MINUTES
SPECIAL MEETING OF BOARD OF TRUSTEES
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
May 9, 1972
4:00 P. M. - Board Room
Santa Barbara City College
Santa Barbara, California

A special meeting of the Board of Trustees of the Santa Barbara Community College District was called to order by President Sidney R. Frank on Thursday, May 9, 1972, at 4:03 p.m. in the Board Room at Santa Barbara City College, Santa Barbara, California, for the purpose of conducting a "Workshop on the College Calendar and Time as an Educational Resource."

Members Present: Mr. Sidney R. Frank, President
Mr. Benjamin P. J. Wells, Vice-President
Mrs. Kathryn O. Alexander
Dr. Joe W. Dobbs (arrived 4:03 p.m.)
Mr. James R. Garvin
Mrs. Ann Gutshall
Mrs. Dorothy N. Meigs (left 6:54 p.m.)

Members Absent: None

Others present for all or a portion of the meeting:
Dr. Glenn G. Gooder, Superintendent-Presidet and Secretary-Clerk to the Board of Trustees
Dr. Donald K. Sorsabal, Administrative Dean, Business Services, and Assistant Secretary-Clerk to the Board of Trustees

Mr. W. Royce Adams, Assistant Professor, English
Ms. Isabel H. Beck, Professor, Social Science
Mr. Lisle C. Bressin, Assistant Dean, Admissions & Records
Dr. William T. Carty, Superintendent, Carpinteria Unified School District
Miss Shirley L. Conklin, Assistant Dean, Health Occupations
Mrs. Susanne K. Culler, Assistant Professor, Foreign Language
Mr. Melvin J. Elkins, Assistant Dean, Vocational Education
Mr. Frank Esparza, Instructor-Counselor
Mr. Jack Halloran, Associate Professor/Chairman, Business Education
Mrs. Margaret J. Hohensee, Chairman Academic Senate Planning Committee
Mr. M. L. (Pat) Huglin, Administrative Dean, Instruction
Mrs. Marie Lantagne, Administrative Dean, Student Personnel
Dr. Thomas F. MacMillan, Director, Research & Development
Mr. William E. Miller, President, Academic Senate
Ms. Toni Parker, Counselor, Carpinteria High School
I. THE COLLEGE CALENDAR

A. An Overview

Dr. John Reiter, Dean of Admissions and Guidance
Los Angeles Valley College

The process of selecting a calendar should begin with the understanding that the calendar per se is a means to an end and not an end in itself. In selecting a new calendar the following points should be considered:

1. The nature of an institution and the educational program should determine the type of calendar used.

2. Year-round calendars should not be instituted until enrollment can no longer be handled by the present calendar system.

3. Quality education cannot be sacrificed for the sake of economy.

4. It is essential that faculty be involved in calendar change and be given full consideration concerning the impact of the calendar upon employment and curriculum. A calendar will not work without the cooperation of the faculty and administration.

5. Recognition of the relationship of the supporting community is important in forming a new calendar.

The theory that year-round operation (any calendar) can be designed to provide for more efficient running of education and to more thorough education and increased productivity of the student is not necessarily true. There is a wide range of intellect and motivation of students in a community college.
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B. Faculty Views

1. Mr. William E. Miller, President of Academic Senate
   (Distributed results of a survey of faculty opinion.)
   Mr. Miller reported on a letter and questionnaire to
   the faculty. Results indicated that the faculty is
   interested in the subject of time and calendars. The
   faculty is concerned about "being different" from high
   schools and grade schools but indicated a preference for
   ending the semester before Christmas vacation. He made
   several suggestions.
   
   a. Much study and debate will have to be made before any
      decisions can be reached.
   
   b. A decision should start with the study of curriculum
      and an educational decision should evolve from that study.
   
   c. The decision should involve the entire faculty so that
      they will cooperate with the plan that is adopted.

   Mr. Miller will set up a committee to recommend
   proposals--ideas that have not been brought up to this
   point--for committee study.

   Mr. Frank suggested that "We might be moving too fast
   toward the matter of deciding a calendar year."

2. Mr. Stanley Sofas, Chairman of Social Science Division
   (Distributed a report from Cabrillo College.)
   Mr. Sofas feels a change of calendar is needed and hopes
   to have some recommendation by next year. He reviewed two
   calendars.

   a. The 4-1-4 system provides better learning methods
      and an interesting break from routine. The interim
      can be used for research, travel, or innovative
      study. Although it is in the trial stage, it has
      received overwhelming endorsement at Cabrillo College.

   b. The quarter system can work well and has been used in
      other colleges successfully. UCSB faculty felt forced
      into the quarter system and, therefore, did not support
      it. Winter and spring breaks allow registrar's office
      to "catch up."

   Comments: Registration and testing during the year
   amount to one month's time.
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C. A Counselor's View

Mr. Frank Esparza, Instructor-Counselor

Mr. Esparza wants the students and community considered when reaching a decision. Some students are married, and many are working. A calendar that starts and ends too early will affect many students—may cause problems and affect motivation. He urges a good study and wise decision.

Comments: Dean of Student Personnel—Counselors are against three full registration periods. Too much time is spent by counselors in programming rather than personal problems of students. She also noted that more high school students are graduating mid-year.

D. A Student's View

Mr. Ronald Ranft, President of Associated Students

Results of a survey he had made were mentioned. Students surveyed tended to prefer the quarter system or the 4-1-4.

E. An Administrator's View

Mr. Al Silvera, Administrative Dean of Student Services and Activities (Distributed a report on "Trends in Academic Calendars")

Mr. Silvera reported on the calendars in use in the Santa Barbara area. UCSB will continue the quarter system. Westmont is using the 4-1-4 with a one-month period in January and a similar session in the summer to allow for makeup.

Mr. Silvera is not interested in a specific calendar unless it meets the needs of an instructional program and unless the instructional program meets the needs of the students. He believes there is some validity in arranging certain times when experimental classes can be offered to students, faculty, and staff who are interested in innovation. If faculty were effectively motivated, it would serve as stimulation to students who would in turn be motivated.

F. General Discussion and Suggested Follow-up

Dr. Gooder made a recommendation to the Board that the Superintendent be directed to develop with the Academic Senate and to submit for consideration by January 1, 1973 a proposed calendar or calendars which would allow for the completion of the fall semester before the Christmas period and which would permit high school students to enter without undue delay.
Motion by the Board of Trustees

Mr. Wells made a motion to proceed with the study. Mrs. Alexander added: "with the understanding that what we have may be satisfactory." It was seconded by Dr. Dobbs. The motion passed.

II TIME AS AN EDUCATIONAL RESOURCE

A. The Time Factor in Education

Dr. Glenn G. Gooder, Superintendent-President of Santa Barbara Community College District-Santa Barbara City College

Dr. Gooder referred to a recent report "On the Changing Calendar" in the Journal of Higher Education. He reported on the need for using time more efficiently and stated the basic kinds of resources—personnel, facilities, equipment, supplies, and time (second most important to personnel). Time is the resource that is used least effectively in education. There are major areas concerning time that may have a counter-productive impact on the learning experience.

1. Learning experiences have to be adjusted to fit the time factor. For example, each course must meet as many hours per week as scheduled.

2. Each student is bound by artificial time barriers. Time must be adjusted to the common denominator of all students. Teachers are expected to move their students with an infinite variety of backgrounds (experiences, skills, motivation, and talent) through subjects at the same rate.

3. The learning of each individual is evaluated within time constraints so that we are testing not only what he knows but how long it takes for a student to demonstrate what he knows.

Many students will be turned away in the fall due to lack of resources (teachers and classrooms). Several staff members reported on their ideas for using time more efficiently with the thought that more students can be accommodated and fewer will drop out.
B. Breaking Time Barriers

1. "Morning and Afternoon Classes"

Mrs. Margaret Hohenberg, Chairman of Academic Planning Committee

Mrs. Hohenberg discussed the possibility of implementing a "block" plan with three blocks of instruction--morning, "bridge", and afternoon. There are limitations for students in certain areas of study such as sports, health occupations, and theater arts; however, the committee determined that a three-block system could be implemented at Santa Barbara City College and could accommodate one-third more students than are presently enrolled.

2. "Short Courses and Concentrated Learning Experiences"

Mr. Sam Wake, Director/Administrative Dean of Continuing Education Division (Distributed reports --"Toward a Learning Society" and "Does More Time in School Make a Difference?")

Mr. Wake reported that the emphasis in continuing education is on the student and the community's interests, needs and changes. To accommodate the community, their calendar consists of three 12-week terms which coincide with vacations. They also use four-to six-week short courses. These courses are open-ended classes and use a survey approach. The program is carefully planned so that the student can pursue the subject on his own and become more independent. The overall program does take a great deal of administrative time.

3. "Open-End Scheduling"

a. Miss Shirley Conklin, Assistant Dean, Health Occupations Division

Miss Conklin reported on the modular approach to education. This approach allows for more individualized instruction of the student. The curriculum is divided into segments so that students may learn as rapidly as they are able. It offers a more tutorial approach to learning rather than the lecture presentation and more opportunity for independent study. By dividing courses into complete segments students would be able to start at different times during the year thereby accommodating more students. Possible barriers are: cost, general educational requirements, and registration procedures.
b. Mr. Jack Halloran, Chairman of Business Education
   (Distributed a report on "Special Scheduling")

   Another form of "open-end" scheduling was presented by Mr. Halloran. The class program is set up for individualized learning with the aid of tapes, slides and tests. Students enrolled in this type of program are allowed to proceed at their own rate, and some can finish early. There is less pressure for the students who need more time to learn. If they cannot finish the course in one semester, they can withdraw and re-enroll without penalty. Two definite advantages are that the drop-out rate is slightly less, and more students can be scheduled than the class will hold.

   Multiple tract scheduling was also discussed. It is a plan with flexible scheduling that allows for greater utilization of classrooms.

4. "Self-Paced and Individualized Instruction"

   Mr. Robert Carman, Associate Professor in Physical Science Department

   (This 15-minute video tape report, produced on equipment used for SBCC instruction programs, was viewed by the Board of Trustees at their regular meeting on May 11, 1972, after being postponed from the special meeting because of the lateness of the hour.)

   Mr. Carman outlined man's methods of time measurement (the artificial time divisions) and explained how by the use of scheduling (according to more natural time divisions) man might better use his time, specifically in the area of education.

   In education, in the artificial time sense, time is divided into academic years, courses, semesters, quarters, class hours, and days of the week; and time is shaped in this way to give orderliness, but it is expensive.

   The first machine invented was a clock. Today, we live by and are dictated to by machines and schedules. Some people, therefore, are out of time (or out of tune) with nature. Those who have depended on natural time divisions, operating on internal time, were task oriented.

   Mr. Carman believes there is a need to move toward ways of teaching that are more responsive to the natural clocks, which are directed toward student tasks and achievement--
using individualized instruction. An example was given on
how a course could be restructured to give individualized
instruction by removing the time divisions.

His presentation concluded that "there is no need to
allow the calendar and the clock to make decisions for
us", that time is our greatest resource in the educational
process and that we will improve only as we learn to
restructure time to use it more effectively.

C. Developing Trends

1. "What Is Being Done?"

Dr. Tom MacMillan, Director of Research and Development
(Distributed a report on "The Uses of Time and Space: A
Focus on Three Models")

Dr. MacMillan submitted a report on two college calendars.
The first, being used at Cabrillo College, is the 4-1-4
calendar which has received a general sense of endorsement
from the faculty and is combined with block scheduling. He
reported on the mini-college experiment at De Anza College.
The mini-college is a way of clustering a defined number of
faculty with a defined number of students in a systematic
way. The faculty design an interdisciplinary approach so
that at the end of the semester the student receives general
educational requirements. The emphasis is on process rather
than output. The quality of the relationship between
faculty and student was enhanced by the experience. There
is a high attrition rate, but this may be due to the fact
that students receive credit for all 15 units or none.

2. "What Might Be Done?"

a. Mr. Royce Adams, Assistant Professor, English/
Reading Lab Head

Mr. Adams suggested setting up a required class in
two ways: one the standard classroom atmosphere and the
other a more independent study form allowing the student
to proceed at his own speed. He urged a study of class
time before adopting a new calendar.

b. Mr. Jesus J. Gonzales, Instructor in English Department

Mr. Gonzales submitted a report on RSP (Resource
Study Pods) entitled "But at my back I always hear
Time's winged chariot hurrying near."
c. Mr. Vern Stiers, Chairman of Life Science Division

Mr. Stiers expressed his opinion that biological time as well as solar time should be considered. He urged selection of a college calendar that would allow individuals to grow at their own rate. Students tire of class when the semester is too long but are subject to too much pressure when the semester is too short.

D. Adjournment

Dr. Gooder thanked everyone who participated and the members of the Board for their interest. Upon a motion by Dr. Dobbs, Mr. Frank adjourned the special meeting at 7:15 p.m.

By

[Signature]

President of Board of Trustees

May 25, 1972