DIRECTIONS FOR CHANGE

Goals, Objectives
and
Organization

Santa Barbara
Community College District

OCTOBER, 1973
REPORT OF THE STEERING COMMITTEE

OF THE

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

GOALS, OBJECTIVES, AND ORGANIZATION STUDY

Prepared for the
Board of Trustees

October 25, 1973

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FORWARD:

Throughout the Nation and particularly within the State of California, efforts have been, are and will continue to be taken to establish goals of education. The main purpose of the California legislature's Joint Committee on Educational Goals and Evaluation, chaired by Assemblyman John Vasconcellos is to "improve the public's access and input to the decision making process in public education." Although this committee's efforts are directed to the elementary and secondary school system, many institutions of higher education have also embarked upon a program of achieving and maintaining public trusts in the schools and in those who run them and embarked upon a program of assuring that educational programs paid for with public funds are appropriate to public needs.

To this point, the Santa Barbara Community College District embarked on an ambitious program of developing the goals and objectives of the District and a program for studying implementation procedures. This was no small endeavor.

The basis for the study came from the impetus of Joint Committee on the Master Plan for Higher Education also chaired by Assemblyman Vasconcellos. The goals statements developed by the committee were refined and used as a community, staff, student survey for evaluating purposes to determine how the constituencies felt about the Santa Barbara Community College District. Eighteen goals statements were used for the survey. Appendix IB presents the results of that study.

To implement the results of the survey, a steering committee, four program study committees, and three resources committees were appointed. All committees were composed of four faculty, four students, two administrators, and eight to ten community members selected at random from the list of respondents.

Each committee was assigned specific tasks within the area of concern. The program committees studying Occupational Education, General and Liberal Arts (Credit), General and Liberal Arts (Non-Credit) and Student Support Services were charged to:

1. examine district goals in terms of the nature of the concern of the committee.
2. assess the current status of college programs within the area of concern to determine what is being done to achieve the indicated goals.
3. develop statements of objectives for what should be done and what results are expected in the area of the committee's concern.
4. prepare reports and present to Resources Committees and the Steering Committee.

The resources committees, consisting of Facilities, Finance and Organization, were charged to review each program committee's report for objectives which directly affected the area of the resources committee and were requested to:

1. examine all objectives in terms of the nature of the concern of the committee.
2. assess the current status of college support services to determine what is being done to achieve objectives.
3. recommend alternatives which may be expected to make possible achievement of objectives in the most effective and efficient manner.
4. prepare reports and present to the Steering Committee.
It is impossible to adequately thank all the participants for their contributions. However, from among all of the participants, special recognition is made of the contributions of Mr. Burt Miller and Mrs. Dee Rose. Mr. Miller served as the Steering Committee’s project writer, while Mrs. Rose served as Secretary to the Committee. Additionally, all of the following persons participated as their time would permit:

**Occupational Education** - Chairman, Gene Kelley; Mel Elkins; Abelino Bailon; James McDermott; Earl Cumpiano; Jessie Aguirre; Ray Hackbart; Jim Edwards; and Leo Stark

**General and Liberal Arts Education (Credit)** - Chairman, Peter Haslund; Jesus Gonzales; Claire Hoffner; George Guzman; Stacy Oppen; Barbara Hansen; James Burk; Bob Carmen; Burt Davis; and William VanNess

**General and Liberal Arts Education (Non-Credit)** - Chairman, Donald Calamar; Martin Bobgan; Joseph Bagnall; Dennis Cogan; Robert Martinez; Mart Oakley; Michael Saperstein; Timothy Fetler; John Fox; Raymond Rosales; and Loretta Soske

**Student Support Services** - Chairman, Glenn Gaston; Al Silvera; Theresa Caccesa; Lloyd Peterson; Robert Swinney; Jackie Trotter; Eric Peterson; Kay Fulton; Harold Hilderbrand; Dorothy Vehrencamp; Dave Johnson; and Lisle Bresslin

**Facilities** - Chairwoman, Erica DiBartolomeo; Lisle Bresslin; Bill Regis; Mike Ramirez; Isabel Beck; Bill Miller; Jack Halloran; and Don Trent

**Finance** - Chairman, William Cahill; Bill Cordero; Don Sorsabal; Sultan Aziz; Joan Zeluck; Dave Roberts; Dave Pickering; and Lous Mazzetti

**Organization** - Chairman, Burton Miller; Glenn Gooder; Russ Wenzlau; Sophie Schnitter; Jerome Moore; Evalyn Stafford; Ellen Downing; Theron Barnes; Gene Brady; Lee Coburn; John Forsyth; and Mrs. August Grimm
INTRODUCTION:

This report to the Board of Trustees of the Santa Barbara Community College District is the culmination of several months of analysis and discussion by a group of people representing the various constituencies which make up the district community - administration, faculty, classified staff, students, and lay people. Participants were organized into seven study committees of eight to twelve members each. In addition, the initial planning and final integration of the results of the project were carried out by a steering committee appointed by the Superintendent-President and subsequently augmented by the addition of the chairmen of the seven study committees.

Four of the study committees directed their efforts toward an analysis of four "program" areas and formulation of recommended improvements. The four areas are: Occupational Education, General and Liberal Arts Education (Credit), General and Liberal Arts Education (Non-Credit), and Student Support Services. The conclusions and recommendations of the program study committees were next studied by three "resource" study committees: Facilities, Finance, and Organization. These resource study committees formulated specific recommendations in their respective areas.

The responsibility of the Steering Committee, and the subject of this report, is the compilation of these recommendations into a plan for their implementation. Inevitably, there arose, in a few instances, contradictory recommendations. In such cases, the Steering Committee attempted to resolve the conflict by recommending an approach which, to the majority of the committee, appeared to offer the best solution.

In addition, there were questions which the study committees failed to address, either because of the press of schedule or because they did not feel competent to deal with the question. These the Steering Committee discussed, and where it was felt a recommendation should be offered, one is included. Otherwise, additional study is recommended.

The reports of the four program study committees and three resource study committees are appended hereto. While this report is a distillation of these seven study reports, the reader is strongly urged to read them carefully for the detailed development of their recommendations and for discussion which was necessarily omitted from this summary.

This report should not be considered final. Rather, it should be considered to be the initial step in a continuing process of analysis and evaluation of objectives and means of implementation.
MAJOR RECOMMENDATIONS FOR CHANGE:

In brief summary, the major changes recommended to the Board are listed below. A detailed discussion of these recommendations and other matters considered by the Steering Committee constitutes the remainder of the report.

A. Reduce the number of top-level administrators (administrative deans) from five to four by combining Admissions and Guidance with Student Services and Activities.

B. Create an ad hoc study committee to consider the feasibility of increased coordination and integration between the Continuing Education program and the credit program.

C. Restructure the credit instruction organization into four principal divisions:

   (1) Liberal Arts
   (2) Science and Environmental Studies
   (3) Health Occupations
   (4) Business, Trade and Technical

   Each of these divisions are to be headed by a full-time administrator, eliminating released time and bonus plans. The present twelve divisions are to be abolished.

D. More Evening College from Continuing Education to Credit Instruction.

E. Create a new position of assistant to the head of Instruction to handle any or all of the administrative duties related to Evening College, Summer Session, and Educational Development Services at the discretion of the head of Instruction.

F. In Student Support Services, expanded as recommended above, there should be four major subdivisions:

   (1) Admissions and Records
   (2) Student Services
   (3) Counseling
   (4) Educational Opportunities Program

   The committee recommends that the Educational Opportunities Program be headed by a full-time person.

G. A new classified position should be created on the Superintendent-President's staff for the handling of institutional research and grants.

H. A centralized career information service should be created to make readily accessible to all interested persons, all relevant information on career opportunities and requirements.

I. A single, centralized facility should be provided for Student Support Services.
J. A comprehensive system of priorities and evaluation criteria should be established so that allocations for new personnel, programs, and services can be made on a rational basis.

K. A continuing effort should be made to refine techniques of projection so that multi-year budgeting can be incorporated in district planning.

L. Initiate studies to reappraise the benefits to be derived from an increased emphasis on interdisciplinary education and cooperative learning programs as well as from a revision to the college calendar, as suggested in the Report of the General and Liberal Arts Education (Credit) Committee.
DISCUSSION:

ORGANIZATION:

The attitude of the Steering Committee regarding the top administrative level of the district is that the positions of Superintendent and President should continue to be held by a single person. No position on this question was taken by the Organization Committee.

Immediately under the Superintendent/President, however, the committee recommends that the present five positions of administrative dean be reduced to four. This can be effected by integrating Admissions and Guidance with Student Services and Activities, the combined grouping to be called Student Support Services. Corollary to this would be placement of Institutional Research in a staff relationship to the Superintendent/President as discussed below.

The committee on General and Liberal Arts (Non-Credit) made the specific recommendation that the Continuing Education program, because of its district-wide responsibilities, should continue to report directly to the Superintendent of the district. That committee further felt that it was desirable for Continuing Education to maintain organization, administration, and funding separate from the day credit program.

The committee on Occupational Education noted that coordination between the credit and non-credit Occupational Education programs existed mainly by virtue of the good working relationship of the people involved, rather than through the administrative structures of the district. They recommended that the Organization Committee address this problem, with a view toward defining an administrative structure that would assure coordination and cohesiveness for the Occupational Education programs. This was also a specific suggestion of the Community College Occupational Program Evaluation Committee (CCOPES) report of January, 1973. However, it was not the intent of the Occupational Education Committee to recommend an integration of credit and non-credit courses. Further, the Occupational Education Committee felt it was very important that the user should be served by the organization and not restricted by it.

Partly in response to this, and partly with a view toward integrating all instructional programs in the district, the Organization Committee recommended placing Continuing Education under the head of Instruction. This plan would reduce the number of top-level administrative positions to three. They further recommended that non-credit Occupational programs be placed in the Business, Trade, and Technical Division described below. It was the feeling of the Organization Committee that this would not only effect improved coordination in Occupational Education but would promote greater mobility of students between credit and non-credit studies and would bring about greater unification and cohesiveness to all instructional programs. The recommendation was, of course, in direct conflict with the report of General and Liberal Arts (Non-Credit) Committee.
The Steering Committee was at first sharply divided on the question. However, after considerable discussion, a consensus was reached that Continuing Education should continue to report directly to the Superintendent/President. This decision was based on the following considerations:

1. The district has one of the best Adult Education programs in the country, serving a clientele of over 25,000 persons.

2. The program was developed under the present structure and, in the opinion of some members of the Steering Committee, it owes its excellence partly to that fact.

3. The program is distinctly different from the credit programs in a number of ways, and especially in its diversity of locations, nature of instruction, flexibility of curriculum, and nature of its clientele.

The Steering Committee, in arriving at this conclusion, is quite conscious of the fact that it fails to respond to the lack of coordination in Occupational Education cited by the reports of the Occupational Education Committee and the COPES team. The Steering Committee agrees that an improved administrative structure would be desirable to deal with this problem as well as the problem of unifying all instructional programs. Under the present structure, the Continuing Education program operates as a virtually separate organization within the district, having its own bookstores, enrollment procedures, and curriculum development and planning with essentially no interaction with the rest of the college. While this may be a natural result of the history of its development, and while much of this separation may be necessary to the continued strength of the program, the Steering Committee feels that a special study is warranted to determine the desirability and feasibility of increased coordination and integration of the instructional and administrative organization of Continuing Education with the rest of the college. The proposed study should place particular but not exclusive emphasis on the improvement of coordination between credit and non-credit Occupational Education and should also address the question of joint use of facilities.

**Instruction:**

The Steering Committee recommends that the current twelve academic divisions under the head of Instruction be reduced to four divisions. These are:

1. Liberal Arts
2. Science and Environmental Studies
3. Business Trade, and Technical
4. Health Occupations

The majority of the committee, with a minority dissent, believes that these divisions should be headed by persons appointed from the teaching ranks who would perform full-time in those positions. The exact structuring of departments under these four divisions is best left to the faculty, but one might reasonably expect that Liberal Arts would include social sciences, fine arts, and languages, and that Science and Environmental Studies would include physical and life sciences and mathematics. The Business, Trade, and Technical Division is seen as the current credit...
vocational programs with the addition of Business Administration. Health Occupations would remain separate and essentially as it is now, since it is more or less constrained by State nursing school requirements. Recognizing that the above proposal constitutes a major change in the academic organization, the Steering Committee feels that the plan should be reviewed by the Academic Senate, and independent recommendations should be solicited from that body.

In addition to the academic divisions cited above, the Steering Committee recommends several other changes in Instruction. Responsibility for the Evening College should be shifted from Continuing Education to Instruction. Summer Session and the Library, now under Instruction, should remain there. Finally, the committee recommends the creation of an Educational Development Services group which would encompass the Learning Resources Center, tutorial services, and teachers' aides. Audio-visual services, now in the library organization, should be shifted to the new Educational Development Services group. It is anticipated that in time, budget permitting, the Audio-visual service could be expanded into a central, multi-media production service for the district. Finally, the committee recommends the creation of a new position of assistant to the head of Instruction. The duties of this position would be the supervision of any or all of the above (except the library) at the discretion of the head of Instruction.

Student Support Services:

It is recommended that Student Support Services be subdivided into four principal divisions. These are:

(1) Admissions and Records
(2) Student Services
(3) Counseling
(4) Educational Opportunities Program

Whereas placement of all such services under a single administrator recognizes the growing interdependence of all such services, the proposed breakdown recognizes the growing importance of certain of these services, especially counseling and EOP. In the case of the latter, the college has already taken one important step by hiring a full-time EOP coordinator.

It was generally agreed that there should be a full-time person in charge of each of the four subdivisions named above, although there was dissent regarding the need for a full-time head of counseling. The dissenters felt that this position could be handled on a released time basis using one of the counselors.

The rapidly changing demands in the area of Student Services requires that flexibility be maintained in the detailed structure. For this reason, the Steering Committee does not feel that it should make any specific recommendation regarding the breakdown of detailed functions under the four major subdivisions. Rather, the committee recommends that the administrative head of Student Support Services be given the freedom to define this detailed structure in accordance with the needs of the moment, and that as emphasis shifts from one area to another, this person be free to realign the services organization accordingly, with the approval of the Superintendent/President and Board of Trustees.
Additional Recommendations:

The Steering Committee recommends no change in the staff positions of Director of Facilities and Resource Development and Director of College Information. The committee does, however, recommend the creation of a new classified position on the Superintendent/President's staff to handle institutional research and to coordinate the obtaining of grants for the entire district. (This position was proposed in the Steering Committee's interim report and was approved by the Board of Trustees on August 2, 1973.)

Affirmative Action, which is assuming an increasing importance on the campus, should also answer directly to the Superintendent/President. However, the committee does not feel that the position need now be full-time. Therefore, it is recommended that someone be appointed to the Superintendent/President's staff on a part-time basis and that this person be assigned other responsibilities elsewhere in the organization. It would be inappropriate for the Steering Committee to be more specific than this.

The Steering Committee discussed the question of appropriate titles for the administrators. It was agreed that this question could be important where administrators frequently deal with the news media and the public.

Since a title often conveys to the public a level of authority or "importance", it is advisable to establish a hierarchy of titles which carry the desired image. There was considerable feeling on the committee that the present titles do not fully satisfy this desire, and the committee feels that some attention should be devoted to the subject. While the committee makes no specific recommendation, it suggests that consideration be given to the following hierarchy of titles under the Superintendent/President: Vice-president or Assistant Superintendent (rank and pay to be the same even if titles at this level differ), Dean, and Associate Dean. The decision on this question should be made by the Superintendent/President with the approval of the Board of Trustees.

The Organization Committee listed three areas that appeared to need study but which they did not have time to address. The Steering Committee concurs in that list and adds a fourth area.

1) The extensive committee structure, within which much of the college decision-making takes place, should be analyzed to see if it is consistent with the present needs of the district.

2) The student segment of the college community has, for some time, voiced a desire for a more meaningful and influential role in the decision-making machinery of the college. Yet, student participation in student government has been pathetically sparse. It is apparent that students do not feel that their government is an effective medium. A study of this problem is recommended to determine the extent to which students can and should be involved, and the most effective ways to implement their involvement.
(3) The present Goals, Objectives, and Organization study is being conducted by a group of ad hoc committees which will disband at the completion of the study. There is a need for some sort of continuing institutional self-evaluation, taking into account the point of view and needs of all segments of the college community including the general public.

(4) The Business Services organization is one of the most extensive in the district. Yet it was not studied by any of the committees involved in this study. This was mainly a question of priorities and schedule requirements. However, the Steering Committee feels that a study of Business Services is warranted and recommends that such a study be instituted in the near future.

FACILITIES:

In reviewing the recommendations of the Facilities Committee, there appears to be one overriding consideration. This is the State requirement that matching funds for construction will be forthcoming only if the district maintains a minimum level of utilization of its available classroom space. Strictly speaking, the utilization criterion applies to all classrooms, credit and non-credit. However, there appears to be uncertainty at this time regarding how rigidly it will be applied to non-credit floor space.

A serious potential problem arises in this district because the utilization requirement comes up against another State requirement that prohibits the use of facilities for credit classes unless those facilities conform to minimum fire and earthquake safety standards. In the Santa Barbara Community College District, some of the non-credit facilities are under used and most are non-conforming with respect to the safety standards. If these facilities are subjected to the utilization formula along with credit facilities, it may present difficulty for the district in establishing the minimum required utilization. If this does arise, relief may be possible through new legislation. The situation should be watched very carefully.

In the vital area of Continuing Education facilities, the Steering Committee agreed that it is essential that Continuing Education maintain its current flexibility and its ability to take its services to the public at convenient locations and times. There was also agreement on the general desirability of reducing waste, duplication, and inefficiency, whether it involves facility utilization, purchasing practices, interdepartmental relations, or student and faculty affairs. Unfortunately, it appears that these two objectives may, at times, be contradictory, and the committee could not arrive at firm recommendations for accomplishing both desirable ends.

A few specific suggestions were discussed at length, and these are reported here, not as recommendations but with the hope that continuing discussion and study will ensue. The items discussed were the following:
(1) Relocation of all administrative offices of Continuing Education to the Mesa campus, and development of the Santa Barbara Street buildings into specialized facilities.

(2) Reduction or elimination of duplication between Continuing Education and the Mesa campus with regard to libraries, bookstores, audio-visual services, purchasing and warehousing, and student services facilities.

(3) Development of small, multi-use rooms adjacent to specialized facilities that can be used both as classrooms and as service areas for the specialized facility with a view to improving the utilization factor.

The Steering Committee felt that major changes in the facilities arrangements of Continuing Education would be warranted only after additional study. It, therefore, recommends that the first two of the above items be included in the recommended study of the organizational status of Continuing Education. The committee recommends proceeding with the third item whenever practicable.

Immediate attention should be given to the creation of a central information service for the dissemination of data concerning career requirements and opportunities. The exact form this might take requires special analysis, but it should provide ready access, for both students and faculty, to background information concerning:

(1) Future employment needs, both locally and elsewhere.

(2) Feedback from employers on the adequacy of education, level of skills, and placement requirements.

(3) Inventory of currently available jobs.

(4) Legal requirements for specific careers.

(5) Contacts where further information can be obtained.

This service might be simply an extensive filing system with open access to all users, or it might be a computerized storage system with access to the data through remote typewriter or cathode ray tube terminals. The optimum form should be decided by a special study.

There was concurrence with the Student Support Services and Facilities committees on the need for a central building to house all Student Support Services. It has been suggested that the present library would serve this purpose well, and this committee agrees. There is no doubt that Student Support Services are becoming increasingly important and that the college cannot afford to treat this aspect of its function as peripheral. Thus, as the Master Plan for the campus takes shape, provision should be made for bringing all Student Support Services under a single roof.
The Steering Committee does not concur with the recommendation of the Facilities Committee that interim expanded facilities are needed for Admissions and Records. Although there is agreement that the present facilities are inadequate, it is felt that this is principally a problem of peak loading which can be tolerated until such time as the above recommendation regarding all Student Services can be implemented.

Study should be undertaken to determine how the Campus Center could be modified to provide more flexible room layout to accommodate changeable needs.

There was agreement among the Steering Committee on the need for an improved warehouse facility. It is felt that larger facilities are needed and that the traffic pattern needs to be revised to improve accessibility and to eliminate the dangerous mixture of vehicle and pedestrian traffic that now exists. Additionally there was agreement among the committee members, with minority dissent, on the need for a staff lounge.

FINANCE:

The most critical result of the analysis of the Finance Committee is the conclusion that a financial crisis looms at the end of this decade. According to the projections, deficit financing will begin in Fiscal Year 1979, and by F.Y. 1982, expenditures are estimated to exceed available funds by over $1,000,000.

Although this conclusion is subject to several assumptions, it is evident that serious attention must be given now to methods of alleviating the situation. Otherwise, the district will almost surely suffer a loss in its ability to meet the diverse needs of the community.

There are several possible answers to this imminent financial crisis. The most direct method is, of course, to seek additional sources of funds, either through federal, state, and private grants, through tax override, or through legislation. The addition of a staff assistant for institutional research and grants, recommended above, will help in the acquisition of grants. The use of tax overrides should be considered to be a last resort.

Equally important approaches to alleviating the financial problem may be taken internally. A general cost-consciousness should be promoted throughout the college to reduce or eliminate waste and inefficiency wherever possible. Improved cost effectiveness in both instruction and services can be realized by a willingness to explore new approaches. Also, a more rational method of allocating available resources should be developed consistent with the objectives emerging from this study and any subsequent studies of institutional goals and objectives.

The reader is referred to the report of the Finance Committee for the detailed projections of Average Daily Attendance, assessed valuation, and expenditures upon which the conclusions are based.
CONCLUDING COMMENTS:

It is apparent through much of the foregoing that there is one very important basic question on which it has been impossible for the Goals, Objectives, and Organization Study to reach a general consensus. That question is the extent, if any, to which the Continuing Education organization, facilities, and funding should be integrated with the rest of the district. There is no disagreement that the district has an excellent program in Continuing Education that is very well supported and patronized by the community. It is also agreed that any changes that are made must not compromise this excellence.

The difficulty arises apparently from the fact that any significant change entails risks which are not easily measured but which give rise to fairly intense feelings on both sides. Proponents of change cite the improved communication, efficiency, facility utilization, and overall sense of community that would presumably result. Opponents cite the dangers of the Continuing Education program suffering a loss of its fair share of district resources and of its instructional flexibility which would result in a decline in its ability to meet a wide variety of community needs at diverse locations on short notice.

There is merit to both positions, and it is, therefore, probably prudent to proceed slowly with any significant changes. However, there are outside forces at work, such as the State requirements on the utilization of space, which may have a significant effect on many of these decisions. Therefore, it would be well for the district not to suppress or submerge the problem in hopes that it will go away. It may, instead, be resolved by these outside forces to the detriment of the entire district. Thus, the committee feels that this question should have top priority in a continuing study, so that control will remain with the college community, so that changes will be to the benefit of the entire district, and so that adequate precautionary measures are taken to ensure the continued excellence of all of the district programs.

The Steering Committee wishes to draw particular attention to the excellent recommendations regarding curriculum of the Credit and Non-Credit General and Liberal Arts Committees. Many of the thoughts presented in those reports are worthy of very serious consideration by the entire college community. However, their implications with respect to Facilities, Finance, and Organization were not clear. Owing to the structuring of this study, it was, therefore, not feasible to include them in this summary. The committee feels this is regrettable, since they deal with the basic function of the institution.
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APPENDICES
GOALS FOR SANTA BARBARA CITY COLLEGE:
RESULTS OF THE INSTITUTIONAL GOALS INVENTORY STUDY

Santa Barbara City College

Research Office Memo 17-72
November 13, 1972

Thomas F. MacMillan
Administrative Dean
Admissions, Guidance and Research
GOALS FOR SANTA BARBARA CITY COLLEGE:
RESULTS OF THE INSTITUTIONAL GOALS INVENTORY STUDY

Background:

During the Spring, 1972 semester, the Joint Committee on the Master Plan for Higher Education enlisted the aid of all institutions of higher education in California to conduct a study of goals. The Committee staff requested each college to administer 300 questionnaires (Institutional Goals Inventory) to students, faculty, and community representatives. Statewide, nearly fourteen thousand persons responded in 68 community colleges. Some concern had been voiced early in the study that, because the I.G.I. had been developed for all of higher education, the specific and unique goals of the community college were not represented fully enough. For this reason, a number of colleges added six optional goal statements recommended by a Committee of the California Junior College Association. The resulting study for each campus, just released by Educational Testing Service, reports all results for the 90 I.G.I. items, along with the six local items.

The Institutional Goals Inventory:

The Inventory contains 90 goal statements divided into 20 "goal areas." These are divided into two categories; "output" goals (what the college is planning to accomplish), and "process" goals (in what kind of campus environment or climate the college plans to provide service). The specific goal areas in each category are:

Output Goals

Academic Development (acquisition of knowledge, mastery, etc.)
Intellectual Orientation (as an attitude, style, commitment)
Individual Personal Development (of one's unique human potential)
Humanism/Altruism (idealism, social concern)
Cultural/Aesthetic Awareness (appreciation, sensitivity to the arts, etc.)
Traditional Religiousness
Vocational Preparation
Advanced Training (graduate, professional)
Research
Meeting Local Needs (community, public service)
Public Service (to region, state, nation)
Social Egalitarianism (meeting special educational needs)
Social Criticism/Activism (toward change in American life)

Process Goals

Freedom (academic, personal)
Democratic Governance (emphasizing structural factors)
Community (emphasizing attitudinal factors, morale, ethos)
Intellectual/Aesthetic Environment (intellectual stimulation)
Innovation
Off-Campus Learning
Accountability/Efficiency

The SBCC Sample:

A total of 128 persons responded to the I.G.I. locally, including: 38 faculty members (30%), 52 day students (41%), 4 trustees (3%) and 33 community respondents (26%). The community respondents were obtained from active members of the Continuing Education Advisory Committee, with the kind assistance of Mr. Sam Wake. The community respondents would, therefore, be expected to be familiar with, and supportive of, the college and its programs. All other respondents were selected as a random class, or as a random individual. The student respondents were precisely divided among freshmen and sophomores, and represented all majors on campus. The age range for all respondents was from 17 to 68, and was representative in each decade category listed. The sample appears to have been sufficiently diverse to represent a range of opinion from the entire campus community.

Findings:

I. The General Ranking of Goals

Table I shows the ranking for both "Is" (current status of SBCC) and "Ought" (what SBCC should be) rankings for all 20 broad goal areas. To test whether there was any statistically significant difference between "Is" and "Ought" in the judgment of the 128 local respondents, a test was made of the two rankings: the resulting correlation was .734. This correlation of respondent rankings between our current and our desired state was likely to occur by chance less than five times in a hundred. There seems to be a strong agreement institutionally that the goals we are achieving relate to those
Table I

Ranking of All Twenty Goal Areas

"Is" vs. "Ought"

<table>
<thead>
<tr>
<th>&quot;Is&quot;</th>
<th>Goal Area</th>
<th>&quot;Ought&quot;</th>
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<tbody>
<tr>
<td>1</td>
<td>&quot;Community&quot;</td>
<td>2</td>
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<tr>
<td>2</td>
<td>&quot;Freedom&quot;</td>
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<tr>
<td>12</td>
<td>&quot;Intellectual/Aesthetic Environment&quot;</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>&quot;Cultural/Aesthetic Environment&quot;</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>&quot;Humanism/Altruism&quot;</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>&quot;Public Service&quot;</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>&quot;Social Criticism/Activism&quot;</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>&quot;Off Campus Learning&quot;</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>&quot;Research&quot;</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>&quot;Advanced Training&quot;</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>&quot;Traditional Religiousness&quot;</td>
<td>20</td>
</tr>
</tbody>
</table>

Spearman Rank-Difference Correlation (RHO) Between "Is" and "Ought" = .734

\[ t = 4.59 \quad p < .05 \]

Spearman Rank-Difference Between Local and Statewide "Ought" Statements = .974

(N = 14,935 persons on 68 community college campuses)
the respondents felt we should be achieving. Within the list some discrepancies did occur, as, for example with the ranking of "Freedom," "Academic Development," "Individual Personal Development" and "Intellectual/Aesthetic Environment." The mean rankings of the highest ten goal areas reporting the opinion of respondents on what SBCC should be achieving was only between 3.71 and 4.22, indicating a strong clustering of goals with high scores. It may be inferred that the differences in ranking in these cases is not as significant as it appears. The calculated statistic suggests that the difference is not significant in any statistical sense.

To assess the possible variation between local and statewide assessments of desired goals ("Ought" statements), a comparison was made between the judgments of the local group and the total statewide sample of community college respondents. The Spearman Rank-Difference correlation of rankings between these two groups was .974. This correlation again illustrates how consistent is the judgment of the total responding group concerning the goals of California Community Colleges.

II. Comparison Among Local Respondents

A comparison was made among the responses of faculty, students and community representatives to obtain a basis for evaluating how widely dispersed these judgments were locally. The resulting rank-difference statistics are given in Table II. Comparisons were made between faculty and student, student and community, and faculty and community rankings for both "Is" and "Ought" goals. In no case was the correlation lower than .755 for any two groups. Every correlation was statistically significant. The judgment of each responding segment was measurably congruent with the others, suggesting that the total judgment of the group can in fact be taken as representative of opinion on the goals of Santa Barbara City College.

III. Highest Ranking Goal Areas

The close association between what we describe as the current state of goals and the desired state at Santa Barbara City College has already been noted. Table III contains a listing of the seven goal areas ranked in the top ten for both "Ought" and "Is" responses with all goal items listed under each area. In addition, three additional goal areas ranked in the top ten for desired ("Ought") goals are also presented. Individual goal statements receiving an exceptionally high value are indicated by an asterisk.

IV. Highest Individual Goal Statements

The reported results thus far have pertained to the items in the published Institutional Goals Inventory, consisting of 90 goal items. In addition to these goal statements, the California Junior College Association suggested
Table II

Spearman Rank-Difference Correlation For "Is" and "Ought" Judgments of Twenty Goal Areas: Faculty, Student and Community Rankings

<table>
<thead>
<tr>
<th>&quot;Is&quot; Rankings</th>
<th>RHO</th>
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<tbody>
<tr>
<td>Faculty-Student</td>
<td>.837*</td>
</tr>
<tr>
<td>Student-Community</td>
<td>.755*</td>
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<tr>
<td>Faculty-Community</td>
<td>.810*</td>
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</table>

<table>
<thead>
<tr>
<th>&quot;Ought&quot; Rankings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Student-Community</td>
<td>.919*</td>
</tr>
<tr>
<td>Faculty-Community</td>
<td>.889*</td>
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</table>

* p. < .001
### Table III
**Areas in Highest Ten for Both**
*"Is" and "Ought" Judgments*

<table>
<thead>
<tr>
<th>Area I: Community</th>
<th>&quot;Is&quot; = 3.43</th>
<th>&quot;Ought&quot; = 4.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>To maintain a climate where faculty commitment to the goals of the institution is as strong as their career commitment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To maintain a climate of open and candid communication throughout the organizational structure. (4.15)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To maintain a campus climate in which differences of opinions can be aired openly and amicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To maintain a climate and mutual trust and respect among students, faculty and administrators. (4.44)</em></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Area II: Vocational Preparation</th>
<th>&quot;Is&quot; = 3.27</th>
<th>&quot;Ought&quot; = 4.22</th>
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</thead>
<tbody>
<tr>
<td><em>To provide students an opportunity for training in specific careers, e.g., accounting, nursing, etc. (4.38)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To develop educational programs geared to new and emerging career fields. (4.17)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To provide retraining opportunities for individuals whose job skills are out of date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To assist students in deciding upon vocational career. (4.34)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area III: Social Egalitarianism</th>
<th>&quot;Is&quot; = 3.22</th>
<th>&quot;Ought&quot; = 3.76</th>
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</thead>
<tbody>
<tr>
<td>To provide educational experiences relevant to the evolving interests of women in America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>To move toward/maintain open admissions and develop meaningful educational experiences for all admitted. (4.11)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To offer developmental/remedial programs in basic skills (reading, writing, mathematics).</td>
<td></td>
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</tr>
<tr>
<td>To provide educational experiences relevant to evolving interests of Blacks, Chicanos, American Indians.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IA-6
Table III (Continued)

Area IV: Democratic Governance

"Is" = 3.19  "Ought" = 3.74

To create a system of campus governance genuinely responsive to concerns of all on campus.

To develop arrangements for students/faculty/administration to be significantly involved in campus government.

To decentralize decision making on the campus to the greatest extent feasible.

To assure that everyone may participate/be represented in making decisions affecting them.

Area V: Meeting Local Needs

"Is" = 3.16  "Ought" = 3.77

*To provide continuing educational opportunities for local area adults on a part-time basis. (4.27)

To serve as a cultural center in the community served by the campus.

To provide trained manpower for local-area business, industry, and government.

To facilitate involvement of students in neighborhood and community-service activities.

Area VI: Innovation

"Is" = 3.09  "Ought" = 3.76

To build a campus climate where continuous educational innovation is accepted as an institutional way of life.

To experiment with different methods of evaluation and grading student performance.

To experiment with new ways of individualized instruction, such as tutorials, flexible scheduling, etc.

To create procedures so that curriculars and instructional innovations may be readily initiated.

Area VII: Intellectual Orientation

"Is" = 2.99  "Ought" = 3.96

To train students in methods of scholarly inquiry, scientific research, and problem solving.

*To increase the desire and ability of students to undertake self-directed learning. (4.20)

To develop students' ability to synthesize knowledge from a variety of sources.

To instill in students a life-long commitment to learning.
Table III (Continued)

Continuation - Goals in Highest Ten "Ought," but Not "Is"

Area VIII: Individual-Personal Development

"Is" = 2.96  
"Ought" = 4.08

*To help students identify their own personal goals, and develop means of achieving them. (4.33)

To help students develop a sense of self-worth/self-confidence and a capacity for impact on events.

To help students achieve deeper levels of self-understanding.

To help students be open, honest and trusting in their relationships with others.

Area IX: Intellectual/Aesthetic Environment

"Is" = 2.95  
"Ought" = 3.85

To create a climate in which students spend much free time in intellectual/cultural activity.

To create a climate where students and faculty easily and informally discuss ideas and interests.

To sponsor each year a rich program of cultural events, e.g., lectures, concerts, art exhibits.

To create an institution widely known as an intellectually exciting and stimulating place.

Area X: Humanism/Altruism

"Is" = 2.78  
"Ought" = 3.71

To encourage students to become conscious of the important moral issues of our time.

To help students understand and respect people from diverse backgrounds and cultures.

To encourage students to become committed to working for world peace.

To encourage students to make concern for the welfare of mankind a central part of their lives.

* Items marked with an asterisk are the most highly rated individual items in the "Ought" judgment of respondents.
six optional items which related specifically to the functions of the community college. Table IV shows the items rated with a mean of at least 4.20 on a five point scale, including the six optional items.

Apparently the judgment of CJCA was validated in local experience, since five of the six optional items were included in the list of preferred goals. Each of the traditionally identified functions of the community college was reaffirmed in this list by the local participants in the study. Specifically, the transfer function was affirmed by the second goal; the career-vocational education function by two goal statements; the remedial-developmental function by one statement; adult and continuing education by two goals; and counseling by two. One "process" goal was also included among the highest ranked. In fact, the highest ranked goal desired by respondents from the Santa Barbara City College community was the "process" goal concerned with the climate of mutual trust and acceptance on campus.

V. Discrepancies Between Current and Desired Goals

An analysis was made of the specific goal statements with the largest discrepancy between the group mean score for "Is" and "Ought" judgments. Three of these individual items were included among those eleven most highly evaluated campus wide. In terms of management information, the discrepancy between desired and actual states is particularly valuable for these items. Singled out as highly valued discrepancy areas were vocational guidance, academic and personal guidance (goals), and self-directed learning. These results are shown in Table V.

Inferences From the Data:

The local respondents to a study of institutional goals affirmed traditional functions of the community college in the areas of transfer, vocational, general, remedial, continuing and adult education. In addition, the local interest in "process" was also emphasized. The "community" goal area, emphasizing candid and open communication throughout the campus at all levels was ranked first as reflecting the current description of the college, and second among those desired goals.

There was strong evidence showing how close was the match between our actual and our desired goals, in the opinion of local respondents. One indication of this congruence of opinion was the comparison of local and statewide means for the twenty goal areas, both as "Is" and as "Ought" statements. Eighty-five percent of our local means were higher than the state means for "Is" statements, while 65% of our local means were lower than the state on "Ought" judgments. There was less evidence of a major discrepancy in any goal area locally than statewide. We seem to reflect a clear understanding of ourselves, and perceive ourselves to be well on the way to accomplishing our desired goals.
Table IV

Highest Eleven "Ought" Goal Statements

(Including CJCA Optional Statements)

To maintain a climate of mutual trust and respect among students, faculty and administrators. (4.44)

To provide an educational program to each student who indicates he intends to transfer to a four-year college a program of courses which will help him attain his goals. (4.39)

To provide students an opportunity for training in specific careers—accounting, nursing, etc. (4.38)

To provide the selected academic and career experiences that will both help the student make a career choice and prepare him for successful entry into that career. (4.37)

To assist students in deciding upon a vocational career. (4.34)

To provide classes for adults appropriate to the needs and desires of the community, including basic, general, vocational, and avocational education. (4.33)

To help students identify their own personal goals and develop means of achieving them. (4.33)

To provide continuing educational opportunities for local adults on a part-time basis. (4.27)

To provide remedial and developmental courses sufficient to equip the students to pursue goals within reasonable reach according to their talents in specific fields. (4.25)

To provide students with the services of experts who are in a position to counsel with respect to choices, and to provide counseling services in personal matters as they relate to progress; to provide student services in financial aid, employment and activities. (4.24)

To increase the desire and ability of students to undertake self-directed learning. (4.20)
Table V

Highest Discrepancies for All
"Is" and "Ought" Items

To encourage students to make concern for the welfare of mankind a central part of their lives. (2.61 vs. 3.68 = 1.07 discrepancy)

* To increase the desire and ability of students to undertake self-directed learning. (2.91 vs. 4.20 = 1.29 discrepancy)

* To help students identify their own personal goals and develop means of achieving them. (3.29 vs. 4.33 = 1.04 discrepancy)

To help students develop a sense of self worth/self-confidence and a capacity for impact on events. (2.96 vs. 4.05 = 1.09 discrepancy)

To help students be open, honest and trusting in their relationships with others. (2.69 vs. 3.92 = 1.23 discrepancy)

To provide retraining opportunities for individuals whose job skills are out of date. (2.83 vs. 4.00 = 1.17 discrepancy)

* To assist students in deciding upon a vocational career. (3.31 vs. 4.34 = 1.03 discrepancy)

To create a climate where students and faculty easily and informally discuss ideas and interests, (3.07 vs. 4.09 = 1.02 discrepancy)

To develop students' ability to synthesize knowledge from a variety of sources. (3.08 vs. 4.08 = 1.00 discrepancy)

To instill in students a life-long commitment to learning. (2.90 vs. 3.90 = 1.00 discrepancy)

* Included among the eleven highest goals of the institution.
There were some discrepancies between our actual and desired states, as reflected in individual goal items. Forty percent of these discrepancy items showed a mean of less than 4.00 on a five point scale for the desired state, and could be judged to be of relatively minor significance institutionally. Three discrepancy goals were included among the most important on campus: personal goal counseling, vocational counseling, and self-directed learning. The impact of a newly established Career Development Facility and a more self-conscious program of vocational counseling, which was instituted during the 1972-73 college year, should be felt in this important area.

The study of goals is a continuous process in any institution. As a formal study, the occasion of the study mandated by the Joint Committee of the Legislature has been helpful to the local process of self-examination and self-assessment. As expected, the local option items developed specifically to reflect community college concerns were very highly assessed. The Institutional Goals Inventory itself was probably a meaningful instrument to assess broad opinion for all segments of higher education, but its limitations for the community college seem to have been illustrated by the local study.
SANTA BARBARA CITY COLLEGE

To: College Organization Study Committee
From: Tom MacMillan
Date: January 17, 1973
Re: Validation of Goals Study for SECC

Last Spring, the college community participated in a study of goals. Respondents included faculty, administrators, members of the Board of Trustees, students and members of the community. From this study, a list of eleven goals was derived as representing the strong consensus of all of the responding groups. An additional list of seven goals showed areas of strong interest, but with high discrepancies in accomplishment. I propose that as an initial step in the study of college organization we validate the goals on a larger sample. Specifically:

1. All SECC contract faculty.
2. All SECC classified staff.
3. All SECC administrators.
4. All SECCD trustees.
5. A sample of all hourly instructors.
6. A sample of 261 SBCC students (90% confidence level).
7. A sample of 381 residents of the community, as listed in the City Directory (95% confidence interval level).

For purposes of illustration, I have attached a proposed instrument and a sample cover letter which would be sent to all potential respondents.

This study would be the first step in a more fully defined involvement in a study of institutional directions, as proposed by Dr. Gooder.

TFM/mjm
Dear

The administration and staff of Santa Barbara City College are conducting a study of college goals as part of an assessment of our effectiveness in meeting the needs of our community. One aspect of this study is to involve community opinion in the formulation of goals.

Your name has been randomly selected from the City Directory as part of the community sample to assist us in this project. Since the sample is small, we hope that you will be able to take five minutes to complete the brief questionnaire enclosed. The response of each person is very important to us, especially since we need to have community participation in our concerns.

The questionnaire enclosed asks you to evaluate Santa Barbara City College as you see it presently, and as you would like to see it. For each goal, please indicate your evaluation of how we are doing currently ("IS"), and how you think we ought to be doing ("SHOULD BE").

After we have completed this phase of the study, a series of discussions based on these goals will be held. Members of the community will be invited to participate in these discussions, along with students, staff, faculty and administrators. A place has been provided on the answer sheet for you to indicate your interest in joining these discussions if you wish to do so.

Thank you for taking the time to assist us. If you have any questions, please feel free to call me at the number below. If you would like to know the results of the study, please note that on your questionnaire, and we will see to it that you receive the final report. Telephone: 965-0581, ext. 355, 356.

Cordially,

Thomas F. MacMillan
Administrative Dean
Admissions, Guidance and Research

TFM/mjm
Encl.

I B-1
<table>
<thead>
<tr>
<th>No or N/A</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. To maintain a climate of mutual trust and respect among students, faculty and administrators.

2. To provide an educational program to each student who indicates he intends to transfer to a four-year college, including courses which will help him attain his goals.

3. To provide students an opportunity for training in specific careers - accounting, nursing, etc.

4. To provide the selected academic and career experiences that will both help the student make a career choice and prepare him for successful entry into that career.

5. To assist students in deciding upon a vocational career.

6. To provide classes for adults appropriate to the needs and desires of the community, including basic general, vocational and avocational education.

7. To help students identify their own personal goals and develop means of achieving them.

8. To provide remedial and developmental courses sufficient to equip students to pursue goals within reasonable reach according to their talent in specific fields.

9. To provide continuing educational opportunities for local adults on a part-time basis.

10. To provide students with the services of experts who are in a position to counsel with respect to choices, and to provide counseling services in personal matters as they relate to progress; to provide student services in financial aid, employment and activities.

11. To increase the desire and ability of students to undertake self-directed learning.

12. To encourage students to make concern for the welfare of mankind a central part of their lives.
12345 13. To help students develop a sense of self-worth/self-confidence and a capacity for impact on events.

12345 14. To help students be open, honest and trusting in their relationships with others.

12345 15. To provide retraining opportunities for individuals whose job skills are out of date.

12345 16. To create a climate where students and faculty easily and informally discuss ideas and interests.

12345 17. To develop students' ability to synthesize knowledge from a variety of sources.

12345 18. To instill in students a life-long commitment to learning.

I would be interested in participating in further discussions of college goals.

______________________________
Name

______________________________
Address

______________________________
Telephone

I B-3
GOALS FOR SANTA BARBARA CITY COLLEGE
A RESTUDY OF LOCAL PREFERENCES

Research Office Memo 3-73
March 19, 1973

Thomas F. MacMillan
Administrative Dean
Admissions, Guidance and Research
GOALS FOR SANTA BARBARA CITY COLLEGE

A RESTUDY OF LOCAL PREFERENCES

Background

In Spring, 1972, a Joint Committee of the Legislature of the State of California conducted a study of the Master Plan for Higher Education. As one part of this study, commercially available instruments, the Institutional Goals Inventory, were distributed to faculty, students, trustees and members of the community served by every public institution of higher education in the state.

Santa Barbara City College conducted a local analysis of the results of that study and a report was prepared. Eleven items, some of which had been added as local optional goal statements in the questionnaire, were shown to have high consensus at that time. An additional seven items were shown to have high discrepancies between the perceived current state of SBCC and a desired future ("should be") state.

During the 1972-73 academic year, the College has been preparing to conduct a major study of its priorities, goals and organizational structure for the remainder of the twentieth century. It has been anticipated that all of the constituencies of the College would be actively involved in the process of goal setting, and in discussing options for service during the next two decades. As a first step in the local study, it was decided to validate the original goals study and ascertain priorities for the benefit of all participants in the college study of its organizational, fiscal, facilities, curriculum, and student services options.

The Questionnaire and the Respondent Samples

An eighteen item questionnaire was developed listing the highest ranked items from the Spring, 1972, study, and the highest discrepancy items from the same source. The document was prepared in both English and Spanish to assure fullest community response, and distributed to the following groups:

1. All SBCC administration and contract faculty.
2. All SBCC classified employees.
3. All members of the SBCCD Board of Trustees.
4. A randomly selected sample of SBCC classes offered in the English Division.
5. A sample of part-time and evening faculty members.
6. A stratified random sample of Santa Barbara census area residents.

Particular attention was paid in drawing the community sample to assure a distribution of all census tracts, income and ethnic variations, and other factors. A total of 922 questionnaires were mailed, and a 15% response rate was gained immediately so that some analysis could be done of the data. For purposes of comparison, Figure A below shows the distribution of Spring, 1973, students at Santa Barbara
Figure A

Census Distribution of SBCC Students

Spring, 1973 vs Community Respondents

Spring, 1973 Goals Study

<table>
<thead>
<tr>
<th>Tract</th>
<th>Students</th>
<th>%</th>
<th>Community Respondents</th>
<th>N</th>
<th>%</th>
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I C-2
City College in comparison with the responding sample, distributed across census tracts of residence. With two exceptions, the community response group is within five (5) percent of the distribution within the student body currently being served. The two exceptions are: an excessively high proportion of respondents from census tracts 5.01 and 5.02, and a low proportional representation from census tracts 12.01, 02. An analysis of 1970 census data shows that the median income in the Santa Barbara census area was $9,514. Residents of census tracts 5.01 and 5.02 showed a median income of approximately $12,700. Further analysis shows that in the whole census area, 9.4% reported themselves to be "self-employed," while in census tracts 5.01, and 5.02, the figure was 14.7%. A cursory view of census tract twelve shows that its pattern of income and employment parallels the area almost exactly. Thus, Figure A shows that the community opinion surveyed in the responses is slightly biased in the direction of relatively higher income, higher socio-economic status families, at the expense of greater representation in the middle income group.

Generally speaking, however, the responses were an adequate basis for conducting an analysis of the survey. The response rate from faculty was 48%; approximately the same (43%) for classified staff. Since the surveys were administered to students in randomly selected classes, a good response rate was assured for that group.

**Findings**

Tables I through V indicate the mean score on a five point scale for each of the eighteen items in the goals inventory, considered both as a reflection of Santa Barbara City College's current state ("Is"), and a desirable future state ("Ought"). Each table also shows the rank for the "Ought" statements, to indicate the direction the response group felt to be most desirable for Santa Barbara City College. A discrepancy score is also shown for each goal statement, indicating the magnitude of perceived difference between where we now are, as a college, and where the respondents felt we ought to be.

Table VI shows the "Ought" rankings of the eighteen goals for four response groups. The responses of trustees were based on a small sample size, and the ranking reduced from eighteen to four sets of tied scores, rendering a comparison with other groups relatively inappropriate. Table VI also shows the composite score resulting from summing the rank scores of the four groups, and a composite ranking showing the combined judgment of community, faculty, student and classified staff opinion.

In addition, a Spearman Rank-Difference correlation (RHO) was calculated for all possible pairs of groups. Of six pairings, only two were shown to be in statistically significant agreement; classified staff-faculty, and community-faculty. A visual survey of the table indicates a pattern of general agreement concerning high and low placement, say in the top or bottom nine among eighteen. The differences in opinion seem to be a matter of particular emphasis among the various choices.

Table VII combines the discrepancy scores ("Ought" vs. "Is") for four respondent groups, and derives a composite ranking for all respondents.
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Responses of Community

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Goals for Santa Barbara City College

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**Goals for Santa Barbara City College**

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<td>4</td>
<td>+.25</td>
</tr>
</tbody>
</table>
A Composite of Opinion

The final table in the study, Table VIII, arranges all eighteen goal statements in composite rank order, and shows the composite rank for discrepancies for each item. The higher the rank in each case, the greater the value of the item or the higher the discrepancy.

Among the top nine items of the eighteen goal statements, four showed discrepancy scores in the top nine. This would suggest that items considered extremely important as institutional goals were also perceived as having some priority for institutional planning.

The respondents ranked occupational and transfer education at the top of the list, but emphasized the importance of the quality of the institution along with the curriculum. A climate of mutual trust and respect was considered highly desirable, as was an emphasis on the self-worth and self-confidence of students. Experiences to assist the process of career choice and exploration were emphasized, along with a number of student service goals pertaining to counseling and guidance.

One item concerning adult and continuing education was given high priority by appearing in the top nine. It is also of interest that this item had the lowest discrepancy score of all items, possibly indicating a good match between community expectations and actual services in the continuing education division.

Conclusion

The current study of Goals for Santa Barbara City College was conducted to provide a point of reference for a series of discussions on the future of the College through the next two decades. It was intended to reflect a range of opinion from the campus and the community, and to show agreement or discrepancies between current practices ("Is") and desired goals ("Ought").

It is felt that a consideration of the composite ranking of all eighteen items, along with an evaluation of the composite discrepancy values for each item, will provide a useful point of reference from which discussions on organization, finance, facilities, curriculum, and student services can proceed.
Table VI

Composite Rankings of Eighteen Goals, Four Response Groups from SBCC

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>Faculty</th>
<th>Students</th>
<th>Classified Staff</th>
<th>Composite</th>
<th>Composite Rank</th>
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<td>18</td>
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<td>1</td>
<td>2</td>
<td>8</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Spearman Rank - Difference Correlations (RHO)

- Classified Staff - Community: RHO = .343, t = 1.46, n.s.
- Classified Staff - Faculty: RHO = .577, t = 2.82, p < .05
- Classified Staff - Students: RHO = .387, t = 1.49, n.s.
- Community - Faculty: RHO = .564, t = 3.30, p < .01
- Community - Students: RHO = .400, t = 1.74, n.s.
- Faculty - Students: RHO = .357, t = 1.53, n.s.

I C-10


Table VII

Discrepancy Scores for Four Response Groups:
Santa Barbara City College Goals

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>Faculty</th>
<th>Students</th>
<th>Classified Staff</th>
<th>Composite</th>
<th>Rank</th>
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<tbody>
<tr>
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I C-11
<table>
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<th>Discrepancy Rank</th>
<th>Items</th>
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<tr>
<td>12.5</td>
<td>To provide training for specific careers—accounting, nursing, etc.</td>
</tr>
<tr>
<td>3.5</td>
<td>To maintain a climate of mutual trust and respect among students, faculty and administrators.</td>
</tr>
<tr>
<td>16</td>
<td>To provide education which will help each student who intends to transfer to a four-year college to attain his goals.</td>
</tr>
<tr>
<td>2</td>
<td>To provide experiences that will help students make occupational choices and prepare for successful employment.</td>
</tr>
<tr>
<td>3.5</td>
<td>To help students develop a sense of self-worth, and self confidence.</td>
</tr>
<tr>
<td>9.5</td>
<td>To develop students' ability to combine and use knowledge from a variety of sources.</td>
</tr>
<tr>
<td>5</td>
<td>To increase the desire and ability of students to study in a self-directed way.</td>
</tr>
<tr>
<td>18</td>
<td>To provide continuing education for local adults on a part-time basis.</td>
</tr>
<tr>
<td>12.5</td>
<td>To help students set their own personal goals and develop plans for achieving them.</td>
</tr>
<tr>
<td>11</td>
<td>To provide students with counseling services related to choices, and in personal matters related to progress toward goals, and to provide services in financial aid, employment, and campus activities.</td>
</tr>
<tr>
<td>9.5</td>
<td>To encourage concern for the welfare of mankind.</td>
</tr>
<tr>
<td>1</td>
<td>To provide retraining for people whose job skills are out of date.</td>
</tr>
<tr>
<td>17</td>
<td>To provide classes for adults appropriate to the needs and desires of the community, including general, vocational and avocational education.</td>
</tr>
<tr>
<td>6</td>
<td>To instill in students a commitment to lifelong learning.</td>
</tr>
<tr>
<td>15</td>
<td>To provide remedial and developmental courses which will help students to pursue goals related to specific talents.</td>
</tr>
<tr>
<td>7</td>
<td>To help students learn to participate in public decisions which influence their own lives.</td>
</tr>
<tr>
<td>14</td>
<td>To create a climate where students and faculty easily and informally discuss ideas and interests.</td>
</tr>
<tr>
<td>8</td>
<td>To help students be open, honest and trusting in their relationships with others.</td>
</tr>
<tr>
<td>No or N/A</td>
<td>Low</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1.  To provide education which will help each student who intends to transfer to a four-year college to attain his goals.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>2.  To provide training for specific careers - accounting, nursing, etc.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>3.  To provide experiences that will help students make occupational choices and prepare for successful employment.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>4.  To provide continuing education for local adults on a part-time basis.</td>
</tr>
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<td>5.  To provide classes for adults appropriate to the needs and desires of the community, including general, vocational, and avocational education.</td>
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<tr>
<td>1 2 3 4 5</td>
<td>6.  To help students set their own personal goals and develop plans for achieving them.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>7.  To provide remedial and developmental courses which will help students to pursue goals related to specific talents.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>8.  To provide students with counseling services related to choices, and in personal matters related to progress toward goals, and to provide services in financial aid, employment, and campus activities.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>9.  To increase the desire and ability of students to study in a self-directed way.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>10. To help students learn to participate in public decisions which influence their own lives.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>11. To help students develop a sense of self-worth, and self-confidence.</td>
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<tr>
<td>1 2 3 4 5</td>
<td>12. To help students be open, honest and trusting in their relationships with others.</td>
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<td>1 2 3 4 5</td>
<td>13. To provide retraining for people whose job skills are out of date.</td>
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<tr>
<td>No or N/A</td>
<td>Low</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
</tr>
</tbody>
</table>

14. To create a climate where students and faculty easily and informally discuss ideas and interests.

15. To develop students' ability to combine and use knowledge from a variety of sources.

16. To instill in students a commitment to life-long learning.

17. To encourage concern for the welfare of mankind.

18. To maintain a climate of mutual trust and respect among students, faculty and administrators.

I would be interested in participating in further discussions of college goals. (Response optional)

__________________________
Name

__________________________
Address

__________________________
Telephone

I C-14
REPORT OF THE OCCUPATIONAL EDUCATION COMMITTEE

Prepared for
Santa Barbara City College

May, 1973

Committee Members:
Gene Kelley, Chairman
Abelino Bailon
Melvin J. Elkins
James Edwards
Roy Z. Hackbert
Jessie Aguirre
Earl R. Cumpiano
Leo R. Stark
James McDermott
REPORT OF THE OCCUPATIONAL EDUCATION COMMITTEE

Introduction

Santa Barbara City College has embarked on a program for studying its goals, objectives, and organization. This report covers the efforts of the subcommittee appointed to study these elements as they relate to occupational education. The opinions presented here are a consensus of the members of this committee.

Scope

The committee decided to pursue not the actual work-a-day world level of involvement insofar as educational program development and prosecution are concerned, but rather the broader aspects of the educational program and what policies and philosophies should be developed for professional educators who have the skills and the expertise for proper implementation.

General Discussion of the Reference Documents Presented to the Committee for Consideration of Goals

The committee reviewed the documentation prepared by the Santa Barbara City College administrative staff, and while we recognized the attempt to provide direction and points of reference by the formulation of such documents for the study, we felt the low response received from those people solicited for their opinions left a great deal to be desired with regard to the usefulness of the summary documents in preparing definitive statements on goals, objectives, and organization. The 18 goal statements and the corresponding evaluation of them by discrepancy scores was in consonance to some degree with the opinions of the committee members insofar as rank ordering of

1Research Office Memo 3-73 and Research Office Memo 17-72.
goals was concerned, but for the most part the committee believed that for occupational education, a different approach was required for defining the goals and objectives the college should be pursuing. Consequently the committee used the referenced documents only as a general guide for the preparation of this report.

Committee Approach

Each member of the committee independent of other members of the committee attempted to reorder and reevaluate the goal statements as stated in the aforementioned document. The purpose of this exercise was to determine how closely our own internal evaluations might represent those of the respondents to the questionnaires that were sent out. This close evaluation on the part of committee members revealed that we felt very similar toward the rank ordering of the goals among ourselves. In fact, of the 18 goals to choose from, the committee ranked the same goals as 1, 2, and 3, differing only in ranking between members as to which should be 2 or 3. There was a unanimous agreement on what the first goal should be.

This evaluation led to a further agreement among the committee members that the 18 goal statements as presented in the research documents really could be divided into two groups, i.e., tangible goals and intangible goals. The division of the statements was even; nine in each group.

The tangible goals as determined by the committee were as follows:

1. To provide training for specific careers—accounting, nursing, etc.

2. To provide retraining for people whose job skills are out of date.

3. To provide experiences that will help students make occupational choices and prepare for successful employment.
4. To provide remedial and developmental courses which will help students pursue goals related to specific talents.

5. To provide classes for adults appropriate to the needs and desires of the community, including general, vocational, and avocational education.

6. To provide a continuing education for local adults on a part-time basis.

7. To provide students with counselling services related to choices and in personal matters related to progress toward goals and to provide services in financial aid, employment, and campus activities.

8. To develop students' ability to combine and use knowledge from a variety of sources.

9. To provide education which will help each student who intends to transfer to a four-year college to attain his goals.

The intangible goals, in the opinion of the committee, were the following:

1. To maintain a climate of mutual trust and respect among students, faculty, and administrators.

2. To create a climate where students and faculty easily and informally discuss ideas and interests.

3. To help students learn to participate in public decisions which influence their own lives.

4. To instill in students a commitment to life-long learning.

5. To help students set their own personal goals and develop plans for achieving them.

6. To help students develop a sense of self-worth and self-confidence.

7. To help students be open, honest, and trusting in their relationships with others.

8. To increase the desire and ability of students to study in a self-directed way.

9. To encourage concern for the welfare of mankind.
The foregoing is just a restatement of the intangible goals as the committee perceived them. No effort was made to rank-order these statements because it was felt that each of these should be pursued in the achievement of any single intangible goal.

To elaborate on the tangible goals, the committee felt that many of the goals were, in fact, identical and were just stated in different ways, e.g., statements 5 and 6 under tangible goals. Therefore, in the final analysis, the committee arrived at what was considered to be the three most important goals for Santa Barbara City College to pursue relative to occupational education.

Goals Statements

The following tables present the three goals the committee deemed highly important for the continued development of Santa Barbara City College. The goals are rank-ordered 1, 2, and 3, but because of the nature of the area being considered, it was felt they were more of a composite single goal than identifiable individual goals. However, for the purposes of this study, it was more convenient to elaborate on each of the statements as being a separate goal.
### TABLE I

**OCCUPATIONAL GOALS AT SBCC**

**GOAL #1:** To provide initial training and continuing education for specific careers—accounting, nursing, etc., with emphasis where needed on legal requirements for licenses and credentials.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHY</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Grad</td>
<td>Day and Night classes</td>
<td>Public facilities</td>
<td>Provide saleable skills</td>
<td>Basis for continued employment and expansion of skills</td>
</tr>
<tr>
<td>High School Dropouts (Over 18)</td>
<td>All year</td>
<td>Private facilities</td>
<td>Serve community needs</td>
<td>Exposure of individuals to variety of opportunities for careers</td>
</tr>
<tr>
<td>Young Working Adults</td>
<td>Weekends</td>
<td>Industrial plants</td>
<td>Serve taxpayers</td>
<td>Classes, training, job experience</td>
</tr>
<tr>
<td>Mature Adults changing career objective</td>
<td>Convenient to people identified under &quot;Who&quot;</td>
<td>College campus</td>
<td>Self-improvement</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td>Home</td>
<td>Model for community industries</td>
<td></td>
</tr>
<tr>
<td>College Dropouts</td>
<td></td>
<td>Community (neighborhoods)</td>
<td>Satisfy business demands</td>
<td></td>
</tr>
<tr>
<td>Military Returnees</td>
<td></td>
<td>Community organizations—Elks, De La Raza, etc.</td>
<td>Satisfy legal requirements for licensing</td>
<td></td>
</tr>
<tr>
<td>Licensed &amp; Relicense Candidates in professional area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### OBJECTIVES

*Create information resources that can be used in predicting employment needs of the community—(continuing surveys of local and national trends in jobs).*

*Establish feedback loops between community (output user) and college to determine the adequacy of training, specific skills and placement requirements.*

*Maintain an inventory of specific jobs that are available in the community.*

*Develop techniques for determining the cost effectiveness of the programs and courses offered. (Dollars spent per student completion; attrition rates; placement effectiveness, etc.)*

*Seek enthusiastic instructors and administrators who will implement already-defined objectives.*

*Develop generalized training courses that will provide a basis for building specific skills.*

*Review legal requirements for all occupations and establish programs for meeting the requirements for licenses or credentials.*
TABLE II

OCCUPATIONAL GOALS AT SBCC

GOAL #2: To provide retraining for people whose job skills are out of date.

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHY</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
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<td>individuals who want career change</td>
<td>Same as Table I</td>
<td>Same as Table I</td>
<td>Maintaining saleable skills</td>
<td>Guidance for using available resources</td>
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<td>Increase salary level</td>
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OBJECTIVES

- Identify the specifics within a career field that are becoming obsolete and update courses.
- Coordinate retraining needs with students and industry.
- Continuously survey occupations for projections of change.
- Tailor admission requirements to encourage participation by people who need specific retraining.
- Determine level of skill of the individual, place at appropriate level so previous income levels can be regained quickly.

11 objectives in Table I apply—(General and Specific Objectives).

Study organization of college and formalize relationships among Continuing Education, Evening College (credit and non-credit) and Day College. Single cognizance for achieving this goal, as well as goals 1 and 3, is desired.
**OCCUPATIONAL GOALS AT SBCC**

**Goal #3:** To provide experiences that will help students make occupational choices and prepare for successful employment.

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| Same as Table I | Same as Table I | Same as Table I | Students lack experience and exposure to work-a-day world  
Provide a reasonable basis for choice  
Provide vertical mobility | Implicit in Objective statements |

**Objectives**

Diagnostic testing for matching interest and abilities.

Expand and improve dissemination of information relative to what is available (constantly updated).
- Use TV, radio, newspapers, community organizations
- Workshops
- Require greater contact with counsellors and students (Identify by sight and name)
- Coordinate efforts with high schools re tests and counselling
- Develop new techniques for contacting people who need educational services
- Publish realistic income information as incentive guides for occupational choices

Interact with local industry for participation and observation.

Interest students in the world of work.

Instill in a student a realization of his potential for fulfilling the job requirements of a given occupational choice.

Unify the counselling function under an authority that is vocationally oriented and develop an organizational plan for the most effective utilization of counsellors.
Evaluation of Current Status of College Programs

Only a cursory evaluation was made of the current status of the college programs. A review was made of the District Plan for Occupational Education, and similarly, a review was made of the "COPES" report on occupational programs. These documents were prepared by professional educators and treat of the specifics within the area of interest in this report. Our committee felt it inappropriate to dwell on any additional evaluations along the same lines since these efforts seemed quite comprehensive.

However, the committee would like to incorporate by reference the section in the "COPES" report entitled Areas Meriting Priority Consideration for Improvement, because it emphasizes by restatement some of the objectives we state for achieving our selected goals. This section of the report has been reproduced and is appended to this effort.

Organization

With regard to the administrative organization we find it to be very poor, in that it lacks coordination among the deans and assistant deans who are responsible for the various elements that comprise the occupational education programs. From our limited exposure we observed that the cohesiveness that exists does so because of the personalities involved more than from any recognizable structure.

The scope of the problem of organization is far greater than can be undertaken by this committee, and we strongly recommend the committee on organization direct a major effort toward eliminating the lack of coordination in the area of occupational education.
Priority Ordering of Objectives

The rank-ordering of objectives was not made because the committee did not deal directly with the problem, but our discussions implied a first-order priority to all for achieving a balance in the occupational education program. The single, most comprehensive objective discussed was: "Study the organization of the college and formalize relationships among Continuing Education, Evening College (credit and non-credit) and Day College. Single cognizance for achieving this is desired." If this objective can be met, then the pursuit of the objectives stated within the context of the three general goals will follow as a natural consequence of this effort.

Committee Members

Mr. Gene R. Kelley - Chairman, Community Representative
Mr. Abelino Bailon - Staff Resource
Mr. Melvin J. Elkins - Staff Resource
Mr. James Edwards - Staff Resource
Mr. Roy Z. Hackbert - Staff Resource
Miss Jessie Aguirre - Student Representative
Mr. Earl R. Cumpiano - Community Representative
Mr. Leo R. Stark - Community Representative
Mr. James McDermott - Community Representative

Committee Attitude

This committee held five meetings for the purpose of developing the material presented in this report. We do not feel any real depth was achieved in our deliberations, nor do we feel that any should have been. Our intent was to be positive in offering our "perceptions" of what should be areas of concern for the Santa Barbara City College Faculty and Administrators without encroaching on the province of professional educators.

II A-9
We realize our efforts leave a great deal to be desired from the standpoint of detailed analysis of the many aspects of the subject of occupational education, but the members of the committee do not feel they can make the time commitment necessary to make an exhaustive evaluation of our subject area. What we have done should provide some guidance for the resource committees and we hope such will be the case.

Our committee is currently in a "standby" status. If specific areas of our report need amplification, we stand ready to reconvene and provide whatever services might be required of us within the limitations of our personal schedules.
The following section was reproduced from the Community College Occupational Program Evaluation Committee's report. (COPES Report, January, 1973)

AREAS MERITING PRIORITY CONSIDERATION FOR IMPROVEMENT

Obviously, the financial limitations of Santa Barbara City College preclude the immediate undertaking of costly steps toward meeting occupational education needs perceived both by the college and the COPES team. There are certain areas, however, in which action might be initiated more through a reordering of institutional priorities than through any significant additional overall expenditures, or through reappraisal of the effective organization and utilization of resources already largely existent. It is to these areas that the suggestions which follow are principally addressed.

1. Analysis of the justification for doubts expressed by many of the occupational faculty concerning the extent of the administration's real commitment to occupational education. Genuine concern was encountered that commitment, although firmly expressed, is not being translated into sufficient action in certain areas, including provision for support personnel (e.g., teacher aides and technicians), priorities for facility construction and utilization, and operational budget allocations.

2. Re-examination of the administrative organizational structure. At present, effective coordination and direction of occupational education appear to be deterred by fragmentation and by lack of adequate provision for an administrative focal point to deal with real concerns.

3. Further incorporation in the work-experience programs of systematic follow-up and evaluation procedures to determine the quality of work-experience provided. These are deemed necessary to maintain a quality of experience commensurate with classroom instruction and to achieve a level of performance compatible with the goals and standards of the college.
4. Evaluation of the availability of, and emphasis placed upon, occupational education counseling and guidance. The COPES team concurred with the college self-appraisal regarding the inadequacy of existing services.

5. Development of a single, organized system for follow-up of students who enter the job market. Here, too, there was team concurrence with the college self-appraisal regarding the inadequacy of existing services. Although many instructors are aware of the success of former students, such individual efforts cannot provide sufficiently comprehensive findings for proper program evaluation and planning.

6. Utilization of advisory committees. In some cases, while these committees rendered valuable service in the original shaping of occupational programs, the college has not continued subsequently to obtain optimum benefit of their counsel in regard to program evaluation and possible needs for modification.

SUMMARY AND CONCLUSIONS

In recent years Santa Barbara City College has accomplished much toward meeting dramatically increased needs in the realm of occupational education. Notably, this progress has been achieved within the limits of relatively tight financial constraints.

Considering the prospect that these constraints are not likely to loosen appreciably in the near future, it is suggested that further desirable progress might best be maximized through actions based upon re-examination of institutional priorities and of administrative organization effectiveness.

Thus internally assured of its most appropriate and efficient directions, and given its excellent Board of Trustees, strong community support and dedicated staff, the college should be in the most advantageous attainable position to retain and enhance its traditional stature as a leader in serving the needs of its community.

The COPES team sincerely believes the general perceptions contained herein, when viewed together with other perceptions obtained from college personnel and persons in the community, will be of help toward that end.
ADDENDUM TO THE REPORT
OF THE OCCUPATIONAL EDUCATION COMMITTEE

June 27, 1973

On reconvening (among the committee members present, 7 out of 9), the Occupational Education Committee unanimously agreed that it was not the intent of our report to recommend an integration of credit and non-credit courses, and that it should not be interpreted as such.

Our intent was to have the organizational structure reviewed for the purpose of determining how best the community user could be served by it. It is very important, in our opinion, that the user be served by the structure, and not restricted by it.
REPORT OF GENERAL AND LIBERAL ARTS EDUCATION (CREDIT) COMMITTEE

SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Committee Members:

Peter O. Haslund, Chairman
Burt Davis, Community
George Guzman, Community
William VanNess, Community
Robert A. Carman, SBCC
Jesus Gonzales, SBCC
Claire Hoffner, SBCC
Jim Burk, Student
Barbara Hansen, Student
Stacy Opper, Student
INTRODUCTION

Our committee had a unique responsibility in that the results of the Institutional Goals Inventory Study did not reveal any great community displeasure with the way in which the course work is handled in support of a General or Liberal Arts Education at Santa Barbara City College. The Study did indicate, however, a number of goals which might be furthered through the work of our committee. Three such goals, ranked in the top six in order of importance, were selected as points of departure for our consideration.

A. TO PROVIDE EDUCATION WHICH WILL HELP EACH STUDENT WHO INTENDS TO TRANSFER TO A FOUR-YEAR COLLEGE TO ATTAIN HIS GOALS.

B. TO DEVELOP STUDENTS ABILITY TO COMBINE AND USE KNOWLEDGE FROM A VARIETY OF SOURCES.

C. TO MAINTAIN A CLIMATE OF MUTUAL TRUST AND RESPECT AMONG STUDENTS, FACULTY AND ADMINISTRATORS.

During the first of six bi-weekly meetings, the committee decided to focus on four analytically separate and problem oriented topics, the results of which would serve to advance the goals listed above. These topics were:

1. Interdisciplinary Education
2. The College Calendar
3. Co-operative Learning Programs
4. Student Evaluation Procedures

Our committee divided into sub-committees for the purpose of preparing preliminary reports, but the entire committee collaborated in the development of this composite report so as to insure that it reflects the general consensus of the group.

1. Interdisciplinary Education

OBJECTIVE:

To increase the opportunities for interdisciplinary education at Santa Barbara City College.

RECOMMENDATION

That a committee be established for the purpose of developing specific interdisciplinary programs at SBCC. The committee should be composed of at least one
representative from each Division and, to the extent possible, an equal number of students. Funds and appropriate faculty release time should be provided, and a specific date for the committee's final report should be established.

RATIONALE

Gunnar Myrdal once remarked that there were no political problems, no social problems, no economic problems...just problems, and this philosophy seems to lie behind one of the more important institutional goals listed in the Study: TO DEVELOP STUDE NTS' ABILITY TO COMBINE AND USE KNOWLEDGE FROM A VARIETY OF SOURCES. The committee felt that an interdisciplinary approach would be highly effective in achieving this goal, particularly at the freshman and sophomore levels. There are probable dozens of ways in which this could be implemented, and a few of those thought to have the greatest potential for Santa Barbara City College are listed below.

(a) **Guest Lecturer** - Conventional classes may often be made more effective by using another instructor, community person, or other guest to lecture or to participate in discussion within an area in which he has expertise. The possibility of telephone lectures, now being used by Mike Rice in the Business Division, was also discussed. The committee recommends that a directory of resource personnel listing special skills and interests, both in SBCC and in the Community, be compiled for use by SBCC instructors. For example, Bill McAdams: History of Dirigibles; Fred Schuler: History of Glass.

(b) **Teaching Teams** - Existing courses may be more effective when two or more teachers work together in a coordinated fashion to accomplish the objectives of the course. All members of the team would receive teacher load credit for the instruction, although one of them would be designated as responsible for course bookkeeping. In some cases additional teacher load credit should be assigned so that members of the team have time for the additional planning and preparation such teamwork requires. Biology 2 is currently taught in this fashion.

(c) **Multidivision Offerings** - In many cases it is possible to design courses that would be listed for credit within two academic divisions. For example, a course in environmental studies might be listed under both the Life Science and Physical Science divisions and a student could earn academic credit in either division by completing such a course. Many other possibilities exist: history of science, philosophy of science, urban studies, peace studies, scientific illustration, economic history, psychology, and literature, and so on.

(d) **Tandem Courses** - A pair of existing courses in two different academic areas, taught by two different instructors, may be offered as a unit. Students would be required to enroll in both
courses simultaneously. This would enable the instructors
to coordinate their courses so as to increase content,
combine assignments, explore new topics normally falling
between the major academic areas concerned, and so on. No
new course would be created; students would receive credit
for the two existing courses. The need here is for extra
teacher load credit to allow the instructors involved to
spend the needed extra time for planning and coordination.
For example, Psychology 1; English 1; History 5 and English
2.

(e) Course Packages - In some cases it would be valuable to
coordinate 3 to 4 courses, each with a separate instructor,
into a semester-long or year-long package offered as a
unit to students willing to enroll in all component courses
simultaneously. Instructors would require some teacher
load credit for planning and coordination. The component
courses would be chosen for the package on the basis of some
central unifying theme for the package. A package on the
American studies could include American History, Ethnic
studies, American literature, Environmental studies, Psy-
chology or Sociology, and so on; each course modified to
fit the theme and integrated into the others. Other
possible core programs are Urban problems, Peace and War,
the Classics, Revolutions in Human Thought, Business, etc.

(f) Single Interdisciplinary Course - There is a need for a
single interdisciplinary course designed to provide an al-
ternative way for students to meet general education (A.A.
and A.S. degree) requirements. This course would be de-
signed around objectives in communication skills (reading,
writing, analysis), American institutions (U.S. History,
economic and political institutions, Sociology), American
culture (Art, technology, psychology) with a strong ethnic
studies component. It is expected that the course will
make use of the best possible instructional resources such
as Audio Visual media, guest speakers, tutors, and so on.

2. The College Calendar

OBJECTIVE:

To establish a college calendar for Santa Barbara City College which provides
the greatest educational benefit for its student clientele.

RECOMMENDATION

That the present semester calendar be replaced with the 4-1-4 academic calendar
as outlined below. Moreover, that a committee be established, to be composed of
faculty, administration, and student representatives, for the purpose of developing
a pilot program using a modular calendar within the context of, and to run con-
current with, the 4-1-4 academic calendar.
RATIONAL

There are really two separate programs recommended here, and each is intended to overcome a number of perceived deficiencies with the present semester system in terms of providing a more effective approach to scheduling. The 4-1-4 system is most like the present system in that students would continue to take a series of courses consecutively. The principle advantage of this calendar is the elimination of the post-Christmas "lame duck" session and the addition of a one-month intersession during the month of January during which intensive and experimental courses could be offered. (See Appendix A). This would also be a time for the faculty to develop new course material or up-date existing curricula. The Modular calendar represents a more radical departure from our present system in that instead of taking courses concurrently, the student would experience educational "modules" consecutively. (See Appendix B). Thus, he would be able to concentrate on a specific topic, i.e., a language, for a specific block of time.... and his total academic focus would be trained on that topic. This calendar would also facilitate field trips, i.e., for the biological sciences, without interfering with any other course. And if a student became ill during the course of a module, he might have to step out of that course, but this would be the only course to suffer. Because the module is brief, the student would be able to enroll in another course within a relatively short time. Appendix "C" describes the modular calendar as implemented at Colorado College and Appendix "D" is a research note published by The Center for Research and Development in Higher Education, UC Berkeley, describing the results of pilot programs at various colleges.

It is important to note that the two-parts of the recommendation can be considered separately and that they are not mutually exclusive. There is no reason why the modular program could not be implemented on a trial basis (with a limited number of students and faculty participating) within the context of either the 4-1-4 calendar or the present semester system. Either of the latter could be divided into "modules" or 3-4 week blocks for consecutive course development while, at the same time, a majority of students continued operating under either of the two concurrent calendar. The committee feels that such a period of trial would be highly advantageous as the data derived from the experience of others....will always remain "the experience of others." Despite glowing reports from Dean Max Taylor of Colorado College, we really won't know how the system would work for us until we try it here under Santa Barbara conditions. A telephone conversation with the Dean revealed that the modular system is supported by 91% of the students at Colorado including students, the senior class, who experienced the semester system prior to the conversation.
There are both advantages and disadvantages with each of the components of this recommendation. The committee felt that some of these were sufficiently important to be listed below.

The 4-1-4

There are many advantages for this type of system:

(a) Shortened semester; sixteen week term instead of the traditional eighteen.

(b) Fall Semester ends before Christmas leaving students free to work at Christmas jobs.

(c) Nineteen day January intercession in which a student can complete 3 units of work; special projects, field trips, etc.

(d) Good articulation with the quarter or another semester system.

(e) Lends itself to interdisciplinary teaching.

The disadvantages:

(a) Early start may cut into vacation time and summer jobs - Fall classes begin August 27; Spring Semester ends May 31.

(b) There is a risk that winter intercessional will experience a drop in enrollment.

Module System

Advantages would be:

(a) Instead of requiring a student to carry from four to six classes simultaneously over a long semester, a student would carry one course for a short period of time. This would allow more depth, and a better understanding of subject matter.

(b) This system is ideally suited for interdisciplinary teaching, the use of media, small and large discussion groups, community research projects, independent studies, or a combination of these.

Disadvantages:

(a) Students working either on a full-time or part-time basis may find the Module System difficult in terms of scheduling.

(b) Some courses may not lend themselves to modular teaching.

3. Cooperative Learning Programs

OBJECTIVE

To provide maximum advantage to both student and community through the development of community related educational experiences.
RECOMMENDATION

That the Board of Trustees provide for the development of community oriented "Institutes", taught and coordinated by members of the regular faculty, for the two-fold purpose of providing benefit to the community through research/lecture on a subject of community interest and to maximize the educational opportunities for the student who would be exposed to the critical relationship between theory and practice.

RATIONALE

The two central themes behind the recommendation to provide for periodic Institutes are (a) that such institutes will help develop closer ties between SBCC and the Santa Barbara Community by providing academic leadership and research to problems which have their origins in the community, and (b) that such a program has enormous potential benefit for the student in the sense that it provides a link between classroom theory and "real-world" problems. Institutes are not a new idea; they have been employed with great effectiveness at places like Monterey Peninsula College where the tangible benefit to both students and community has been significant. (See Appendix E). One institute was formed to study the cultural conflicts experienced by their Mexican American students in a white, middle-class school. The institute included inputs from psychology, sociology, linguistics and history, each of which was taught by a member of the college faculty. Dr. Glenn Gooder has described how the institute concept might be applied at SBCC in his essay, "An Immodest Proposal." He recommends the development of institutes in the arts, business services, health services, and developmental communications. Other candidate topics suitable for our area might include a study of local history, an analysis of civil rights discrepancies locally, and ecological issues such as beach access, rapid transit, and a reappraisal of the "General Plan." Clearly, many other topics are possible and the institute concept would provide a vehicle by which they could be studied jointly by SBCC students, faculty and the community. Institutes could be arranged in a variety of different time blocks. They could be designed to coincide with the regular academic calendar or they could be developed on an ad hoc basis as appropriate.

Two other aspects of this recommendation bear mention. THE CAMPUS AND THE CITY, a report by the Carnegie Commission on Higher Education, lists several services to the community in which the student may receive college credit. Among these services is the tutoring of disadvantaged and minority elementary or secondary students.
Another could be an internship working in a mental hospital, a prison, or an elementary school (teachers aid). These suggestions would involve expanding the field study program to include a wider range of jobs. The second involves ways in which faculty members can serve effectively on community boards and committees. Quite often, these local institutes would benefit greatly from faculty participation because of their special expertise.

Not only will a student benefit from becoming involved in the community, but also the community itself will benefit. The student will have an opportunity to get out of the sheltered confines of his college classroom and actually experience his education by direct application. By the same token, the community will benefit directly from the institution which it supports.

4. **Student Evaluation Procedures**

**OBJECTIVE**

To increase the effectiveness of the student evaluation process.

**RECOMMENDATION**

That a committee be established to compare the relative merits of various student evaluation alternatives. The committee should be composed of both faculty and students and should be instructed to analyse data from as many sources as possible.

**RATIONALE**

At the core of this recommendation is the institutional goal, ranked second in order of importance, of maintaining "A CLIMATE OF MUTUAL TRUST AND RESPECT AMONG STUDENTS, FACULTY AND ADMINISTRATORS" and the committee felt that it should identify the existing system of letter-grade evaluation as a possible deterrent to furthering that goal. Various alternatives were considered, ranging from an optional Pass/Fail system to eliminating letter grades altogether, replacing them with either a descriptive analysis of work accomplished or an indication of a particular level achieved along the lines of a mastery system. Although prepared to discuss the issues at some length, the committee felt that any specific recommendation, other than the suggestion for further study, should reflect the research, analysis and debate of the college community at large and, thus, beyond the scope of this committee's capabilities. One compromise solution would involve an increase in the number of courses offered on a pass - no pass basis, particularly for students who do not plan to transfer to a four-year institution.
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**JULY**
- 27 - Application Deadline for Fall Semester

**AUGUST**
- 13 - 17 Fall Class Enrollment, New, Returning, Transfer, and other Continuing Students
- 27 - Fall Classes Begin

**SEPTEMBER**
- 3 - Labor Day, Holiday
- 4 - 10 Student Class Program Changes
- 10 - Admissions Day, Holiday
- 17 - Census Day

**OCTOBER**
- 22 - Veterans Day, Holiday

**NOVEMBER**
- 2 - Last Day to Petition for Credit No-Credit Grades
- 22 - 23 Thanksgiving Vacation
- 30 - Last Day to Withdraw From Classes or From College

**DECEMBER**
- 10 - 14 Final Examinations
- 10 - 14 Registration for Special Session
- 14 - Fall Semester Ends

**FALL DAYS**
78

**JANUARY**
- 2 - Special Session Begins
- 4 - Application Deadline for Spring Semester
- 7 - 25 Spring Class Enrollment
- 29 - February 1 Midyear Recess

**FEBRUARY**
- 4 - Spring Classes Begin
- 12 - Lincoln Day, Holiday
- 18 - Washington Day, Holiday
- 25 - Census Day

**MARCH**
- 12 - Last Day to Petition for Credit No-Credit Grades
- 8 - 12 Spring Vacation

**APRIL**
- 10 - Last Day to Withdraw From Classes or From College
- 17 - Last Day of Instruction
- 20 - 26 Final Exams
- 27 - Memorial Day, Holiday
- 30 - Commencement
- 31 - Spring Semester Ends

Total College Days
178
**TABLE I**

Scheduling Options for Modular Calendar*

<table>
<thead>
<tr>
<th>Options</th>
<th>First Three Weeks</th>
<th>Second Three Weeks</th>
<th>Third Three Weeks</th>
<th>Fourth Three Weeks</th>
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<tbody>
<tr>
<td><strong>Option 1</strong></td>
<td>Course A</td>
<td>Course B</td>
<td>Course C</td>
<td>Course D</td>
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<tr>
<td>(One course at a time)</td>
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<tr>
<td><strong>Option 2</strong></td>
<td>Course A</td>
<td>Course C</td>
<td>Course D</td>
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<td>(Two courses at a time)</td>
<td>Course B</td>
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<td><strong>Option 3</strong></td>
<td>Course A</td>
<td>Course D</td>
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<tr>
<td>(Four courses at a time)</td>
<td>Course B</td>
<td>Course C</td>
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<td><strong>Option 4</strong></td>
<td>Course A</td>
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<td>Course B</td>
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<tr>
<td>(Three courses at a time)</td>
<td>Course C</td>
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<td>Course D</td>
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<tr>
<td><strong>Option 5</strong></td>
<td>Course A</td>
<td>Course B</td>
<td>Course C</td>
<td>Course D</td>
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<tr>
<td>(Two courses together, then one course at a time)</td>
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*Student to complete four 3-hour courses in 12-week term.*
$S$ is a Colorado College freshman, member of the Class of 1973. Ordinarily the course schedule he planned for his sophomore year, notwithstanding its obvious importance to him, would not receive public comment. But a completely revised course program will go into effect at the College next year, transforming from the customary to the extraordinary the course schedule of every student who will register for classes next September 1. $G-S$’s schedule as worked out in a trial preregistration in February is a specific case of how the new course program, The Colorado College Plan, will function for one student.

$G-S$ preregistered for nine different courses in 1970-71, four in the fall semester and five in the spring, much as he might have done under the existing academic program. The crucial difference, however, is that he will take his nine courses one at a time: Introductory Physics I for the first three weeks of the fall; Calculus for three-and-a-half weeks; a philosophy course, Deductive Logic, for three-and-a-half weeks; and Introductory Physics II for the final three-and-a-half weeks before the Christmas recess and semester’s end.

He will begin the spring semester with two courses in organic chemistry, each three-and-a-half weeks long; and follow with a sociology course, Elementary Social Behavior, for three-and-a-half weeks; another chemistry course, Thermodynamics and Kinetics, for three-and-a-half weeks; and Biochemistry for the last three weeks of the year. In addition, he will take German Skill Maintenance both semesters.

Under The Colorado College Plan, each of $G-S$’s principal courses occupy one module, or time block, in a 30½-week year. He will devote seven to eight hours every weekday to all of the work necessary to the course he is taking at a particular time, including contact with his professor and independent study. A room will be reserved, exclusively for each course, though by no means will $G-S$ spend all his working time there. On the other hand, the course-room and the study materials contained in it will be available to him and his fellow students at any time. His classes will number no more than 25, and could be very much smaller. The average should be close to fifteen. German Skill Maintenance will be an adjunct course, taken in addition to the others and carrying one-fourth as much credit as a one-module principal course.

A professor’s schedule parallels $G-S$’s in its linear organization, and like his students, he will be responsible for only one principal course at a time.

The Colorado College Plan, while it departs radically from the multiple-course system predominant in American secondary and higher education, signals no change in the College’s objectives. Its goals will continue to be those reaffirmed by President Lloyd E. Worner in a campus address in April, 1969: “Our studies are aimed primarily at providing general knowledge and at developing general intellectual capacities . . . The liberal arts are, always have been, and always will be the base of our educational structure.”

At Colorado College, however, it has been decided that worthwhile educational goals shaped by long tradition need not be tied to hoary practice. The new course plan was developed under auspices of the College planning office directed by Dr. Glenn E. Brooks, associate professor of political science and faculty assistant to the president (The Colorado College Magazine, Fall, 1968, pages 2-3). Following are the key provisions of the plan as adopted by the faculty October 27, 1969, and now in the process of implementation for an experimental period of not less than two years:

- The calendar: Within the framework of the familiar two-semester system, the academic year will be divided into modules of time three or three-and-a-half weeks long. The 1970-71 calendar as diagrammed on the inside front cover projects a fall semester of seventeen weeks, exclusive of a ten-day recess. Each semester will have three breaks from noon Wednesday until the following Monday. Altogether nine modules of time will comprise the academic year, four in the fall, five in the spring.

- The course program: Courses will run sequentially. Depending on their kind and content, principal courses will vary in length from one to three modules of time — that is, from three to ten-and-a-half weeks. Four types of course will be offered for credit, the first three of them designated as principal. The single course will be a full-time course on a stated subject. Faculty giving single courses will have no other formal teaching obligations and students will take only one such course at a time. The interdisciplinary course may involve two or three professors and a correspondingly greater number of students. Like the single course, it will constitute a full academic load for
teachers and students. The extended half-course is intended for subjects which are particularly demanding or require considerable time for absorption of material. Extended half-courses will be offered during a ten-and-a-half week period at the end of the fall semester and another at the beginning of the spring semester. Two half-courses will be a full-time academic load for students and professors. The adjunct course — typically dance, instrumental music, or choir — presumably will extend over a full semester or the year. Students may take two adjunct courses in addition to their principal courses.

- Credit: Units of credit will be awarded according to the duration and kind of course — for a three or three-and-a-half week course, one unit; for a six-and-a-half or seven-week course, two units; for a ten-and-a-half week course, three units; for each extended half-course, one-and-a-half units; for an adjunct course, one-fourth unit per semester. A unit is equated with three-and-a-half credits under the present system.

- Class size: With special exceptions, classes will be limited to 25 students each. Lower limits down to fifteen are permissible. Freshman seminars will be limited to fifteen students, and the limit for interdisciplinary courses will be fifteen students per professor.

- Course-rooms and schedules: In place of the usual classroom will be the course-room, reserved for the exclusive use of one class and arranged for the convenience of the persons using it. Professors will set their own daily schedules, though The Colorado College Plan assumes that most course work will be completed for students and teachers by 3 to 3:30 p.m.

Although the College will be the only institution in the country employing a full-time modular course system, the plan is not without some precedents. The “four-one-four” programs in operation at a number of colleges employ intensive single courses, usually about a month long, between two four-course semesters. The new scientific university at Marseilles-Luminy, France, has block-time courses in physics, chemistry, and mathematics. And San Jose State (California) offers tutorial block-time study for the first two undergraduate years as a special program.

The one modular system equal in scope to Colorado College’s was discontinued at Hiram College (Ohio) a decade ago after some 30 years’ operation. A former dean, who had presided over the dismantling of the Hiram plan, was one of the persons interviewed by Brooks during the course of his own investigations. The two concluded that rigidity led to failure of the Hiram program: courses were all seven weeks
long, and there were no options such as the interdisciplinary course and the extended half-course; in addition, the faculty had put themselves on a schedule demanding three hours of lecture every day. In the end, the faculty voted the system out of existence, but students generally favored its continuance.

At Colorado College itself, the Summer Session suggested the promise of a system in which students take only one or two courses requiring intensive work over a relatively short span of time. A conspicuous difference between the Summer Session and the regular academic year is in attendance at cultural events. Summer concerts, lectures, and plays routinely draw overflow crowds. During the rest of the year, audiences are erratic at best and often embarrassingly small. This fact carried special weight in the consideration of a program for leisure.

Academically, the Summer Session ecosystems course in biology and geology, introduced last year, provided a strong parallel for what The Colorado College Plan may be like in operation. Dr. Richard G. Beidlerman, professor of biology, who taught the four-week biology segment of the course (Dr. William A. Fischer, professor of geology, gave the other segment), told his faculty colleagues last fall: that “a very average group of students” who were not necessarily scientifically oriented were much more attentive than are science students in his ecology course during the usual academic year; that they had a “total involvement” with the subject matter; that within the small group of students — fifteen in this case — an esprit de corps developed which accelerated the course program; that the amount of time spent together was less important than the interaction among students. For the two professors, he said, the experience was very demanding, “like grabbing a mountain lion by the tail and having to hang on for four weeks,” but also “one of the most exciting that we’d ever had.” The benefits he called, figuratively, “fantastic.”

Reduction of average class size from the present 25 down to about fifteen is proposed as one of the most important advantages of the plan. Reported Professor Brooks last summer:

“We suffer presently from large classes because students take four to six courses at a time while the faculty teaches only three. This inflates class size to numerals far above the actual student-faculty ratio. . . . There seemed to be widespread agreement in the academic reviews last fall (1968) that it was essential for us to deliver on our promise of small classes, both for the educational benefits to the student and the continuing sanity of the faculty. Short of a vast increase in faculty size, a course plan that establishes equality between the number of courses a student takes and the number a faculty member teaches is the only way to reduce class size significantly.”

Basic courses which routinely attract large numbers of students — of which Principles of Economics as discussed on page 15 is a prime example — will in most cases be offered in as many time modules as necessary to make them available to all who wish to take them. In other instances, such as Introduction to Music (pages 15-16), the usual content of survey subjects has been divided by topic into one-unit courses.

One of the important questions consistently raised about the plan has been whether or not the limits on class size will restrict students’ choices in arranging their programs — whether or not they will be forced out of the more popular courses and departments. Dean George A. Drake replies:

“We aren’t going to meet all the student demands. I think as a faculty we made a very self-conscious decision that small classes are, as a priority, more important than absolute freedom of choice. It has to be that kind of decision if you’re going to limit class size. I’m just hoping that the results will justify it — in other words, if a student gets into a course he never particularly wanted to take that he’ll find it was a good course nevertheless and be glad he took it. If that doesn’t turn out to be the case, we may be altering our philosophy and jumping the size of classes up again, saying that choice is more important than small class size.”

Under next year’s schedule, Colorado College students will have as many and probably more courses from which to choose than in the past, though the extensive restructuring that has occurred throughout the College as a result of implementing the plan makes comparison difficult. Nevertheless, the trial registration in February disclosed only a few serious problems in selection.

For the typical professor, who now works with 50 to 120 students at a time, The Colorado College Plan will mean an average load of about fifteen students. “To be sure,” writes Brooks, “our contact with those students (will be) relatively more frequent, but the reduction in total student load could result in a marked improvement in the quality of our student consultations.”

How professors schedule their time will be up to them. Presumably most will arrange days without student contacts for class preparation, grading, administrative and committee duties, and their own professional development. “To make such a system work, we must trust each other to do our professional best and free ourselves from some of the petty requirements of meeting courses at specified times,” says Brooks. “We also need to recognize differences in temperament within our faculty . . .”

An added “prime objective” of the plan as outlined in a Brooks memorandum “is to devise ways to give the faculty substantial relief from general College administrative chores, freeing them to concentrate on their primary commitment to academic policy-making and departmental administration.”

Students in their turn will work according to the day-to-day needs of their courses. “It is . . . worth emphasizing that the new course plan does not signify a transition to undirected independent study for the student,” Brooks has noted. “Nor does it signal a change to rigidly controlled course work.”
Again the faculty member will have discretion . . . . A typical day might begin with two hours of work with the professor, followed by assigned reading with much research in the library until about 3:30 p.m. Then, by informal faculty agreement, students under the Colorado College Plan should have fulfilled their academic requirements for the day and be free for whatever has come to be known as "creative leisure" because of its possibilities for faculty and student productivity in areas besides the purely recreational.

While radically altering the course structure, the Colorado College Plan will not change the organization of academic administration. It retains departments grouped by kinds of discipline within the traditional liberal arts divisions—humanities, natural sciences, and social sciences—and students will continue to take work in each division in order to qualify for the degree.

For next year's seniors in particular, however, the dean of the college will have wide discretion in waiving requirements. "The guiding principle will be that no student's graduation within the normal four-year span will be jeopardized by the advent of the Colorado College Plan," Dean Drake emphasized in a memorandum addressed to all students December 1, 1969.

As the 72-53 faculty vote—a 58 percent majority—indicates, the Colorado College Plan had eloquent opposition from strong and responsible members of the faculty. An analysis prepared and circulated during the summer by Professors Ella A. Hanni and L. Christopher Griffiths '62 of the Department of Economics argued against the proposal on two principal points: that because of the unequal distribution of students among departments, the restriction on class size would necessitate costly additions to faculty in the most popular departments (the February 25 trial registration helped to relieve concern over this question); and that for individual faculty members the teaching load in hours, based on calculations of the number of hours needed to cover a given amount of material, would greatly increase (but a counter argument was that the number of students per professor is the real measure of teaching load).

As the time for the vote approached, a specific alternative plan was developed. Its leading proponents included Professors Jane Cauvel and J. Glenn Gray of Philosophy, Professor Douglas A. Fox of Religion, Professor Frank Krutzke of English, and Professor J. Douglas Mertz of Political Science. The proposal was for a "three-one-three" program—two three-course semesters separated by a one-course period—with provision for some block-time classes throughout the year. Had the Colorado College Plan not been passed, this alternative in all probability would have been brought before the faculty.

Passage of the Colorado College Plan was achieved in an atmosphere which led one senior professor to declare: "It was the Colorado College faculty at its very best." Just three amendments were offered from the floor and one was passed: that students should be permitted to take two adjacent courses at a time instead of one. His colleagues gave Professor Brooks a standing ovation for his work in the planning office. Finally, amid minor confusion about procedure and propriety, the faculty by overwhelming voice vote approved a motion to implement the plan.

No unusual demands will be placed upon the College's resources by next fall's conversion to the new course program. An ample number of course-room spaces are available on the campus. Any extensive remodeling has been deliberately deferred until such time as the plan is a proved success and its special needs in terms of class space are known through experience. But throughout the College, increased need for study materials, including duplicate copies, is expected.

A major point made by Professor Brooks in the last of three memoranda issued last summer is, "The physical design of the College . . . should always have some logical relation to the kinds of teaching and learning that go on; the residential program and the academic should support each other as much as possible . . . . Throughout the next several years physical planning will be closely coordinated with academic and administrative planning."

While the above represents additional expense of a particular kind, Dean Drake speculates that "it is conceivable" that savings in another critical area will compensate. This could be for faculty, not because of any change of standards, but because under The Colorado College Plan a vastly improved average class size will be achieved without the addition of faculty. An average enrollment of 1,600 for a faculty of about 120 remains the College's standard.

Says Drake: "I agree completely with (the) analysis that we have resources, both student and faculty, and yet we're not making the best use of these resources. I think this plan will provide a context in which we'll make better use — maybe not optimum, but better — of the resources we have. If that is the case, we could be one of the very best colleges in this country. We are one of the best now."

Surface changes will both symbolize and contribute to a different atmosphere at Colorado College next year. The 50-minute class period will disappear and with it the hourly ten-minute traffic rush between classes. The hectic pace that overtakes and propels the entire campus at mid-terms and finals will subside into memory.

It must be assumed that other kinds of pressure are in store. One of the characteristics of the "single course" is that it can be a greatly intensified experience for both teacher and students by contrast with a conventional curriculum. What is ideally envisioned, however, is that the sequential, modular organization of courses will prove week by week and year by year to afford more coherence and productivity in teaching and learning.
During the 1960s, the major development in the academic calendar of American colleges and universities consisted in rearranging the academic year—by such plans as early semesters, trimesters, January intersessions, and year-round operation.

It is beginning to look as if the major development of the 1970s with respect to the calendar will consist in rearranging the academic day—notably by substituting "intensive" courses, which are taken one at a time, for traditional "concurrent" courses, which are taken three, four, or five at a time throughout a term.

The idea of intensive or "total immersion" courses is not new; it has recurred periodically throughout the history of American higher education. But its time for widespread trial and evaluation appears to have come, now that hundreds of colleges are experimenting with intensive courses during the one month of "four-one-four" plans, and at least three colleges are experimenting with them throughout the academic year. Hopefully, as other institutions substitute intensive courses for concurrent ones, they will evaluate the results of their plans, for no issue relating to the academic calendar is in greater need of study. Appallingly little research has been undertaken on the educational effects of either intensive or concurrent courses, despite the likelihood that concurrent courses have been employed by American schools and colleges not ordinarily for educational reasons, but for bureaucratic ones, and despite the possibility that intensive courses may have far different educational, psychological, and social consequences than concurrent courses—consequences of particular significance to this era of American history.

THE DOMINANCE OF CONCURRENT COURSES

No evidence appears to exist to prove that concurrent courses are more effective educationally than intensive ones. Why, then, have they dominated academic education so completely?

One reason is that courses taken concurrently make a prescribed curriculum and compulsory attendance toler-
Far more important, however, is the possibility that intensive courses have subtle but highly significant psychological and educational consequences that are different from those of concurrent courses. They probably convey messages to students of a diametrically different nature—messages about how life can be lived, energies employed, and goals achieved. For better or worse, the taking of intensive courses inculcates non-bureaucratic or even anti-bureaucratic attitudes, while concurrent courses probably reinforce bureaucratic behavior patterns and a "cool" approach to education and life.

BUREAUCRACY AND THE COURSE SCHEDULE

Nothing epitomizes a mass educational bureaucracy more than a daily schedule of uniform class periods, punctuated in most schools and at least some colleges by a series of warning bells, tardy bells, and dismissal bells, with each course regulated by clockwork to permit students to scatter to other classes.

This traditional schedule illustrates—and may possibly habituate—two major bureaucratic characteristics: segmentation of activity and impersonality of interaction. Like the procedures of most large organizations, it divides work into partial processes limited in scope and chopped into daily assignments. Emotionally uninvoking and psychologically repetitious, these compartmentalized routines may lead to "paper pushing," "time serving," and a detached approach to work, if not alienation from it. By breaking subjects into small daily segments, concurrent courses make a compulsory curriculum tolerable; but they all too frequently have the effect of making these segments trivial.

Concurrent courses also help to insure impersonalism. Bureaucracies operate by what social psychologists call "secondary" relationships between their members—that is, relationships restricted by status and restrained in intensity. Impersonalism is thus a hallmark of large organizations. A member is treated according to his organizational role (as "student" or "section leader" or "professor") rather than as an unique individual. And the 50-minute hour in education, as in psychiatry, permits members to play secondary, transient roles, such as that of well-prepared authoritative lecturer, or inquisitive note-taking student.

Besides keeping class work and classroom relationships uninvoking, concurrent courses have other bureaucratizing benefits. Through them, students can prepare for organizational life; they learn how to balance off conflicting demands from authority figures such as teachers through "time stealing" and "selective negligence"—by reacting to the most urgent demands while squeezing by on others. They develop skills in budgeting time and energy to overcome the built-in frustrations of "finals week hysteria," and they acquire the ability to remain inconspicuously invisible except when they are well-prepared, and to play one teacher off against another by pleading competing priorities. ("I couldn't finish your assignment because I had a Chemistry paper due today.")

It also seems likely that concurrent courses prepare students for a detached approach not only to work and to
other people, but also to life in general. In contrast to intensive courses, they implicitly convey the message, "Play it safe. Keep yourself loose. Spread yourself thin. Don’t get committed. Don’t put all your eggs in one basket. Don’t devote yourself to one great interest or enthusiasm. Above all, don’t get caught up in any overwhelming ideal." In brief, the underlying message of concurrent courses seems to be that commitment is unwise and that singlenessmindedness is suspect. Commitment and singlemindedness smack of fanaticism—and of course one major problem of any bureaucracy is the fanatic: the person devoted to something other and more than organizational routine and organizational role-playing.

As a consequence, concurrent courses may be ideal for preparing calm and uncommitted students—"analysts"—of life and problems, in John Gardner’s dichotomy, as opposed to "activists." A concurrent calendar is ideal for institutions that train bureaucrats. It is excellent for institutions whose faculty members prefer not to get emotionally involved in teaching; for institutions that prefer impersonalism, anonymity, and hierarchical authority; and for institutions that prefer, in Riesman’s and Jencks’ (1962) damning statement, "to train students to respond with a disciplined attitude toward work not of their own devising (and therefore provide employers and professional schools with a good yardstick for determining who will do well in highly organized and authoritarian settings)."

How much the use of concurrent courses in American colleges can be attributed to this underlying motivation is open to question. But certainly much use of concurrent courses by colleges with broader aims should be open to question. For such institutions—colleges that sympathize with commitment and seek to help students become effective in implementing their ideals, that hold there is more to education than analysis and hope to encourage fellowship and community rather than bureaucracy—for such institutions, intensive courses bear attention.

EXAMPLES OF INTENSIVE COURSE PLANS

The most famous example of a collegiate intensive course plan was that of Hiram College, which adopted it in 1934 and operated on it successfully for 23 years before switching, for noneducational reasons, to Dartmouth’s "three-three" plan of three courses given in each of three terms. Currently, three other colleges are employing variations of the intensive course plan, each in a distinctive way.

Of the three colleges, Mount Vernon, a two-year independent college for women, illustrates the most limited use of the plan through its "modular" calendar that divides the 30-week academic year into ten uniform periods of three weeks each, separated by a two- or three-day break. Courses are offered in three different formats in relation to these modules: three-week intensive courses that constitute a student’s full load for that module; six-week courses constituting one-half of a student’s load; or twelve-week courses, constituting a one-fourth load and enabling a student to take four courses concurrently. While faculty members continue to teach 24 credit hours per year under the new calendar as they did under the former semester plan, they can now complete these 24 credit hours within 24 weeks rather than the former 30—thus allowing each of them an annual six-week "little sabbatical" with pay, if they desire.

Mount Vernon’s students overwhelmingly prefer the three-week intensive courses and six-week dual courses to the twelve-week concurrent courses, and the college is benefiting from an unexpected consequence of intensive courses: Since students may enroll at the beginning of any module if they have the course prerequisites, more students tend to be enrolled in the spring than in the fall—in contrast to most other institutions, which suffer progressive attrition throughout the year.

Martin, a two-year United Methodist coeducational college, adopted intensive courses as the chief element in its calendar in 1970 and uses six-week units for each of them. Each course occupies a student’s entire study time (except for physical education), although an unusually well-prepared student may enroll for guided independent study in addition to his intensive course. Martin has found that under an intensive plan, average class size is automatically reduced because rather than students taking four or five concurrent courses while faculty members teach two or three, both students and faculty work on one course at a time. Consequently, Martin has been able to limit enrollments in all its courses to no more than 20 students.

Colorado College’s plan employs intensive courses more than Mount Vernon, but less than Martin. During the nine “blocks” of its academic year, each of which averages 3 1/2 weeks separated by 4 1/2-day breaks, three different types of courses are offered: intensive “principal” courses occupying one block, or sometimes two or three; concurrent “extended half-courses” offered two-at-a-time over three blocks and intended for particularly demanding subjects requiring considerable time for absorption; and “adjunct” courses in dance, instrumental music, choir, and other skills which can be taken with the other two types. As at Mount Vernon, the more intensive courses are popular with Colorado College students, and as at Martin, Colorado has reduced its average class size almost to its student-faculty ratio of 14:1 by establishing equity between the number of courses professors teach and the number students take.

Several other institutions also are trying variations of intensive courses or are planning them:

◊ At Columbia University, despite institutional apathy, Professor Alan F. Westin succeeded in the spring of 1971 in offering a semester-long “seminar-institute” in American politics and social change for 30 undergraduates as their total semester’s work. Other faculty members are now readying a similar institute in Russian language and literature.

◊ At Fairhaven College, the first satellite college of Western Washington State College in Bellingham, the faculty divided the ten-week winter quarter of 1971-72 into five periods of two weeks each, and held two courses as far away as San Francisco’s Chinatown and Chicago’s ghetto.

◊ Washington State’s Evergreen State College opened last year by abandoning the concept of “courses” as such and replacing it with year-long intensive programs organized around a single theme or problem such as human ecology, mind and body, or learning about learning. These involved up to five professors and 100 students as a small community in assemblies, seminars, readings, and off-campus projects throughout the year.

◊ In Massachusetts, Northampton Junior College is switching in the fall of ‘72 to the three-week modular plan pioneered by Mount Vernon.

RESEARCH ON INTENSIVE AND CONCURRENT COURSES

Data about the costs and benefits of intensive versus concurrent courses are beginning to emerge from these current experiments. Already it is clear that intensive courses permit increased flexibility in class procedures and location, and that students are enthusiastic about them; at least 80 percent have endorsed them in every poll yet made. But it is also evident that intensive courses can be fatiguing; that institutions should allow several days’ respite between them; that most faculty members will probably require some protection from the rigors of the schedule and from the increased enthusiasm of their students; and that some professors are likely to need to try new roles beyond that of lecturer, since intensive courses virtually impel teachers to interact with students in a variety of ways other than talking to them.

But beyond these evident consequences, at least four areas of psychological impact require further study by educational researchers:

The efficiency of concentrated learning. Seventy years of psychological research on “massed” versus “distributed” practice provides no guidance here, since intensive courses do not constitute “massed” practice as studied so far. Without more relevant research, comparative efficiency cannot be determined.

The impact of stress. While research on stress suggests that learning is minimized under stressful conditions, there is no evidence that the stress involved in intensive courses is any greater than that involved in balancing the demands of disparate and unrelated concurrent courses. Indeed, concurrent courses may possibly be more stress-producing.

Retroactive inhibition. Research within the field of foreign language instruction appears to indicate that total immersion courses are successful not only because of constant reinforcement, but because interference from distraction is reduced. Yet even in this field, comparative data on the impact of intensive versus concurrent courses are so far unavailable.

Transfer of training. While concurrent courses seem particularly desirable for developing “juggling” skills such as the balancing of conflicting obligations, they evidently do not prepare for tasks that require uninterrupted and singleminded effort over periods of days or weeks, for jobs, that is, in which tasks must be completed serially and under deadlines. To assess the effects of intensive and concurrent courses upon these work skills and attitudes is the most urgent task of researchers evaluating the two types of schedules.

Since existing data neither unequivocally support the partisans of intensive plans nor sanctify the dominance of concurrent plans, hopefully the development of intensive courses by more colleges will stimulate more research on their effectiveness. But the development of intensive plans need not await more research.

If the secondary schools of the nation could be expected in the near future to permit their students to try learning through intensive courses, the need would not be so great for colleges and universities to provide this experience for their own students. But the high schools must probably retain a largely concurrent course plan, and thus for the foreseeable future, colleges and universities are the most likely academic institutions to experiment with intensive courses.

Current college experiments with January inter sessions may eventually prove to be only a way-station on the road to making intensive learning available for students throughout the year at many institutions, rather than only at the pioneering handful of institutions that offer their students this opportunity now. And if intensive courses do indeed help students to tackle the tasks of education and life in other ways than by selective negligence and juggled obligations, these experiments will have come none too soon.
During the past two years, Monterey Peninsula College has been developing an "institute" concept, in which content and format of established courses in the curriculum have been adapted to meet specialized community needs.

The concept originated in the Spring, 1968 Semester when new core electronics courses were found to cover too much material and not always to be completely relevant for evening students. Broad topics were selected from the core curriculum, modified to meet evening student needs, and offered as electronics institutes with the unit value for the amount of time spent equated to the parent course. Prior to the change, enrollments had been lagging; and there was serious doubt about being able to keep electronics in the evening program. The institute program found acceptance by adult students almost immediately, and few, if any, of the institutes have had to be canceled because of low enrollments.

That same year, 1968, certain topics in the police science curriculum were selected by the Police Science Advisory Committee as material urgently needed for professional peace officer up-grading. These topics, such as juvenile procedures and criminal interrogation (in which important legal concepts had recently changed) were given in-depth treatment by specialists, and enrollments showed the police science institute concept to be both popular and needed. In the past two years, in-depth coverage has been given to such topics, in addition to those mentioned, as community relations, traffic control, criminal investigation and narcotics. Many of these courses were offered on a less than full-semester basis. An institute in arson and civil sabotage is now being planned for the Fall, 1970 semester, to be taught by FBI, the Army, and police and fire specialists. The course will be taught concurrently as a fire science institute.

With the institute concept an obvious success in electronics and police science, it seemed only logical to expand the idea to other vocations in which the college had evening curricular programs. The concept and the demonstrated need grew together, with educational leaders of the engineering and engineering technology industry, fire departments and ornamental horticulture fields all expressing need for up-grading in specialized topics covered in the college's existing curriculum. Thus, we began engineering institutes to prepare practical engineers for the State engineering licensing examinations, with courses in physics and chemistry review, statics, strength of materials, steel design, hydraulics, concrete design and structural design; fire science institutes in hydraulics and community relations; and ornamental horticulture institutes in turf management, annuals and perennials, container gardening and trees.

Over the past few years, MPC's Community Education Office and the curriculum offices of the Monterey Peninsula Unified School District have developed excellent working relationships. As the content of both elementary and secondary curriculum has changed, the school district has called on the college to sponsor courses specifically designed to upgrade teachers' knowledge of new and changing content in their curriculum.
Monterey Peninsula College does not offer upper division or graduate courses, nor teacher education courses. It may, however, offer lower division courses in the broadest liberal arts concept. In line with the institute idea of in-depth study, adaptation of existing courses to meet teacher needs seems entirely in keeping with the community college mission, so long as such courses are identified as lower division offerings. Thus, initially in 1968, a linguistics course was "resurrected" from the "Curriculum Bank," adapted slightly and offered to teachers involved in preparation of a new language arts program emphasizing a linguistics approach. Another institute from the music curriculum gave more background to the Peninsula's teachers who were preparing to teach a new State school music series. Because of liberalized district policies, these lower division courses counted as "hurdle" credit toward salary advancements, though not toward credential or advanced degree requirements.

Because of their success, additional institutes were developed for the 1969-70 school year. A sociology institute in marriage and family life emphasized the content of the district's new Family Life Education curriculum. Content from the college's basic health education course was modified for the in-depth education of approximately 140 of the district's teachers preparing to teach units on drug abuse. The institute utilized many of the community's resources to enrich teacher understanding of the drug problem - physicians, police, Drug Abuse Clinic personnel, and former drug addicts.

An institute in art, using a Saturday morning Community Services art class for children as a laboratory, was also offered, as was a sensitivity workshop for teachers of disadvantaged children. Also offered, as a result of teacher interest, was a 100-hour course in physical science for junior high school teachers.

Perhaps the most interesting of all institutes designed essentially for teachers was one offered during the 1968-69 year. A Mexican-American student at MPC, active in the fight for more equitable educational opportunities for Mexican-American youth, asked the college for help in sensitizing teachers to the cultural conflicts of Mexican-American youngsters in white middle-class oriented schools. The Monterey Peninsula Junior College District has few Mexican-Americans, but many of the teachers of an adjacent school district with a large Mexican-American population live on the Monterey Peninsula. The problem was presented to the social sciences and foreign language faculty who accepted the need with enthusiasm. With Anita Pohlhammer as coordinator, an institute was developed from a sociology course, with topics in psychology, sociology, linguistics and history, each being handled by a member of the college faculty. The institute drew participants not only from the target group of educators, but also from other community members and day students.

Another creative example of utilizing the college curriculum to meet a community need was a geriatrics recreation aide institute developed and offered in the Spring, 1970, semester, with Cleve Williams of the college's Recreation Department acting as coordinator. The Community Education Office was active at this time in helping to develop an area Coordinating Council on the Problems of the Aged. An immediate need, with the growth of many rest and convalescent hospitals and retirement homes in the area, was the training of existing recreation aides and recruitment of additional paid and volunteer workers. Given a one-month development period, the college organized an intensive 16-hour institute which covered such topics as Community Resources, Indoor and Outdoor Games, Play Therapy, and Arts and Crafts. As is common with the camarade among recreation leaders, several specialists from throughout Northern California donated their time and resource materials to make the institute a success for the 45 participants. This course is serving as a model for several others being developed elsewhere to meet a critical occupational need.
An important factor in the growth and relative success of the institute concept has been its acceptance by the faculty. The Curriculum Advisory Committee early acknowledged the need for a reasonable amount of flexibility, coupled with administrative judgment to meet specialized educational needs. Many individual faculty members have participated in the development and instruction of institutes, and divisions have given their approval of every recommended institute within their curricular areas.

The major elements which distinguish the evolving MPC institute concept are:

1. Content is taken from existing approved courses, and unit values are awarded according to parent course criteria.

2. Institutes are now given "institute credit" and numbered in the 600's. Such credit may or may not be transferrable, based on the transfer institution's policies.

3. Institutes are given on a one-time or occasional basis as the need arises.

4. In general, institutes as parts of courses, are offered for less time and less unit value than the parent course. On at least one occasion - The P.O.S.T. Police Science Academy course at Fort Ord - the institute has been an amalgamation of several courses.

5. Institutes often make significant use of community resources and consultants, and are often developed in cooperation or co-sponsorship with community organizations and institutions.

6. Institutes may vary in time format, from full-year, full-semester, partial-semester, to intensive 2 to 3 weekend blocks of time.

It certainly seems likely that the institute concept will continue to expand. The concept is ideally suited to meet a wide array of community college-level educational needs. A major asset is the flexibility the college has to begin an institute on demand at any time during the year. This flexibility is now possible because the Evening Division is administered under adult education provisions of the Education Code, which requires positive attendance accounting. However, a study is now being conducted at the state level to develop a census week formula for adult education courses. If the formula ignores the need for flexibility in starting and ending times of courses, the institute concept could be greatly hampered.

As noted on the attached summary, 54 institute courses have been developed and offered by the college during the 1968-69 school year and the current 1969-70 year. Class enrollments in these courses have numbered 1,982.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

AN IMMODEST PROPOSAL

January, 1973
Glenn G. Gooder

BACKGROUND

Much is being written and said about the unique role to be fulfilled by the community college. Typical among statements on this subject are those in the most recent report of the Carnegie Commission on Higher Education, The Campus and The City, which refer to the fact that community colleges hold great promise for urban areas and may well be considered the urban parallel to the land-grant institutions, in terms of education and service.

This writer on several occasions has referred to the four great promises of the community college: the promise to be a "comprehensive" college; the promise to be an "open-door" college; the promise to be a "teaching" college; and the promise to be a "community" college. It is in the area of the fourth promise that least is known. The great, universal needs of our communities are becoming more clear. The notion that the community college is the proper post-secondary educational institution to react to those needs is becoming more prevalent. However, few models have been developed. Few patterns have emerged.

It is very likely that the Santa Barbara Community College District with a transfer, occupational, and general education credit program of considerable quality offered in partnership with an extensive and comprehensive continuing education program of considerable quality makes it as good a model as exists. Even this comprehensive approach, however, is not yet an adequate vehicle for moving post-secondary higher education from what it is to what it must be to serve the urban needs of the future.

There is much evidence to support the idea that the Santa Barbara Community College District is in a particularly fitting position to become what must be. The ingredients are available, if the recipe is not.

Here there is an extensively developed and refined non-credit adult education program of excellent quality. Here there is a credit transfer, occupational, and general education program of excellent quality. Here there is a commitment to, and there are procedures for, independent study and individual student projects. Here there is a faculty of immense creativity and dedication to the search for new procedures. Here there is excellent community understanding, appreciation, and support of the College. Here there is a wide variety of cultural, environmental, and educational assets. Here there is open communication and cooperation and mutual respect among the various educational institutions. The District exists in a geographic and demographic situation which generates a feeling of community. At the same time, however, social, cultural, and economic differences are great enough to pose a serious potential threat and to require considerable effort to establish and maintain a life of quality for all citizens. Here is an ideal place to develop a model of what a community college should be.

It is with the above goal in mind that the following proposal is made. And, it is because of a suggestion of Mr. William E. Miller, President of the Academic Senate, that the proposal has taken this form. It was Mr. Miller who suggested the establishment of an "Institute of Applied Technology."

II B-21
THE PROPOSAL

It is proposed that the Santa Barbara Community College District seek funds to establish and evaluate an experimental model to determine:

1. Whether or not it is possible to describe the newly-developing and unique role of the community college as a partner of the people and the agencies of the community; and

2. Whether or not the resources of the community college can be combined effectively with the resources of the community with mutual benefit to both.

It is proposed that the experimental model be that of an "institute" designed to serve the following functions:

1. To provide an interface between specific resources and personnel of the College and related community agencies, services, organizations, educational institutions, businesses, industries, and professions;

2. To serve as the agency through which the resources of the College (educational, research, and facilitative) may be provided as appropriate in response to requests of various related community groups;

3. To serve as the instrument by which related community agencies are identified and their needs and requests for community college support are cataloged, described, and communicated to College personnel and offices; and

4. To provide an added dimension to the learning experiences of Santa Barbara City College students by making possible student participation in action-oriented, result-oriented, problem-oriented, or research-oriented community projects, studies, experiments, seminars, and conferences.

It is proposed that the Santa Barbara Community College District, in connection with citizens and related community agencies establish two experimental "institutes" to determine:

1. The degree to which the "institute" increases community awareness and understanding of specific concerns;

2. The degree to which the "institute" increases the capability of the community to cope with specific problems;

3. The degree to which the "institute" serves to increase student awareness and understanding of community agencies, services, and procedures; and

4. The degree to which the "institute" serves to increase interest and motivation of the students who participate as measured by career choice, academic achievement, and persistence in college.

II B-22
It is proposed, because of current needs and in order to provide more than one experimental model, that there be established two experimental "institutes" each to have the general objectives stated above but each to have specific objectives unique to its purpose and potential. The two experimental institutes proposed are:

1. The Institute of Applied Technology
2. The Institute of Social Services

If the model proves to be successful or promises to be successful with modification, it is anticipated that the establishment of three or four additional "institutes" would complete a comprehensive pattern for college-community cooperation. Possible additional "institutes" are:

1. The Institute of the Arts
2. The Institute of Business Services
3. The Institute of Health Services
4. The Institute of Developmental Communication

THE POTENTIAL

If the proposed model can be developed and if it proves to be successful, a major instrumentality will be available for applying educational services of the College to human, social, and occupational needs of the Community. This can be done without forcing either College or Community to make unacceptable changes or accommodations in their own basic organizational patterns.

The "institutes" would be oriented to the "how" and "how." They would be oriented toward increasing awareness and understanding among citizens and toward practical application of knowledge and career exploration among students. A new level of communication among citizens, teachers, and students would be created. Traditional course work of students would continue and be supplemented by institute experience. Education would be more relevant to the Community and learning would be more relevant to life.

Institute learning experiences could be scheduled in a variety of short-term blocks of time such as 9 hours per week for 6 weeks, 6 hours per week for 9 weeks, 15 hours per week for 4 weeks or in an infinite number of time and hour patterns. Students could have several different experiences in a semester. If these proved feasible, considerable variety in scheduling patterns for special learning experiences could be developed for students without creating upheaval in existing scheduling patterns.

It might develop that a combination of traditional study and "institute" study would be preferred by many students. It is conceivable that a comprehensive pattern of "institutes" would make it possible for every student to have a combination of traditional and "institute" study, if desired.

The clustering of students in the area of their applied interest has considerable potential for focusing on student support services: counseling, guidance, career orientation. Institutes could include work experience. This procedure should accelerate career decisions for students.
This procedure would increase the opportunity for students to move from credit to non-credit or from non-credit to credit learning experiences. It would make more feasible and more desirable a combination of credit and non-credit learning experiences for individual students.

THE QUESTION

This immodest proposal is submitted to the College Council for reaction. If the basic proposal has merit, your opinions and your suggestions for implementation are invited so that the idea may be submitted to the College and to the Community for further reaction.

Should we develop this concept?
PLANNING AND GOALS
MAY 1973
GENERAL AND LIBERAL ARTS EDUCATION
NON-CREDIT

COMMITTEE

COMMUNITY SAMPLE
Mr. Donald Calamar, Chairman
Mr. Denis Cogan
Mr. Robert Martinez
Mrs. Mary Oakley
Mr. Michael Saperstein

INSTRUCTORS
Dr. Timothy Fetler
Mr. John Fox
Mr. Raymond Rosales
Mrs. Loretta Soske

ADMINISTRATORS
Mr. Joseph A. Bagnall
Dr. Martin M. Bobgan
TO PROVIDE CONTINUING EDUCATION CLASSES FOR LOCAL ADULTS APPROPRIATE TO THE NEEDS AND DESIRES OF THE COMMUNITY, INCLUDING GENERAL, VOCATIONAL AND AVOCATIONAL EDUCATION ON A PART-TIME BASIS.

A. To provide general education for all adults.

OBJECTIVES:

1. To maintain, develop, coordinate, and expand a continuing education program of broad scope, diverse and flexible programming, to provide classes for adults of all ages, interests, abilities, and economic status to continue to learn during part-time or leisure hours.

2. To provide classes at differing levels of ability and training from literacy classes to some advanced areas of endeavor (the equivalent of post-graduate courses), to meet the needs of all adult students, by taking into consideration individual differences in learning rate, culture, and innate abilities.

3. To continue to offer traditional academic curriculum aimed at college preparation; to offer job-oriented curricula designed to enhance one's position as a wage earner; to provide a cultural curriculum including mastery of the information and competencies needed to be an effective parent, an informed consumer, and an enlightened citizen. To arrange for a wide range of courses designed to enhance the climate of choice for self-directed, self-motivated adult students.

4. To provide non-credit classes without the external motivation of required assignments, attendance, exams, grades, and credit to develop self-direction and self-motivation in study. Adults voluntarily attend adult education classes to learn rather than for credit in the non-credit classes. The instructor must stimulate interest and fulfill needs.

5. To continue to reach out into the community to meet new individual and group needs by taking classes to the students at neighborhood locations, according to the types of classes needed in each neighborhood. To seek out new locations as well as to continue to use the many present locations of adult classes.

6. To motivate adult students to continue study and creative activity in a self-directed manner by offering a wide variety of subjects which may serve as a stimulus to new and exciting avenues of continued interest and study. For instance, some local professional potters began in the Continuing Education pottery classes, continued...
study and practice on their own, and now are productively using
the talent that was stimulated and nourished in a Continuing
Education class.

7. To offer intense, timely short courses, and lecture or forum
series to reach a maximum number of busy local citizens on
important issues.

8. Offer classes in a variety of time sequences and at different
times during the three different terms, fall, winter, and spring,
to enable greater adult participation.

B. To provide occupational training and counseling to help students make
occupational choices and prepare for successful employment.

OBJECTIVES:

1. To continue to offer classes in business skills, supervision,
   money and property management, real estate, investments, technical-
   vocational occupations, health occupations, automotive, design and
drafting at times during which even employed adults can attend,
either to improve existing skills and knowledge or to develop new
areas of expertise. These classes should at all times reflect
the needs of the adults as well as the business and industrial
community.

2. To maintain and expand, if necessary, the services in career counseling
   with a counselor, accredited and certified by the state, available
to students Monday, Tuesday, Wednesday, and Thursday evenings at the
Evening High School, and with a counselor available for day students
at the Mini Skill Center.

3. To offer classes for apprentices in the various local trades.

4. To expand the Mini Skill Center to train adults on a more intensive
   basis in business skills and other occupational skills which are
   needed in the community.

5. To create a careers-counseling class at Santa Barbara Evening High
   School in the fall term of 1973 and coordinate this new offering
   with the career-counseling center activities at Santa Barbara City
   College.

6. To provide certification via proficiency exams for students in
   occupational or careers classes.
C. To provide education and academic counseling for students pursuing such goals as citizenship and high school diploma, including remedial and developmental courses.

OBJECTIVES:

1. To raise the level of adult literacy in Santa Barbara, not only by offering classes in Basic Education, English as a Second Language, and Reading Improvement, but by seeking out and recruiting adult students who might need but be unaware of the classes or who might be too timid or self-conscious to attend such classes.

2. To encourage adults who do not have a high school diploma to obtain one through participation in the Evening High School.

3. To provide for G. E. D. testing to facilitate earning a high school diploma.

4. To offer specific courses at least once per school year in English, Science, Psychology, Business, Health and Allied Occupations, Technical and Vocational Development and Improvement, Arts and Crafts, Fine Arts, Music, Theatre Arts, Literature, Foreign Languages, and Basic Education, as well as preparation for and granting of high school diplomas.

5. To develop a means by which students can complete programs and earn an external diploma through independent study, the use of cassettes, written assignments, and examinations, designed specifically for the individual students, some of whom cannot attend numerous hours of classes every week.

6. To offer classes and programs in pre-requisites for college work throughout the school year and a comprehensive high school curriculum that may be begun at the start of each quarter.

7. To provide regular office hours and appointments with counselors or administrators for consultations regarding classes, overall goals, and personal development in all phases of continuing education. To provide open hours for student and faculty coordination from 8:00 a.m. to 10:00 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Fridays.

8. To provide an extensive testing program involving evaluations in abilities, interests, personality, and career planning each term.

9. To refer Evening High School transfer students of low socioeconomic status to financial aid services and to the student placement office at Santa Barbara City College.
10. To coordinate our efforts in career counseling with the developmental program which begins in the Santa Barbara School District, and articulates with the Santa Barbara High School District and the Santa Barbara Community College District.

11. To continue to offer courses for the handicapped, such as:
   a. Humanities for the Handicapped
   b. Literary Braille
   c. Lip Reading
   d. Special Education for Dyslexics
   e. The Alpha School program
   f. The Work, Inc.

12. To offer short basic skills-oriented courses in such areas as reading improvement, math, slide rule, study habits.

D. To provide classes for personal growth and avocational pursuits.

OBJECTIVES:

1. To present classes in world, national, and local affairs, humanities and philosophy, literature, fine arts, arts and crafts, music, theatre arts, foreign language, and home and family living every term on an up-to-date sequential basis to assist students in attaining personal goals and incremental learning.

2. To stimulate creative and intellectual use of leisure time by offering a wide variety of classes in humanities, fine arts, music, theatre arts, literature, social sciences, and so forth.

3. To continue the outstanding Alhecama Players Community Theatre productions, as well as classes in acting, theatre workshop, technical theatre, which develop adult talent in performance and in backstage production work.

4. To provide timely lecture series and weekend workshops dealing with current local, national, and international concerns, such as environmental, social, and economic problems.

5. To provide current events classes and lectures to help citizens to be informed, to evaluate, to grow in responsible citizenship, and to participate intelligently in the democratic process.

6. To develop short voter-information courses on specific issues in preparation for local elections.

7. To provide classes for improving nutrition, living conditions, our environment, and other important areas of concern in our daily living.
8. To maintain, expand, and improve courses in the areas of psychology for personal and social adjustment, growing toward self-awareness, interpersonal communication, and human relations.

9. To provide classes centered around such topics as career and future planning, changing life patterns, preparation for parenthood, the self-regulated man, and planning for retirement.

10. To offer classes in understanding ourselves and our children in order to help adults to become more aware of their responsibilities as parents and to help them make more mature adjustments in family relationships.

11. To continue to offer parent-child workshops in conjunction with the cooperative nursery schools to give mothers the opportunities to observe and participate weekly at the nursery school and to attend weekly discussion sessions with qualified leaders and other mothers.

12. To develop discussion sections to utilize NEWS-PRESS newspaper classes that will begin in the fall of 1973.

E. To maintain community involvement in continuing education in curriculum planning and communication.

OBJECTIVES:

1. To maintain flexibility in programming and to review existing programs to determine the local need for new or additional occupational skills which may be met through the development of new classes.

2. To be constantly responsive to the community at large and to maintain close communication with the public in order to ascertain community needs by means of:
   a. Maintaining memberships in community groups.
   b. Establishing helpful and necessary individual contacts.
   d. Providing and using questionnaires, reaction slips, and research projects.
   e. Participating in state and national conferences.
   f. Co-sponsoring series and classes with appropriate community groups.

3. To work cooperatively with other organizations and institutions or agencies, such as trade unions, social agencies, The League of Women Voters, The Center for the Study of Democratic Institutions, etc., both to determine adult needs and to utilize group resources.
4. Because the student population in continuing education consists of adults, many of whom know their own needs and desires, increase the amount of student participation in curriculum decision-making within the legal limitations of possible class offerings.

5. To continue to use questionnaires at the end of special series for student reactions and suggestions.

6. To consistently and regularly inform students, faculty, and administrators of Continuing Education events through the Adult Education Section of the local newspaper three times a year before each term, through specific news articles, through special bulletins and announcements regarding classes, and through written, personal, and telephone communications.

7. To offer classes of very low fees, keeping close to the present registration of $2.00 and at-cost laboratory fees where necessary.

8. To charge no registration fees for minors or handicapped persons, or those without a high school diploma, or enrolled in the Citizenship, English as a Second Language, or apprenticeship classes. To charge no registration fee for classes with six meetings or less.

9. To devise and use equitable means in registering students in over-subscribed classes, and whenever possible to add new sections for classes in high demand.

10. To meet the specific needs of the local community of adults, the Continuing Education Division needs a fair amount of local control and planning within the broad statewide policies.

F. To utilize the best possible teaching methods and organizational procedures for teaching all adults.

OBJECTIVES:

1. To offer a variety of classes with various methods and materials, including lecture, discussion, laboratory experiences, audio-visual aids, workshops, seminars, and mass communication, classes which give both information and practice in the use of many sources of knowledge.

2. To provide a wide variety of academic, creative, occupational, social, and practical "do-it-yourself" experiences in which adults can discover and develop their talents, thus gaining a sense of achievement and confidence. To make sure that the spectrum of offerings is broad enough so that every person can find something he can do well.

3. To actively encourage instructors to adopt and use a wide variety of instructional strategies and resources in existing classes.
4. To provide such services as audio-visual aids, instructional materials, etc., as needed by teachers for class enrichment within limits of the budget allowed.

5. To utilize new methods and media in order to educate adults of all backgrounds and abilities.

6. To continue to develop new classes taught by means of programmed learning materials which will enable a student to proceed at his own rate of speed and comprehension.

7. To cooperate and coordinate with UCSB the use of the Learning Resources Center (closed circuit TV equipment, etc.)

8. To continue to hire many well-qualified part-time hourly instructors for the greatest flexibility and variety in the program because of the need for many different kinds of classes meeting during a broad range of hours, both day and night.

9. To see to it that Continuing Education instructors receive commensurate salaries and fringe benefits for both non-credit and credit classes.

10. To encourage and promote the Continuing Education Instructors' Association, thus giving the hourly faculty members a voice in the Faculty Senate.

11. To develop a program of in-service training for Continuing Education instructors and staff.

12. Because of its district-wide responsibilities, to continue to report directly to the superintendent of the Santa Barbara Community College District.

13. To continue to work for the separate organization, administration, and funding of the Continuing Education Division from the day credit program.

14. To study the facility needs and to build special facilities as needed.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

GOALS, OBJECTIVES, AND ORGANIZATION STUDY COMMITTEE

STUDENT SUPPORT SERVICES

May, 1973

Committee Members
Glenn Gaston, Chairman
Lisle Bresslin
Theresa Caccese
Kay Fulton
Harold Hilderbrand
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Introduction

This committee was assigned the responsibility of reviewing present programs as well as trends and issues related to student support services, and to make recommendations and reference to the future in light of the items from Santa Barbara City College's goals study and certain other goals statements. The committee, made up of citizens, students, staff, and administrators, met on a weekly basis during the months of April and May, 1973. The spirit of the meetings was open, yet congenial. Representatives from the various support service programs were invited to give presentations to the committee after which presentations, informal periods of discussion, and review were held. As a result of the hearings and discussions, the following report is submitted.

The first part of the report reviews trends and issues, certain goals and objectives, a projection of needs, and recommendations for programs, personnel and facilities. The second part of the report includes statements of goals and objectives for the several student support services in terms of sustaining those aspects of services which the committee considers to be essential and in terms of incorporating new services considered to be necessary for the future.

Trends and Issues

California Community Colleges have been committed historically to providing student support services because of the wide range of interests and abilities of their students. The Board of Governors of the California Community Colleges in 1972 adopted a policy statement related to Student Personnel Services "with high priority for additional financial support, establishment of criteria for evaluating effectiveness, inclusion of standards in accreditation, and a provision for in-service training for Student Personnel staff."

Recent trends affecting especially Santa Barbara City College included 18 year age of majority, continued growth in enrollment, changes in residence requirements, changes in student life style, increased enrollment of veterans, increased enrollment of economically and educationally disadvantaged students, and changes in the State Mental Health programs.

Goals and Objectives

Items from Santa Barbara City College Goals Study were given special consideration. After considerable discussion, it was determined that the following goals were those of prime significance to this committee. Objectives to meet the following goals are listed in the more explicit second section of this report. Recommendations for achieving the objectives are made in a later part of this first portion of the report.
1. **Goal:** To provide experiences that will help students make choices and prepare for successful employment.

   See part II, objectives of Counseling, Placement and Career Education.

2. **Goal:** To help students develop a sense of self-worth and self-confidence.

   See part II, objectives of Counseling, Operation Seagull, Financial Aids, and Student Activities.

3. **Goal:** To help students set their own personal goals and develop plans for achieving them.


4. **Goal:** To provide students with counseling services related to choices and in personal matters related toward goals, and to provide services in financial aid, employment and campus activities.

   See part II, objectives of Counseling, Operation Seagull, Financial Aids, Placement, Career Education and Student Activities.

5. **Goal:** To encourage concern for the welfare of mankind.

   See part II, objectives of Student Activities.

6. **Goal:** To provide remedial and developmental courses which will help students to pursue goals related to specific talents.

   See part II, objectives of Operation Seagull and Counseling (classes).

7. **Goal:** To help students learn to participate in public decisions which influence their own lives.

   See part II, objectives of Student Activities.

While the committee has a vital concern for those goals within the affective domain, it was felt that a subsequent process could perhaps deal more effectively with them than could be done in the context or time allotment of this study.

**Examples of Needs**

Perhaps the most significant need for the future of student support services is that of providing for a "clinical" approach to serving individual students. That is to say, the services of the various programs should be utilized in such a fashion as to meet the specific needs and interests of students—from the time the individual is identified and an assessment of needs and interests is made to the time appropriate services have been rendered. A "clinical" approach will be reflected in the utilization of personnel, services, and facilities. It will also have an effect upon the organization and interrelationships of the various services.
There appears to be a need for one (only) Administrative Dean of Student Services, responsible directly to the Superintendent-President for all aspects of the student support services. This would provide for similar supervision of all services and enable a more effective articulation between programs. It would more surely guarantee a "clinical" approach to student services.

While some decentralization may be seen as beneficial, as the Master Plan for Facilities for the college is completed, thought should be given to expanded facilities for expanded services to a growing student body. The same growth in enrollment will require additional personnel and staff to sustain existing programs. Interaction and articulation between service departments and programs could be served best by a centralized facility for "professional" student services (i.e., admissions and records, counseling, financial aid, placement and career education, EOP and human relations offices, and health services).

The "social" student services (i.e., student activities, lounges and campus store) will also require expanded facilities and staffing as the enrollment at the college grows.

New directions in the processes of admissions and records will be required. Mass registration appears to be a desirable goal. New residence requirements require modifications in existing practices.

Of immediate concern are the inadequate facilities for both Admissions and Counseling functions. Projections for student lounges and an enlarged campus bookstore seem necessary. Provision for a health service facility is necessary.

Personnel needs include the immediate need for employing help in the Admissions Office, for employing an EOP Counselor (in keeping with the commitment of the EOP grant application) and attention to adjustments in staffing the Student Activities Office. The service of a full-time nurse on campus is vitally needed.

In the near future additional consideration should be given to some changes of programs within the student support services area.

The following specific recommendations by this committee come from the stated goals and objectives as well as the recognized needs of this aspect of the college's operation.

**Recommendations - Programs**

1. Consideration should be given to creating an "umbrella" effect for student services by placing all of them under the supervision of one administrative dean with appropriate program administrators responsible to him.

2. Consideration should be given to upgrading the EOP program in keeping with the proposal made in application for funding.

3. Consideration should be given to separating the functions of financial aid and placement.

4. Consideration should be given to combining those services related to economic concerns, i.e., financial aid and veterans office.
5. Consideration should be given to combining those services related to the world of work, i.e., placement, career education, and general work-experience. The committee does feel that this program should remain under the aegis of student support services rather than any certain or specific instructional division in order to serve all students.

6. Consideration should be given to developing a process for mass registration.

7. Consideration should be given for more effective identification and diagnosis of individual student needs and interests.

**Recommendations - Personnel**

1. Consideration should very shortly be given to the addition of personnel to meet the growing enrollment of both day and evening college. Special attention should be given to sustaining a work force in Admissions and Records in keeping with the growth of the college.

   A. A full-time Admissions Clerk.

   B. A full-time clerk to be assigned to work on transcript requests, transcript evaluation, general education certification, Associate in Arts and Associate in Science degrees.

   C. A full-time file clerk.

   D. One one-half time evening clerk to work at the counter and assist in registration of evening students.

2. An EOP counselor, as proposed by the 1973-74 grant application, should be employed at the earliest possible date now that funding has been obtained.

3. The college should sustain the counselor-student ratio of 1:500.

4. Attention should be given to sustaining a work force in the campus bookstore in keeping with the growth of sales and service to the college.

5. Full-time staffing of a health service facility is not only desirable, but necessary.

6. A careful study of job reassignment should be made in the office of Student Activities in order to provide for a full-time advisor of Student Activities as well as a full-time administrator and secretary.

**Recommendations - Facilities**

1. Immediate attention should be given to Master Planning for a "professional" student support service facility to house admissions and records, counseling, financial aid, health services, placement and/or career education, EOP and human relations offices. High priority should be placed on this need in terms of the State ten-year plan in the same manner as has been given by the State Board of Governors for student support services.
2. Immediate attention should be given to the need for an expanded facility for admissions and records as well as a facility for the counseling center. (Regarding the latter, complete decentralization is not an effective answer and would rather be a deterrent to implementing a "clinical" approach to providing student services.

3. Provision should be made for a student lounge in the Campus Center when the Art Department moves from its present facilities.

4. In the Master Plan of Facilities provision should be made for a permanent campus bookstore with a minimum of 12,000 square feet (8,000 - sales; 3,200 - storage; and 800 - offices). It should be located along a main flow of pedestrian traffic--preferably adjacent to the Campus Center.
Part II
GOALS AND OBJECTIVES

BY PROGRAMS

A. Admissions and Records
B. Counseling and Guidance
C. Operation Seagull (EOPS)
D. Financial Aid
E. Placement
F. Career Education
G. Health Services
H. Student Activities
I. Campus Bookstore
A. Admissions and Records

Goals

1. To provide for the admission of students to the college.

Objectives

1.a To admit students in conformance with the admission standards of Santa Barbara City College.

1.b To assess past performance of transferring and returning students for the purpose of admission.

1.c To acquire information about the student through test performance, questionnaire, and high school and college transcripts.

1.d To keep admission records for each student until he registers; the records are then filed in the active section.

1.e To readmit students who have been formerly disqualified and have been out of college at least one semester.

2. To develop and maintain adequate student records.

2.a To acquire adequate information regarding

- Student characteristics and class programs.
- Academic records of high school and previous college work.
- Student grades and test scores.
- Veterans and athletic eligibility.
- Information by which to determine residence.
- Social Security.
Goals

3. To provide registration services.

Objectives

2.b To retain information in the most concise, efficient, and secure manner in the form of accessible data.

2.c To maintain a system by which the information may be disseminated to students, instructors, counselors, and administrators for reports, individual use and collective research.

3.a To register all qualified students in as rapid and as efficient a manner as possible.

3.b To utilize data processing facilities to the fullest extent in order to place students in the proper classes.
B. Counseling and Guidance

Objectives

1. To provide a service of orientation.

1.a To provide pre-college information by conducting two evenings of SECC Preview in the Fall semester for parents of High School Seniors and for High School Seniors.

1.b To visit the six high schools within the college district on a regular basis; to meet with high school students and staffs.

1.c To utilize the mobile counseling unit at various locations in the district at least 10 hours per week.

1.d To provide group orientation programs for all incoming freshmen and new students.

1.e To provide career and educational information.

1.f To provide for communications and the distribution of literature.

2. To provide a service of appraisal.

2.a To assess the personal records of individual students.

2.b To provide educational and vocational testing (group and individual).

2.c To provide for individual personality inventories.

2.d To assist the student in his own self-appraisal by counseling.
Goals

3. To provide a service of consultation.

Objectives

3.a To provide educational and vocational information as part of the guidance procedure.

3.b To assist students to be acquainted with the total program of the college (courses and services).

3.c To assist students to enroll in the courses best suited to their needs and interests.

3.d To provide for personal and individual counseling of all students seeking such service.

3.e To provide counseling to groups with identifiable needs (i.e., veterans, minorities, physically or emotionally handicapped, low income, low achieving).

3.f To assist students to solve their personal or social problems and to provide referral services as necessary.

3.g To provide applicant counseling to prospective students.

4. To provide for up-to-date articulation.

4.a To participate in the articulation process—with district high schools and with four-year institutions of higher education.

4.b To participate in articulating to students changes in program requirements for majors and/or general education.

4.c To participate in in-service education efforts related to articulation.

4.d To participate in the process of program evaluation.
### Goals

5. To provide for research and evaluation related to student services.

### Objectives

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<td>5.a</td>
<td>To participate in data-gathering process to enable research functions.</td>
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<tr>
<td>5.b</td>
<td>To visit four-year institutions of higher education to interview graduates and transfer students from SBCC.</td>
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<td>5.c</td>
<td>To participate in follow-up studies of former SBCC students.</td>
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<td>5.d</td>
<td>To participate in research projects on policies, procedures, and programs of student services.</td>
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C. Operation Seagull (and EOPS)

Related to the counseling and guidance functions of the college, as well as to financial aids and human relations programs, is the special service to economically or educationally disadvantaged students. The projects are supported by special state and federal allocations. The following goals and objectives have been written for these projects and have been the basis for the special allocation of funds.

The main goals of the three-year Master Plan are: (1) to recruit minority students in a proportion similar to that of the area served by the college; and (2) to provide support services for ethnic minority and other students with special needs so that an 80% persistence rate in the first semester, 70% through the first year, and 50% into the second academic year will be achieved. The following list of goals and objectives, largely in qualitative terms, attempts to elaborate on the above quantitative terms.

### Goals

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<tbody>
<tr>
<td>1.</td>
<td>To increase the number and percent of ethnic minority students recruited to college.</td>
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<tr>
<td>2.</td>
<td>To orient the college faculty, administration and staff toward meeting the needs of EOP students.</td>
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<td>3.</td>
<td>To increase the rate of persistence of EOP students. (see page 1, item 3 of application).</td>
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### Objectives

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<tr>
<td>1.a</td>
<td>To increase this enrollment from the current 17.46% on campus to 22%, which equals district population proportions.</td>
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<tr>
<td>2.a</td>
<td>To provide for distribution of communiques and literature.</td>
</tr>
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<td>2.b</td>
<td>To provide 72 hours of in-service training during 1973-74.</td>
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<tr>
<td>2.c</td>
<td>To provide for participation of faculty and administration in the development and evaluation of the EOP program.</td>
</tr>
<tr>
<td>3.a</td>
<td>To match needs with services through an effective process of assessment.</td>
</tr>
<tr>
<td>3.b</td>
<td>To provide financial aid and work-study for 548 full-time students with family income of 5,000 or less.</td>
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<td>Goals</td>
<td>Objectives</td>
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<tr>
<td>4. To improve the academic performance of EOP students.</td>
<td>3.c To achieve a 70% persistence of EOP students through 1973-74.</td>
</tr>
<tr>
<td>5. To develop programs and materials to improve minority EOP students' attitudes toward themselves and toward their cultural heritages.</td>
<td>4.a To provide bi-lingual tutors in direct proportion to need.</td>
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<td>4.b To offer tutorial services for both remedial and regular curricula.</td>
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<td>4.c To expand the college readiness program.</td>
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<td></td>
<td>5.a To provide a minimum of two professional counselors who share a similar cultural heritage with EOP type students.</td>
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<td></td>
<td>5.b To provide a minimum of 20 peer counselors who share a similar cultural heritage with EOP type students.</td>
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<td></td>
<td>5.c To provide appropriate curriculum through the American Ethnic Studies Division.</td>
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<td></td>
<td>5.d To purchase equipment and materials related to instruction, to motivation, and to behavior modification.</td>
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<tr>
<td>6. To increase the number and percent of EOP students eligible for transfer to four-year colleges.</td>
<td>6.a To articulate and cooperate with four-year college and university counselors and EOP officers.</td>
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<tr>
<td></td>
<td>6.b To provide for on-campus visits of at least six college and university counselors and EOP officers.</td>
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Goals

7. To increase the number and percent of EOP students successfully served by occupational programs.

8. To increase the degree of EOP students' participation in developing and guiding EOPS programs.

9. To increase the community's awareness of services and programs offered by the college.

Objectives

7.a To develop policies and procedures to include EOPS students in vocational programs.

7.b To provide a minimum of 216 hours of referral to the Career Development program for EOP students.

7.c To provide a mini-skills training center for adults in the community.

7.d To provide a Career Placement service.

8.a To provide committee structure which includes EOP students.

8.b To use mature and successful EOP students as peer counselors or tutors.

9.a To provide for a continuing Human Relations program and staffing.

9.b To provide a minimum of 2 special orientation programs for EOP type students.

9.c To provide brochures and publications.
D. **Financial Aid**

**Goals**

1. To develop and maintain funds to aid economically needy students.

2. To serve students (prospectives and current) with information regarding financial assistance.

3. To perform assessment services.

**Objectives**

1.a To assist in research and data-gathering related to financial aids program.

1.b To participate in the preparation of grant applications and proposals.

1.c To seek new sources for grants and scholarships.

2.a To provide information to high school staffs and students.

2.b To provide application information.

2.c To participate in orientation and counseling programs.

2.d To maintain up-to-date brochures and statements of procedures regarding financial aid.

2.e To provide information on financial aid at four-year institutions of higher education for transferring students.

3.a To develop and maintain procedures and forms for need analysis.

3.b To assess the individual need of each applicant.

3.c To assess the methods of computing needs.
<table>
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<th>Goals</th>
<th>Objectives</th>
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<tr>
<td>4. To award financial assistance to students in economic need.</td>
<td>4.a To provide equitable grants of financial and work assistance in accordance with individual need and program guidelines.</td>
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<td>4.b To notify recipients in a manner to enable them to make appropriate decisions.</td>
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<td></td>
<td>4.c To develop methods for disbursement which are appropriate to awards.</td>
</tr>
<tr>
<td>5. To provide personal, social, and economic counseling to students.</td>
<td>5.a To provide budgetary counseling.</td>
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<td></td>
<td>5.b To provide personal counseling.</td>
</tr>
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<td></td>
<td>5.c To provide social counseling.</td>
</tr>
<tr>
<td>6. To provide a system of record keeping.</td>
<td>6.a To maintain documents required by state and federal guidelines.</td>
</tr>
<tr>
<td></td>
<td>6.b To provide records which enable data retrieval for reports, applications, and audits.</td>
</tr>
<tr>
<td></td>
<td>6.c To maintain current records to enable adequate service to recipients.</td>
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<tr>
<td>7. To provide for evaluation of financial aid programs and services.</td>
<td>7.a To survey clients for review of services.</td>
</tr>
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<td></td>
<td>7.b To provide for financial aid committee review and analysis on an annual basis.</td>
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<td></td>
<td>7.c To provide for self-study.</td>
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</table>
E. Placement

Goals

1. To provide employment opportunities for college students and graduates.

Objectives

1.a To obtain information on existing employment trends.

1.b To develop and maintain contact with industry and business personnel managers.

1.c To canvass prospective employers on a regular basis for employment possibilities.

1.d To develop and maintain a file of applicants for employment based on need and interest.

1.e To provide for listing and announcements of employment.

2. To provide for employment counseling.

2.a To provide pre-employment information.

2.b To provide for applicant appraisal.

2.c To provide for counseling toward employment readiness.

2.d To provide for employer-employee relationships counseling.

2.e To provide for employer counseling.

3. To provide adequate records.

3.a To obtain data on trends, practices, and employment opportunities.

3.b To record results of student-worker achievement in employment.

3.c To record results of graduates' achievement in employment.
**Goals**

4. To participate in Career Education projects.

5. To participate in all career related activities.

**Objectives**

3.d To provide for follow-up studies of students and graduates to determine effectiveness of services.

4.a To cooperate in providing Career Education information and programs.

4.b To provide for special occasions on campus and off campus when Career Education can be emphasized.

4.c To encourage business and industry leaders to be available as resource personnel to students and graduates.

5.a To provide for cooperative endeavors with work-experience programs.

5.b To participate in high school career days.

5.c To provide for tours of industrial and business facilities.
F. Career Education

Goals

1. To provide a program of career education for all students.

Objectives

1.a To seek and obtain funds from local, state, and federal sources for the development and maintenance of a complete Career Education program.

1.b To provide personnel trained in areas related to Career Education.

1.c To provide a library of books, pamphlets, film strips, cassette recordings, and similar materials containing information on various career categories.

1.d To serve as a referral agency for persons interested in exploring specific career possibilities in the community's businesses and industries.

1.e To provide inventories and tests to serve the function of assessment and appraisal of individual needs, interests, aptitudes and abilities.

1.f To provide tours of businesses and industrial facilities.

1.g To work with the personnel responsible for work-experience programs to make Career Education an integral part of that program.

1.h To provide career information days for college and high school students.

1.i To utilize the mobile counseling unit to provide Career Education services to the community.
Goals

Objectives

1.j To provide in-service training for college personnel to integrate Career Education information in academic disciplines and in other support service programs.

1.k To do research to determine the needs and interests of students and the needs and interest of business and industry.
### G. Health Services

#### Goals

1. To provide health services for all students at the college.

#### Objectives

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<tr>
<td>1.a</td>
<td>To provide a full-time nurse on campus during the day.</td>
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<td>1.b</td>
<td>To provide a nurse on campus during hours of evening programs.</td>
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<tr>
<td>1.c</td>
<td>To provide necessary support staff, including a secretary; and a medical doctor for consultative purposes.</td>
</tr>
<tr>
<td>1.d</td>
<td>To provide first aid and emergency care for students and staff.</td>
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<tr>
<td>1.e</td>
<td>To provide health counseling for students and staff.</td>
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<tr>
<td>1.f</td>
<td>To present seminars, symposiums, forums on health and health-related problems.</td>
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<tr>
<td>1.g</td>
<td>To provide &quot;Health Fair&quot; days on campus.</td>
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<tr>
<td>1.h</td>
<td>To provide supervision of students who wish to obtain credit by working in a health office or in community health agencies.</td>
</tr>
<tr>
<td>1.i</td>
<td>To maintain liaison with community health resources appropriate for referral or for classroom use.</td>
</tr>
<tr>
<td>1.j</td>
<td>To make recommendations for changes to improve safety or health on campus.</td>
</tr>
<tr>
<td>1.k</td>
<td>To interpret and meet needs of physically handicapped students for more effective utilization of campus facilities.</td>
</tr>
<tr>
<td>1.l</td>
<td>To maintain records regarding student handicaps, disabilities, or diseases; and for insurance data</td>
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### H. Student Activities

#### Goals

1. To provide opportunity for the development of social, cultural, athletic, and scholastic activities and to encourage the development of initiative, responsibility and positive interpersonal relationships.

2. To serve as a model for disciplined organization and procedure in conducting activities and to encourage respect for procedure, policy, and organization in all aspects of the college community.

#### Objectives

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<tbody>
<tr>
<td>1.a</td>
<td>To provide for social activities on campus such as dances, club meetings, and faculty-student get-togethers.</td>
</tr>
<tr>
<td>1.b</td>
<td>To provide programs such as drama, music, films, lectures and forums.</td>
</tr>
<tr>
<td>1.c</td>
<td>To provide for intramural and interscholastic athletic programs.</td>
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<tr>
<td>1.d</td>
<td>To provide for awards for scholastic achievement.</td>
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<tr>
<td>1.e</td>
<td>To encourage the establishment of co-curricular clubs and organizations.</td>
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<tr>
<td>1.f</td>
<td>To provide through co-curricular and extracurricular programs (as above) opportunity for student participation and involvement.</td>
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<tr>
<td>2.a</td>
<td>To provide for a constitution and by-laws for the Associated Student Government.</td>
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<tr>
<td>2.b</td>
<td>To provide for structure and regulatory systems for student clubs and organizations.</td>
</tr>
<tr>
<td>2.c</td>
<td>To provide a course in leadership to include information on parliamentary procedure and management techniques.</td>
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<tr>
<td>2.d</td>
<td>To provide for student participation on college-wide committees.</td>
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<tr>
<td>2.e</td>
<td>To provide for student elections.</td>
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### Goals

3. To provide a medium for growth of leadership potential as well as followership ability.

4. To coordinate club and student activities on campus and the activities of students representing the college off-campus.

5. To serve in such capacities as to enable a positive climate for learning and for personal growth of students.

### Objectives

3.a To recognize the validity of a student government.

3.b To encourage the development of relevant (to students) club and organization programs.

3.c To encourage student participation and involvement in the group process.

4.a To provide a club advisors manual to include college policies, suggested procedures, and required forms for various activities.

4.b To publicize events to provide information to all students and to the community.

4.c To develop and maintain an effective calendar of events.

4.d To serve a resource function to student groups seeking to sponsor activities.

5.a To cooperate in providing information regarding the structure and functions of the college to new students.

5.b To serve as liaison between students and agencies within the community.

5.c To furnish information of available housing to students who do not live at home.
Goals

Objectives

5.d To provide for parking for the physically handicapped.

5.e To serve as the disciplinary agent when needed.

5.f To provide for guidelines of due process.

5.g To honor students who have served the college through scholastic achievement, athletic excellence, and student activities such as government, drama, forensics and music.
I. Campus Bookstore

Goals

1. To serve the mercantile needs of the college community.

Objectives

1.a To provide for the order and sale of textbooks, trade books, periodicals, sundries, and other equipment and merchandise commonly sold in campus bookstores.

1.b To provide for shipment and receiving of merchandise.

1.c To develop and maintain a system of accounting in keeping with acceptable accounting principles.

1.d To provide security for merchandise.

1.e To provide current information to faculty regarding instructional materials and equipment.
SANTA BARBARA CITY COLLEGE

GOALS, OBJECTIVES AND ORGANIZATION STUDY COMMITTEE

FACILITIES

RESOURCE STUDY COMMITTEE

COMMITTEE MEMBERS:

Isabel Beck
Erica DiBartolomeo, Chairman
Don Trent
William Miller
Bill Regis
Lisle Bresslin
Mike Ramirez
Jack Malloran

July 1973
This report of the Facilities Resource Study Committee will assign itself to:

1. Examine, in terms of facilities, all program objectives of:
   a. Occupation Education Study Committee
   b. General and Liberal Arts Study Committee (Non-Credit)
   c. Student Support Services Study Committee
   d. General and Liberal Arts Study Committee (Credit)

2. Assess the current status of college facilities available to achieve the objectives.

3. Recommend alternatives which may be expected to make possible achievement of objectives in the most effective and efficient manner.

In order to facilitate ease of reading our recommendations, the format of this report has included the goals and objectives of the four program study committees. We hope that this will avoid fatiguing cases of crossed eyes and hands.

A great deal of time, discussions, and thought went into this report, as we tried to look at all aspects of a given problem. The results, which are the recommendations of our committee, are respectfully submitted to the steering committee; may they prove to be useful.

I. Occupational Education:

Goal #1: To provide initial training and continuing education for specific careers—accounting, nursing, etc. with emphasis where needed on legal requirements for licenses and credentials.

Objectives:
   a. Create information resources that can be used in predicting employment needs of the community. (Continuing surveys of local and national trends in jobs).
   b. Establish feedback loops between community (output user) and college, to determine the adequacy of training; specific skills and placement requirements.
   c. Maintain an inventory of specific jobs that are available in the community.
   d. Develop techniques for determining the cost effectiveness of the programs and courses offered.
   e. Seek enthusiastic instructors and administrators who will implement already defined objectives.
   f. Develop generalized training courses that will provide a basis for building up specific skills.
   g. Review legal requirements for all occupations and establish programs for meeting the requirements for licenses or credentials.
   h. Develop continuing education programs that supplement career training and up date skills without need for formal enrollment.

Recommendation of Facilities Committee:

1. Establishment of a Data Storage and Retrieval Center, on campus, for district use. The services of such a center are required to meet the objectives of Occupational Education, Student Services, and Liberal Arts. (Non-Credit)
2. Provide meeting rooms, (divisible into large and/or small areas), in which people from the community and college can meet for evaluation and coordination of various programs; for example, coordination of advisory groups, Occupational Education and Continuing Education.

The same facility recommendations apply to Goal #2 and #3 of the Occupational Education Study Committee.

II. General and Liberal Arts (Non-Credit)

The goals and objectives of Continuing Education which are very germane to the recommendations for Occupational Education, are reproduced here in order to easily refer to the discussion which follows and the points made on page 1.

Goal: To provide continuing education classes for local adults appropriate to the needs and desires of the community, including general, vocational, and avocational education on a part-time basis.

a. To provide general education for all adults.
b. To provide occupational training and counseling to help students make occupational choices and prepare for successful employment.
c. To provide education and academic counseling for students pursuing such goals as citizenship and high school diploma, including remedial and developmental courses.
d. To provide classes for personal growth and avocational pursuits.
e. To maintain community involvement in continuing education in curriculum planning and communication.
f. To utilize the best possible teaching methods and organizational procedures for teaching all adults.

Discussion of Present Status:

The objectives for these goals are generally being met under the existing program with existing facilities. The concerns for occupational education, general and liberal arts education (credit) and student services are all manifest in the Continuing Education program. The majority of the Continuing Education program must be accommodated to the convenience of the student and be close to his place of residence or employment in order to be effective. The program must be extremely flexible and responsive to immediate community needs. Although the program objectives presently are accommodated in existing facilities, the condition of those facilities is questionable. Facility recommendations to meet program objectives can be stated in two parts: one is an analysis of existing facilities, and the other, a physical relationship with the Mesa Campus.

The Nopal Street facilities will not be available after June 30, 1975, and at that time, the welding and machine shop programs will be moved to new facilities planned on the Mesa Campus.

The Montecito Street facility has sufficient room for expansion of apprentice programs. Utilization of these facilities, except for the Skills Center, is generally limited to evening only. Current utilization trends in the California State Finance Committee could make retention of these facilities difficult.

The Continuing Education Center and Annex are also mainly used in the evening, although day utilization in some labs such as ceramics is good. All facilities are subject to extreme depreciation and are in need of extensive rehabilitation. Parking is limited at the Continuing Education Center.
The Continuing Education program, in addition to facilities listed above, provides programs in approximately forty-three off site locations throughout the Community College District. Facilities for Student Services including counseling, testing, bookstore, financial aids, tutorial and study centers are needed to accommodate the objectives listed in their report.

Recommendations:

1. Where possible, develop common facilities for credit and non-credit programs, and day and evening.
2. Develop smaller multi-use facilities adjacent to major specialized facilities that are capable of smaller classes, yet may be utilized as service areas for large classes.
3. Explore the use of specialized facilities in industry.
4. Duplication of facilities for college and continuing education services should be avoided. Shared facilities are recommended with supplemental mobile units to serve the community locations. This recommendation applies to:
   a. Library
   b. Bookstore
   c. Audio-Visual
   d. Warehouse
   e. Student Services
5. Provide administration facilities on the Mesa Campus with adequate provisions for community access. Develop the Santa Barbara Street property into specialized facilities.
6. It is important to keep the flexibility, responsiveness and creativity of the present program foremost in all deliberations of combined facilities.

III. Student Support Services:

Needs: (as expressed in the Student Services Report)
   a. To provide a clinical approach to serving the individual students.
   b. To have only one Administrative Dean of Student Services.
   c. The need for expanded facilities to serve a growing student body.
   d. A center for professional student services (admissions and records, counseling, financial aid, placement and career education, EOP and human relations and health services.)
   e. Expand the "social student services," i.e. student activities, lounges and campus store.
   f. Mass registration appears to be a desirable goal.
   g. Personnel needs include the immediate need for employing an EOP counselor, a full time nurse, and help in the Admissions Office and Student Services Office.

Recommendations:

1. Plan a facility for a professional student support service to house admissions and records, counseling, financial aid, health services, placement and career education, EOP and human relations offices.
2. Immediate attention should be given to an expanded interim facility for admissions and records and counseling.
3. Modification of the Campus Center should be accomplished in such a manner to provide for changeable spaces for student services.
IV. General and Liberal Arts Education (Credit)

Topics:

a. Interdisciplinary Education
b. The College Calendar
c. Cooperative Learning Process
d. Student Evaluation Procedures

Recommendations:

No unusual facilities would be required to meet the objectives listed in the liberal arts education (credit) program report. However, facility implications may arise in implementing interdisciplinary education, for example:

a. Will there be a need for large halls for team teaching?
b. Will such facilities be on campus, off campus or both?
c. Where will the faculty be housed? In Division Centers? large offices?

This committee makes no recommendations for such implications until an in-depth study of the subject has been completed.

In addition to the foregoing recommendations the Facilities Committee makes the following recommendations:

1. It is recommended that a recreational space be made available for employees.
2. We recommend that all wood frame temporary buildings be eventually eliminated and that others be relocated. Present library facilities are inadequate and some alternatives to finding a solution are:
3. Abandon the present library to Student Services and build a new library, or expand and remodel the present library.
4. It is recommended that the warehouse, which is inadequate with poor accessibility, be made larger with an access that does not compete with foot traffic.

A question:

A concern of this committee is the housing of the tutorial services. At the present time some tutoring is carried on in centers and some in the Learning Resources Center. Present experience indicates movement away from centralization. Building revisions are necessary if centralization is desired. Where, then, are the tutorial services to be housed? Are they to be part of Educational Development Services or Division Centers? No recommendation can be made by this committee until the questions have been answered.
Santa Barbara Community College
District

Goals, Objectives, and Organization Resource Committee

Finance

September 1973

Committee Members:

William Cahill
Louis Mazzetti
Joan Zaluck
Sulton Aziz
Dave Roberts
Dave Pickering
Don Sorsabal
William Cordero
REPORT OF
FINANCE RESOURCES COMMITTEE

I. INTRODUCTION

II. PROCEDURES OF THE COMMITTEE
   A. Discussion of Committee Deliberations
   B. Committee Approvals

III. FINANCING PUBLIC COMMUNITY COLLEGES
   A. State Finance
   B. Local Finance
   C. Federal Finance

IV. FACTORS AFFECTING COLLEGE FINANCES
   A. Average Daily Attendance
   B. Assessed Valuation

V. PROJECTED INCOME AND EXPENDITURES
   A. Income
      1. State Apportionment
      2. Taxes
      3. Other Income
   B. Expenditures

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
Introduction

That there is a financial crisis in higher education is the generally accepted conclusion among community college, four year college and university administrators in all states, and in both public and private education. Public support for higher education is limited. The burden of proof for educational finance appears to be shifting inexorably to the institutions themselves. A request for finance to the electorate or to the legislature is not of itself sufficient for institutions of higher education any more. It must also be demonstrated that the money will in fact be well used.

In Earl F. Cheit's opinion, there are three aspects of the task of restoring confidence in higher education, and thereby reestablishing the value of the investment in the functions of higher education. In Cheit's words, "First the colleges and universities must have campuses that reveal themselves as being reasonably governable: . . . A second requirement for confidence is that they are reasonably efficient in their internal operations:..."Thirdly, . . . restored confidence will require convincing evidence that the activities of colleges and universities have a unifying set of purposes - purposes that the supporting public can understand and defer to. "(Earl F. Cheit, " Outsider's Look at Financial Crisis in Higher Education." The Chronicle of Higher Education, V:II, December 7, 1970)"

There is some evidence to suggest that community colleges are taking Cheit's three aspects of the task of restoring confidence seriously. Specifically, Santa Barbara City College is currently involved in the establishing of institutional goals and objectives for the next ten years. Four study committees were established for the creation of goals and objectives in the following areas:

1. Occupational Education
2. General and Liberal Arts Education (credit)
3. General and Liberal Arts Education (non-credit)
4. Student Support Services

In addition, three resource committees were established to review the study committees goals and objectives as they relate to the following concerns:

1. Facilities
2. Finance
3. Organization

The Finance committee was assigned the responsibility of reviewing each study committees' report as well as trends and issues related to financing the operations of the Santa Barbara Community College. In addition, the finance committee was to make recommendations and reference to the next ten years in light of the stated recommendations from the study committee reports as they affect the financial outlook for Santa Barbara City College.
The Finance Committee was composed of eight members - two lay-citizens, two students, two classified employees, and two certificated administrators. Our meetings commenced in mid-April and continued until early July, 1973. Dr. Donald Sorsabal, Administrative Dean, Business Services provided instructional/informational meetings to provide the committee an opportunity to understand the present and future financing sources available to SBCC present and near future. The committee decided to devote an evening to each of the four study reports and invite a representative from each study committee to clarify any issues that might arise concerning financial implications of their recommendations.

Discussions of Committee Deliberations:

The first few meetings of the committee were devoted to establishing the committee's feeling about what it could and should try to accomplish, obtaining and discussing resource materials provided by college staff members, and deciding how to proceed. The most significant resource materials used were:

1. Statement by Dr. Gooder, January, 1971, on Goals, Needs, and Objectives of SBCC.


6. Budget breakdown reports prepared specifically for Finance Committee by Dave Pickering.


Committee Approach

The committee reviewed each individual study committee's report, giving the following questions deep consideration:

1. What is the current financial status of SBCC?
2. What are future prospects of our financial situation?
3. Are present allocations equitable to all concerned?
4. What is the affect of new legislation - state and federal - regarding community college financing?
5. What are the long-range projections regarding school financing?
6. What is the affect of increased-decreased enrollment?
7. Are current finances adequate for existing programs?
8. Are we doing an adequate job of getting new dollars that are available to the college?
9. What are the financial implications of each goal - direct and indirect?
10. Can we reallocate current funds to accommodate new goals and/or maintain growth?
11. What priorities does SBCC have for financial expenditure - present and future?
12. How will we provide for inflation, growth, etc.?

Conclusion and Recommendations
III. FINANCING PUBLIC COMMUNITY COLLEGES

Community Colleges receive funds for operational aspects from three basic sources: (1) The State Budget, (2) the Federal appropriations, and (3) Local taxes and fees. In most cases, over 50% of operational dollars are derived directly from the local property tax. The next largest source is direct apportionment from the State. Approximately 7% of funds expended in California's institution of higher education come from federal appropriations.

A. State Finance

During the 1973 session of the California legislature, sweeping changes were made in the financing of the Community College System by the enactment of Senate Bill 6. This legislation established a basic revenue limit per average daily attendance unique to each Community College district because the revenue limit is based upon that amount received per average daily attendance for the 1972-73 college year. Additionally, it established a higher basic limit for expenditures by increasing the foundation program (i.e., the amount deemed appropriate to operate a community college) and providing for escalation in that support level to compensate for inflation. The most unique feature provided is that the amount of the foundation program limit is reduced by the State apportionment. The remaining difference must be absorbed by the local property tax collections.

B. Local Finance

The primary source of local financial assistance comes from a tax applied to the assessed valuation of the property within the District's boundaries. The tax rate is determined by taking the amount of dollars required after subtracting the State's share from the revenue limit and dividing it by the assessed valuation. Under new legislation, the tax rate will vary from year to year based upon the relationship of the revenue limit to the assessed valuation. It becomes readily apparent that the assessed valuation of the district becomes an all-important aspect to the tax rate to be established.

The important thing to note is that the revenue base for each year will be dependent upon the average daily attendance generated. In the Community College, the average daily attendance is more dependent upon how many units a student takes than on the number of students enrolled. Both the local and State share will be based upon the amount of revenue required which is, in turn, predicated on the number of average daily attendance.

Other local income is generated from fees, i.e., Adult Education and out-of-state tuition; from sales of surplus equipment; from interest generated from investing idle funds; etc. This additional local income is generally less than 1% of the total income.

C. Federal Finance

Most money received from federal sources is known as categorical aid, i.e., it must be used for specific program costs. Examples of this are Vocational Education Act funds used to offset high-cost vocational programs; College Work Study funds used to give students funds for
working while attending college, etc. These funds must be sought after if the district is to obtain them. Additionally, because of the problems in Washington, a district cannot completely depend on receiving its appropriation. Therefore, programs tied to federal funds tend to fluctuate from year to year and should be included in the financial picture only to the extent that funds are received or anticipate to fund them.

IV. Factors Affecting Community College Finances

Many factors specifically affect the funds available to operate a Community College District. Probably the three most influential are the State financial plan, assessed valuation, and average daily attendance.

The State financial plan has been previously discussed in Section IIIA and need not be discussed here. However, because of the affect of the assessed valuation and average daily attendance on the revenue limit, though briefly discussed above, additional comments and trends shall be presented.

A. Average Daily Attendance

Nationwide, the trend has and continues to be one of decreasing enrollments in institutions of higher education. Although this trend is not currently evident at Santa Barbara, the average daily attendance is growing at a decreasing rate. Table 1 presents an analysis and projection of the District's ADA through the 1982-83 college year. The projection of Resident ADA is based upon projections supplied by the State Department of Finance. This figure has built in demographic factors predicated on current elementary and high school populations, economic factors of the community, mobility factors affecting the South Coast area as well as historical evidence.

The adult ADA projection is a projected figure partially affected by the Resident ADA growth. It can be noted that it is projected that a continuous growth is anticipated in the adult non-credit program.

These projections have not only a financial impact in relation to the revenue limit base but also to growth of faculty and support staff and an effect on facility use and construction. If the projections prove to be valid and the current pupil/teacher ratio to be maintained with no adjustment in the current methods of instruction, it must be anticipated that to the existing 179.18 full-time equivalent faculty and the 130.54 full-time equivalent classified staff must be added 16.92 additional faculty and 7.65 classified staff by the 1979-80 college year. These calculations are included in the figures presented in Table 5. In total personnel costs are estimated to increase approximately $2,000,000 between FY 1974 and 1983 due to the projected increase in faculty and staff alone.

Additionally, if faculty and classified staff are to be added, office and other work stations must be provided. This can be accomplished by constructing or leasing facilities or by changing the methods of utilizing space.

III B-6
## SANTA BARBARA COMMUNITY COLLEGE DISTRICT

### Table I

**Analysis and Projection of Average Daily Attendance**

**FY 1964 - 1983**

*(Based upon Locally Adjusted Dept. of Finance Projections in BD 240, June, 1972)*

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL</th>
<th>A.D.A.</th>
<th>RES.</th>
<th>ADULT</th>
<th>OTHER</th>
<th>CHANGE</th>
<th>% OF CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963 - 64</td>
<td>2,258</td>
<td>1,396</td>
<td>755</td>
<td>107</td>
<td>234</td>
<td>+ 207</td>
<td>+ 9.2%</td>
</tr>
<tr>
<td>1964 - 65</td>
<td>2,465</td>
<td>1,394</td>
<td>837</td>
<td>311</td>
<td>+ 621</td>
<td>+ 25.2%</td>
<td></td>
</tr>
<tr>
<td>*1965 - 66</td>
<td>3,086</td>
<td>1,851</td>
<td>924</td>
<td>379</td>
<td>+ 331</td>
<td>+ 10.7%</td>
<td></td>
</tr>
<tr>
<td>1966 - 67</td>
<td>3,417</td>
<td>2,121</td>
<td>917</td>
<td>417</td>
<td>+ 365</td>
<td>+ 10.7%</td>
<td></td>
</tr>
<tr>
<td>1967 - 68</td>
<td>3,782</td>
<td>2,290</td>
<td>1,075</td>
<td>365</td>
<td>+ 607</td>
<td>+ 16.0%</td>
<td></td>
</tr>
<tr>
<td>1968 - 69</td>
<td>4,389</td>
<td>2,839</td>
<td>1,138</td>
<td>412</td>
<td>+ 359</td>
<td>+ 8.2%</td>
<td></td>
</tr>
<tr>
<td>1969 - 70</td>
<td>4,748</td>
<td>3,167</td>
<td>1,169</td>
<td>269</td>
<td>+ 711</td>
<td>+ 15.0%</td>
<td></td>
</tr>
<tr>
<td>1970 - 71</td>
<td>5,459</td>
<td>3,870</td>
<td>1,320</td>
<td>207</td>
<td>+ 658</td>
<td>+ 12.1%</td>
<td></td>
</tr>
<tr>
<td>1971 - 72</td>
<td>6,147</td>
<td>4,492</td>
<td>1,418</td>
<td>127</td>
<td>+ 444</td>
<td>+ 7.3%</td>
<td></td>
</tr>
<tr>
<td>1972 - 73</td>
<td>6,561</td>
<td>4,918</td>
<td>1,516</td>
<td>75</td>
<td>+ 180</td>
<td>+ 2.7%</td>
<td></td>
</tr>
<tr>
<td>1973 - 74</td>
<td>6,741</td>
<td>5,106</td>
<td>1,560</td>
<td>50</td>
<td>+ 188</td>
<td>+ 2.8%</td>
<td></td>
</tr>
<tr>
<td>1974 - 75</td>
<td>6,929</td>
<td>5,264</td>
<td>1,615</td>
<td>25</td>
<td>+ 178</td>
<td>+ 2.6%</td>
<td></td>
</tr>
<tr>
<td>1975 - 76</td>
<td>7,107</td>
<td>5,411</td>
<td>1,671</td>
<td>--</td>
<td>+ 67</td>
<td>+ .9%</td>
<td></td>
</tr>
<tr>
<td>1976 - 77</td>
<td>7,174</td>
<td>5,444</td>
<td>1,730</td>
<td>--</td>
<td>+ 92</td>
<td>+ 1.3%</td>
<td></td>
</tr>
<tr>
<td>1977 - 78</td>
<td>7,266</td>
<td>5,476</td>
<td>1,790</td>
<td>--</td>
<td>+ 174</td>
<td>+ 2.4%</td>
<td></td>
</tr>
<tr>
<td>1978 - 79</td>
<td>7,440</td>
<td>5,591</td>
<td>1,849</td>
<td>--</td>
<td>+ 140</td>
<td>+ 1.9%</td>
<td></td>
</tr>
<tr>
<td>1979 - 80</td>
<td>7,580</td>
<td>5,670</td>
<td>1,910</td>
<td>--</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1980 - 81</td>
<td>7,576</td>
<td>5,607</td>
<td>1,969</td>
<td>--</td>
<td>+ 60</td>
<td>+ .8%</td>
<td></td>
</tr>
<tr>
<td>1981 - 82</td>
<td>7,636</td>
<td>5,607</td>
<td>2,029</td>
<td>--</td>
<td>+ 60</td>
<td>+ .8%</td>
<td></td>
</tr>
<tr>
<td>1982 - 83</td>
<td>7,696</td>
<td>5,607</td>
<td>2,089</td>
<td>--</td>
<td>+ 60</td>
<td>+ .8%</td>
<td></td>
</tr>
</tbody>
</table>

* Carpinteria became part of the Santa Barbara Jr. College District

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III B-7
B. Assessed Valuation

Another factor affecting the Community College financial future is the ratio of assessed valuation to ADA and to cost of operation. As indicated above, the assessed valuation under current funding programs is an integral part of the total finance picture.

In comparing Tables 1 and 2, the rate of growth of ADA is less than the rate of growth of the assessed valuation. This means that of the total foundation program, a lesser percentage will come from the State and more from the local property tax.

Table 2 is an attempt to extrapolate future growth in assessed valuation based upon an average growth during the past several years. Although this is an arbitrary procedure, past projections based upon this procedure have been very accurate.

V. PROJECTED INCOME AND EXPENDITURES

A. Income

State - Based upon the projections of ADA and assessed valuation, the level of income to the district from State resources can be projected. Table 3 presents the analysis and projection of state support from FY 1966 to FY 1983. It becomes evident that the level of State support per ADA has increased annually and will continue to so do at a decreasing rate until FY 1978 when the level is anticipated to be less than for FY 1977. With the exception of FY 1979 and 1980, the level of State assistance reduces while the actual dollars apportioned increase. This is due to the increase in ADA being greater than the decrease in the level of support.

Local - Table 3 further reflects the fact that as the ratio of ADA to assessed valuation increases, State level of support decreases.

Table 4 delineates the affect of the increase in ratio of ADA to assessed valuation on the income from local secured taxes. It becomes very evident that as State support reduces, local tax effort increases. In addition to attempting to present the actual dollars to be derived locally and to indicate the increase in the amount collected in taxes per ADA, an attempt has been made to project the maximum tax rate the district can levy for operation purposes. With the exception of FY 1978 and 1980, the tax rate tends to increase slightly each year.

Other Income - In addition to State income and local taxes, additional income is derived from federal sources, leases, sales of surplus equipment, fees and tuition charges to out-of-state students. For projection purposes, these figures have been projected at a fairly constant rate. Table 5 is an attempt to summarize income and expenditures over the next ten years. As can be noted, federal income is separated from other income on the assumption that federal income will increase only as the expenditures for categorical programs increase.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>SECURED</th>
<th>UNSECURED</th>
<th>TOTAL</th>
<th>MODIFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1963 - 64</td>
<td></td>
<td></td>
<td>228,299,263</td>
<td></td>
</tr>
<tr>
<td>1964 - 65</td>
<td></td>
<td></td>
<td>237,767,120</td>
<td></td>
</tr>
<tr>
<td>1965 - 66</td>
<td></td>
<td></td>
<td>306,339,952</td>
<td></td>
</tr>
<tr>
<td>1966 - 67</td>
<td>311,949,700</td>
<td>19,120,147</td>
<td>331,069,847</td>
<td>348,925,501</td>
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<td>1967 - 68</td>
<td>339,928,456</td>
<td>22,814,690</td>
<td>362,743,146</td>
<td>379,096,445</td>
</tr>
<tr>
<td>1968 - 69</td>
<td>363,664,539</td>
<td>22,965,692</td>
<td>386,630,231</td>
<td>404,760,876</td>
</tr>
<tr>
<td>1969 - 70</td>
<td>379,247,582</td>
<td>27,006,784</td>
<td>406,254,366</td>
<td>416,193,049</td>
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<td>1970 - 71</td>
<td>402,391,418</td>
<td>32,825,368</td>
<td>435,216,786</td>
<td>456,655,786</td>
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<td>1971 - 72</td>
<td>426,662,162</td>
<td>35,034,793</td>
<td>461,696,955</td>
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<td>1972 - 73</td>
<td>451,782,633</td>
<td>36,578,415</td>
<td>488,361,048</td>
<td>524,967,366</td>
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<tr>
<td>1973 - 74</td>
<td>483,392,611</td>
<td>39,030,546</td>
<td>522,423,157</td>
<td>564,218,466</td>
</tr>
<tr>
<td>1974 - 75</td>
<td>507,884,455</td>
<td>41,874,888</td>
<td>549,759,343</td>
<td>582,744,904</td>
</tr>
<tr>
<td>1975 - 76</td>
<td>532,376,299</td>
<td>44,719,230</td>
<td>577,095,529</td>
<td>611,721,261</td>
</tr>
<tr>
<td>1976 - 77</td>
<td>556,868,143</td>
<td>47,563,572</td>
<td>604,431,715</td>
<td>640,697,618</td>
</tr>
<tr>
<td>1977 - 78</td>
<td>581,359,987</td>
<td>50,407,914</td>
<td>631,767,901</td>
<td>669,673,763</td>
</tr>
<tr>
<td>1978 - 79</td>
<td>605,851,831</td>
<td>53,252,256</td>
<td>659,104,087</td>
<td>698,650,332</td>
</tr>
<tr>
<td>1979 - 80</td>
<td>630,343,675</td>
<td>56,096,598</td>
<td>686,440,273</td>
<td>727,626,689</td>
</tr>
<tr>
<td>1980 - 81</td>
<td>654,835,519</td>
<td>58,940,940</td>
<td>713,776,459</td>
<td>756,603,047</td>
</tr>
<tr>
<td>1981 - 82</td>
<td>679,327,363</td>
<td>61,785,282</td>
<td>741,112,645</td>
<td>785,579,404</td>
</tr>
<tr>
<td>1982 - 83</td>
<td>703,819,207</td>
<td>64,629,624</td>
<td>768,448,831</td>
<td>814,555,761</td>
</tr>
</tbody>
</table>

*Projected @ secured roll increase of $24,491,844 annually and an unsecured roll increase of $2,844,342 annually.

**Year Carpinteria Unified School District area was annexed to the Santa Barbara Junior College District.
# SANTA BARBARA COMMUNITY COLLEGE DISTRICT

## Table 3

Analysis and Projection of State Apportionment

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount Apportioned</th>
<th>Average Daily Attendance</th>
<th>Amount Per A.D.A.</th>
<th>Amount of Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965-66</td>
<td>460,675</td>
<td>3123</td>
<td>147.51</td>
<td>+ 28.65</td>
</tr>
<tr>
<td>1966-67</td>
<td>613,383</td>
<td>3482</td>
<td>176.16</td>
<td>+ 12.59</td>
</tr>
<tr>
<td>1967-68</td>
<td>722,714</td>
<td>3829</td>
<td>188.75</td>
<td>+ 68.79</td>
</tr>
<tr>
<td>1968-69</td>
<td>1,111,553</td>
<td>4316</td>
<td>257.54</td>
<td>+ 28.02</td>
</tr>
<tr>
<td>1969-70</td>
<td>1,387,821</td>
<td>4860</td>
<td>285.56</td>
<td>+ 47.31</td>
</tr>
<tr>
<td>1970-71</td>
<td>1,817,450</td>
<td>5460</td>
<td>332.87</td>
<td>+ 27.92</td>
</tr>
<tr>
<td>1971-72</td>
<td>2,194,336</td>
<td>6082</td>
<td>360.79</td>
<td>+ 23.97</td>
</tr>
<tr>
<td>1972-73</td>
<td>2,524,422</td>
<td>6561</td>
<td>384.76</td>
<td>+128.42</td>
</tr>
<tr>
<td>1973-74</td>
<td>3,459,316</td>
<td>6741</td>
<td>513.18</td>
<td>+ 56.06</td>
</tr>
<tr>
<td>1974-75</td>
<td>3,944,251</td>
<td>6929</td>
<td>569.24</td>
<td>+ 51.29</td>
</tr>
<tr>
<td>1975-76</td>
<td>4,410,107</td>
<td>7107</td>
<td>620.53</td>
<td>+ 44.73</td>
</tr>
<tr>
<td>1976-77</td>
<td>4,772,560</td>
<td>7174</td>
<td>665.26</td>
<td>- 6.26</td>
</tr>
<tr>
<td>1977-78</td>
<td>4,788,295</td>
<td>7266</td>
<td>659.00</td>
<td>+ 2.62</td>
</tr>
<tr>
<td>1978-79</td>
<td>4,922,481</td>
<td>7440</td>
<td>661.62</td>
<td>+ 14.10</td>
</tr>
<tr>
<td>1979-80</td>
<td>5,121,966</td>
<td>7580</td>
<td>675.72</td>
<td>- 22.50</td>
</tr>
<tr>
<td>1980-81</td>
<td>4,948,760</td>
<td>7576</td>
<td>653.22</td>
<td>- 2.29</td>
</tr>
<tr>
<td>1981-82</td>
<td>4,970,533</td>
<td>7636</td>
<td>650.93</td>
<td></td>
</tr>
<tr>
<td>1982-83</td>
<td>5,008,703</td>
<td>7696</td>
<td>650.81</td>
<td></td>
</tr>
</tbody>
</table>
### SANTA BARBARA COMMUNITY COLLEGE DISTRICT

#### Table 4

**Projection of Income from Local Secured Taxes**

**FY 1966 - 1983**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Assessed Valuation</th>
<th>General Fund Tax Rate</th>
<th>Income from Secured Taxes Collected</th>
<th>A.D.A.</th>
<th>Income Per A.D.A. From Secured Taxes Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968-69</td>
<td>$386,630,231</td>
<td>.50</td>
<td>$1,761,400</td>
<td>4389</td>
<td>$401.32</td>
</tr>
<tr>
<td>1969-70</td>
<td>406,254,366</td>
<td>.52</td>
<td>1,916,406</td>
<td>4748</td>
<td>403.63</td>
</tr>
<tr>
<td>1970-71</td>
<td>435,216,786</td>
<td>.58</td>
<td>2,235,338</td>
<td>5459</td>
<td>409.48</td>
</tr>
<tr>
<td>1971-72</td>
<td>461,696,955</td>
<td>.60</td>
<td>2,482,540</td>
<td>6147</td>
<td>403.86</td>
</tr>
<tr>
<td>1972-73</td>
<td>488,361,048</td>
<td>.6132</td>
<td>2,556,061</td>
<td>6561</td>
<td>389.59</td>
</tr>
<tr>
<td>1974-75</td>
<td>549,759,343</td>
<td>.6044</td>
<td>2,916,337</td>
<td>6929</td>
<td>420.89</td>
</tr>
<tr>
<td>1975-76</td>
<td>577,095,529</td>
<td>.6130</td>
<td>3,100,072</td>
<td>7107</td>
<td>436.20</td>
</tr>
<tr>
<td>1976-77</td>
<td>604,431,715</td>
<td>.6346</td>
<td>3,357,202</td>
<td>7174</td>
<td>467.97</td>
</tr>
<tr>
<td>1977-78</td>
<td>631,767,701</td>
<td>.6292</td>
<td>3,474,945</td>
<td>7266</td>
<td>478.25</td>
</tr>
<tr>
<td>1978-79</td>
<td>659,104,087</td>
<td>.6222</td>
<td>3,581,230</td>
<td>7440</td>
<td>481.35</td>
</tr>
<tr>
<td>1979-80</td>
<td>686,440,213</td>
<td>.5962</td>
<td>3,570,307</td>
<td>7580</td>
<td>471.02</td>
</tr>
<tr>
<td>1980-81</td>
<td>713,776,459</td>
<td>.6206</td>
<td>3,860,529</td>
<td>7576</td>
<td>509.57</td>
</tr>
<tr>
<td>1981-82</td>
<td>741,112,645</td>
<td>.6214</td>
<td>4,010,432</td>
<td>7636</td>
<td>525.20</td>
</tr>
<tr>
<td>1982-83</td>
<td>768,448,831</td>
<td>.6245</td>
<td>4,176,116</td>
<td>7696</td>
<td>542.63</td>
</tr>
</tbody>
</table>

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## SANTA BARBARA COMMUNITY COLLEGE DISTRICT

### Summary of Projected Income and Expenditures FY 1974-83

#### TABLE 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Balance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>3,300,316</td>
<td>4,012,016</td>
<td>4,479,270</td>
<td>4,840,201</td>
<td>4,854,419</td>
<td>4,988,920</td>
<td>5,188,010</td>
<td>5,011,126</td>
<td>5,030,684</td>
<td>5,065,659</td>
</tr>
<tr>
<td>Other Local Income</td>
<td>400,640</td>
<td>362,900</td>
<td>368,703</td>
<td>347,098</td>
<td>355,575</td>
<td>363,617</td>
<td>371,926</td>
<td>381,118</td>
<td>390,042</td>
<td>399,004</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>7,237,903</td>
<td>7,912,200</td>
<td>8,603,612</td>
<td>9,109,670</td>
<td>9,382,940</td>
<td>9,651,875</td>
<td>9,867,431</td>
<td>9,990,785</td>
<td>10,213,297</td>
<td>10,447,662</td>
</tr>
<tr>
<td><strong>Total Income plus Beginning Balance</strong></td>
<td>7,738,338</td>
<td>8,467,824</td>
<td>9,385,179</td>
<td>10,244,795</td>
<td>10,929,602</td>
<td>11,383,826</td>
<td>11,434,139</td>
<td>11,077,092</td>
<td>10,376,084</td>
<td>9,323</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>308,333</td>
<td>338,266</td>
<td>360,293</td>
<td>377,233</td>
<td>400,158</td>
<td>421,858</td>
<td>446,138</td>
<td>468,316</td>
<td>492,443</td>
<td>518,862</td>
</tr>
<tr>
<td>Instruction</td>
<td>4,999,117</td>
<td>5,353,532</td>
<td>5,736,034</td>
<td>6,018,597</td>
<td>6,328,518</td>
<td>6,738,697</td>
<td>7,116,576</td>
<td>7,536,665</td>
<td>7,921,859</td>
<td>8,250,859</td>
</tr>
<tr>
<td>Health Services</td>
<td>9,318</td>
<td>9,911</td>
<td>10,333</td>
<td>10,731</td>
<td>11,138</td>
<td>11,633</td>
<td>12,035</td>
<td>12,481</td>
<td>13,023</td>
<td>13,514</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>543,292</td>
<td>596,795</td>
<td>638,151</td>
<td>671,178</td>
<td>713,175</td>
<td>758,667</td>
<td>806,602</td>
<td>846,678</td>
<td>892,245</td>
<td>940,479</td>
</tr>
<tr>
<td>Transportation</td>
<td>15,668</td>
<td>16,768</td>
<td>17,981</td>
<td>18,939</td>
<td>20,137</td>
<td>21,630</td>
<td>23,195</td>
<td>24,167</td>
<td>25,428</td>
<td>26,705</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>879,462</td>
<td>818,824</td>
<td>910,841</td>
<td>997,957</td>
<td>1,097,557</td>
<td>1,205,781</td>
<td>1,270,082</td>
<td>1,328,901</td>
<td>1,382,177</td>
<td>1,437,417</td>
</tr>
<tr>
<td><strong>Current Expenses of Education</strong></td>
<td>6,555,390</td>
<td>7,134,096</td>
<td>7,673,653</td>
<td>8,094,635</td>
<td>8,570,673</td>
<td>9,157,786</td>
<td>9,674,628</td>
<td>10,217,408</td>
<td>10,727,177</td>
<td>11,193,866</td>
</tr>
<tr>
<td>Community Services</td>
<td>163,269</td>
<td>175,593</td>
<td>187,424</td>
<td>197,044</td>
<td>209,083</td>
<td>222,452</td>
<td>236,335</td>
<td>247,578</td>
<td>260,107</td>
<td>274,288</td>
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<tr>
<td>Capital Outlay</td>
<td>436,055</td>
<td>366,568</td>
<td>363,977</td>
<td>381,454</td>
<td>397,895</td>
<td>416,880</td>
<td>433,935</td>
<td>449,319</td>
<td>466,927</td>
<td>483,635</td>
</tr>
<tr>
<td>Tuition</td>
<td>30,000</td>
<td>30,000</td>
<td>25,000</td>
<td>25,000</td>
<td>20,000</td>
<td>20,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>7,182,714</td>
<td>7,686,257</td>
<td>8,250,054</td>
<td>8,698,133</td>
<td>9,197,651</td>
<td>9,817,118</td>
<td>10,354,898</td>
<td>10,914,305</td>
<td>11,454,211</td>
<td>11,951,809</td>
</tr>
</tbody>
</table>
B. Expenditures

Expenditures for FY 1974 through 1983 are projected based upon known costs for FY 1968-73. Eighty per cent of the annual operating budget of the Santa Barbara Community College District is related to personnel costs. Using existing personnel and adding new personnel in relation to increase of ADA at the average salary cost for the particular year of employment, the current salary schedule was projected and personnel salaries projected. Certain liberties of projection were taken in projecting inflationary costs.

It was assumed that the current salary schedules were competitive and that the only adjustments necessary would be due to inflation. The inflation factors applied were: 4% for FY 1975, 3.6% for FY 1976, 4.1% for FY 1977, 4.0% for FY 1978, 3.9% for FY 1979, 3.6% for FY 1980, and 4% for FY 1981, 82, and 83.

Other expenses were also projected from FY 1974 expenditures using the inflationary index explained above.

The outcome of the projections can be found in Table 4 together with the projection of income. Table 5 was developed to further amplify the analysis and projection of expenditures by relating them to a cost per ADA.

From Table 5 one can readily see that a financial crunch is on the horizon. In fact, a deficit appears for FY 1980 and 81. Under current operating conditions with all assumptions being correct, the district expenditures will exceed total income in FY 1982.

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Finance Committee for the Goals, Objectives, and Organization Study undertook its task with the purpose to determine what the long-range financial implications would be based upon existing programs. To pursue this effort required the assimilation of knowledge of a subject field foreign to the members of the committee. Therefore, it was necessary to become acquainted with current (1972-73) and proposed support programs, current and proposed budgets as well as a study of what programs were offered and at what costs. Additionally, the committee reviewed the reports of the three study committees and two resources committees before embarking on the analysis and projections of the District's financial patterns and conditions.

After completing these reviews and exploratory meetings, work was begun on projecting the estimated financial impact of Senate Bill 6 (1973), enrollment and assessed valuation trends, and local, state, and national economic trends. As a result of the financial analysis, certain conditions became evident. It should be noted, however, that these projective trends are subject to distortion if the underlying assumptions proved to be in error.

The projections in this report do assume that the present method of computing support programs will continue as detailed in S.B. 6. This means that the revenue base available to the district is predetermined based upon the Average Daily Attendance; that the ratio of State support is fixed and the amount to be raised by local taxation is the difference between the revenue base and the amount computed as state aid. Therefore, it becomes
very evident that the Average Daily Attendance projections and Assessed Valuation projections become very crucial to estimating the available operating income because over 90% of the income budget will be dependent upon the accuracy of these two projections.

The major portion of the remaining income is derived from federal sources supporting categorical aid programs. For these projections, it was assumed that any major input of federal dollars would be offset by an equal amount of expenditures and, therefore, would have no real affect upon the availability of operational funds.

Based upon these fundamental assumptions, income was projected as summarized in Table 5 to determine current and future financial condition.

As with income, expenditures were projected based upon certain fundamental assumptions. Because 80% of the expenditure budget is related to personnel costs, the accuracy of projecting these costs has a very direct effect on the accuracy of the total expenditure projection. For the purposes of this analysis, it was assumed that the present pupil-teacher ratio of approximately 33 to 1 would be maintained throughout the 10-year projection period; that new certificated personnel would be added to accommodate the growth, or if enrollment declined, the staff would be reduced by the same method. Likewise, support staff was added as new facilities were added and to maintain the current pupil-staff ratio of 47 to 1. As indicated, by 1981-82 the cumulative costs of adding staff is in excess of $2,000,000 just to maintain the present ratios. The remaining personnel costs are attributed to longevity and salary adjustments based upon estimated inflationary costs.

From these analyses, attention was directed to answering the questions posed by the committee:

1. **What is the current financial status of SBCC?**

   Because of the passage of S.B. 6, the 1973-74 financial condition of SBCC is better than it has been for many years. Those programs currently deemed essential to the college's goals can and are being carried on with a minimum of financial problems. It was necessary to prioritize all requests to enable the district to adequately provide funds for emergencies and to provide for future programs.

2. **What are future prospects of our financial situation?**

   It appears that if all projections are reasonably accurate, the district will continue to be in a relatively good financial condition until F.Y. 1979. In that year, it is estimated that the district will commence deficit financing once again. This condition will accelerate until F.Y. 1981 when the district will have eliminated its financial solvency. Current projections for F.Y. 1982 indicate that expenditures will exceed available funds by over $1,000,000.

3. **Are present allocations equitable to all concerned?**

   This question poses a real problem when an answer is attempted. It does appear that current allocations are not rationally made. This assumption is based on the premise that the budget is built basically on what was allocated the prior year rather than on established goals, objectives,
and cost benefits for each program. However, it must be said that present allocations appear to provide the college with a well-balanced program. Additionally, it must be emphasized that the allocation of resources appears to be a problem with all governmental and private institutions. It does become apparent that as the college proceeds along its path, attention must be given to examining in detail each of the specific programs (offerings, services, etc.) to determine their relative value as funds once again become a problem.

4. Can we reallocate current funds to accommodate new goals or maintain growth?

Implicit in this question is the assumption that new goals or growth will cost additional dollars. It appears that if the ratio of cost per student to income could be maintained, reallocation would not pose a problem. However, even current expenses projected create a financial problem by F.Y. 1979. Therefore, it would appear that more than a reallocation of resources will be necessary.

5. What are the long range projections regarding school financing?

A study of past and current financial trends indicates that both state and federal government levels will continue to invest substantially in the public schools and institutions of higher education. It does appear that with the passage of S.B. 6 and other tax reform legislation, the revenue limitation controls now applied to the public school system (K-14 grades) will continue to be the pattern through the 70's. This method of financing established the base dollar allocation per Average Daily Attendance. Subsequent years' allocation per Average Daily Attendance will be adjusted to reflect an inflation (or deflation) factor. An implication of this type of funding is to only allow increase costs per A.D.A. in accordance with the inflationary index. Therefore, to redirect the institution will require a reallocation of resources requiring each district to establish priority goals. The only possibility to increase the expenditures per A.D.A. is to increase income from other sources such as federal and private sectors. The formula does provide for additional funds to accommodate growth but also reduces funds if A.D.A. declines. The effect of increases or decreases in enrollment is to increase or decrease total dollar appropriations, maintaining the same relative expenditures per A.D.A.

6. Are we doing an adequate job of getting new dollars that are available to the college?

In past years when a position on the administrative staff was assigned the job of seeking additional funds, the district did a fairly adequate job of supplementing its income. Recently with the resignation of the person responsible for pursuing this task, the college has been limited in securing additional dollars. The task has fallen on the shoulders of individuals who have struggled admirably to accomplish this task but unfortunately have not been able to devote sufficient time to the task. It appears that the college should seek out a competent person to fulfill this task once again.

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7. What priorities does SBCC have for financial expenditures present and future?

A study of this question reveals that no overt, written policy statements are available to determine SBCC's priorities for expenditures. It appears that expenditures have been made mainly to meet the press of enrollment without specific guidelines as to the direction in which the college is planning to go. Even with this approach, however, the college has done admirably well in meeting and responding to the expressed needs of the community and students. A study of the budgeting procedures reveals that a beginning of a priority system has been initiated. However, because of the financial crunch, improvement of programs, whether essential or desired, are often times left unattended.

RECOMMENDATIONS

The following are recommendations by the Finance Committee based upon the findings from its study of the information made available to it.

It is recommended that:

1. The district pursue with dispatch its search for and employment of a highly qualified "grantsman" to assist in the process of securing supplemental capital outlay and operating funds.

2. All efforts be expended to develop a system for establishing, implementing, and evaluating priorities for financial expenditures.

3. Each request for new programs, changes in programs, personnel, etc. be evaluated in light of its priority in the system of priorities.

4. The district continue to evaluate the existing programs and services to determine how and in what order they fit into the fundamental purposes of the college.

5. Because projections indicate continued financial pressure, each new program be evaluated as to its effect upon and increase or decrease in cost per student.

6. The district study and evaluate methods to improve the cost per student as it is compared to income per student.

7. All requests for new programs and services be evaluated as to their ability to generate new income.

8. Efforts continue in the area of refining projective techniques, especially for those significantly affecting income and expenditures of the district.

9. Efforts be made to incorporate multi-year budgeting in the budgeting process to better assist the district in its financial planning and to assist in the development of programs and services.

10. Studies continue to determine more effective methods of instruction to offset the dramatic increase in personnel costs.

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11. Every effort be made to determine if and where funds might be more wisely used.

12. If programs or services need to be expanded that would increase expenditures per A.D.A. and all of the above recommendations have been thoroughly studied and weighed, the Board of Trustees of this district would consider and apprise the citizens of the need for additional local funds.

Although the members of the Finance Committee have toiled long in this study, all avenues, solutions, and problems could not be explored. It would seem appropriate that the Board of Trustees might deem it advisable to establish an on-going committee or committees to update, evaluate, and recommend actions to assure the district continues to proceed to accomplish its goals and objectives.
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Goals, Objectives, and Organization Study

Report of the Organization Committee

JUNE, 1973

COMMITTEE MEMBERS:

Community:
Burton P. Miller, Chairman
Sophie Schnitter
Mrs. August Grimm

Student:
Jerome Moore

Classified Staff:
Theron Barnes
Ellen Downing
Evalyn Stafford

Faculty:
Jesse L. Coburn
John Forsyth
J. Eugene Brady

Administration:
Glenn G. Gooder
Russell S. Wenzlau
OBJECTIVES OF THE COMMITTEE

The Organization Committee was formed March 20, 1973, and was asked to direct its efforts to the following tasks:

1. Examine the objectives and recommendations developed by the four program committees with respect to their effects upon the organization of the College.

2. Assess the current situation with regard to organization to determine whether these objectives and recommendations are being adequately met.

3. Recommend changes to the present organization to improve the efficacy and efficiency with which college objectives are carried out.

4. List alternatives where appropriate.

The Committee met ten times to review resource materials and reports and to discuss organizational problems with representatives of various segments of the Campus community. The meetings consisted generally of constructive and open discussion with all members feeling free to voice dissent when so inclined. Attendance at all meetings was excellent with never more than one or two committee members absent.

CONCLUSIONS AND RECOMMENDATIONS

General

The Committee feels that Santa Barbara City College is doing an admirable job of pursuing its goals and objectives and can take great pride in its reputation as one of the finest institutions of its kind in the United States. Because of this, and because of the relatively limited time available to the Committee to study the College's organizational workings in detail, no radical or sweeping re-structuring is recommended herein. It was felt by the Committee that evaluation of the effectiveness of the organizational structure should be a continuing activity involving not just top administrators but all segments of the College community. To this end it is felt that a permanent committee having representation from administration, faculty, classified staff, students and the community should be formed perhaps out of the present ad hoc Goals, Objectives, and Organization Study Committee.

Specific

1. The Committee recommends that the present top level administrative structure, consisting of five administrative deans, be reduced to three principal administrative positions heading activities related to Instruction, Student Support Services, and Business Services.

2. In the Instruction branch, the Committee recommends that there be three major sub-divisions—Continuing Education, General Education, and Occupational Education. The Continuing Education Division should consist essentially of the present Continuing Education Division administered at the Santa Barbara Street facility. The latter two divisions should consist of two sub-divisions each. General Education should include Liberal Arts and Science and Environmental Studies, while Occupational Education should consist of the present Health Occupations and a Business, Trade,
and Technology Division encompassing essentially the present Vocational/Technical Divisions plus the present Business Education Division. (The question of administrative structure and titles is further discussed below.)

3. In Student Support Services, the Committee recommends that there be four major sub-divisions—Admissions and Records, Student Activities and Services, Counseling and Guidance, and Educational Opportunities Program/Human Relations.

4. Certain new functions should be added to those now constituting the Superintendent-President's staff. In addition to the present Director of College Information and Director of Facilities and Resource Development, one or more additional staff members should be added to handle Research, Grants, and Affirmative Action.

5. There should be formal recognition of the role of the President of the Student Senate as liaison between the College President and the Student Body by showing this office on the organization chart along with the Presidents of the Academic Senate and CSEA.

Details of these recommendations and the Committee's rationale for them are presented in the following discussion.

DISCUSSION OF COMMITTEE DELIBERATIONS

The first few meetings of the Committee were devoted to establishing the Committee's feelings about what it could and should try to accomplish, obtaining and discussing resource materials provided by College staff members, and deciding how to proceed. The most significant resource materials used were:

1. Statement by Dr. G. Gooder, January, 1971, on Goals, Needs, and Objectives of Santa Barbara City College.

2. Current organization chart of Santa Barbara City College and of various other similar institutions.

3. Research Office Memo 17-72, November 13, 1972, Goals for Santa Barbara City College: Results of the Institutional Goals Inventory Study; and Research Office Memo 3-73, March 19, 1973, Goals for Santa Barbara City College, A Re-study of Local Preferences, by Dr. Thomas F. MacMillan.

4. Policies for Board of Trustees of the Santa Barbara Community College District.

5. Faculty Manual, 72-73, Santa Barbara City College.

6. Advisory Committees for Occupational Education, Santa Barbara City College.

7. College Committees, memo from Dr. G. Gooder to Faculty and Staff, November 1, 1972.

8. Memo from Counselling staff to Dr. Gooder, June 6, 1973, re: Administrative Proposal.

9. Memo from P. Buckelew to Dr. Gooder (undated), re: EOP.

While the Committee awaited the reports of the four program study committees, it heard and discussed invited comments from several persons who voiced the concerns of the various groups in the College community. Those who spoke to the Committee were:

1. Mr. Jesse L. Coburn, Professor, Speech
2. Mr. William E. Miller, Professor, former President of Academic Senate
3. Mr. Jerome Moore, Student
4. Mr. Theron Barnes, Audio-Visual Supervisor, President of CSEA
5. Dr. Glenn G. Gooder, Superintendent-President
6. Dr. Martin Bobgan, Administrative Dean, Continuing Education

The final sources of information and recommendations considered by the Committee were the reports of the four program study committees:

1. General and Liberal Arts Education (credit)
2. General and Liberal Arts Education (non-credit)
3. Occupational Education
4. Student Support Services

When all of the above data had been gathered and disseminated among the members of the Committee, there were several intensive discussion meetings at which the Committee defined areas where it agreed and disagreed with the recommendations it had received, where the recommendations from various sources were in conflict, where the Committee had consensus and where it did not, and what ground rules would apply to its own recommendations. In particular, it was decided that this Committee did not have to feel bound by recommendations from other committees or persons, although comments and recommendations from those sources should be highly valued as stemming from in-depth, honest consideration. Also, since there were companion committees analyzing the facility and finance needs of the College, this committee was not to be overly concerned with facility and financial implications of its recommendations, except, of course, that they be reasonable. Primary concern was devoted to questions of effective and efficient flow of communication and clear, meaningful lines of authority. Finally, while it was recognized that we were dealing with an existing organization and not trying to create an abstract organization, it was agreed that we could not as a committee effectively nor intelligently consider those factors that related to individual personalities among the present staff. Rather than trying to fashion an organizational structure tailored to the particular people now making up the College staff, the Committee tried to offer a structure that seemed best to serve the functional requirements of the College with the thought that an evolutionary process may be required to achieve it.

COMMITTEE DECISIONS AND RECOMMENDATIONS (See charts appended to this report.)

1. The present top level administrative structure should be reduced to three major branches—Instruction, Student Services, and Business Services. The principal reason for this recommendation is to bring all services of a like nature under a single coordinating head, and to reduce the number of persons answering directly to the Superintendent-President in the line organization. There was considerable discussion concerning the titles that should be attached to the three top administrative positions, and no conclusion was reached, except that it was quite generally felt that the position of administrator of instructional programs should carry the greatest prestige and should perhaps, therefore, be a vice-presidency. The other two positions were felt to be appropriately called dean, administrative dean, or manager.
2. No specific changes in the structure of the Business Services organization of the College were recommended, except that there was discussion of the advisability of placing Food Services under Student Support Services in order to provide students a greater voice.

3. In the Instruction branch of the College the Committee recommends three principal divisions of instruction.

a. Continuing Education. This should consist of the present Continuing Education Division with the exception that administration of the Evening College is removed.

b. General Education. This includes the present Day College except for the present Vocational/Technical Division and would add the Evening College. It is further subdivided into a Liberal Arts Division and a Science and Environmental Studies Division.

c. Occupational Education. This would be a new Division made up of the present Health Occupations and Vocational/Technical Divisions, and Business Education Divisions.

The Committee's rationale for this restructuring is that it will provide greater coordination of instructional programs, reduce fragmentation under the present organization, place all instructional programs under one head, provide equal status, and make for better communication among administration, faculty and students.

There was quite general consensus on the Committee regarding this structuring of Instructional services. However, two qualifications must be made. First, there was strong opposition, mainly from the faculty members of the Committee, regarding the need to have deans in charge of General Education and Occupational Education. The alternative to this was to have the heads of the four instruction divisions answer directly to the head of Instruction. This question is unresolved as of now, and the Committee feels that it should be the subject of continued discussion. Second, the above recommendations regarding Occupational Education leaves the non-credit vocational programs in Continuing Education, while credit programs are still in the Instruction branch. Thus, the problem raised in the report of the Occupational Education Committee remains, i.e., that Occupational Education is fragmented and dependent for its cohesiveness upon the compatibility of the personalities of the people administering the program rather than any formal structure. The recommendation of this Committee, therefore, appears to conflict with that of the Occupational Education Committee, and we feel that further discussion between the two Committees would be advisable.

4. Certain other functions and services which are directly related to Instruction should be placed under the administrative head of Instruction. These are the College Library, the administration of the Evening College and Summer Session, and a new Education Resources and Development Center. This center would include the Learning Resources Center, tutorial services, teachers' aides, and the Audio-Visual Department, which is now in the Library.
5. With regard to Student Services, the Committee feels that the Student Body would be best served by placing all such services under a single administrative head. Such a move would result in a reduction of the number of top level administrators while at the same time gaining the improvement in efficiency that could be realized by a single staff. It is felt also that this move would recognize the increasing importance of Student Support Services in the College community by placing them on a level roughly co-equal in level and "clout" with Instruction and Business Services. The four subdivisions of Student Support Services are: Admissions and Records, Student Activities and Services, Counseling and Guidance, and the Educational Opportunities Program. The EOF administration will absorb the Human Relations Aides under this plan. The Committee discussed but did not resolve the issue of titles and relative levels of authority for the heads of these four subdivisions.

The Committee recommends that there be full-time heads of counselling and EOF. This recognizes the increasing importance of these activities. It should be noted that there was dissent on the need to create a new administrative position in the counselling area, it being felt that one of the counsellors could perhaps be given some released time to take care of administrative matters.

ADDITIONAL AREAS FOR STUDY

In addition to the areas noted above which require further study, the Committee recognizes three other very important areas which should be studied in depth in the near future. First, the College Committee structure which is overlaid upon the formal organization seems to constitute a very important medium of communication and a crucial step in much of the decision-making process. It, therefore, should be examined carefully to evaluate its effectiveness and the changes that should be made in it.

Second, it has been noted that participation in student government is pathetically sparse. Yet, students are quite vocal in wanting a more effective voice in College affairs. This whole question needs to be studied either to find new ways for student government to be an effective vehicle for student participation, or to establish clearly that students are not really interested.

Third, there needs to be improved methods for effecting continual institutional evaluation and modification in the face of changing demands and resources.

The Committee stands ready to reconvene at any time that the Steering Committee feels it would be advisable.