


**MIAMI-DADE COMMUNITY COLLEGE  
OFFICE OF THE DISTRICT PRESIDENT**

October 25, 1996

**MEMORANDUM**

**TO:** All College Personnel

**FROM:** Eduardo J. Padrón 

**SUBJECT: Delivery of Occupational/Technical Training by Program "Clusters"**

In January of this year, I presented six critical areas of emphasis to the Board of Trustees. Up-to-date occupational/technical education and training serve as one of these key areas. Although we have a track record with regard to occupational and Associate of Science programs, we currently face many challenges we must deal with to expand the College in this vital area. These challenges include the following:

- non-productive duplication and competition among campuses,
- difficulty in providing program opportunities to students countywide,
- merging programs and disciplines because of technology impacts on the job market combined with the multidisciplinary nature of many careers and jobs,
- decreased enrollment in many of our A.S. programs, and
- need for more effective and coordinated marketing and recruitment.

The academic deans accepted the charge of developing and proposing a different management approach to the delivery of these services which will complement the Education Review Process. Their proposal, **Program Clusters**, aims to serve students better. make occupational programs more accessible countywide, and be more responsive to the needs of business and industry.

With this management approach, the College creates several discipline "clusters" for administration of programs Collegewide. Each campus will serve as a "Lead Campus" for a cluster. A "Cluster Director" will coordinate and direct the cluster's program offerings on all campuses. The cluster's performance will be measured against how well students and community are served at all campuses combined. The College and campuses gain through avoiding duplication of costly service delivery and by focusing our collective efforts against our growing number of external competitors.

This is an example of how we, as one College, must commit to finding ways to serve our students better than any other higher education institution in Dade County. I cannot stress the importance of this decision enough. I know that this represents a different way of doing business for us here at the College; but, I am convinced that ever`one can win when we collaborate for the benefit of our dents. We have identified a total of 13 clusters. We will begin with only six so that together we can learn how to best make this work for the benefit of our students, our community, and our College.

I have attached for your information a detailed description of the cluster concept. Thank you.

Attachment: Document entitled *Enhancing Occupational/Technical Training at Miami-Dade Community College: Delivery by Program Clusters*

# **ENHANCING OCCUPATIONAL/TECHNICAL TRAINING**

## **AT MIAMI-DADE COMMUNITY COLLEGE:**

### **DELIVERY BY PROGRAM "CLUSTERS"**

#### **Introduction:**

In January of this year, the College President presented to the Board of Trustees a plan of action which identified six critical areas of emphasis deemed vital to the future of the institution. One such area is occupational/technical training. Soon after that the President issued a challenge to the academic deans to formulate a strategy that would significantly enhance the delivery of occupational training to Dade County residents. The deans have responded to the challenge with a "cluster concept" approach to service delivery.

#### **Background:**

When the College expanded from North Campus to Kendall Campus, and subsequently to the other campuses, a number of Associate in Science programs were not duplicated at the other campuses because of the high cost of equipment and personnel. In the 1960's and '70's, however, travel within Dade County was still relatively easy and travel, especially by automobile, was not nearly so difficult. After the opening of Wolfson and Medical Center Campuses, there was some program realignment, but most of the equipment-intensive occupational programs remained at the North Campus, like Funeral Science, Printing and Graphic Arts, Electronics, and Travel and Tourism. In recent years, the time required to move from one part of the county to another has increased significantly and student access to students in one area of county to programs on a distant campus has been greatly reduced.

To further compound the problem of student access to programs, the campuses became quite competitive. With a number of staffing formulas tied to a campus' total credit enrollment, the campuses and departments within the campuses have become very territorial and there has been a natural reluctance to share programs with the other campuses.

Problem:

A major problem confronting the College is non productive duplication and competition among campuses. As a result, students are not being served to the extent possible and for which the College has allocated resources. This problem has occurred primarily in the Associate in Science programs many of which have undergone significant enrollment declines due to actions beyond their control, such as the State course leveling process, increase competition from the State and private universities and colleges, and the more aggressive recruiting of proprietary schools.

There is increased difficulty in providing program opportunities to students coast wide. without duplicating unnecessarily expensive equipment and personnel. The current delivery structure requires students to travel extensively to be able to enroll in a program at another campus. The recent decision to have students who wish to enroll in a nursing or-allied health program take their general education at one of the other campuses should greatly reduce the travel of many students for at least part of their programs.

Several programs and disciplines have begun to merge because of the impact of technology and the multidisciplinary nature of many careers and jobs. Yet, the A.S. programs and certificate programs continue to be offered as discrete disciplines without sufficient recognition of their relationships with other programs and courses. For example, the Greater Miami Chamber of Commerce has identified "Visitor Services" as a major growth area which encompass travel and tourism, hotel and restaurant management, air and cruise ship travel, local transportation, entertainment, and overall hospitality and service. The related College programs, however, like hospitality management, travel agency management, and airline management, are offered independently and each on only one campus.

Enrollment in many A. S. programs has decreased substantially, in some cases over 30% of the total credits in the past eight years. Florida International University and the other local private colleges and universities have greatly increased their recruitment of local high school graduates and older adults. The Dade County Public Schools and numerous proprietary schools offer a wide range of occupational programs, often with strong financial aid and job placement offers. Tech Prep and School-To-Work programs provide new opportunities to high school students. As a result, the morale of faculty in these program areas is extremely low and a number of the College's A.S. programs are in jeopardy.

Because of the lack of Collegewide planning and program delivery, there has been fragmented and less effective marketing and recruitment. Moreover, many program courses have not been sequenced over a two or more year period, so that students can plan their programs in advance with confidence that classes will not be canceled because of low enrollment.

## Rationale for "Cluster" Program Delivery:

The primary goal of the "cluster" program approach is to serve students better by making the College's occupational programs more accessible countywide. The College must increase student success and prepare students better for careers and for the world of work.

In ad, addition, the College needs to be more responsive to the needs of business and industry, especially as reflected in the State's recent performance initiatives, Performance Based Incentive Funding and Performance Based Budgeting, and in the seven targeted industries identified by the Greater Miami Chamber of Commerce. The campuses must work together to plan programs which respond to national and state data concerning occupational forecasting of c: freer growth and job availability in the future.

This "cluster" approach is essentially a new management approach to the delivery of services. It does not supersede, but rather complements the Education Review process. In the. Education Review process, DACUM (a curriculum development process) and focus groups are providing data and feedback which emphasize the need for a more comprehensive and integrated approach to program delivery. Through this approach, the College intends to serve students better throughout the College's service area and to ensure that the campuses are not competing for the same, limited enrollment while avoiding duplicating high delivery costs on every campus.

### Solution: "Cluster" Program

#### Delivery:

The College will create several discipline "clusters" for administration of programs Collegewide. The programs would cease to be campus-based in their management and would be assigned to a cluster under the leadership of one of the campuses. A campus president and dean would have "program responsibility" for a specified number of programs within a cluster.

The measure of performance would be how well the program serves the students, the Community, and the College, and would not be evaluated according to the performance at only one campus. Courses could be offered at any campus or outreach site and at varying times. Program introductory courses might be offered at all the campuses so that students would have to travel to a particular campus only for courses which necessitate specialized equipment, special labs, or other special requirements. In fact, through distance education capabilities, many courses in the near future may be able to be delivered to various remote sites.

The cluster would have its own cost center, budget and Product so that planning recruitment, marketing, and tire assignment of classes can occur Collegewide. Large class sections could be balanced with smaller sections on a Collegewide basis so that program delivery is as economical and cost efficient as possible.

The College would appoint a "Cluster Director" to provide leadership and administer each cluster. This director would report to the line authority of a campus, but would have "dotted line" relationships to the academic administrators on the other campuses. The director would have a primary responsibility of working with the administrators and faculty on all campuses to deliver the cluster programs countywide. The cluster director would also plan and oversee a comprehensive, coordinated schedule of courses to be offered at each campus as appropriate. The director would be the primary spokesperson for the cluster disciplines and would initiate and maintain contacts with the advisory committees, business and industry leaders, chambers of commerce, the Dade County Public Schools, and local colleges and universities. The director would develop performance criteria so that the status of the cluster programs and performance results could be submitted at the close of each academic year.

**Proposed Clusters:**

The academic deans will be responsible for planning the following clusters immediately. They will meet with faculty in the discipline areas to finalize cluster groups and to develop plans for implementing these program clusters as soon as possible. The remainder of the clusters will be developed after sufficient work on these first clusters has progressed.

1. <u>Design Technology</u>	Lead Campus: Dean:	Kendall Dr. McKitterick
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Programs: Apparel Design Building Construction Commercial Art Graphic Arts Mechanical Drafting	Architecture Design Architecture Drafting Draft and Design Technology Interior Design Printing
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2. <u>Office Support Systems</u>	Lead Campus: Dean:	Wolfson (IAC) Dr. Crawford
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Programs: General Office Secretarial Legal Assisting	Office Systems Word Processing Legal Secretarial
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3. <u>Agriculture/Agribusiness</u>	Lead Campus: Dean:	Homestead Dr. Holloway
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Programs: Agriculture Landscape Technology	Ornamental Horticulture
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**1. Entertainment Technology**

**Lead Campus:  
Dean:**

**North  
Dr. Lukenbill**

**Programs: Entertainment  
Tech Music  
Business Radio/TV  
Programming  
Television  
Production**

**Film Production  
Photographic Tech  
Radio Broadcasting**

**5. Visitor Industry**

**Lead Campus:  
Dean:**

**Wolfson  
Dr. Vicente**

**Programs: Aviation  
Administration  
Ticket Agent  
Travel Agency  
Management**

**Hospitality Management  
Travel Agency Operation**

**6. Medical and Laboratory  
Technology**

**Lead Campus:  
Dean:**

**Medical Center  
Dr. Kah**

**Programs: X-ray Machine  
Operator  
Dental Hygiene  
Dental Lab  
Technician  
Dietetic  
Technology  
Health Information  
Medical Assisting  
Medical Records  
Pharmacy Tech  
Physical Therapy  
Asst.  
Radiography  
Vision Care**

**Coder Specialist  
Digital Lab Technology  
Diagnostic Medical Sonography  
Electrocardiograph Technology  
Health Service  
Medical Lab Technology  
Optometric Assisting  
Phlebotomy Technician  
Radiation Therapy  
Respiratory Care**

**The following additional clusters will be addressed after experience has been gained with the first six.**

**7. Business and Marketing**

**11. Primary Health Care**

**8. Engineering Technology**

**12. Public Safety**

**9. Human Services**

**13. Transportation**

**10. Industrial Technology and  
Management**