model, as illustrated in Richardson, Blocker and Bender, contains most of the same elements as the autocratic model. ¹²

The administrative structure defines priorities, allocates resources, issues directives governing faculty and student performance, and controls the resultant process through the measurement of intervening or end-result variables. The basis for controlling behavior is an authority relationship created by the downward delegation of powers vested in the governing body by a legitimizing agency.

Communication is predominantly downward, with most written directives concerned with achieving coordination. The structure resists change introduced from the bottom because of the poor quality

of upward communication and the status differentials which depreciate the value of recommendations originating at low levels within the hierarchy. The organization is passively resistant to the introduction of change from the top because of the attitudes of faculty members and students towards administrators. The opportunities for gratification of higher-level needs are concentrated near the top of the organization. The resultant frustration of faculty and students dissatisfied with their assigned roles creates frequent conflicts that impair the ability of the institution to achieve its objectives.

Objectives are established at the top of the organization. Differences of opinion, if recognized, are usually resolved along lines of authority. An informal organization is present and may frequently be engaged in attempting to defeat the objectives of the formal organization. Specialization is predominantly along functional lines, with inadequate provision for overcoming the communication and status problems that may result. Leadership is predominantly authoritarian, although it may be disguised through use of committees which give the appearance of participation without endangering administrative control over the decision-making process. Objectives concerning human behavior relate to the enforcement of standards and the weeding out of the incompetent. There is little real opportunity for individual growth, nor is this process considered as one of the primary objectives of the institution.
C. The Laissez-Faire Model

The laissez-faire model of management stands in sharp contrast to the autocratic. Here there is complete noninterference in the affairs of others. Each person "does his own thing." The administrator may administer the paperwork, but he is not an educational manager.

One reason why this approach to management (or lack of management) has evolved in education is a misinterpretation of academic freedom; it is assumed that each instructor should be given unrestricted freedom in the classroom. If this assumption were valid, then there would be no need for managers. A second reason for the existence of the laissez-faire model in education is that college administrators, by and large, have not been trained adequately in the principles and concepts of management. Frequently, an individual moves directly from being an instructor to becoming an administrator; he moves from the classroom to the administrator's office because he is available.

One major result of this approach to management is that staff members feel that they have considerable freedom in their jobs. Some may like the idea that there is no one "looking over their shoulders", reviewing and commenting on their work. Other individuals working in such a college, however, will dislike the lack of direction.
they receive. This system is perceived as a floundering ship with no one at the helm. In the present age of accountability, it appears that this approach to educational management will probably lead to disaster.
The management-labor model in its present form has brought forth a true polarization of administrators and faculty. Administrators have become "management", and faculty have assumed the role of "labor." It's "us versus them." There is a struggle for power. Each side tries to maximize its own gains and minimize the gains of the other side. It is assumed by both sides that there is a fixed amount of power in an educational system; if one side gains power, it then follows that the other side must lose a corresponding amount of it.

One reason for the emergence of the management-labor model was the minimum wages paid to teachers for many years. A second reason was that teachers felt they had no say in the major decisions that affected their professional lives in the school system. Teachers wanted more money and they wanted to be a part of the action; consequently, many of them unionized.

The management-labor polarization in our colleges has produced two distinct groups of people, each working toward different goals - its own. This is the antithesis of the situation in which the various groups of employees are working together to achieve common goals.
E. The Participational Model


Within this model, the institution, administration, faculty, and students are not arranged in a hierarchal order, but rather occupy individual spheres of responsibility and influence. The overlapping nature of the circles is intended to convey the impression of interdependency which replaces authority as the mode of control of institutional behavior. The definition of priorities, allocation of resources, and the determination of roles is accomplished through group participation. In addition to the measurement of intervening and end-result variables, procedures exist for examining and
altering, when necessary, the causal variables.

Communication occurs in all directions, depending upon the nature of the task. The focus is upon problem solving, although the requirements of coordination are not overlooked. The nature of the overlap implies that in some instances problem solving may occur between administrators and faculty, or faculty and students, or administrators and students. In other instances, where the decisions involve matters that are central to the interests of the entire community, communication procedures exist to ensure that all three groups are centrally involved in the decision-making process.

The major advantages of this model are listed by Richardson, Blocker and Bender as follows:

1. The organizational structure is pliable and changes frequently to coincide with new requirements or conditions. Consequently, there is substantial congruency between the formal and informal organization, with both working to promote the objectives of the institution.

2. Objectives are developed jointly, with the result that there is substantial commitment to their achievement by all members within the organization, and corresponding satisfaction when they are achieved. Thus, access to the satisfaction of higher-level needs is not exclusively the province of administrators but is shared with faculty and students.

3. The degree of role conflict is also reduced since, in effect, role incumbents have a major voice in determining their own responsibilities. Those areas of the circle which do not involve overlap imply that when the actions of one group of role incumbents do not impinge upon the interests of another, the group should be free to pursue its own course of action without unnecessary interference.

4. The concept of mutual accountability prevents decision making of a unilateral or arbitrary manner when the interests of more than a single group are involved.

5. Decision making is a shared responsibility with all of those affected by a decision represented in the decisional processes.

6. Involvement in decision making, in turn, provides the mechanism through which values and attitudes are changed to keep them consistent with organizational purposes.

7. Specialization may be either functional or geographic, with attention given to the need to maintain effective relation-
ships between specialties through involvement in decisional processes.

8. Relationships are cooperative rather than adversary; positive attitudes exist toward institutional purposes.

9. Leadership is multiple and the use of committees represents a real commitment to the solution of differences of opinion through compromise rather than by decree.

10. Administrators, through leadership behavior, seek to encourage both high performance goals and the satisfaction of higher-level human needs. Care is taken to ensure that communication is maintained at a sufficiently high level so that those who need to be involved in the decision-making process have the information required for maximum contribution.

11. Individual growth is integrated with institutional goals and constitutes a central purpose of institutional existence.\(^\text{13}\)

Rensis Likert in *The Human Organization: Its Management and Value* has summarized the behavioral aspects of the participative group as:

Full use is made of economic, ego and self-fulfillment motives through group involvement in setting goals, improving methods, and appraising success. Satisfaction is relatively high throughout the organization based upon identification with the progress of the group and the growth of the individual. Communication moves upward, downward, and laterally, with little distortion and few errors. Superiors and subordinates have accurate perceptions of the characteristics and needs of each other. There is a substantial degree of interaction and influence exercised by all levels within the organization. Subordinates feel that they exercise considerable influence over organizational direction and objectives. Decision making occurs throughout the organization and includes the use of overlapping groups to ensure that decisions are made with the involvement of all who have something to contribute, as well as taking place at the point within the organization where the greatest degree of expert opinion may be brought to bear. Decision making encourages teamwork and cooperation. Goals are established through group participation and are largely internalized by all participants within the organization. The informal and formal organization tend to be one and the same, since the adaptive orientation of the organization tends to change structure in the direction of the needs of both individuals and the organization. Productivity is high, turnover and absenteeism is low. Group members

\(^\text{13}\text{Ibid, p. 112.}\)
provide substantial control over the quality of their own efforts through the group interactive process.\textsuperscript{14}

The author has concluded, after consideration of the many advantages of the participational model, that it should form the basis for the selection of a specific management model for Los Angeles Valley College.

Chapter 4

SELECTION OF BEST SOLUTION TO THE PROBLEM

I. Management by Objectives

A. Justification

The Management by Objectives System was selected for Los Angeles Valley College for the following reasons:

1. It fulfills tenets of the participational theory of management.
2. It allows the college to begin where it is, without any major personnel changes.
3. It allows for progress in areas of concern, such as short and long range planning, evaluation, budgeting, accountability, and college focus.

B. Introduction to Management by Objectives

Beginning with Peter Drucker's *The Practice of Management* in the 1960s, there has been a steady increase in interest in results-oriented management, management by results, or management by objectives. The purpose of Management by Objectives is to achieve individual and organizational goals by improving managerial performance through the adoption of a practical systematic approach. In addition, Management by Objectives is intended to facilitate the derivation of specific objectives from general goals, seeing to it that objectives at all levels in the organization are meaningfully located
structurally and are linked to each other.

This systematic approach to management planning and problem solving, used almost exclusively at first in business and industry, was implemented in order to increase productivity, improve planning, maximize profits, more objectively evaluate managerial performance, and improve organizational morale through participative management. Underlying this approach was an increased awareness of motivational forces related to individual and organizational performance and success.

It was projected that if results to be expected from an individual were carefully defined, the likelihood of his achieving those results was increased. The commitment to desired results was thought to be enhanced through participation in goal setting. Progress toward goal attainment was considered measurable in terms of what objectives an individual was progressing toward.

Currently, the emphasis on accountability for student learning and for better utilization of resources is dictating that educators know where they are going, plan how they will get there, and determine when they have arrived. In an effort to clarify and more effectively fulfill their mission, many higher educational institutions are shifting from an emphasis on the activity (means) to a results-oriented (ends) administrative system.

C. General Characteristics of Management by Objectives

Odiorne depicts the Management by Objectives process as
one in which the managers of an organization jointly identify its common goals, define each individual's major areas of responsibility in terms of results expected, and use these measures as guides for operating the unit and assessing the contributions of each of its members. Thus, it appears as though Odiorne considered Management by Objectives as a "system," whereas Drucker describes Management by Objectives more as a philosophy of management.

Odiorne seems to indicate that goals (general) and objectives (more specific) serve as statements of purpose and direction formalized into a system of management. Activities are organized in terms of achieving specific objectives (ends) by stated time limits. Efforts are coordinated toward achieving common goals.

According to Henry Tosi, objectives, which should not be misconstrued as substitutes for plans, but rather as a basis for developing them, accomplish: (1) a documentation of expectations in managerial relationships regarding what is to be done and the level of attainment for the period covered by the objectives; (2) a firmer base for developing and integrating plans for personal and departmental activity; (3) a basis for feedback and evaluation of performance; (4) elements of timing and coordination of individual and unit activities; (5) a focus to draw

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attention to the need for control of key organizational functions; (6) a basis for work-related rewards as opposed to personality-based systems; and (7) an emphasis on change, improvement, and growth of the individual or organization.\(^{16}\)

In summary, Management by Objectives serves as a systematic process for determining organizational direction and for evaluating results through the identification, clarification, and communication of mutually accepted and carefully defined goals and objectives throughout the organization.

D. How The System Works

Robert E. Lahti in his article "Management by Objectives" described, fundamentally, how the system works:

1. The central purpose and function of the organization is understood, and agreed upon information about prospects for the future of the organization is shared at all levels of supervision.

2. Each sub-unit purpose and how it integrates into the over-all organization is understood and agreed upon.

3. Position descriptions are available for all organizational jobs, which provide the basis for establishing routine objectives, authority and accountability relationships.

4. Each individual expresses his major performance objectives for the coming year in measurable terms and sets

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target dates.
5. He submits them to his supervisor for review. From the discussion comes a mutually agreed upon set of objectives.
6. He verbally reviews progress toward these objectives with his supervisor on a regular basis. Objectives and plans are revised and updated as agreed. This process allows opportunity for coaching and development.
7. At the end of the year, the individual prepares a brief report which lists all major accomplishments, with comments on variances between results actually achieved and results expected.
8. This appraisal or progress report is discussed with the supervisor. Reasons for objectives not being met are explored. There is further coaching and development in this process.
9. A new set of objectives is established for the next year.
10. Long range goals are reviewed and adjusted as needed.\textsuperscript{17}

E. Advantages of Management by Objectives

Odiorne considers Management by Objectives as primarily a way of thinking about management when he states that Management by Objectives:

1. makes the hierarchial structure work and brings about more vitality and personal involvement of the personnel involved;

2. facilitates orderly growth of the organization through the use of statements of expectation for personnel

\textsuperscript{17}Robert E. Lahti, "Management by Objectives", \textit{College and University Business}, July, 1971, p. 31-33.
involved and measurement of what is actually achieved;

3. defines major areas of responsibility for each person and measures the "true" contribution of managerial personnel; and

4. processes are geared to achieving organizational and individual results desired. \(^{18}\)

Robert A. Howell in his article "A Fresh Look at Management by Objectives", states the belief that Management by Objectives also serves as a workable tool for more effective planning and self-appraisal. Attention is focused on individual achievement, individuals are motivated to accomplish, and performance is measured in terms of results. This system of management contributes toward better integration of individual and organizational objectives, improves communication throughout the organization, places emphasis on significant goals to be accomplished, and lessens duplication of effort. \(^{19}\)

Most benefits of this management approach have a tendency to center around the possibility of more objective performance evaluations. Higher levels of performance may be achieved if goals are set and understood, thus reducing frustration and anxiety resulting from ambiguity surrounding job expectations. Objective-oriented programs increase certainty about job requirements, result in more comfortable feelings about the kind of criteria used in evaluation, and create a

\(^{18}\) Odiorne, op. cit., p. 54.

situation which ostensibly forces superiors to communicate with subordinates. Management by Objectives takes managers away from "fighting fires" and forces them to plan the use of their resources. Managers, in fact, become resource persons in the system.

The relationship of participative management to Management by Objectives is stressed by Keith Robertson in "Managing People and Jobs" where he states that the dynamic which sustains Management by Objective is the development of genuinely participatory management. Participative management is the discipline whereby an organization learns how to tap the latent potential of its members. It is, in fact, the gradual, stressful, risk-taking process of experience by which management matures from its outmoded role of directing, controlling, and governing, to its new role of enabling, encouraging, assisting, and reinforcing achievement by others. 20 Thus, Management by Objectives is an effort to be fair and reasonable, to predict performance and judge it more carefully and, presumably, to provide individuals with an opportunity to be self-motivated by setting their own objectives. However, the greatest advantage of Management by Objectives is that it allows the manager to control his own performance. Self-control is interpreted to mean stronger motivation to do the best, rather than just get by.

In summary, the major theoretical advantages attributed to Management by Objectives programs are improved planning and communication throughout the organization, self-motivation and commitment of participants, integration of individual objectives and organizational goals (commonality of purpose), participative management, and a more objective-based process to appraise individual and organizational progress and effectiveness.

F. Problems Encountered in Management by Objectives' Programs

It would be foolhardy to believe that any system of management, particularly when initially introduced, will be without problems or obstacles. The next section deals with some of these possible problem areas.

1. Lack of Total Organizational Commitment

Henry L. Tosi and Stephen J. Carroll in their article "Managerial Reaction to Management by Objectives" state that:

The failure of some MBO programs and only marginal success in others have been attributed to a lack of involvement in and commitment to the concepts of results-oriented management by members of the organization, particularly top-level managers from whom leadership must evolve. MBO simply doesn't mean the same things within and among organizations. Often MBO is interpreted by top management as just another project for completion by subordinates, or as a means of closely controlling subordinates. A lack of knowledge concerning the dynamics of MBO undoubtedly results in a passive role by top management, thus, implementation is relegated to a particular position of manager. Lower-level managers
often feel no sense of commitment because the program has failed to reach them.\textsuperscript{21}

Tosi and Carroll also emphasize that there has been a tendency for results-oriented systems to have only a short-range impact and that enthusiasm in the early stages seems to fade into disenchantment in later periods.\textsuperscript{22} Lack of top management support, use and reinforcement for the system does not provide the necessary incentive for improving the performance level of participants.

It appears obvious that without the total commitment of the entire administrative staff at its inception, Management by Objectives will fail, either in a waning of enthusiasm or with only a scattered use throughout the College. A total commitment is essential for success.

2. Lack of Prerequisites to Implementation

Contrary to many beliefs, implementing Management by Objectives is not a simple process. Pre-service and in-service programs for leaders are particularly essential if the dynamics of Management by Objectives are to be understood and accepted. It has been suggested by Robert A. Howell that it takes three years of concerted


\textsuperscript{22}Ibid, p. 425.
effort on the part of management to introduce Management
by Objectives into an organization. Furthermore, he
believes the failure to allow sufficient time for organi-
zational and individual developments is the major down-
fall of most objective-setting systems. 23

3. Failure to Integrate Individual and Organizational Goals

Despite an espoused advantage of Management by
Objectives programs, most management schemes have not
attended to the personal goals and ambitions of individ-
uals within the organization. Little concern has been
given to the question of whether the individual's objec-
tives relate directly to those of the organization.
Failure to attend to these concerns indicates a lack of
meaningful participation by appropriate persons in the
goal setting process, and a lack of emphasis on under-
lying motivational forces associated with personal goals
of individuals.

Often, top leaders assume that subordinates will be
challenged by management's objectives and goals. The
failure of top management to consider the personal
ambitions and needs of subordinates has caused the
typical Management by Objectives effort to perpetuate
and intensify hostility, resentment, and distrust between
managers and subordinates. Objectives will not have

significant incentive power if they are forced choices unrelated to one's underlying dreams, wishes, and personal aspirations. This failure to integrate individual and organizational goals creates an atmosphere in which individual efforts and interests may not be channeled in directions consistent with the goals and objectives of the college.

4. Over-Emphasis on Measurable Objective Attainments

Emphasis on objective attainment necessarily influences the kinds of objectives which are set. Some objectives lend themselves more easily than others to measurement. Management by Objectives programs that measure performance exclusively in terms of goal and objective attainment contribute toward the setting of easily quantifiable objectives. Colleges must avoid the trap of setting only easily attained goals. Incentive to set challenging goals and objectives can be lacking, for such goals and objectives increase the chance of failure when performance is judged solely by attainment.

J. Gill and V. F. Molander warn that over-emphasis on measurable objectives has a tendency to frustrate individuals and to increase the amount of paperwork in stating objectives in quantifiable terms. This over-

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emphasis has a tendency to treat leaders as if they functioned in a vacuum. Targets, normally set on a manager-subordinate basis with little reference to the targets which are set for other managers, or to organizational goals, may introduce conflict and competitiveness not conducive to achieving organizational goals. It is rare that all of the tasks and their accomplishments are the sole concern of any one individual in modern types of organizations.25

G. Application of a Management by Objectives System to Los Angeles Valley College

In order that the concepts of the Management by Objectives system can be implemented successfully, the following prerequisites appear essential:

1. Commitment

Whether Management by Objectives is perceived by the College as "a whip to control", or as a total approach to administration, is a reflection primarily of the president's attitude toward the program. To be most effective Management by Objective efforts must continually receive blessings from top administrative positions. Whether Management by Objectives will succeed or fail in its endeavors will largely be determined by the attitudes and actions of top administrators toward

the total administrative process. These endeavors are to achieve better integration of objectives throughout the organization; improve communications to the individuals in college as to where the college is going and how it is going to get there; emphasize what is most important rather than what may be most expeditious; eliminate overlapping responsibilities and reduce duplication of effort, interdepartmental misunderstanding, and conflict. Top administrators are critical to the process because they serve, theoretically, as a reference group for other members of the college, and they serve as communicators of goals and expectations throughout the college. As was previously emphasized in the discussion concerning the responsibility of the president of the college, the president must provide instruction, encouragement, and guidance in Management by Objectives programs.

2. Implementation

Critical attention must be given to methods of implementing results-oriented administrative programs throughout the system. The president and his staff must be willing to spend the time and exert the effort necessary to implement and encourage Management by Objectives programs aimed at improving administrative and individual performance, planning, and self-motivation of faculty and students.

The most effective manner in which to implement Management by Objectives is to permit the president to
explain, coordinate, and guide the program. When top administration is actively involved, the process is initiated whereby the philosophy and mechanics of the program will filter through and permeate the entire college organization. In addition, top administrative involvement serves as a possible stimulative strategy to improve perceived need satisfaction at middle and lower levels of administration.

Since Management by Objectives doesn't provide the skills for administrator development, it is essential to the success of the system that this development be provided prior to, or concomitant with, Management by Objectives implementation. All participants need to know what the Management by Objectives system is and how it works. To announce adoption of a results-oriented administrative program and not provide leadership in in-service familiarization would appear to announce potential failure of Management by Objectives.

3. Integration of Individual and College Goals

The objective-setting process at the administrative level is largely the result of compromises between the objectives of the president and those of deans and assistant deans. When these objectives interact, a reaction should occur that causes a meshing of college and individual goals and objectives. The highest point of self-motivation will arise when there is a complementary conjunction of the individual's personal needs and the
college's requirements. If a major intention of Management by Objectives is to enlist the self-motivated commitment of the individual, then that commitment must derive from the individual's desires to support the college's goals. Otherwise, the commitment will largely be incidental to his personal aspirations. By attending to the personal wishes of lower-level administrators, and the entire staff, the possibility is increased of pooling the energies of individuals and the college for mutual advantage.

4. Participation in Goal Setting

Throughout all of the sources studied, there has been an emphasis on involving all members of the organization in some type of a decision-making role, since it appears that the relevance of the goal setting process is substantially increased through participation. The integration of enterprise purpose and personal goals is accomplished through active participation by all administrators and the staff in establishing tangible work-related goals for themselves and through exercising some degree of self-control over their activities. All members of the community college should have the opportunity to provide vital input into the shaping of short and long range goals and objectives. For this opportunity for participation to be established, top administrators must be willing to relinquish some influence, particularly in the area of objective setting by
individuals and groups. If this redistribution does not occur, participation will not work, because participation implies a decentralization of power and some control over the work environment.

5. Goal Setting by Groups

Every administrative job is an interdependent task. The reason for having organizations is so that individuals can achieve more working together than each could achieve alone. Therefore, organizational success depends on the efficient interaction of interdependent groups.

Group goal setting is important if maximum integration of objectives is to be achieved. Goals set by groups will most likely be those to which individuals feel genuinely committed. The resulting targets will be those which lessen the degree of interdepartmental friction which often arises when goals are set without reference to others who will be affected. Administrators can give and receive unbiased viewpoints about the appropriate use of time, methods of coordination and procedures for solving problems, and can reach a better mutual understanding of how their various activities interrelate and how their efforts can be integrated for the benefit of the entire college organization.

Group goal setting emphasizes togetherness and commonality of purpose, which may be the exception, rather than the rule, in many administrative operations. There is a great need for administrators to become
knowledgeable in group processes and leadership requirements, because it must be remembered that the success of the individual administrator depends in the long run on the effective stimulation of those who work with him - a concept called self-motivation, which should permeate the entire college.

6. Measurability of Objectives

It has already been suggested that some objectives lend themselves more easily to measurability than others. All objectives need not be quantitatively measurable, providing they are verifiable. It seems that it is much more appropriate to involve all administrators and staff in the objective setting process than to state specifically that quantitative objectives are mandatory. It is equally important to emphasize that everyone must contribute by stating what he is going to do, when it is going to be accomplished, and how it contributes to the overall goals of the college.

The tendency for Management by Objectives programs to produce trivial objectives can be partially counteracted by reducing emphasis on goal attainment. Without degrading the importance of goal attainment, it is safe to say that the greater the emphasis on measurement and quantification of objectives, the greater the tendency for quality of performance to lose out to quantification, which may defeat the purpose of Management by Objectives to allow a portion of self-control to organizational
Chapter 5

IMPLEMENTATION OF THE SYSTEM

The implementation section will include a descriptive explanation of how the Management by Objectives System can be initiated at Los Angeles Valley College, as well as a general time chart and a specific Program Evaluation Review Technique network.

The final section will serve to illustrate examples of a philosophy statement, institutional goals and objectives, as well as a statement of departmental goals and objectives.

A. Descriptive Analysis of Implementation

Since Management by Objectives, by itself, does not provide the skills for management development, it appears essential to the success of the system to anticipate the leadership skills and knowledge necessary and to provide for their attainment in some manner. This could be a formal educational program, the bringing in of experts to conduct in-service training seminars, or through the use of the college personnel who have an expertise in this area. The leadership and responsibility for this must be accepted by the president of the college since this includes imparting the necessary information and skills to the next administrative level, namely the deans. It is here that a total commitment to the system must be made. As was previously pointed out, without a total commitment at this level, the program has virtually no chance for success. The next level of commitment
must be made by the Management Team of Los Angeles Valley College. This unit is composed of the College President, Deans, Assistant Deans, and Coordinators.

The final level at which commitment is made is the faculty. Two approaches to them would be through the Departmental Council and the Faculty Senate. It is imperative that not only must there be a thorough understanding of the system, its advantages and pitfalls, but there must be assistance provided to individual faculty members who may need to learn such technical aspects of the system as writing objectives.

The President should now appoint an Institutional Goals Committee composed of community representatives, representatives of all academic departments, student representatives, administrative representatives, and special support services representatives. The purpose of the Committee at this point would be to:

1. review the College's statement on Philosophy of Los Angeles Valley College and to recommend revision or retention,

2. review the Aims and Purposes (goals) of Los Angeles Valley College as listed in the College Catalog and, again, to recommend revision or retention.

Because of duality of purpose, two sub-groups should be formed to work on each of the above. The recommendations of these sub-committees would then come back to the Institutional Goals Committee for acceptance, after which they would be sent to the administrative personnel, Management Team, and the faculty for consideration.

Review and revision taking place at these levels would then
be referred back to the Institutional Goals Committee, which would recommend final adoption of the philosophy and the institutional goals by both the administration and the Faculty Senate.

The President of the College, considering the philosophy and institutional goals and the Los Angeles Community College District emphases, should at this time indicate a major thrust, focus, or emphasis for the following year. This should act as an "umbrella" theme under which departments and administrators could direct their emphases.

Within the institutional goals and the presidential focus, the development of institutional objectives could now begin. Development should begin at both the departmental and administrative departmental levels and, once developed, the list of institutional objectives should then be submitted to the Institutional Goals Committee. This Committee will be responsible for reviewing them in relation to the institutional goals and the presidential focus, consolidating them according to institutional goal units, and recommending implementation emphasis to the administration. The administration will design the final list of institutional objectives in a priority order for acceptance by the Management Team and Faculty Senate.

The institutional objectives then become the basis for budget requests by departments and administrative units (through the deans) and for consideration by a Program Evaluation and Budget Review Committee appointed by the College President and composed of representatives from the community, faculty, administration, classified staff, and students. It is at this level that the
funding is allocated to implement the programs necessary to achieve the College's yearly objectives. Thus, the Program Evaluation and Review Committee recommends to the College President a budget which is then subjected to the administrative units, the departments, and the Institutional Goals Committee.

The annual report becomes the vehicle in which successes are reported and failures are examined by all three levels noted above. The report focuses on how well the objectives for that year were met and also on the objectives for the next year. The objectives should be formulated yearly or at the maximum of two years. This then becomes an ongoing process and is illustrated in Figure 1.

It is recommended that the statements of philosophy and institutional goals be reviewed each five years.
Network Events

1. President Commitment to Management by Objectives
2. Commitment of Administration
3. Commitment of Faculty
4. In-Service Training for Administration and Faculty
5. Establish Institutional Goals Committee
6. Philosophy and Goals to Administration and Faculty
7. Finalization of Goals and Philosophy
8. Establish Presidential Focus
9. Institutional Objectives Formulated
10. Institutional Objectives to Institutional Goals Committee
11. Administration Designs Institutional Objectives
12. Budget Requests Based on Objectives
13. Program Evaluation and Review Committee recommends Budget to College President
14. Cycle repeats from No. 8

Figure 1
B. Model Development

Following are examples of a philosophy statement, as well as statements of institutional goals and objectives and departmental goals and objectives:

1. Statement of Philosophy

Los Angeles Valley College is a public community college dedicated to service to the whole society for whose welfare it exists.

As a public institution, a part of the American democratic heritage, Los Angeles Valley College recognizes its responsibility not only to represent the ideals of the democratic philosophy but also to present the realities that flow from these ideals. As a public democratic institution, the College believes that it has a responsibility to show through its workings a devoted attachment to the ideal that all human beings are individuals, possessed with inherent rights, worth, and dignity, and that a society of equal individuals can best work together for the common good. The College, therefore, encourages the formulation of democratic policies and procedures to inspire and direct the relationships among the students, the faculty and staff of the College, and the wider community which the College serves.

As a public educational institution, Los Angeles Valley College believes firmly in its responsibility to meet educational needs of the adults within its community. Because these educational needs, like all social necessities, change with the changing times, the educational programs
of the College are dedicated to a flexibility which will better enable the College not only to meet current needs but also to anticipate the varying future needs of its community. The educational offerings of the College bear witness to this dedication. The College provides a wide-ranging college transfer program, the stimulation of a two-year college experience leading to an Associate in Arts or Associate in Science degree, and various carefully planned career offerings leading to a certificate.

As a community college within the public educational system, Los Angeles Valley College is dedicated to the ideal of providing instructional programs for those who wish to return to college to improve their present abilities and skills and for those who desire the intellectual stimulation of a renewed dialogue of ideas. The College also provides a great variety of activities for cultural interests and for general leisure. The College recognizes that all of these programs are necessary to insure the reality of the ideal that healthy minds and healthy bodies best promote the general welfare by contributing equally to the community's pursuit of happiness.

With Alexis de Tocqueville, Los Angeles Valley College believes that all democratic peoples should have "a more enlarged idea" of themselves and of all humanity. In this firm belief, and with a happy reliance upon the combined efforts of its students, its faculty, its staff, and its community, the College offers its contributions to educational leader-
ship in the full knowledge that the better it serves its immediate community, the more significant will be its contribution to the wider academic community and to the greater democratic community of which it is a vital part.

2. Institutional Goals

These general goals form the basis for the organization of all divisions and departments of the Los Angeles Valley College and serve as the means whereby the philosophy of the College is realized.

a. The ACADEMIC GOAL of the College is to meet the intellectual needs of each student, as well as to assist him in seeing an interdependence among all fields of knowledge, and to bring insight and understanding of human knowledge as a whole to his own learning experiences and acquired skills. To that end, the curricula of the College embrace all of the following:

(1) General liberal arts education for all students.
(2) Vocational-technical education for students seeking employment.
(3) Transfer education for students seeking advanced degrees.
(4) Education for residents of the community seeking personal growth.

b. The COLLEGE LIFE GOAL is to provide several means of both easing and integrating the student's college experiences. The college-life goal also renews the hope that students will learn to appreciate their own worth, that
they will learn to exercise insight into those patterns of facts and events which affect human relationships and social values, and that they will become informed, contributing citizens whose meaningful participation in society demonstrates intelligent behavior and responsible exercise of human values in community, family, and individual life. To that end, the College will continue to provide all of the following adjuncts to student success in college life.

(1) Advisement and counseling for all students.

(2) Educational-support services such as credit by examination, advanced placement, independent study, vocational work experience, tutorial services, study-center.

(3) A cultural life which includes lectures, concerts, films, and open forums.

(4) Opportunities for student involvement in their own student government organizations, and in the general co-curricular program.

(5) Special services such as health, placement, testing, on-campus work-study opportunities - as well as specialized services for the disadvantaged and for the hard-to-reach student who is unable or unwilling to come to the campus.

(6) Financial aids for students needing such assistance in order to attend college.

c. The COMMUNITY-OUTREACH GOAL identifies the College as an
institution eminently responsible to the community in ways which require both responsiveness to and participation in societal change. To that end, the College serves the community in the following ways:

(1) Determines community needs.

(2) Participates in community functions and social problem-solving through activities with and for professional groups and associations.

(3) Provides inter-school services for other institutions at all educational levels.

(4) Provides services in cooperation with public and private agencies.

(5) Serves as a community service center, providing facilities for community events.

(6) Hosts cultural events open to the public.

(7) Serves as a recreational center for the community.

(8) Provides educational programs designed for the community.

3. Institutional Objectives

a. To increase the number of community personnel who serve on advisory committees by 20%.

b. To increase the weekly student contact hours by 5%.

c. To establish a Senior Citizens' Center at Los Angeles Valley College.

d. To open and operate a Children's Center at Los Angeles Valley College.

e. To conduct a needs and interest survey for Outreach
classes in Burbank and North Hollywood in the fall and
to relocate a minimum of six classes from the Pacoima-
San Fernando area into the areas of need and interest
during spring semester.
f. To complete air conditioning in at least two more
permanent buildings.
g. To increase the number of modular classes by 10%.
h. To increase the number of potential student contacts
made by the Mobile Van by 30%.
i. To complete the lower level of the Campus Center by
September 1.
j. To expand the curricular offerings in the Allied Health
Program by adding three classes in Microbiology.
k. To assist students in their registration process by
mailing their appointment slips.

4. Departmental Goals

The following are the goals of the co-curricular program
for the Student Affairs Department at Los Angeles Valley
College:

a. To advance the co-curricular program which provides
opportunity for developing:

(1) Qualities of leadership and responsibility for our
democratic society;

(2) Experiences in cooperative group action;

(3) Experiences in cultural activities and in other
meaningful volunteer activities related to the
student, the academic program of the College,
and to the community.

b. To develop an atmosphere encouraging to students to participate in organizational work and decision making.

c. To extend, supplement, and offer practical experience in the subject matter of the classroom.

d. To provide an opportunity for personal, vocational, and educational exploration and development.

e. To evaluate the program with critical objectivity.

5. Departmental Objectives - Office of Student Affairs

a. To increase by 10% the number of faculty who participate in the co-curricular program.

b. To increase by 20% the number of cultural programs presented through the Departmental Cultural Program.

c. To prepare and distribute a minimum of 14 individual one-page handouts to students and staff from the Freedom of Speech policy manual and the Procedures and Policies Handbook for Student Affairs.

d. To present three Cultural Awareness Weeks.

e. To increase the number of departmental clubs by 5%.

f. To begin planning, organization and implementation of a Volunteer Bureau at Los Angeles Valley College.

g. To develop an instrument for evaluation of the program and personnel of the Office of Student Affairs and administer it to a minimum of 30% of the participants in the co-curricular program.

h. To reinstate a "transportation sharing" system for Los Angeles Valley College students.
i. To increase by 20% the College's contribution to the Red Cross Blood Bank.
Chapter 6

SUMMARY

I. Recommendations

A. It is recommended that the Management by Objectives approach to college governance be adopted by Los Angeles Valley College.

B. It is recommended that the system be implemented over a three year period with the responsibility for leadership assigned to the President of the College.

C. It is concluded that adoption of this system will:

1. assist the College in immediate and long range planning;
2. assist in evaluation of the total College program;
3. more totally involve all the personnel of the College in major decisions such as program, staffing, facilities, and budget;
4. afford a more unified focus for the entire staff;
5. assist in focusing on the two fundamental questions
   a. where should we be going?
   b. how do we get there?
6. allow for more orderly direction of the College;
7. increase the personal commitment of all the staff to the entire program of the College.
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