BACKGROUND

History

Established by the Santa Barbara High School District in 1908, Santa Barbara Junior College was discontinued shortly after World War I. Its work was taken over by the Santa Barbara State Normal School, which later became the Santa Barbara State College and, still later, the University of California, Santa Barbara.

The College was organized again by the High School District in the Fall of 1946. Growth of the institution has been rapid since then -- both in enrollments and course offerings.

The College was known as Santa Barbara Junior College from its inception until July 1, 1959, at which time, by Board of Education action, its name was changed to Santa Barbara City College. On July 1, 1964, the Santa Barbara Junior College District was established and it became a separate legal entity with its own seven-member Board of Trustees on July 1, 1965. The District encompasses 176.4 square miles. Its boundaries extend from El Capitan southward through Carpinteria to the Ventura County line.

The Community Served

In January of 1972, Santa Barbara City College published a preliminary analysis of 1970 census data under the title, Santa Barbara County Profiles. While these data referred to the entire county, it was possible in certain instances to excerpt pertinent information related to the service area of the Santa Barbara Community College District.

The population growth rate in Santa Barbara County between 1960 and 1970 (56.4%) was twice as fast as that of the State of California which was double that of the nation. The growth rate in Santa Barbara exceeded that of every state but Nevada (73.6%). The most rapid growth was in the first half of the decade with a marked slow-down in recent years. The South Coast, served by Santa Barbara City College, grew more rapidly (61.3%) than the north county (50.4%).

In 1970, Santa Barbara County had 13,392 living in group quarters. The remaining quarter million residents lived in 83,929 households making 2.99 persons per household. There were 96,043 males and 101,064 females aged 14 years or older with 62% of the males and 59% of the females married.

Pre-school age children constituted 7.8% of the Santa Barbara County total as compared with 8.2% for the nation and 7.5% for the State. The percentage of population of pre-school age was larger in the north than in the south county. On the other hand, and as would be expected, the percentage of elderly was higher in the south county--the area served by Santa Barbara City College--than in the north.
The area served by Santa Barbara City College had 60% of all county residents 44 years of age and older but had 79.2% of all residents not married and, if married, living separately.

Eighty-six percent of all SBCC families were "husband-wife" units, 2.7% had a male other than a husband, and 11.3% had a female head.

An analysis of housing data revealed that the housing vacancy factor in the County (5.4%) was below that of the State (5.8%) or the nation (6.2%). Housing conditions in the County were above the State and national averages. The percentage of owner-occupied units was down slightly from 1960 (53.8% compared with 56%). The cost of living is high in Santa Barbara County.

The percent of ethnic minority enrollment in K-12 of the public schools in the District is reported to be 26%. The following Table I described in tabular form ethnic data from three, target-area, census tracts in the College District.

**TABLE I**

**Target Area Characteristics:**
Santa Barbara Census Tracts 8, 9 and 10

**vs**

Totals for Santa Barbara County

<table>
<thead>
<tr>
<th></th>
<th>White in Target Area</th>
<th>Spanish Americans in Target Area</th>
<th>Blacks in Target Area</th>
<th>All in SB County</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population (N)</strong></td>
<td>7,426</td>
<td>6,744</td>
<td>1,475</td>
<td>264,324</td>
</tr>
<tr>
<td><strong>Percent Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults (8 yrs of schooling or less)</td>
<td>34.30%</td>
<td>51.60%</td>
<td>34.50%</td>
<td>14.73%</td>
</tr>
<tr>
<td><strong>Mean Income of Families</strong></td>
<td>$7,694</td>
<td>$6,913</td>
<td>$6,469</td>
<td>$11,696</td>
</tr>
<tr>
<td><strong>Percent of Families Below Poverty Level</strong></td>
<td>16.96%</td>
<td>19.47%</td>
<td>25.00%</td>
<td>7.70%</td>
</tr>
<tr>
<td><strong>Percent Unemployed (1970)</strong></td>
<td>8.4%</td>
<td>6.9%</td>
<td>8.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td><strong>Percent Unemployed (Current) (Sept., 1972)</strong></td>
<td>7.5%</td>
<td>6.2%</td>
<td>7.3%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
The Students Served

Student characteristic studies are made regularly in order to describe students served and in order to identify trends in the nature and the needs of students. The most recent study conducted by the Office of Admissions and Records compared student characteristics of Spring, 1974, with those of Spring, 1969. Several significant trends are noted.

From Spring, 1969, to Spring, 1974, there was an increase of 12% in the proportion of day students over 21 years of age. There was a 74% increase in day students but only a 33% increase in the 18-to-20-year-old category. Much of the increase during this five-year period came from older students first entering college, returning to college, and transferring from another college. Program growth was greatest by far in occupational subjects.

Resident students now constitute 97% of the total enrollment. The increase in non-resident tuition in the last five years has reduced the number of out-of-state and foreign students.

Fewer students are enrolled in 12 units or more. In 1969, 71% of day students were enrolled in 12 units or more. In Spring, 1974, 63% were classified as full-time students.

The percentage of day students enrolled in evening classes was the same in 1974 as in 1969--39%.

In 1969, 35% of all day students were general studies majors. In the Spring of 1974, 47% indicated either a general studies major or indecision about their major. Ten percent fewer students desired a degree of any sort in 1974. Sixteen percent fewer desired to transfer to a four-year college. Sixty-three percent still indicate a desire to transfer but in 1969, 74% indicated such a desire.

Fewer students are working as compared with those of 1969, but more (17%) are working 40 hours per week or more.
THE EDUCATIONAL PROGRAM

General Education

It is anticipated that graduation requirements will remain relatively stable with the exception of the interdisciplinary alternatives currently under discussion. Much planning is underway, on the other hand, in the four areas suggested by the Goals, Objectives, and Organization study.

The departments of the Social Science Division in cooperation with other departments are considering the following interdisciplinary courses:

For Spring or Summer, 1975 -- Human Sexuality
(Interdisciplinary: Anthropology, Sociology, Psychology, Life Science)

For 1975-76 -- American History and Literature
(Interdisciplinary: History and English)

For 1976-77 -- History of the American City
(Interdisciplinary: Economics, Geography)

For 1977-78 -- American Studies
(Interdisciplinary: History, English, Physical Science)

For 1978-79 -- Philosophy of Science
(Interdisciplinary: Philosophy, Physical Science)

An ad hoc calendar study committee is continuing to discuss alternative calendars. Legislation may be helpful in eliminating artificial barriers to a more efficient calendar.

Several departments are offering or intending to offer internships and other community-related programs and courses. The Social Science Division plans to extend its Internship Program in State and local government. Efforts are being made to establish internships in computer operation and programming. The Health Occupations Division has an extensive program of placing students in community hospitals and laboratories. This will be increased as possible. Both the General and Vocational Work Experience Programs are expanding and will expand more rapidly if additional personnel can be assigned for supervision.

Efforts continue to improve evaluation procedures. Much experimentation is being done in the area of student evaluation.

Transfer Education

Additions, deletions, and modifications in transfer offerings occur in response to general trends and interests. There is considerable evidence that SBCC students are well served by present offerings. New offerings are under continuing consideration, however. Among possible additional offerings being considered actively for 1975-76 are the following:

The American Ethnic Studies Division is considering the possible addition of courses in: Chicano Politics and Legal Rights; Native American Law and Politics; and individual courses for additional minorities.
The Business Education Division is considering the need for courses in: Supervision and Management for Women; Health and Security Supervision and Management; New Product Management; and Energy Conservation Management.

The Earth and Planetary Sciences Department hopes to offer Field Geology in Summer, 1975, and Meteorology and/or Climatology in 1975-76.

The English Division is considering revision of English 1 and English 2 and other first-year English courses. Consideration is being given to the addition of special courses in such areas as: Propaganda, Aesthetics of Films, History of Language, Practical Linguistics, Television Stereotypes, and Science Fiction. Under consideration, also, are special interest second-year courses such as: specifically oriented Literature course, Contemporary Issues, the Modern Short Story, Literature and Psychology, Personal Writing, and Myth and Fantasy.

The Social Science Division is considering the following courses for 1975-76: Sociology of Woman, Economics and Urban Planning, Seminar in Totalitarianism, Orientation to Women's Careers, Physical Anthropology, Anthropology Museum and Laboratory Techniques, California Geography, Women in Cross-Cultural Perspective, Seminar in American Intellectual History, Existentialism (Honors Seminar), Philosophy of Religion (Honors Seminar), and Seminar in State and Local Government (in conjunction with expansion of Internship Program).

Being considered for possible offering in future years are many additional courses:

For 1976-77
- The Chicano--Creative Arts and Writing Workshop
- Indians of California
- Education and the Chicano
- General Paleontology and/or Geology of California
- Sociological Methods
- A History of the Middle East
- Seminar in European Intellectual History
- Political Philosophy
- Contemporary Psychology (three one-unit, five-week courses)
- Physiological Psychology

For 1977-78
- Third World Philosophies
- The Minority Experience and Film Techniques
- Planetary and Lunar Geology
- Symbolic Logic

For 1978-79
- Analytical Philosophy (Honors Seminar)
Occupational Education

Occupational education was once considered of significance mainly to the Business Education, Health Occupations, and Trade and Technical Divisions. Increasingly, other departments and divisions of the College are considering the need to offer occupational programs related to their subject area.

Under consideration in the American Ethnic Studies Division is a Bi-Lingual Aid Program leading to an A. A. degree.

The Business Education Division reports plans for comprehensive additions to and modifications in occupational offerings. They report plans for revision and revitalization of the entire Distributive Education program during 1975-76. They express the need for an advertising graphics lab and practice window displays. They expect to coordinate instruction with other departments such as the Art Department.

Business Education expects to add a course in computer operation and to develop a one-semester internship at a local computer installation during 1975-76.

There are plans to expand the present secretarial block program into the mornings in 1975-76. Additional facilities will be needed. The Secretarial Department is considering short courses in machine transcription, mag card operation, and duplicating for 1976-77.

A full-degree or certificate program in consumer education and protection is anticipated. Accounting courses will be expanded. The use of individualized programming with open enrollment is anticipated for many Business Education offerings. The Division is considering degree or certificate programs in Business Administration, Accounting, Legal Aid and additional course offerings in Banking and Finance, Investments and Securities, Insurance, and Real Estate and Escrow Procedures.

The English Division is considering an occupational program in Creative Communications and is considering occupational courses in Business Communication. Being discussed, also, is the need for mini-courses in English in areas of specific need identified by faculty in occupational programs.

The Health Occupations Division faculty anticipates that it will provide short-term, health-oriented courses to meet community needs. This will include continuation of the Emergency Medical Technician courses, re-offering of the Introduction to Health Occupations course in 1975-76, and offering of non-credit courses to up-date knowledge and skills of health workers.

Feasibility studies are currently in progress regarding the possible need for new health occupations programs for: Psychiatric Technician, Limited Licensee in Radiologic Technology, Dental Technician.

Efforts are being made to diminish content duplication within Health Occupation programs.
The Earth and Planetary Science Department is planning a new para-
professional program in General Geologic Technology with a basic core
curriculum having at least six options.

In the Trade and Technical Division study continues of the feasibility
of offering the following new programs in 1975-76: Landscape Design; Vet-
erinarian Technician, Drafting (support), and Work Experience (corrections).

Other programs under consideration are: Metal Fabrication Technology,
Housing Management, Legal Assistant, and Public Works Maintenance.

Additions or modifications are being considered in: Automotive
Transmission and Auto Engines, Hotel Management, and electronic support
programs for auto, communication, bio-medical, instrumentation.

Continuing Education

Two factors are significant in forecasting for Continuing Education.
One is in the area of enrollments. The other is in the area of programs
and classes.

It is anticipated that enrollments will increase substantially within
the next five to ten years.

Enrollments in Alpha Training Center and Work, Inc. may be expected
to increase dramatically. Enrollments in technical, vocational, and
business classes are expected to continue to increase rapidly though not
as fast as those in Work, Inc. and Alpha School. A stabilization of
enrollments in the Evening High School Program is anticipated.

Programs and classes will vary according to demand and need. In
the past five years considerable growth has occurred in offerings in
Psychology (understanding ourselves, understanding our children, child
growth and development), Fine and Applied Arts, and Home and Family
Living, with the greatest growth in the first two areas mentioned.
Since the District uses a great many facilities in the community, much
growth can be accommodated without facility development. The greatest
need will be in the Adult Education Center itself and, to a lesser degree,
the Apprenticeship and Skill Centers.

Developmental Education

Developmental education programs are related very closely to student
support programs. Much planning and development is in process regarding
the learning resources and tutoring programs. Several divisions, also,
are studying ways in which their offerings may be supportive of the goal
to provide developmental education.

The Business Education Division expects to offer short courses and
to expand their offering of individualized programs with open enrollment.
The English Division is considering additional skills modules in the
English 8 pattern, pre-college credit courses on the independent studies
model and expansion of remedial composition courses of the English 9
type. Also under consideration are courses to remedy specific reading
and writing deficiencies.
Support Services

The most significant immediate changes in support services will occur in the area of Instructional Support Services. Modification and improvement, however, is expected in each support area.

Remodeling of the Administration Building will necessitate moving of the Board of Trustee meeting room. It is anticipated that the Board will meet in the remodeled auditorium (A-210). This will necessitate some accommodation in order to provide convenience and efficiency for the Board of Trustees.

It would be desirable and efforts are being made to relieve the College Information Office of the responsibility for scheduling use of college facilities by off-campus groups. This should be a community service function.

A major responsibility of the Research and Development Office in the coming year will be to give support and direction to the accreditation self-study.

A major re-organization is underway in Personnel Services with the appointment of an Affirmative Action Officer/Director of Personnel Services. It will be a major responsibility of that office in the year or two ahead to establish and implement the District Affirmative Action Plan.

Few major changes are contemplated in Business Services. The budget procedure will be modified as the College develops and refines the concept and role of the Resources Allocation Review Board.

Several changes are forecast in the area of instructional support services as a result of a two-year experimental instructional re-organization. The chief changes will be:

1. A functional approach to instructional support services. Services to be performed have been researched extensively. Responsibility for performing the functions have been assigned carefully to faculty, department chairpersons, members of the staff of the Dean of Instruction, the Dean, the Curriculum Committee, the Representative Council and the Resources Allocation Review Board.

2. Appointment of three Teacher/Coordinators to assist in providing new services or needed services not now provided adequately. The three Teacher/Coordinators will serve in the areas of: Curriculum Development and Educational Planning, Instructional Resources, and Articulation and In-service Training.

3. Implementation of a procedure to provide and protect departmental autonomy. Each major subject area department will be identified. Teachers in that department will be permitted to join with or cluster with any other subject area department for a period of three years. At
3. (continued)

the end of the three-year period the department will again be able to re-align into other configurations if that is their choice. Compensation for departmental leadership and support will be distributed equitably on the basis of $140 per f.t.e. faculty plus $20 per faculty member assigned. These support funds may be used for any of four kinds of support:

- a. To provide hourly release-time for a chairperson.
- b. To serve as a stipend for the chairperson.
- c. To be distributed among faculty of the department for leadership responsibilities.
- d. To provide for student worker assistance.

Instructional services are expected to be responsible for rapidly increasing enrollments in Summer Session and Evening College.

It is anticipated that the Summer Session program will be increased by 10% in each of the next two years. Plans include adding four courses to the Evening Summer schedule and more afternoon courses. At least one additional occupational course will be added in Summer, 1975, and at least two in Summer, 1976. It is likely that one or two courses may be offered via television in Summer, 1975, and two in Summer, 1976. Plans call for increasing counseling services by three hours per week for 1975 and to offer daily coverage in 1976.

It is expected that offerings in the Evening College will be increased by 10% in each of the next three years. This would accommodate an evening enrollment of 5,000 evening and concurrent day students. The number of satellite locations will be increased to accommodate the increase in offerings.

Considerable discussion is in progress within the area of student services regarding possible re-organization. It is expected that proposals and recommendations will be presented during the coming year.
FACILITY PLANNING

Facilities planning in the Santa Barbara Community College District has been difficult and frustrating.

The original 43-acre site was too small and too confined to accommodate enrollments, and yet projected enrollments did not justify a second site in the District with the added costs of administering and staffing two comprehensive campuses.

Efforts to pass bond issues were, for the most part, unsuccessful. Finally, a bond issue was passed in 1969 which provided $5,502,000 for development of the Mesa campus to accommodate 5,000 full-time equivalent students with the assistance of State funds to be provided in accordance with the Junior College Construction Act of 1967. That bond issue did not provide enough funds for facilities to house the anticipated enrollment and educational programs of the District. There was not enough space to house the program even if the funds had been or had become available.

In January of 1973, circumstances provided an opportunity for the District to seek public support to acquire 34 acres of land adjacent to the 43-acre Mesa site.

A bond issue was proposed, presented to the voters, and approved by the voters of the District in April of 1973. The District has purchased and now owns 31 acres of that land, the amount deemed appropriate for the needs of the District. For the first time, it is now possible to plan adequately for the facilities needed by the Santa Barbara Community College District. A new Master Plan architect has been employed and a new Master Plan has been completed.

In presenting the proposed bond issue to the citizens of the District, the Board of Trustees, by resolution, stated that if the land were acquired, it would be the policy of the District that:

1. The District will build only one comprehensive college.

2. The college campus which would then contain 74 acres instead of the present 43 acres will be developed to a capacity for the equivalent of 6,000 full-time, day-graded students (8,000 full-time day and evening credit students).

3. Should needs not now anticipated develop for additional facilities, students will be accommodated in small, special purpose, off-campus learning centers following a trend already established with Health Occupations' clinical classes, the Police Academy, Marine Technology classes, apprenticeship classes, and Continuing Education classes.

Procedures for facilities planning have been established which provide for participation of the various concerned constituencies.

A Director of Facilities and Resource Development was employed in the Summer of 1972. He is an architect with considerable experience in planning.
educational facilities. A college Facilities Planning Committee was established in 1971 to review facilities' plans and planning. The faculty, the students, the classified staff and the administration are represented. The Board of Trustees established a Planning Subcommittee and a Facilities Subcommittee. Since July of 1974, the Board meets as a committee-of-the-whole to consider planning and facility development.

Facility needs as expressed by individual faculty and staff members and students or by instructional and support divisions are brought to the attention of or are sought by the Director of Facilities and Resource Development.

Needs are documented and described. Concepts are reviewed by the Facilities Committee, the administration, the Board of Trustees Committee-of-the-Whole, and the Board of Trustees.

Concepts are given to the Master Plan architect, or to project architects, for development and are reviewed in various stages by the groups mentioned above before they are submitted to the Chancellor's Office.

Much of the District's present educational program is housed in temporary wooden structures; and until the addition of the adjoining 31-acre site, the existing site was too small to accommodate enrollments. The facility needs of Santa Barbara City College are related both to the present educational program and to future programs.

It is assumed that the Humanities Building, now under construction and the Music and Drama facilities, approved for construction, will go a long way toward meeting the facility needs of the general education and transfer programs. Adequate housing will require the elimination of all wood frame temporary buildings, remodeling of various facilities as the program is phased, and development of an adequate library.

Although the program objectives of Continuing Education are accommodated in existing facilities, the condition of those facilities is questionable. Virtually all of the non-credit programs in District-owned facilities are in facilities which are used for non-credit classes only. These facilities do not meet the Field Act requirements for credit classes after 1975.

A Facilities Subcommittee was formed as a part of the Goals, Objectives, and Organization Study. That subcommittee concluded that certain implications may arise in implementing interdisciplinary education. The possible need for large classrooms for team teaching was cited. Faculty housing in relationship to interdisciplinary teaching must be considered. A proper balance between on-campus and off-campus facilities must be achieved. These concerns are being considered in the process of facility planning.

They recommend, also, that all wood frame temporary buildings be eliminated and that certain other facilities be relocated. They repeat the observation that the present library is inadequate and recommend that it be made into a Student Services Center and that a new library be constructed.
As in the case of the general education program, other than the Humanities Building under construction and the Drama and Music Facilities approved for construction, no unusual facility needs are anticipated by the transfer program except as methodology and delivery systems may change.

The Vocational-Technology Building, which is at the bidding stage, is long overdue. The need for that facility and for upgrading of present facilities for business education to a level somewhat comparable to the facilities now in use for Health Occupations is obvious.

In addition, the Facilities Subcommittee of the Goals, Objectives, and Organization Study Committee has made two recommendations regarding facilities for occupational education. They suggest:

1. Establishment of a data storage and retrieval center, on campus, for District use to serve the needs of occupational education, student services, and general and transfer education.

2. Provision of meeting rooms (divisible into large and/or small areas) in which people from the community and from the College can meet for evaluation and coordination of various programs.

It is believed that the objectives of Continuing Education are being met currently with existing facilities. The majority of the programs should be provided at a place convenient to students and to their residences or their places of employment. 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; and the Adult Education Center must be replaced or renovated soon.

The leased 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 on the Mesa Campus.

The leased Montecito Street facility has room for expansion of apprenticeship programs. Currently anticipated utilization regulations could make retention of these facilities difficult.

The Continuing Education Center and Annex are used mainly in the evenings although day utilization in some labs is good. These facilities are in need of extensive rehabilitation. Parking is limited at the Center. Credit classes may not be held in these facilities after 1975.

In addition to the facilities listed above, the Continuing Education program utilizes facilities in about 45 off-site locations throughout the District.

The Facilities Subcommittee of the Continuing Education Division has made several recommendations which must be considered in planning facilities for Continuing Education:
1. Where possible, develop common facilities for credit and non-credit programs, and for day and evening classes.

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 possibility of specialized facilities in industry.

4. Avoid duplication of facilities for college and Continuing Education services. Share facilities with supplemental mobile units to serve community locations in regard to: library, bookstore, audiovisual, warehouse, and student services.

5. Consider providing administration facilities on the Mesa campus with adequate provision for community access. Develop the Santa Barbara Street property into specialized facilities.

6. Keep the flexibility, responsiveness, and creativity of the present program foremost in all deliberations on combined facilities.

The present Learning Resources Center which replaced the former bookstore in the Campus Center has been extremely important to the success of the Developmental Studies Program.

Facilities to be provided in the Humanities Building, now under construction, will be extremely helpful, also.

The Facilities Subcommittee of the Goals, Objectives, and Organization Study Committee voiced a concern about the housing of tutorial services. They point out that facility planning must be adjusted if there is to be an extensive tutoring program whether the program is centralized or de-centralized.
SPECIAL PROBLEMS

Evidence available to the Santa Barbara Community College District indicates that the present procedure for projecting enrollments used by the State Department of Finance is seriously deficient. Those projects are based upon twelfth grade enrollment. They do not recognize recent trends of part-time attendance and return to college of older students. Present projection of average daily attendance for 1974-75 for the SBCC District, based upon first period attendance reports, indicate a 6.27% increase in A.D.A.

This District, like others, is faced with the need to remodel old spaces to meet new needs and to replace temporary structures with permanent and adequate facilities.

A special problem revolves around the method by which space presently used for non-credit programs is to be evaluated. Most of the District's very extensive non-credit program is housed in non-conforming space.

There is little or no provision in current criteria and standards for the kind of support space that newly developing programs and services require. Several instructional departments need additional storage space. Facilities which are readily adaptable to team-teaching and flexible scheduling are needed. Media preparation space would be desirable. Space that would accommodate individualized instruction is needed.

A large, multi-media classroom (of 120 seats) is long overdue for the Social Sciences. The Business Education Division needs space for an Advertising-(Graphics Laboratory and a practice window display area. Service to the community could be enhanced considerably with space for such special service programs as an Environmental Monitoring Center and an Environmental Resource Educational Information Center.
**EDUCATIONAL PROGRAM**

<table>
<thead>
<tr>
<th>Classification of Instructional Disciplines</th>
<th>Number</th>
<th>Program Title</th>
<th>Type</th>
<th>Certificate</th>
<th>Length</th>
<th>Associate Degree</th>
<th>Projected Operational Year</th>
<th>Status Code</th>
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</thead>
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<tr>
<td>0823</td>
<td>Nursery School Education</td>
<td>0-T</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>0947</td>
<td>Automotive</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>0924</td>
<td>Marine Tech. (Oceanographic Tech)</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
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<tr>
<td>1030</td>
<td>Graphic Communications (Graphic Arts)</td>
<td>0-T</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>2105</td>
<td>Administration of Justice</td>
<td>0-T</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>3002</td>
<td>HRM (Quantity Food Preparation)</td>
<td>0-T</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>1630</td>
<td>Library Technology (Library Aide)</td>
<td>0-T</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>2133</td>
<td>Fire Science (Firemen Training)</td>
<td>0</td>
<td>C</td>
<td>1 yr.</td>
<td>NA</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
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<tr>
<td>3203</td>
<td>Interior Design</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
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<tr>
<td>3007</td>
<td>Cosmetology</td>
<td>0</td>
<td>C</td>
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<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
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<tr>
<td>5341</td>
<td>Welding (support program)</td>
<td>0</td>
<td>C</td>
<td>1 yr.</td>
<td>NA</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5342</td>
<td>Vocational Work Experience (support prog.)</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Machine Shop (support program)</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Metals Fabrication Technology</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Veterinary Technician</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Drafting (support program)</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Housing Management</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Legal Assistant</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
<tr>
<td>5340</td>
<td>Public Works Maintenance</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>1 yr.</td>
<td>NA</td>
<td>75-75 76-77 77-78 78-79 79-80</td>
<td>d</td>
</tr>
</tbody>
</table>

List only programs offered for the first time. Type: T=Transfer, C=General, O=Occupational. Indicate by a C if offered. Length in partial or whole year. Associate Degree = A. State projected enrollment for each year, beginning with the first year of the program.

6. Status Codes: (more than one may be used)
   a. Under consideration by College Curriculum Committee and planning to offer.
   b. Under discussion by Citizen's Advisory Committee, with preliminary planning.
   c. Has been approved by the District Board.
   d. Requires new or remodelled facilities.

Revised 9/73. * NA = Not Applicable
### II. STATUS OF EDUCATIONAL PROGRAMS IN THE EDUCATIONAL MASTER PLAN OF THE COLLEGE

#### EDUCATIONAL PROGRAM

<table>
<thead>
<tr>
<th>Classification of Instructional Disciplines¹</th>
<th>Number</th>
<th>Program Title</th>
<th>Type²</th>
<th>Certificate³</th>
<th>Associate Degree⁴</th>
<th>Projected Operational Year⁵</th>
<th>Status Code⁶</th>
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<tbody>
<tr>
<td></td>
<td>1599</td>
<td>Bi-Lingual Aide</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>x</td>
<td>b &amp; a</td>
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<td></td>
<td>1304</td>
<td>Consumer Education and Protection</td>
<td>O-T</td>
<td>A</td>
<td>x</td>
<td></td>
<td>a</td>
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<td></td>
<td>0605</td>
<td>Creative Communications</td>
<td>O-T</td>
<td>A</td>
<td>x</td>
<td></td>
<td>a</td>
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<td></td>
<td>1239</td>
<td>Psychiatric Technician</td>
<td>0</td>
<td>A</td>
<td>x</td>
<td></td>
<td>b</td>
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<td></td>
<td>1225</td>
<td>Limited License, Radiologic Technology</td>
<td>O</td>
<td>C</td>
<td>A</td>
<td>x</td>
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<tr>
<td></td>
<td>1224</td>
<td>Dental Technician</td>
<td>O-T</td>
<td>C</td>
<td>x</td>
<td></td>
<td>b</td>
</tr>
</tbody>
</table>

1. List only programs offered for the first time.
2. Type: T=Transfer, G=General, O=Occupational
3. Indicate by a C if offered. Length in partial or whole year.
4. Associate Degree = A
5. State projected enrollment for each year, beginning with the first year of the program.
6. Status Codes: (more than one may be used)
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b. Under discussion by Citizen's Advisory Committee, with preliminary planning.
c. Has been approved by the District Board.
d. Requires new or remodelled facilities.

Revised 9/73)