Memorandum

To: Members of the Board of Trustees

Date: August 3, 1972

File: Career Education

From: Glenn G. Gooden, Superintendent-President

Subject: CAREER EDUCATION SUBCOMMITTEE REPORT AND RECOMMENDATIONS

Your Subcommittee on Career Education has met on several occasions during the Spring of 1972. The committee submits the attached report in which efforts have been made to achieve eight objectives established by the committee.

A policy statement related to Career Education is, hereby, submitted in the form of a resolution for consideration with the recommendation that it be adopted as the policy of the Santa Barbara Community College District on the subject of "Career" Education.

Members of Board Subcommittee on Career Education:

Joe W. Dobbs, Member

Ann Gutshall, Member

Benjamin P.J. Wells, Chairman

GGG:bt
Attachment
RESOLUTION OF THE GOVERNING BOARD OF
SANTA BARBARA COMMUNITY COLLEGE DISTRICT
ENDORSing THE CONCEPT OF CAREER EDUCATION

WHEREAS, "career" education is a newly developing, broadly based concept founded upon the conviction that every educated person should be self-supporting and that the liberal arts and the world of work should be equated in the educational process; and

WHEREAS, more than any other institution of higher education, the community college has developed a viable relationship between the world of ideas and the world of work; and

WHEREAS, already the community college, in general, and the Santa Barbara Community College, in particular, is performing or is capable of performing many functions related to the developing concept of "career" education;

NOW, THEREFORE, BE IT RESOLVED that the Santa Barbara Community College District Board of Trustees welcomes and endorses this newly developing concept and accepts, as a matter of policy, the responsibility of serving as the post-secondary partner in a cooperative effort with other levels of education to develop comprehensive, cooperative programs of "career" education; and

BE IT FURTHER RESOLVED that the Board of Trustees seeks to stimulate discussion and to encourage investigation on the campus of Santa Barbara City College and in the community it serves of the appropriate role to be played by the Santa Barbara Community College District in this developing dimension in education.

BE IT FURTHER RESOLVED that the Board of Trustees encourages the Superintendent and the staff to seek special funding to support experimental and pilot projects and to develop new programs related to "career" education.

PASSED AND ADOPTED this 3rd day of August, 1972, by the Board of Trustees of the Santa Barbara Community College District:

Sidney R. Frank  President
James R. Garvin  Member
Benjamin P. J. Wells  Vice-President
Ann Gutshall  Member
Kathryn C. Alexander  Member
Dorothy N. Meigs  Member
Joe W. Dobbs  Member
I. BACKGROUND:

On December 9, 1971, the Board of Trustees appointed a Subcommittee on Career Education composed of Dr. Joe Dobbs, Mrs. Ann Gutshall, and Mr. Ben Wells, who was named chairman of the committee. Board President, Mr. Sidney Frank, commented at that time, "In view of the new emphasis on career education, the Board should have a committee to pursue this area of interest."

The committee determined at the beginning to function as a study committee with the general objective of developing ideas and proposed policies rather than as a continuing liaison committee on career education.

With this basic objective in mind, interested members of the faculty and staff were invited to meet with the committee, to participate in the discussions, and to provide or prepare materials for consideration by the committee.

In the initial discussions, it was recognized that there is a growing interest in this concept at the national, state, and local levels. The enthusiastic support of this concept by the U. S. Commissioner of Education, Dr. Sidney Marland, was noted. The occupational education policy statement of the California Community College Board of Governors was reviewed.

After initial discussions, the following specific objectives were established by the committee:

1. To describe the meaning and the nature of "career" education.
I. BACKGROUND (CONTINUED)

2. To identify the possible role of the community college in "career" education.

3. To review and describe the current status of "career" education at Santa Barbara City College.

4. To review and describe career clusters and projected manpower needs within those clusters.

5. To describe the students to be served in the Santa Barbara Community College District.

6. To identify and describe problems to be anticipated.

7. To suggest investigation of possible areas of program emphasis or development.

8. To develop proposed policy statements on career education for the Santa Barbara Community College District.

This report is an effort to meet the objectives set by the committee.

The committee wishes to express its appreciation to members of the faculty and staff who participated in the discussions and expressed their views and ideas. Particular appreciation is expressed to the following members of the faculty and staff who prepared the first drafts of materials for this report:

Mr. Dwight Anderson
Miss Shirley Conklin
Mr. Melvin J. Elkins
Mr. M. L. Huglin
Mr. Gordon Santee
Dr. Thomas F. MacMillan
II. MEETING THE OBJECTIVES

A. The Meaning and the Nature of "Career" Education

"Career" education is a newly developing, broadly based concept founded upon the conviction that every educated person should be self-supporting and that the liberal arts and the world of work should be equated in the educational process. It reaches well beyond the traditional concept of "vocational" education. Its focus is not necessarily economic security. Career education is concerned with a readiness for living fruitfully in a modern environment. It recognizes and embraces the fact that all educational experience is a part of career preparation.

In the words of U. S. Commissioner of Education, Dr. Sidney Marland:

"Career education is meant for all. It is not a conversion of vocational education. It is not intended to redirect aspirations. It is intended to free all Americans for free career choices among all options and to make it possible to pursue the open options in any direction. The focus is 'self-determination'. It should start in the middle years of school or earlier. It should be built around the purposes and goals of individuals as well as degrees. It should result in informed planning for young people."

The October 21, 1971, position statement of the Santa Barbara County Vocational Advisory Council supports Marland's position. A portion of that position statement reads:

"We should direct ourselves toward the goal of providing every student with the skills to make a living, no matter at which level of the educational system he leaves. The student should not be pressured into a career program. He should be provided the opportunity to explore as many academic disciplines and occupational fields as possible, consistent with individual ambitions, skills, and interests before making a decision. It may very well be that the skills learned as the result of the first decision will not contribute to his later objectives; however, he will have a marketable product to support him through the period of self-evaluation."
II. MEETING THE OBJECTIVES (CONTINUED)

A. Continued

The nature of career education is yet to be determined. Hopefully, its nature will develop as a relevant response to current and projected needs. Among apparent needs is the fact that many graduates of schools and colleges cannot relate their subject matter to the world of work and to the problems of coping with an urban society. Parents need to be re-educated so that not all young people are pushed in the direction of college preparation and professional training goals. Young people need a broad base within a broad career cluster if they are to maintain adequate options. Cooperation of all education, at least K-14, is required. An attitudinal change is required and it must start early if Americans are to realize that college degrees are not required for success. Counselors need the opportunity to be more than programmers. They need time and the opportunity to explore career options with young people. Students need to have developed career goals and objectives before they enter the community college. Perhaps the greatest need is for a new integrating force in society and in education.

Hopefully, "career" education may become a force and take on a form which will meet the above and related needs.

B. The Possible Role of the Community College in "Career" Education

More than any other institution of higher education, the community college has developed a viable relationship between the world of ideas and the world of work. As an example of the educational institution most nearly appropriate to the needs of our time, the community college has been urged to extend its comprehensive model in both directions: into the elementary and secondary schools and into four-year colleges and universities. In the search for a new relevance in education, more and more Americans look to the community college with the hope that here
II. MEETING THE OBJECTIVES (CONTINUED)

B. Continued

is the institution of higher education which will emphasize career development together with proper concern for liberal education. As the land grant colleges met the agricultural and technological needs of 19th century America, so are the community colleges expected to meet the human needs of 20th century America.

Career education, in its comprehensive concept, must begin early in the education of youth. The community college should serve as the post-secondary partner in a cooperative effort with other levels of education. It seems likely that such a partnership might be developed in two phases. During the first phase, until secondary and elementary education have developed their programs, a cooperative developmental effort would be required. Later, as students are oriented and involved early in career education, a new kind of cooperative effort would be required.

Already, the community college is performing or is capable of performing many functions related to the developing concept of "career" education. The community college can or does provide instruction for the development of marketable skills; occupationally oriented guidance services including the distribution of job task analysis information, and testing services for occupational interest and ability; liaison with high schools and special schools within its service area; close liaison with lay advisory groups; close cooperation with the business, professional, and industrial community in developing part-time student work stations, off-campus; leadership in the practice and dissemination of new technologies and skills; and cooperative participation with other educational, cultural, and civic groups in the use of local resources.

Of institutions of higher education, only the community college is flexible enough to adapt readily to changing needs. One specific area, for example, in which the community college can, and should, become more flexible in the near future is in
II. MEETING THE OBJECTIVES (CONTINUED)

B. Continued

the area of short-term career or occupationally oriented programs.

In the Summer of 1971, the Director of Research & Development,

Dr. Thomas F. MacMillan, conducted a follow-up study of students

who did not return to SBCC after one year. In the summary of

that report, Dr. MacMillan wrote the following:

"Perhaps the most intriguing aspect of the study is the

contrast between the one-year and the one-semester

sample. At least to this observer, the case for briefer,

more intensive certification courses of study preparing

people for direct entry into the job market is made

convincingly in the contrast between the current activities

of the one-semester versus one-year students."

C. The Current Status of "Career" Education at Santa Barbara City

College

In the Santa Barbara Community College District as in most
districts "career" education has, for the most part, been
considered as that type of education which leads from this
institution directly into a career for which the individual
would be trained, or as education which adds to the training
of the person who is now actively engaged in the career for
which that training was designed.

Within that concept, the Santa Barbara Community College
District offers a wide variety of experience for those who
would like to gain further knowledge, understanding, and training in a particular career. The selection of offerings is not complete nor all inclusive, but it is very extensive. These are presented in, basically, three areas: college credit courses, Continuing Education, and special programs. In addition to this, various services are offered which are designed to assist in career selection. Taking first the area of college credit classes, the following two pages give an excerpt from the Fall, 1971, Statistical Report that comes from the Office of Admissions and Records. It is a listing of majors offered at Santa Barbara City College with data on the number of students indicating their preference for a particular major.
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<thead>
<tr>
<th>INTEREST AREAS LEADING TO TRANSFER AND OR ASSOCIATE IN ARTS DEGREE, ASSOCIATE IN SCIENCE DEGREE, OR CERTIFICATE</th>
<th>DAY &amp; CONC.</th>
<th>NIGHT</th>
<th>TOTAL</th>
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<td>32</td>
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<td>7</td>
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<td>4</td>
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<td>15</td>
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<tr>
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<td>5</td>
<td>42</td>
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<td>54</td>
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<td>75</td>
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<tr>
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<td>3</td>
<td>21</td>
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<td>Medicine (Pre)</td>
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<td>13</td>
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<tr>
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<td>26</td>
<td>7</td>
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<td>77</td>
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<td>Radiologic Technology</td>
<td>18</td>
<td>3</td>
<td>21</td>
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<tr>
<td>Sociology</td>
<td>95</td>
<td>11</td>
<td>106</td>
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<td>7</td>
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<td></td>
<td>30</td>
</tr>
<tr>
<td>Theology(Pre)</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
II. MEETING THE OBJECTIVES (CONTINUED)

C. Continued

According to this report, of the 6,453 students enrolled in the college credit programs for the 1971 Fall semester, there were 3,506 students indicating that they were aiming at a particular goal and specified a major that would afford them an A. A. Degree, an A. S. Degree, or a certificate, or would provide them with the background which would enable them to transfer to a four-year institution in the major of their choice. This means that 54.3% of the enrolled students had their sights on a particular objective as they entered the semester.

The other 2,947 students in the report, were classified under a general studies major. This could mean that they did not indicate a major, listed their choice as "undecided", were aiming at completion of general education requirements for transfer, or were just seeking an A. A. Degree in general studies.

In addition to the credit programs as described above, under the adult education program of the Continuing Education Division of the City College, there is a very wide choice of offerings. The following list, taken from the headings under Continuing Education in the News-Press insert, gives a good example of the scope of this program:

- WORLD AFFAIRS AND HISTORY
- HUMANITIES AND PHILOSOPHY
- ENGLISH, LITERATURE AND WRITING
- UNDERSTANDING THE SCIENCES
- ON UNDERSTANDING OURSELVES
- ON UNDERSTANDING CHILD GROWTH AND DEVELOPMENT
- FINE ARTS
- THEATRE ARTS AND SPEECH
- EVENING HIGH SCHOOL PROGRAM
- MUSIC
- FOREIGN LANGUAGES
- HOME AND FAMILY LIVING
- BUSINESS EDUCATION
- TECHNICAL-VOCATIONAL
- ENGLISH AS A SECOND LANGUAGE AND PREPARATION FOR CITIZENSHIP
- BASIC EDUCATION
- ARTS AND CRAFTS
- APPRENTICESHIP PROGRAMS

Another area in which the District participates in "career" education is the MDTA Program. Under this program, students are recommended to the College by the Department of Human Resources Development. It is limited to veterans and disadvantaged individuals but these persons have opportunities to train in five different areas:
II. MEETING THE OBJECTIVES (CONTINUED)

C. Continued

- LANDSCAPING
- ELECTRONICS
- LICENSED VOCATIONAL NURSING
- AUTOMOTIVE SERVICES
- HIGH SCHOOL DIPLOMA COMPLETION

These are special programs under special funding and are somewhat restricted by governmental rulings.

When it comes to the services offered by the College, thoughts usually focus on the counseling office. Counselors are constantly involved in "career" education in terms of the newly developing concept. When students come to talk of programming, their conversation is most often related to their overall goal, which in turn speaks of the career choice. As counselors discuss personal problems, the discussion many times relates to the overall desire of the student which, again, leads to conversation about their identity and expression of their feeling of being successful. Obviously, many students come to speak directly about career choice. This provides an opportunity for the counselor to give information in the most direct, understandable, and thorough way.

Counselors make use of brochures and four semester programs which direct students toward particular major goals. Transfer college catalogs and the Occupational Outlook Handbook augment the planned programs. In addition, counselors make use of career information files. One of these files is located in the counseling office and is a source that comes directly from industry and associations related to specific occupational fields.

The college library has vocational files which come from four commercial sources. These are constantly updated to keep information current. Another file contains information requested and received directly from industry and associations related to various fields. The library stacks contain a Vocational Encyclopedia and several government publications such as the
II. MEETING THE OBJECTIVES (CONTINUED)

C. Continued

Occupational Outlook Handbook. Several books in the library collection deal with specific career topics.

Counselors teach a Career Planning Course each semester. This provides students with an opportunity to be tested in various ways and to have the results interpreted to them in such a way as to provide direct application to an occupational choice. Testing is made available each semester through the counseling office, allowing students to examine areas of interest as expressed in the test. Test results are interpreted to the student in an individual conference.

Other services directly connected with "career" education and available to the student on the Santa Barbara City College campus are instructors' advisement, work experience classes, visiting speakers who come as successful people in the fields they represent, contacts with advisory committees as they assist in the direction of the various programs on campus, and "Career Day" types of experiences which are usually in conjunction with the County Schools.

Santa Barbara City College, also, has been funded recently to participate in a cooperative career education program with Santa Barbara City Schools. A career information center will be established on campus.

D. Career Clusters and Projected Manpower Needs

There are no firmly defined and discreetly exclusive career clusters. However, it is possible to group careers in broad categories with the advantages that within the cluster, careers have much information and skill in common and within the cluster a wide variety of choices is available to the student or the person who has found a general, if not a specific, interest. A recent publication of the U. S. Department of Health, Education, and Welfare listed 15 such broad career clusters:
II. MEETING THE OBJECTIVES (CONTINUED)

D. Continued

<table>
<thead>
<tr>
<th>AGRI-BUSINESS &amp; NATURAL RESOURCES</th>
<th>HOSPITALITY &amp; RECREATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS AND OFFICE</td>
<td>MANUFACTURING</td>
</tr>
<tr>
<td>COMMUNICATION AND MEDIA</td>
<td>MARINE SCIENCE</td>
</tr>
<tr>
<td>CONSTRUCTION</td>
<td>MARKETING &amp; DISTRIBUTING</td>
</tr>
<tr>
<td>CONSUMER &amp; HOMEMAKING EDUCATION</td>
<td>PERSONAL SERVICES</td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td>PUBLIC SERVICE</td>
</tr>
<tr>
<td>FINE ARTS &amp; HUMANITIES</td>
<td>TRANSPORTATION</td>
</tr>
<tr>
<td>HEALTH</td>
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</tr>
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</table>

Evidence mounts to support the view that both the world and the world of work will be very different in the years ahead. The December, 1971, issue of College and University Business carried a special section on career education. Reference was made to the changing world of work in such comments as the following:

"Despite a rapid growth rate in the 'professional' occupations, a Labor Department study of the jobs which will be available in the coming decade indicates only about one in five will require higher education preparation. The Department of Labor's Occupational Outlook Handbook projects a 13 percent increase in blue-collar jobs between now and 1980 and a 36 percent increase in white-collar positions. Service producing industries (trade, government, health care, education, transportation, repair and maintenance, finance, insurance, real estate) are expected to grow from 44.2 million people in 1968 to 59.5 million by 1980, a 35 percent increase. The work force in goods-producing industries (agriculture, mining, construction, manufacturing) is expected to increase from 27.5 million to 30 million, a 10 percent increase."

"What do these changes in the labor market portend for educators? This: That the demands on education in the next decade will be much different from those of the past decade. Not only will more students attend occupation-oriented courses at the secondary school and community college level, but the occupations of the future will require changes in curriculum."

(COLLEGE AND UNIVERSITY BUSINESS, December, 1971, p. 42)
II. MEETING THE OBJECTIVES (CONTINUED)

D. Continued

In November, 1970, the Research Office of the Santa Barbara Community College District conducted a study of local manpower needs, based on the available publications in the field. Based on a county-wide interest in making more precise estimates of need, the Vocational Advisory Council and the County Office of Education contracted with the General Research Corporation to conduct a local study of manpower needs. The results of the study should be available in the very near future.

Pending publication of the GRC Study, Tables III and IV from the 1970 study provide a cursory estimate of local manpower needs, by major occupational category. It is of some interest that Table V illustrates the congruence between local needs and local training resources, a pattern which is anticipated to continue.
(Southern California Report)

Southern California Employment 1965-1969 (including Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, San Luis Obispo, Santa Barbara and Ventura Counties)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>85,775</td>
<td>-0.9</td>
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<tr>
<td>Mining and Fishing</td>
<td>21,825</td>
<td>+3.3</td>
</tr>
<tr>
<td>Construction</td>
<td>209,775</td>
<td>-4.0</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>1,185,450</td>
<td>+18.4</td>
</tr>
<tr>
<td>Durables</td>
<td>857,420</td>
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</tr>
<tr>
<td>Non-Durables</td>
<td>327,880</td>
<td>+16.0</td>
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<tr>
<td>Transportation, Communication and Utilities</td>
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<td>+19.2</td>
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<tr>
<td>Trade</td>
<td>1,026,985</td>
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<tr>
<td>Wholesale</td>
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<td>Retail</td>
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<tr>
<td>Financial, Insurance, Real Estate</td>
<td>245,125</td>
<td>+14.5</td>
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<tr>
<td>Services</td>
<td>990,645</td>
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<tr>
<td>Government</td>
<td>704,825</td>
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<tr>
<td>Total Civilian Labor Force</td>
<td>4,932,575</td>
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### TABLE IV

Trends in Industrial Structure of Non-agricultural Wage and Salary Employment

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<tr>
<th></th>
<th>Total</th>
<th>1960</th>
<th>1968</th>
<th>Percent Change</th>
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<th>Proportion 1968</th>
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<td><strong>Total</strong></td>
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<td>76,500</td>
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<td>900</td>
<td>0.0</td>
<td>1.9</td>
<td>1.2</td>
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<td>Construction</td>
<td>4,300</td>
<td>3,800</td>
<td>1,500</td>
<td>-11.6</td>
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<td>Manufacturing</td>
<td>7,800</td>
<td>10,200</td>
<td>2,400</td>
<td>30.8</td>
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<td>2,300</td>
<td>3,400</td>
<td>1,100</td>
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<td>22.5</td>
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<tr>
<td>Fin., Ins., and real estate</td>
<td>1,800</td>
<td>2,800</td>
<td>1,000</td>
<td>55.6</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Services</td>
<td>9,400</td>
<td>18,400</td>
<td>9,000</td>
<td>95.7</td>
<td>20.2</td>
<td>24.0</td>
</tr>
<tr>
<td>Government</td>
<td>8,700</td>
<td>19,800</td>
<td>11,100</td>
<td>127.6</td>
<td>18.7</td>
<td>25.9</td>
</tr>
</tbody>
</table>
### TABLE V

**Distribution of 1975 California Manpower Needs vs Distribution of 1970 Enrollments in Vocational Education Programs - Santa Barbara County**

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Total* Need</th>
<th>% of Total Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional, Technical Managerial</td>
<td>30.62%</td>
<td>26.00%</td>
</tr>
<tr>
<td>Clerical, Sales</td>
<td>28.37%</td>
<td>40.00%</td>
</tr>
<tr>
<td>Services</td>
<td>14.52%</td>
<td>7.10%</td>
</tr>
<tr>
<td>All crafts, trades, operations</td>
<td>23.71%</td>
<td>23.90%</td>
</tr>
<tr>
<td>Farming, Fishing, Forestry</td>
<td>.85%</td>
<td>3.00%</td>
</tr>
</tbody>
</table>

*Figures do not total 100% because "laborer" is not included from State figures.*
II. MEETING THE OBJECTIVES (CONTINUED)

E. The Students to be Served in the Santa Barbara Community College District

Students in the Santa Barbara Community College District, in the aggregate, are very much like those in other American communities.

Reports indicate that nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for careers. In 1970-71, there were 850,000 elementary and secondary school dropouts, many of whom found school irrelevant. In the same year, 750,000 general curriculum high school graduates did not attend college and 850,000 high school students who entered college in 1967 did not complete the baccalaureate or an organized occupational program.

The District Research Office has provided projections of enrollments and of student characteristics for Santa Barbara City College. The following Table VI shows the State Department of Finance estimates of local enrollment for 1972-1980. Based on actual enrollments in the District for 1970 and 1971, the current local graduates eligible to enter SBCC are estimated in the third column. A revised estimate based on population growth in the District is given in column 4. Finally, the proportion of total enrollment accounted for by local entering freshmen is given. As a point of reference, during the five-year period ending in 1970, this proportion was .2749; however, the Chancellor's recent memo noting the impact of the 18-year-old majority for inter-district attendance suggests that the proportion of new residents is likely to increase while the proportion of local high school grads decreases. This trend will probably last for about two to three years, as reflected in Table VI.

Another way of looking at the same data is to ask what proportion of the entire day graded enrollment is likely to consist of local students making normal progress by sequential enrollment beginning with a Fall semester. Table VII presents
II. MEETING THE OBJECTIVES (CONTINUED)

E. Continued

this information. Again, a low ebb of this proportion is expected between now and 1975, with an increase after that.

The critical unknown is what kind of student we will be likely to attract, both locally and with increased open access. Based on 1965-1970 comparison, the Office of Research would anticipate the following:

1. A continued diversity of student academic aptitude, characterized by a bi-modal distribution rather than by homogeneity.

2. Increased racial and ethnic diversity, through about 1974 leveling off.

3. Increase in average age, numbers of veterans, numbers of married students through 1974.

4. Increase in declared two-year technical or career major enrollments to about 35% in 1975, leveling off at that point.
<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
<th>Current Estimates Local Graduates</th>
<th>Current Progression Estimate</th>
<th>Population Growth Estimate</th>
<th>Proportion of Total Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>4899</td>
<td>2198</td>
<td>1011</td>
<td>1079</td>
<td>.2356</td>
</tr>
<tr>
<td>1973</td>
<td>5117</td>
<td>2250</td>
<td>1035</td>
<td>1174</td>
<td>.2202</td>
</tr>
<tr>
<td>1974</td>
<td>5276</td>
<td>2266</td>
<td>1042</td>
<td>1251</td>
<td>.2294</td>
</tr>
<tr>
<td>1975</td>
<td>5492</td>
<td>2258</td>
<td>1039</td>
<td>1292</td>
<td>.2371</td>
</tr>
<tr>
<td>1976</td>
<td>5596</td>
<td>2347</td>
<td>1080</td>
<td>1409</td>
<td>.2517</td>
</tr>
<tr>
<td>1977</td>
<td>5667</td>
<td>2296</td>
<td>1056</td>
<td>1442</td>
<td>.2544</td>
</tr>
<tr>
<td>1978</td>
<td>5729</td>
<td>2252</td>
<td>1036</td>
<td>1478</td>
<td>.2579</td>
</tr>
<tr>
<td>1979</td>
<td>5895</td>
<td>2224</td>
<td>1023</td>
<td>1522</td>
<td>.2561</td>
</tr>
<tr>
<td>1980</td>
<td>5951</td>
<td>2296</td>
<td>1056</td>
<td>1636</td>
<td>.2749</td>
</tr>
</tbody>
</table>

.2473
### TABLE VII

Anticipated Mix of Local, Normal Progression Students vs all Others  
1972-1980

<table>
<thead>
<tr>
<th>Year</th>
<th>Entering Class</th>
<th>Continuing 2nd Year</th>
<th>Normal Progression Local</th>
<th>All Others</th>
<th>Total Enrollment</th>
<th>Proportion Normal Progression Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972</td>
<td>1079</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1973</td>
<td>1174</td>
<td>863</td>
<td>2038</td>
<td>3079</td>
<td>5117</td>
<td>.3983</td>
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<tr>
<td>1974</td>
<td>1251</td>
<td>939</td>
<td>2190</td>
<td>3086</td>
<td>5276</td>
<td>.4151</td>
</tr>
<tr>
<td>1975</td>
<td>1292</td>
<td>1001</td>
<td>2293</td>
<td>3199</td>
<td>5492</td>
<td>.4176</td>
</tr>
<tr>
<td>1976</td>
<td>1409</td>
<td>1034</td>
<td>2443</td>
<td>3153</td>
<td>5596</td>
<td>.4366</td>
</tr>
<tr>
<td>1977</td>
<td>1442</td>
<td>1127</td>
<td>2569</td>
<td>3098</td>
<td>5667</td>
<td>.4534</td>
</tr>
<tr>
<td>1978</td>
<td>1476</td>
<td>1153</td>
<td>2631</td>
<td>3098</td>
<td>5729</td>
<td>.4593</td>
</tr>
<tr>
<td>1979</td>
<td>1522</td>
<td>1182</td>
<td>2704</td>
<td>3191</td>
<td>5895</td>
<td>.4587</td>
</tr>
<tr>
<td>1980</td>
<td>1636</td>
<td>1218</td>
<td>2854</td>
<td>3097</td>
<td>5951</td>
<td>.4796</td>
</tr>
</tbody>
</table>
II. MEETING THE OBJECTIVES (CONTINUED)

F. Problems to be Anticipated

It is to be expected that problems will be confronted in any significant social change. The same may be said for transitional phases in education. Several possible problems related to the developing concept of "career" education were identified. They include:

1. The difficulty of understanding and articulating a new, broadly conceived concept with the related danger that it will become simply a warmed-over version of vocational education.

2. The danger that general education -- education for living -- will be slighted as education for making a living is emphasized.

3. The problem of finding the proper role of the community college in the total spectrum of career education.

4. The problem of developing a related approach carefully articulated with other levels of education.

5. The danger of establishing narrowly conceived occupational objectives and programs rather than broadly conceived career objectives providing dynamic flexibility and wide choices at any stage.

6. The problem of funding either for development or for implementation of new concepts and new programs within present economic constraints.

G. Possible Areas of Program Emphasis or Development

This section of the report contains possible areas to be investigated by the Board of Trustees and by the faculty and staff for implementing Board policy on career education. It is not the intention of the committee to recommend that the Board of Trustees prescribe programs and procedures. Rather it is the intention of the committee to stimulate discussion, to pose questions, and to encourage investigation of this developing dimension in education in which the community college will have a vital role to play.
In order to begin the process of discussion and interaction, possible areas of emphasis or development are suggested in two categories: short-range and long-range. In each category questions are posed to initiate a dialogue on the campus and within the community about career education and the role of the Santa Barbara Community College District.

1. Questions Related to Possible Short-Range Needs

a. Should career orientation programs be more comprehensive and more readily available?

(1) Should there be a center on campus and centers off-campus for career guidance, testing, and referral?

(2) Should the District develop a career catalog and brochures and booklets describing careers and career opportunities?

b. Should Santa Barbara City College provide career counseling that reaches every enrolled student and in which the skills and interests of each are assessed?

(1) Should there be a commitment to truly individualized guidance?

(2) Should specialty guidance and individual referral be provided?

(3) Should diagnostic testing services be expanded significantly?

c. Should accurate and accessible forecasts of manpower needs be provided?

(1) Will the General Research Corporation study be adequate?

(2) How much responsibility should the college assume for gathering and disseminating such information?
II. MEETING THE OBJECTIVES (CONTINUED)

G. Continued

1. d. Should the College provide for a comprehensive and sophisticated matching of skills and manpower needs?

(1) Should the College do more with follow-up studies of graduates?

(2) Should the College accomplish more through a closer relationship with vocational advisory committees?

e. Should the College do more to develop curricula which are responsive to the changing requirements of the world of work?

(1) Should the College do more to enrich outside-of-classroom learning experiences?

(2) Should the College do more to realize the full potential of work experience?

(3) Should the College develop core curricula through an inter-divisional design?

(4) Should the College do more to promote easy and rapid movement from academic to occupational programs and from occupational to academic programs?

(5) Should the College do more with course certification through behavioral testing?

(6) Should the College develop programmed instruction in a cluster of skills?

(7) Should the College develop inter-disciplinary occupational programs such as in:

- BIO-MEDICAL INSTRUMENTATION?
- GRAPHIC STENOGRAPHY?
- AUTOMOTIVE SERVICE WRITING?
- FOOD HEALTH INSPECTION?

(8) Should the College encourage development of a continuing education series for all health professions and allied health occupations?
II. MEETING THE OBJECTIVES (CONTINUED)

G. Continued

1. e. (9) Should the College consider additional health occupation programs such as for:

   INHALATION THERAPY?
   WARD CLERKS (HOSPITALS)?
   WARD MANAGERS (HOSPITALS)?
   MEDICAL ELECTRONICS TECHNOLOGY?
   RADIATION TECHNOLOGY?
   AN EVENING A.D.N. PROGRAM?
   THE LOWER DIVISION OF A
   BACCALAUREATE NURING PROGRAM?

(10) Should the College offer environmental ecological education for such areas as:

   POLLUTION PREVENTION?
   DISEASE PREVENTION?
   ENVIRONMENTAL PLANNING?
   RESOURCE CONSERVATION?

(11) Should the College offer a medical/paramedical program such as has been suggested by Mr. Stiers and others?

(12) Should the College develop more short-term occupational programs?

(13) Should the College do more in the development of career cluster programs in such areas as:

   MACHINE REPAIR AND MAINTENANCE?
   PUBLIC WORK TECHNOLOGY?

(14) Should each instructional division be encouraged to develop career applications of its subject matter?

f. Should the College do more in creative use of new media and methods for informing the public, orienting students, and teaching courses?

   (1) Should the College join the Southern California TV Consortium?

   (2) Should the College explore the possibilities of Cable Television?

   (3) Should the College begin to develop extensive cassett libraries for informing the public, orienting students, and teaching?

   (4) Should the College begin to develop home study kits built around media?
II. MEETING THE OBJECTIVES (CONTINUED)

G. Continued

2. Questions Related to Possible Long-Range Needs

a. Should the College take the lead in arranging increased cooperation and coordination of career education at all levels?

   (1) Should the College reach more affirmatively to the secondary schools?

   (2) Should the College exert greater efforts to articulate with all levels of education?

b. Should the College more aggressively consider the need for and the possible advantages of a regional occupational plan and/or a regional occupational center?

c. Should the College seek to develop and participate in experiments or pilot projects of a cooperative nature for all grade levels (elementary, secondary, community college, university) in at least two or three areas?

d. Should the College mount a concerted effort to achieve a proper relationship between the liberal arts and the world of work?

e. Should the College mount an extensive campaign to secure special funding to support the search for a comprehensive program of career education?