SANTA BARBARA COMMUNITY COLLEGE DISTRICT

Goals and Objectives

Academic and Support Divisions


November 1, 1974
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THE COLLEGE

Santa Barbara City College is a two-year (freshman and sophomore years) community college concerned with the educational needs of the youth and adults of southern Santa Barbara County. To fulfill these needs, the college offers occupational training, lower division transfer curricula, developmental classes and general education courses for the enrichment of the student's personal and community life.

PHILOSOPHY

We, at Santa Barbara City College, believe in the democratic ideal and in the dignity and worth of each individual. We believe that the development of a free, self-governing society is dependent upon a free, public, relevant educational system which provides for an informed and discriminating electorate. We believe that the community college is a unique and integral element of the educational system required in our free society, and our unique function and responsibility to a large and growing proportion of the people of this community is to serve as the institution of transition...

... from the world of books and classes to the world of meaningful occupation;

... from a basic study of "how" and "what" to the continuing and deeper study of "why";

... from the world of ideas and theories to the practical world of human relationships and responsible citizenship;

... from one kind of work to another; and

... from limitations of personal and intellectual development to a release of the full human potential.

GOALS

We, at Santa Barbara City College, have set as our objectives the achievement of the following educational, environmental, and personal and social goals as established by the college in concert with representatives of the community in a study of goals, objectives and organization.

EDUCATIONAL GOALS

... Occupational Education: To provide training for specific careers -- to provide retraining for people whose job skills are out of date.

... Transfer Education: To provide education which will help each student who intends to transfer to a four-year college attain his or her goals.

... General Education: To develop student ability to combine and use knowledge from a variety of sources.
...Continuing Education: To provide continuing education for local adults on a part-time basis -- to provide classes for adults appropriate to the needs and desires of the community, including general, vocational and avocational education.

...Developmental Education: To plan remedial and developmental courses which will help students to pursue goals related to specific talents.

ENVIRONMENTAL GOALS

...A Climate of Learning: To maintain a climate of mutual trust and respect among students, faculty and administration, as well as create a climate wherein students and faculty easily and informally discuss ideas and interests.

...A Climate of Personal Decision-Making: To provide experiences that will help students make occupational choices and prepare for successful employment; to help students set their own personal goals and develop plans for achieving them; 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.

PERSONAL & SOCIAL GOALS

...Personal Goals: To help students develop a sense of self-worth and self-confidence; to increase the desire and ability of students to study in a self-directed way; and to instill in students a sense of commitment to life-long learning.

...Social Goals: To encourage concern for the welfare of mankind; to help students learn to participate in public decisions which influence their own lives; and to help students to be open, honest and trusting in their relationships with others.

EDUCATIONAL PLANS

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 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 ia 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 AA 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 dis-
plays. 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 individual-
ized programming with open enrollment is anticipated for many Business Education
offerings. The Division is considering degree or certificate programs in Busi-
ness 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 Communi-
cation. Being discussed, also, is the need for minicourses 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 in-
clude 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 update 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 paraprofes-
sional 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, Veterinarian
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.
I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL AND SOCIAL) WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

1. To provide education which will help each student who intends to transfer to a four year college attain his or her goals.
2. To develop students' abilities to combine and use knowledge from a variety of sources.
3. To plan remedial and developmental courses which will help students to pursue goals related to specific talents.
4. To provide continuing education for local adults on a part-time basis.
5. To provide classes for adults appropriate to the needs and desires of the community, including general, vocational, and avocational education.
6. To provide training for specific careers.
7. To provide re-training for people whose job skills are out of date.

B. ENVIRONMENTAL GOALS

1. To help students set their own personal goals and develop plans for achieving them.
2. To provide students with counseling services related to choices, and in personal matters related toward progress toward goals.
3. To provide experiences that will help students make occupational choices and prepare them for successful employment.
4. To create a climate where students and faculty easily and informally discuss ideas and interests.
5. To maintain a climate of mutual trust and respect among students, faculty, and administration.

C. PERSONAL AND SOCIAL GOALS

1. To help students develop a sense of self-worth and self-confidence.
2. To instill in students a commitment to life-long learning.
3. To help students learn to participate in public decisions which will influence their own lives.
4. To increase the desire and ability of students to study in a self-directed way.
5. To encourage concern for the welfare of mankind.
6. To help students be open, honest, and trusting in their relationships with others.
II. DIVISION GOALS AND OBJECTIVES

Goal 1: To provide lower division experiences which will provide general education and meet requirements for the non-transfer and transfer student.

Objectives:

1.a New and continuing courses will be annually classified according to the four broad areas of state requirements in conjunction with the proper offices.

1.b Within the next two to four years, the division will attempt to develop a program reflecting the minority experience in diverse areas: social sciences, literature, expressive arts, etc. Additional offerings will be based on students needs (requests), division assessment, and monies available for such increases.

1.c The Indian Studies program will be developed during the next two to four years to reflect offerings in Black and Chicano Studies. The criteria spelled out in 1.b will be applied.

1.d Other minority courses will be offered based upon criteria as outlined in 1.b. There has been expressed interest in developing a course in the Jewish or Euro-American experience.

1.e Courses will be evaluated annually by the division to provide for additions, changes, or deletions based on enrollment pattern, expressed needs, etc.

Criteria:

1.a Listings will be examined annually to see that courses are properly listed, especially new ones.

1.b Division review will determine if programs are diverse enough. Comparisons will be made with other institutions. Enrollment patterns will determine whether courses are succeeding or failing, or need to be changed.

1.c At the beginning and end of the school year the division will note whether expansion has taken place. Class enrollments would indicate that this has now taken place and will be used in requesting expansion or a new course.

Method:

1.a Courses will be classified in consultation with counselors and the proper deans.
1.b Periodically (semester and yearly), the program will be evaluated to see that there is diversity, using the criteria listed in Objectives 1.b. Monies available will determine new course offerings.

1.c Native American courses will be written up and introduced during the next two years through proper channels, i.e., curriculum committee. The criteria cited in Objectives 1.b will be used. Currently, there is a need to offer a second section of N.A. 1 and/or to introduce an Indian Culture class. Monies available at the present time put to the second section on standby basis.

1.d Other courses will be introduced when student interest is demonstrated (requests, petitions, etc.). If the division agrees, the requests will be forwarded through proper channels. Monies available will determine feasibility. In addition, new personnel may be needed on an hourly basis.

Goal 2: To provide educational experiences which will meet lower division requirements for students majoring in Ethnic Studies.

Objectives:

2.a The division will provide a wide spectrum of courses allowing the student to have good lower division preparation in the major.

2.b The requirements for the major in the Division will be assessed annually by the programs (Black Studies, Chicano Studies, Indian Studies, and Ethnic Studies) in conjunction with proper administrative offices.

2.c The changes and requirements will be published through the publication office to assure dissemination to students, and other parties.

2.d Majors will be listed and aided in their plans by the persons in charge of the division programs.

2.e Majors will be invited to offer suggestions and sit in on department or divisional meetings.

2.f Articulation with four year institutions will be annually renewed in conjunction with the counseling staff at Santa Barbara City College. This will be done through information exchanged with the counseling department here, the Ethnic Studies program at UCSB, and with other colleges by way of catalogs, conferences, etc.
Criteria:

2.a Annual evaluation in conjunction with administration will be the basis. Comparisons will be made with other institutions, especially community colleges and four year institutions with ethnic studies majors.

2.b The publication and dissemination of the major requirements will be one method of reaching the objective.

2.c The division will achieve its objective by having a list of majors and by informing these students of meetings, etc. Lack of participation on their part may be due to a number of reasons.

2.d Evaluation will be done per semester or annually to see if regular channels have been established.

Method:

2.a The division will try to provide a wide selection of courses, expanding when there is a need. Requirements will be assessed in conjunction with administration as noted in Objectives 2.b. Resources may be needed for new courses.

2.b When changes are made and updates are major, the publications office will be contacted. Monies may be needed to defray cost of publishing pamphlets.

2.c The division will attempt to determine the majors through class questionnaires and through work with the counseling staff majors will be invited to department meetings and will be informed of the division's interest in aiding them.

2.d As noted in Objectives 2.f.

Goal 3: To provide in-service in the field of minority studies for professional personnel in education and other community agencies.

Objectives:

3.a Programs have been and will continue to be set up to provide for the needs of educators according to article 3.3 of the State Code of Education and for social workers as deemed necessary by their agencies in conjunction with the division.

3.b The division will cooperate with the various school districts and social agencies through their administrative offices in assessing annually the programs offered.
3.c This cooperative effort will also be used for purposes of publicity. Media in the Santa Barbara area will also be used.

Criteria:

3.a As noted in Objectives 3.b. This will include evaluation by participants and a study of enrollment patterns.

Method:

3.a As noted in Objectives 3.a and 3.c. Monies available will determine offerings.

Goal 4: To cooperate with other divisions or departments in the implementation and teaching of interdisciplinary programs.

Objectives:

4.a The division will cooperate with continued efforts to explore interdisciplinary education.

4.b The division and division members will also explore such possibilities with individual instructors.

4.c Within the division, team teaching efforts will be encouraged to allow students opportunity to experience different personalities, expertise, and interests.

Criteria:

4.a Courses which are offered in this manner will be carefully evaluated to correct weaknesses. The establishment of such courses represents reaching the objective.

Method:

4.a As noted in 4.a, 4.b, and 4.c. The division course on racism (E.S.T.) will be such an effort within the division monies may be needed when instructors are doing this as on overload or when hourly personnel are needed.

Goal 5: To help provide programs to provide necessary tools for academic retention.

Objectives:

5.a The division will provide reading materials in Spanish and offer classes in a bilingual manner in Chicano Studies to offer equal opportunities for learning for the Spanish speaking.
5.b Such efforts will be worked out with the ESL and English 42 program and other interested programs, i.e., EOPS.

5.c The division will assist programs such as Summer Readiness or the Personal Development Program in aiding students.

5.d During the next two years, the division will explore the possibility of offering mini-courses on a credit or non-credit program to aid students.

Criteria:

5.a One method of evaluation will be to see whether students who have language and skill problems are being aided - grades in the classes will be the primary vehicle. In addition, information provided by counselors and the programs named will indicate what changes have taken place in student behavior and aspiration.

Method:

5.a, 5.b, and 5.c in Objectives will be put into operation through consultation and planning with the programs mentioned. Students will be referred to these programs, bilingual teaching will take place and Spanish materials will be ordered.

Goal 6: To cooperate with the supportive services in the retention of the disadvantaged student.

Objectives:

6.a The division will work with the EOPS program and other programs to exchange ideas and assess the progress of these students in the division classes. EOPS personnel will be invited to division and department meetings.

6.b The division will set up tutorial efforts in conjunction with the Tutorial Director and center to aid students who are experiencing problems.

6.c A major effort will be made to reduce the number of withdrawals through efforts outlined in 6.b.

6.d Cooperating will also be sought with college personnel in helping assess and implement better programs (the teacher coordinators).

Criteria:

6.a As noted under criteria for Goal 5.
6.b Evaluation will be based on the number of students needing help who are receiving aid, changes noted in their class performance, the reduction in the number of students who withdraw because of poor grades.

Method:

6.a As noted in Objectives 6.a.

6.b Tutorial efforts are now being made by using tutors from the Tutorial Center, under independent studies, and through volunteering. Consultation will be sought as indicated in Objectives 6.d.

Goal 7: To promote cultural interchange and appreciation of cultural diversity.

Objectives:

7.a The division will periodically bring activities or aid in the presentation of these to promote cultural interchange — films, celebrations, lectures, etc.

7.b The division will cooperate with the school in arranging displays of ethnic materials or events — Black History week displays, etc.

7.c The division will aid and encourage efforts by students who are stressing cultural efforts.

7.d Such cooperation will also be extended to community groups — NAACP, Casa de la Raza, Chumash Association, etc.

Criteria:

7.a The fact that these events are staged will be a measure of success. They will also be evaluated to provide for improvement and to determine what effect they had. Questionnaires may help the division in this effort.

7.b Evaluation will be based on how much information and participation is evident.

Method:

7.a As outlined in Objectives 7.a, 7.b and 7.c. These will be staged periodically, especially around certain themes. Black History Week, Cinco de Mayo, etc. Money will be needed to defray some costs.

7.b Cooperation with community groups will come by division members informing groups of our activities. Also, participation in each others activities should be encouraged.
Goal 8: To provide an avenue for students to find meaningful solutions to the problems facing our society and our world.

Objectives:

8.a Students will be encouraged to discuss current problems and their origins within the classroom. Solutions will also be sought and offered.

8.b Students will be encouraged to become active in community efforts and agencies through independent studies, class projects, and volunteer work.

8.c Students who are interested in discussing current situations will be encouraged to form discussion groups with faculty participation.

8.d Students will always be invited to offer suggestions or participate in divisional and departmental meetings.

Criteria:

8.a Evaluation may be made in terms of the number of students who choose community work as class projects. However, these measures are difficult to assess since this goal is the desire of the division to instill values. These may not show up for years. One can administer attitude surveys which could indicate if students' attitudes may have changed.

Method:

8.a As outlined in 8.a, 8.b, 8.c, and 8.d.

Goal 9: To develop a binilingual aid program.

Objectives:

9.a Since there is a need to have such programs, the division will formulate such a program within the next two years, taking into consideration resources available.

9.b During this time span, the division will meet with school personnel, educators, and community groups to plan for this effort.

9.c Inquiries will be made to see what other two year institutions have implemented.

Criteria:

9.a Evaluation will determine how far this goal has gotten at the end of each semester and at the end of the academic year. The
number of aides getting degrees or certificates could later be used as a measure. These aides, as well as parties mentioned in the above paragraph, will help evaluate.

Method:

9.a As outlined in Objectives 9.a, 9.b, and 9.c. Currently, Chicano Studies staff members are meeting with county school officials, UCSB personnel, and maintaining contact with state agencies. Existing courses will be listed which are applicable either in a degree or certificate program. The program, especially new courses, might require personnel or monies. An attempt will be made to find federal or state sources.

Goal 10: To develop curricular materials and methods to improve the teaching of faculty.

Objectives:

10.a The division will work during the course of this year and through the coming years to catalog materials available and to bring more for use in the courses. Cooperation will be stressed with the Library and the Audio-Visual Center.

10.b Faculty will be encouraged to participate in conferences, workshops, and programs which stress professional growth.

Criteria:

10.a Evaluation will be focused around each person's school evaluation; what are recommendations, has the person corrected deficiencies, has the division helped him, are there enough instructional materials, etc.

Method:

10.a As outlined in 10.a and 10.b.

III. RELATED DIVISION GOALS AND OBJECTIVES

Goal 1: To establish a vehicle through the television media to disseminate information about educational opportunities to the Spanish-speaking community.

Objectives:

1.a Division programs and activities will be regularly channeled to the news media to inform the Spanish speaking, as well as the general public.
1.b Periodically, members of the division will appear on such programs to provide more detailed information.

Criteria:

1.a What effect this has will be difficult to evaluate, but perhaps surveys or indications from incoming students might indicate something.

Method:

1.a As noted in Objectives 1.a and 1.b.

Goal 2: To work with local community agencies.

Objectives:

2.a Members of the division, as members of local community groups, or teacher groups, will exchange ideas and welcome suggestions from these.

2.b Articulation will also be established with local secondary school teachers via meetings and visits, etc. to exchange ideas about methodologies and curriculum.

2.c The division will attempt to arrange workshops periodically during the next two years to allow for this interchange.

Criteria:

2.a One way to evaluate this will be to note whether other agencies are receiving information. Another will be to note whether workshops are being held.

Method:

2.a As noted in Objectives 2.a, 2.b, and 2.c.

Goal 3: To work with other divisions or departments to discuss ways of bettering the needs of the disadvantaged and minority students.

Objectives:

3.a The division will be willing to cooperate with other divisions and/or departments, along with the EOPS program, in discussing such concerns.

3.b The division will share techniques with other school personnel through publications such as Noticias.
Criteria:

3.a  Publication, being on advisory boards, etc., will be one mode of evaluation. Noting through surveys, etc. whether students' performances have bettered (grades, attitudes) will be another.

Method:

3.a  As noted in Objectives 3.a and 3.b. Division members will share ideas or participate in advisory boards to these programs.

Goal 4:  To provide Santa Barbara City College faculty with in-service programs to better understand the problems and needs of minority students.

Objectives:

4.a  The division will look into the development of a program which it would like to offer to the faculty and staff of this college during the next academic year.

4.b  The division will view this endeavor as a learning experience and an exchange for all participants. Division members do not look at their role as that of instructors, but rather that of facilitators.

4.c  The division will explore the methods used by other two-year institutions.

Criteria:

4.a  The actual establishment of such programs will be a measure of evaluation. The assessment by participants and surveys among them will help indicate if the programs are worthwhile.

Method:

4.a  As noted in Objectives 4.a, 4.b, and 4.c. Possible exploration will be handled with the T.C. for In-service Training as well as possibly an innovative project.

Goal 5:  To work on intensive remedial and image building programs.

Objectives:

5.a  The division will function under objectives laid forth in Goals 5 and 6 under Division Goals.

5.b  In addition, the division will be cooperating with community agencies and programs in developing or assisting with similar programs.
Criteria:

5.a Evaluation will be based on how these programs are assessed by people involved as well as by the clientele.

Method:

5.a As noted in Objectives 5.a and 5.b.

Goal 6: To work on the development of programs for the training of blue collar workers for middle management positions and for the securing of jobs upon completion of the program.

Objectives:

6.a The division will explore with industry and agencies during the next few years the possibility of setting up such programs within companies, banks, etc.

6.b Where such programs exist, the division will provide students with information. This will also be done through the news media.

6.c The division will establish communication with such programs in adult education to exchange ideas and information.

6.d The division will cooperate with the Vocational-Technical programs of this campus in their effort to put into effect such programs.

Method:

6.a As outlined in 6.a, 6.b, 6.c, and 6.d.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

Same as listing for Spring, 1973. No deletions.

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. In-Service Education (74-75) for elementary and secondary schools
B. Ethnic Self Awareness (74-75)
C. Racism in America (74-75)
D. Black Expressive Arts (74-75) two semester sequence
E. American Indian Culture (74-75)
F. Honors Seminars (74-75)
G. Mexican Music (75-76)
H. Bilingual Aid Program leading to AA degree (75-76)
I. Chicano Politics and Legal Rights (75-76)
J. Native American Law and Politics (75-76)
K. Other Minorities (75-76)
L. The Chicano - creative arts and writing workshop (76-77)
M. Indians of California (76-77)
N. Education and the Chicano (76-77)
O. Third World Philosophies (77-78)
P. The Minority Experience and Film Techniques (77-78)
I. DISTRICT GOALS WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL

1. To provide training for specific careers and to provide retraining for people whose job skills are out of date.
2. To provide education which will help each student who intends to transfer to a four-year college attain his or her goals.
3. To develop student ability to combine and use knowledge from a variety of sources.
4. To provide continuing education for local adults on a part-time basis—to provide classes for adults appropriate to the needs and desires of the community, including general, vocational and avocational education.
5. To plan remedial and developmental courses which will help students to pursue goals related to specific talents.

B. ENVIRONMENTAL

1. To maintain a climate of mutual trust and respect among students, faculty, and administration, as well as create a climate wherein students and faculty easily and informally discuss ideas and interests.
2. To provide experiences that will help students make occupational choices and prepare for successful employment; to help students set their own personal goals and develop plans for achieving them; 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.

C. PERSONAL AND SOCIAL

1. To help students develop a sense of self-worth and self-confidence; to increase the desire and ability of students to study in a self-directed way; and to instill in students a sense of commitment to life-long learning.
2. To encourage concern for the welfare of mankind; to help students learn to participate in public decisions which influence their own lives; and to help students to be open, honest, and trusting in their relationships with others.
II. DIVISION PURPOSES AND OBJECTIVES

A. To provide initial training for specific careers in business administration; secretarial science; computer science; finance, insurance, and real estate; and marketing management and supervision.

B. To provide retraining for those whose job skills are out of date in the areas listed above.

C. To provide educational experiences which will meet lower division requirements for students majoring in the departments as listed above.

D. To provide, in cooperation with the Career Guidance Office, experiences for entering students to help them explore the possibilities of a career in some area of business.

E. To provide in every course offered by the Division experiences which help students to develop a sense of self-worth and self-confidence and to help them to become more capable of self-directed study.

III. RELATED DIVISION OBJECTIVES

(See individual departments' departments)

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. CAREER TRAINING

1. Business Administration
   a. Two-year Transfer program
   b. Business Management - Two-year Degree program

2. Computer Science
   a. Two-year Transfer program
   b. Two-year Degree program

3. Finance, Insurance, and Real Estate--Two-year Degree Programs
   a. Banking and Finance
   b. Escrow Management
   c. General Insurance
   d. Real Estate

4. Marketing Management and Supervision
   a. Marketing Management (two-year)
   b. Supervision and Management (two-year)
   c. Marketing Management (one-year)

5. Secretarial Science
   a. Clerk-typist (two-year degree)
   b. Secretarial (two-year degree)
   c. Stenography (one-year)
   d. General Office (one-year)
   e. Office Assistant (one-semester)
   f. Basic Stenographer (one-semester)
   g. Office Technician (one-semester)
B. RE-TRAINING
   1. Computer Science
   2. Clerk-typist
   3. Secretarial

C. TRANSFER EDUCATION
   1. Business Administration
   2. Business Education
   3. Secretarial

D. GENERAL EDUCATION IN BUSINESS SOURCES FOR NON-BUSINESS MAJORS

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS
(See individual departments' plans for the next five years)

VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

A. The entire distributive education program is in need of revision and revitalization. There should be an advertising-graphics lab, practice window display areas, and instruction offered in these areas coordinated with other campus divisions (the art department, for example). Specific plans are anticipated during the 1975-76 year.

B. We expect to expand the computer science curricula to include a course in computer operations and a one-semester internship at one of many local computer installations. Tentative approval for cooperation in such a program has already been obtained from several local computer installations. Hopefully, expansion of the program can be implemented in 1975-76.

C. The present secretarial block program should be expanded to morning as well as afternoon. This hinges directly, of course, on availability of facilities. It is hoped this concept can begin in 1975-76.

D. The present consumer education and protection courses should be expanded and molded into a meaningful curricula, perhaps a major area. Some or all of these courses are appropriate for TV presentation.

E. The accounting offerings must be expanded to meet the demands and needs of the community.

F. Many of the division's offerings should be conducted on an individualized programmed basis, with open enrollment. A good start has been made in this area, but much more can be done in typing, shorthand, etc. With positive attendance accounting available, more in this area can begin in 1975.

VII. PROGRAMS OR SERVICES WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE YEARS

None
SANTA BARBARA CITY COLLEGE

Educational Purposes and Plans Statement

Division: Business Education - Business Administration

Date: October 14, 1973

I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL AND SOCIAL) WHICH ARE ADVANCED BY THE BUSINESS ADMINISTRATION DEPARTMENT

A. To support the philosophy, goals, and purposes of this institution as developed in the Santa Barbara City College catalog and the District Goals as stated in this report.

B. To support the philosophy, goals, and purposes of the other four departments in the Business Education Division: Computer Science; Finance, Insurance, and Real Estate; Marketing Management and Supervision; and Secretarial Science.

II. DEPARTMENT PURPOSES OR OBJECTIVES

A. Educate students for transfer and career programs.

B. Encourage the personal development of each student to his or her fullest potential.

C. Help in the development of responsible citizenship in each student.

III. RELATED DEPARTMENT GOALS AND OBJECTIVES

Goal #1: To provide education which will help Business Administration students transfer to four-year colleges.

Objectives:

1.a To offer appropriate courses for transfer to four-year institutions.

1.b To provide information about various colleges that offer Business Administration programs.

1.c To provide a screening device whereby students not suited for the program will withdraw.

Methods:

1.a To cooperate with and solicit information from four-year institutions.

1.b To use facilities, equipment, materials, and techniques to accomplish the stated goals.

1.c To establish advisory committees to assist in developing programs.
1.d To sequentially schedule appropriate number of courses and sections to provide opportunity for students to fulfill their goals and objectives.

1.e To have administrative support in fulfilling the department's goals and objectives.

Criteria:

1.a We will review the transfer institutional reports which measure transfer students' success.

1.b We will use follow-up studies provided by Student Services which measure success in transfer and career education.

1.c We will use advisory committees to evaluate programs.

1.d We will develop criteria to measure adequacy of facilities, equipment, and materials provided and used to accomplish the stated goals.

1.e We will continue to study and refine our goals, objectives, methods, and criteria.

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

Objectives:

2.a To offer appropriate courses for retraining education.

Methods:

2.a To use facilities, equipment, materials, and techniques to accomplish the stated goals.

2.b To establish advisory committees to assist in developing programs.

2.c To use information available from the California Employment Development Department.

2.d To sequentially schedule appropriate number of courses and sections to provide opportunity for students to fulfill their goals.

2.e To obtain administrative support in fulfilling the department's goals and objectives.

Criteria:

2.a We will use follow-up studies provided by Student Services which measure success in career education.

2.b We will use advisory committees to evaluate programs.
2.c We will develop criteria to measure adequacy of facilities, equipment, and materials provided and used to accomplish the stated goals.

2.d We will continue to study and refine our goals, objectives, methods, and criteria.

Goal #3: To provide continuing education on a part-time basis.

Objectives:

3.a To offer appropriate courses for continuing education.

Methods:

3.a To maintain professional proficiency through formal education, business association, and professional meetings.

3.b To use facilities, equipment, materials, and techniques to accomplish the stated goals.

3.c To establish advisory committees to assist in developing programs.

3.d To use information available from the California Employment Development Department.

3.e To schedule appropriate number of courses and sections at times appropriate for part-time students to fulfill their goals and objectives.

3.f To have administrative support in fulfilling the department's goals and objectives with regard to the needs of part-time students.

Criteria:

3.a We will use follow-up studies provided by Student Services which measure success in continuing career education.

3.b We will use advisory committees to evaluate programs.

3.c We will develop criteria to measure adequacy of facilities, equipment, and materials provided to accomplish the stated goals.

3.d We will continue to study and refine our goals, objectives, methods, and criteria.

Goal #4: To provide an environment to develop desirable business ethics.

Objectives:

4.a To implement proper business ethics in all business courses.
Methods:

4.a To discuss in classes business ethics as applied to legal ramification, professional standards, and common sense.

Criteria:

4.a To test students' knowledge of business ethics in business law and consumer education classes.

Goal #5: To provide general education for students in other disciplines.

Objectives:

5.a To offer general courses in the field of business for students in other disciplines.

Goal #6: To provide the training for people to obtain employment in the legal field.

Goal #7: To provide the training for people to obtain employment in the field of accounting.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED BY THE BUSINESS ADMINISTRATION DEPARTMENT

A. TRANSFER EDUCATION

1. Business Administration (2-year)
2. Business Education (2-year)

B. RE-TRAINING

1. Business Management
2. Partial completion of above programs as dictated by students' needs.

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. CAREER EDUCATION

1. Business Administration Career program
2. Accounting Career program
3. Legal related career program
4. Expansion of library required to make available more legal reference books

B. SELF-INSTRUCTIONAL PROGRAMS OR PROJECTS

1. Office Machines
2. Math for Business
3. Other disciplines as appropriate and fiscally feasible
4. These courses will require approximately 30 electronic calculators.
I. DISTRICT GOALS WHICH ARE ADVANCED BY THIS DEPARTMENT

A. EDUCATIONAL GOALS

1. To provide training for specific careers.
2. To provide re-training for those whose job skills are out of date.
3. To provide education which will help the student who intends to transfer to a four-year college attain his goal.
4. To provide continuing education on a part-time basis.
5. To develop students' abilities to combine and use knowledge from a variety of sources.

B. ENVIRONMENTAL GOALS

1. To provide experiences that will help students make occupational choices and prepare for successful employment.
2. To provide students with counseling and assistance in obtaining employment following graduation.

C. PERSONAL AND SOCIAL GOALS

1. To help students develop a sense of self-worth and self-confidence.
2. To increase the desire and ability of students to study in a self-directed way.
3. To instill in students a commitment to life-long learning.

II. DIVISION PURPOSES OR OBJECTIVES

A. To provide initial training for specific careers in Computer Science.

B. To provide re-training for those whose job skills are out-of-date or who are undertrained.

C. To provide educational experiences which will meet lower-division requirements for students majoring in business administration and computer science.
D. To provide, in cooperation with the Career Guidance Office, experiences for entering students to help them explore the possibilities of a career in some area of computer science.

E. To provide in every course offered by the department experiences which help students to develop a sense of self-worth and self-confidence and help them to become more capable of self-directed study.

III. RELATED DEPARTMENT GOALS AND OBJECTIVES

Goal #1: To provide training in the field of computers and data processing so that students will be able to secure entry-level employment after completion of the program.

Objectives:

1.a To provide modern computing equipment for student use, similar to that currently used in business, industry, and government.

1.b To insure student access to computing machinery so that instructional goals may be achieved.

1.c To design programs and courses that emulate work done in the computer field so that course work is realistic and practical.

Goal #2: To provide for retraining those students who are employed or who have been previously employed in other fields so that they may acquire new skills for the purpose of higher level employment.

Objectives:

2.a To provide modern computing equipment for student use, similar to that currently used in business, industry, and government.

2.b To insure student access to computing machinery so that instructional goals may be achieved.

2.c To design programs and courses that emulate work done in the computer field so that course work is realistic and practical.

2.d To relate material about computer science topics with other courses of study so that transition from one career to a new one may be more easily accomplished.
Goal #3: To provide for additional training for students already employed in the computer field, so that they may broaden their knowledge and improve their employment position.

Objectives:

3.a To extend the teaching relationship to the community by using resources available at the student's place of employment.

3.b To work with the student's employer so that assignments may be made outside of the student's regular responsibilities.

3.c To extend the student's knowledge of computers and systems analysis so that he will be a more valuable employee.

Goal #4: To counsel students concerning potential careers in computer science.

Objectives:

4.a To articulate with area high schools, informing students of the opportunities in this field and of the program at SBCC.

4.b To provide the students with materials that list and describe occupations within the field and define a means for preparing for the occupations.

4.c To help students prepare resumes and letters for job applications.

Goal #5: To provide training in computer science for students majoring in related fields such as business administration and mathematics.

Objectives:

5.a To work with instructors, administrators, and department heads for the purpose of providing interdisciplinary instruction whenever possible.

5.b To relate computer instruction to other areas of study whenever possible and when it is beneficial to do so.

Goal #6: To provide courses in computer disciplines for students intending to transfer to four-year schools.
Objectives:

6.a To articulate with four-year schools regarding transfer of credits from this college to theirs, with regard to course content, and with regard to materials and methods.

6.b To visit computer instruction departments at nearby four-year schools.

Goal #7: To provide students with the knowledge and understanding of computer related topics that will enable them to make intelligent decisions as employees and citizens.

Objectives:

7.a To instruct students in the application of computers in all phases of our society, business, science, education, and government.

7.b To delineate the potential dangers of an automated society.

7.c To outline safeguards necessary to insure privacy and provide necessary controls for future computer use.

Methods:

1. Use of an advisory committee for help and suggestions.

2. Cooperation with Administrative Data Processing in the common use of computing equipment.

3. Utilization of information provided by the California Employment Development Department.

4. Establish new courses and alter old ones to meet the changing needs of the field.

5. Solicit additional resources to make the program more effective.

6. Use of a cooperative work experience program for Computer Science majors.

7. Attend articulation meetings with area high schools and state four-year schools.

8. Refer students to local computer installations for job opportunities.
Criteria:

1. Periodic review of progress with the advisory committee.
2. Follow-up studies of students previously enrolled in the program.
3. Continuous review of latest hardware/software developments in the computer field, with comparison to our program.
4. Periodic review of progress with the California Employment Development Department.
5. Periodic comparison of course offerings at SBCC to other Community College programs and with four-year schools.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. CAREER TRAINING

1. Associate in Science Degree (2-year)
2. Computer Science Certificate (2-year)
3. Partial completion of above programs as dictated by student needs.

B. RE-TRAINING

1. Associate in Science Degree (2-year)
2. Computer Science Certificate (2-year)
3. Partial completion of above programs as dictated by student needs.

C. TRANSFER EDUCATION

1. Selected Computer Science courses as required
2. Related business courses as required

D. GENERAL EDUCATION IN COMPUTER SCIENCE FOR NON-COMPUTER SCIENCE MAJORS

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. CAREER TRAINING

1. Courses in computer operations
2. Courses in additional computer languages
   a. RP6
   b. PL/1
3. Courses in on-line systems
4. An internship program with local computer installations
5. Courses in key punch operation
B. RE-TRAINING

1. Courses/Seminars in installation management
2. Courses/Seminars in operating systems
3. Courses/Seminars in simulation techniques
4. Consolidated block, positive attendance courses for employed persons
SANTA BARBARA CITY COLLEGE

Educational Purposes and Plans Statement

Division: Business Education - Finance, Insurance, and Real Estate

Date: October 14, 1974

I. DISTRICT GOALS WHICH ARE ADVANCED BY THE DEPARTMENT

A. To provide training for specific careers as Financial Institution Manager, Bank Cashier, Credit Union Supervisor, Credit Analyst, New-Accounts Teller, Safe Deposit Clerk, and Financial Service Salesman, for each of the following areas:

1. Banking and Finance
2. Investments and Securities
3. Insurance, Insurance Adjusting, and Risk Management
4. Real Estate and Escrow Procedures

B. To provide re-training for those whose job skills are out of date.

C. To provide additional training for students already employed in their appropriate field.

D. To provide training which is directly related to the needs of students with majors in other areas of Business Administration.

II. DEPARTMENT PURPOSES OR OBJECTIVES

A. To provide proper courses, in the appropriate sequence, which will prepare the student for licensing (if required) and employment in his major field of study.

B. To provide students with information pertaining to potential careers in: Banking and Finance; Investments and Securities, Insurance Adjusting, Risk Management, Real Estate, and Escrow.

C. To cooperate with the appropriate Local, State, and National offices and associations in the determination of training needs leading to appropriate licenses.

D. To design specific programs of instruction leading to appropriate Certificates and Associate degrees.

III. RELATED DEPARTMENT GOALS AND OBJECTIVES

A. Banking and Finance

Goal #1: To provide training for the following specific courses:

a. Financial Institution Manager
b. Bank Cashier
c. Credit Union Supervisor
d. Credit Analyst  
e. New-Accounts Teller  
f. Safe-Deposit Clerk  
g. Financial Service Salesman

Goal #2: To provide re-training for those above whose job skills are out of date.

Goal #3: To provide additional training for students already employed in the field of Banking and Finance.

Goal #4: To provide training in Banking and Finance for students majoring in Investments, Insurance, Real Estate, Escrow, Marketing, and Management.

Objectives:

4.a To provide the proper courses, in the proper sequence, which will prepare the student for employment in the field of Banking and Finance.

4.b To provide students with information pertaining to potential careers in the field of Banking and Finance.

4.c To cooperate with the American Institute of Banking and representatives of the local Banking and Finance industry.

4.d To design specific programs of instruction leading to specific Certificates and Associates degrees with major in Banking and Finance.

Methods:

4.a Survey the Banking and Finance Community to determine the needs for specific training.

4.b To work with the local Advisory Committee in the development of specific courses which will fit the needs for training.

4.c To seek out cooperative work experience stations.

Criteria:

4.a When complete programs have been developed, scheduled, and classes started.

4.b How effective we are in obtaining proper jobs for those who complete the program.

4.c By determining the staying power of students and the effectiveness of the instruction.

4.d Objective feed back from graduates, employers, and members of the Advisory Committee.
B. Investments and Securities

Goal #1: To provide training for the following specific careers:
   a. Broker's Floor Representative
   b. Securities Trader
   c. Account Executives
   d. Salesman, Investment, and Tax Counseling Service

Goal #2: To provide re-training for those whose job skills are out of date.

Goal #3: To provide additional training for students already employed in the field of investments and securities.

Goal #4: To provide training in Investments and Securities as they relate to Banking and Finance, Insurance, Real Estate, Marketing, and Management.

Objectives:

4.a To develop the courses and programs as required to meet the requirements of Goals 1, 2, and 3.

4.b To organize an appropriate Advisory Committee for Investments and Securities.

4.c To cooperate with the National Association of Securities Dealers, the California Department of Corporations and representatives of the local Investments and Securities Industry.

4.d To design specific programs of instruction leading to specific Certificates and Associate degrees with majors in Investments and Securities.

Methods:

4.a Organize an Advisory Committee from the local Investments and Securities Community.

4.b Complete a Community Survey to determine the specific training requirements.

4.c Contact the National Association of Securities Dealers, and the Department of Corporations to determine course content requirements for licensing.

4.d Work with the local community in the development of Corporative Business experience work stations.

Criteria:

4.a When complete programs have been developed, classes scheduled, and students attending classes.

4.b The effectiveness of our job placement program.
4.c Student retention.

4.d Objective feed back from graduates, employees, and members of the Advisory Committee.

C. Insurance and Insurance Adjusting

Goal #1: To provide training for the following specific careers:

a. Special Agents
b. Insurance Examiner
c. Estate Planner
d. Hospital-Insurance Representative
e. Insurance Office Manager
f. Insurance Salesman
g. Insurance Investigator
h. Claim Adjustor
i. Claim Examiner
j. Risk Managers
k. Life Underwriter

Goal #2: To provide re-training for those above whose job skills are out of date.

Goal #3: To provide additional training for students already employed in the insurance field.

Goal #4: To provide training in Insurance, Insurance Adjusting, and Risk Management for students majoring in related Business fields.

Objectives:

4.a To provide the proper courses in the proper sequence which will prepare the student for gainful employment in one of the Insurance fields.

4.b To provide the student with information pertaining to potential careers in the Insurance field.

4.c To cooperate with the Commissioner of Insurance, the Insurance Institute of America, the American College of Life Underwriters', and representatives of the Local Insurance Industry.

4.d To design appropriate programs of instruction leading to specific certificates and Associate degrees with majors in one of the career fields within the wide range of the Insurance Industry.

Methods:

4.a Survey of the Insurance and Risk Management organizations within the community to determine training requirements.

4.b Re-organize the Insurance Advisory Committee and add representation from the Insurance Adjusting and Risk Management areas.

4.c To work with this Advisory committee in the development of appropriate courses and programs.
4.d To determine licensing requirements as laid down by the Department of Insurance.

4.e To establish suitable cooperative Business experience work stations within the community.

Criteria:

4.a When complete programs have been developed, classes scheduled, teachers selected, and students in class.

4.b Student retention in classes.

4.c The success of our job placement program.

4.d Objective feedback from graduates, employers, and members of the Advisory Committee

D. Real Estate and Escrow

Goal #1: To provide training for the following specific careers:

a. Property-Rental Agents
b. Real Estate Agent
c. Property Manager
d. Real Estate Appraisal
e. Building Consultant
f. Real Estate Salesman
g. Real Estate Broker
h. Escrow Officers

Goal #2: To provide re-training for those above whose job skills are out of date.

Goal #3: To provide additional training for students already employed in the Real Estate field.

Goal #4: To provide training in Real Estate and Escrow Procedures for those in other related Business Administration fields.

Objectives:

4.a To provide the proper courses in the proper order which will prepare the student for the appropriate license and gainful employment in the Real Estate field.

4.b To provide the student with information pertaining to potential careers in Real Estate, Appraising, Property Management, Title Insurance, and Escrow.

4.c To cooperate with the Department of Real Estate, the California Escrow Association, the California Real Estate Association, and the Southern Santa Barbara County Board of Realtors.
4.d To design appropriate programs of instruction leading to the California Real Estate Certificate or the College Certificate in Escrow Procedures and the Associate Degree with similar majors.

Methods:

4.a Follow-up survey of the Real Estate Industry to determine additional training needs.

4.b To develop new courses as required by California Law as minimum requirements which must be met before applying for the Real Estate Broker's License.

4.c To continue to work with the Advisory Committee in the development of new courses and recommending program changes to meet the needs of changes in the law.

4.d To update licensing requirements as laid down by the Department of Real Estate.

4.e To establish suitable cooperative Business experience work stations in Real Estate Offices, Title Companies, and Escrow Offices.

Criteria:

4.a By continually reviewing the success of our graduates -- licensing, and job retention in the industry.

4.b Objective feed back from students, employers, instructors, and members of the Advisory Committee.

4.c By periodic review of our program and continued liaison with the Department of Real Estate, The California Real Estate Association, The California Escrow Association, and The Southern Santa Barbara County Board of Realtors.

IV. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

A. Banking and Finance increased from four (4) to ten (10) courses leading to six (6) additional certificate programs.

B. Investments and Securities increased from four (4) to eight (8) courses with four (4) new certificate programs.

C. Insurance increased by four (4) to nine (9) courses with five (5) new certificate programs.

D. Real Estate and Escrow Procedures with three (3) new courses added and the certificates in Property Management and Appraisal.
V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. Banking and Finance: New courses to be added:

1. Installment Credit (3)
2. Analyzing Financial Statements (3)
3. Business Financial Management (3)
4. Fundamentals of Bank Data Processing (3)
5. Law and Banking (3)
6. Credit Administration (3)
7. Bank Public Relations and Marketing (3)
8. Home Mortgage Lending (3)
9. Management of Commercial Bank Funds (3)
10. International Banking (3)

B. Investments and Securities:

1. Introduction to Investments (3)
2. Bank Investments
3. Savings and Time Deposits
4. Trust Functions and Services
5. Real Estate Investments
6. The Stock Market and Mutual Funds
7. Tax Shelters
8. Investment Planning and Analysis

C. Insurance:

1. Property Insurance Adjusting
2. Liability Insurance Adjusting
3. Principles of Risk Management
4. Practices in Risk Management
5. Management and Communication
6. The Process of Management
7. Management and Human Resources
8. The Management of Business Functions
9. Management in a Changing World

D. Real Estate and Escrow:

1. Property Management (3)
2. Real Estate—Broker Office Management (3)
3. Advanced Real Estate Law (3)
I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL, AND SOCIAL) WHICH ARE ADVANCED BY THE SECRETARIAL SCIENCE DEPARTMENT

A. To support the philosophy, goals, and purposes of this institution as developed in the Santa Barbara City College catalog and the District Goals as stated in this report.

B. To support the philosophy, goals, and purposes of the other four departments in the Business Education Division: Business Administration; Computer Science; Finance, Insurance, and Real Estate; and Marketing Management and Supervision.

II. DEPARTMENT PURPOSES OR OBJECTIVES

A. Educate students for vocational competence.

B. Encourage the personal development of each student to his or her fullest potential.

C. Help in the development of responsible citizenship in each student.

III. RELATED DEPARTMENT GOALS AND OBJECTIVES

Goal #1: Establish and continue courses appropriate to fulfilling the general department goals.

Objectives:

1.a Provide guidance into areas where there is a market for the student's vocational competence.

1.b Provide students with information on types of careers available to them.

1.c Engage the services of appropriate teaching personnel for the established courses as needed.

1.d Obtain funds from the Santa Barbara Community College District for all necessary equipment to fruitfully conduct and continue the established courses.

1.e Obtain funds from local, state, and federal governments whenever possible and/or desirable for equipment necessary to establish and continue courses appropriate to fulfilling the departmental general goals.
Methods:

1.a Review courses and determine what needs to be changed, what needs to be added, and what needs to be eliminated.

1.b Seek advice from advisory committees and employment agencies in the area to see what positions exist.

1.c Recruit teachers, especially in areas of specialized courses that are to be offered.

Criteria:

1.a Develop courses of study for new courses that need to be offered.

1.b Revise courses of study for those courses which need to be modified.

1.c Ask for student suggestions on courses desired and needed.

1.d Attend professional meetings to obtain latest developments in the field and to compare offerings with those of other institutions.

Goal #2: Obtain the physical facilities appropriate to fulfilling the general department goals.

2.a Obtain consultative services from administrative or other personnel in the Santa Barbara Community College District whenever possible and/or desirable in the planning and realization of physical facilities appropriate to fulfilling the general department goals.

2.b Obtain consultative services from individuals in the Santa Barbara Community College community whenever possible and/or desirable in the planning and realization of physical facilities appropriate to fulfilling the general department goals.

2.c Obtain funds from local, state, and federal governments whenever possible and/or desirable in the planning and realization of physical facilities appropriate to fulfilling the general department goals.

2.d Obtain funds from the Santa Barbara Community College District as necessary to the planning and realization of physical facilities appropriate to fulfilling the general department goals.

Methods:

2.a Present our physical plant needs to proper administrative authorities in order of priority.

2.b Present detailed evidence to support our requests for appropriate facilities.
2.c Obtain general support from the community for requested facilities through advisory committees and the community in general.

2.d Obtain support from the general community by whatever means possible; for example, surveys, publicity, and meetings with civic groups.

Criteria:

2.a Meet with advisory committees to discuss facilities needed.

2.b Work with dean of vocational education in writing proposals asking for funds to be used for special programs.

2.c Request necessary equipment through annual budget and through long-range planning.

Goal #3: To help entering students explore career possibilities.

Objectives:

3.a Provide counseling services to help students assess their individual needs, interest, and abilities in relation to the development of their vocational competence.

3.b Provide supervised part-time work experience stations where students work at related jobs while preparing for more advanced, full-time positions.

3.c Provide students with information on types of career available to them.

3.d Provide testing services to help students assess their individual needs, interests, and abilities in relation to the development of their vocational competence.

Methods:

3.a Refer students to the Santa Barbara Community College business counselors for testing, guidance, and information on types of careers available to them.

3.b To inform students of the possibilities of working in the Coop Office Experience Program in positions related to their studies.

Criteria:

3.a Have students fill out personal data sheets the first week, giving information concerning where they work, if employed, and whether or not they desire employment.

3.b Check with counselor after referral of student.

3.c After student has seen office experience coordinator, check to see if the student has found appropriate work station.
Goal #4: To design programs so that disadvantaged students have an entry into programs leading to employment.

Objectives:

4.a To provide testing services to determine areas where remedial work is needed.

4.b To direct students into remedial courses in English, math, and other basic skills.

4.c To provide review courses and remedial courses in skill areas such as typing and shorthand.

4.d To encourage students to use existing remedial mini-courses in vocabulary, spelling, reading, etc.

4.e To provide tutorial help for students who need extra help.

4.f To provide and encourage the use of a business laboratory for those who need extra practice time.

Methods:

4.a To refer students to testing services if needed.

4.b To make students aware of the existing remedial courses on campus.

4.c To encourage students to take remedial skills courses in our department if needed.

4.d To work with learning resources center in obtaining tutors for students who need extra help.

4.e To assign students to extra hours in the lab for make-up work and extra practice.

Criteria:

4.a To work with the tutors to enable them to work more effectively with the students needing their help.

4.b To work with the student individually during office hours if they need extra help.

4.c To encourage students to come in occasionally to talk about their future vocational plans.
Goal #5: To provide retraining for those whose skills are out of date.

Objectives:

5.a To provide both day and evening programs for which there is a need.
5.b To provide refresher courses for those whose skills need to be increased.
5.c To provide testing services to determine their entering skill levels.
5.d To provide both morning and afternoon programs to fulfill the students' felt needs.
5.e To provide tutorial help if needed.
5.f To provide and encourage the use of a business laboratory for those needing extra practice time.

Methods:

5.a To establish the necessary day and evening courses which businessmen and students have requested.
5.b To inform students of refresher courses available.
5.c To give skill tests during the first week of class to determine their level of skill.
5.d To offer a complete retraining program both morning and afternoon for those who can only attend half day.
5.e To make sure that students use the business lab if needed.

Criteria:

5.a To meet with the advisory committee to discover course needs.
5.b To ask students for suggestions as to courses desired and needed.
5.c To inform students of test results.
5.d To canvass all classes concerning student needs and type and time for course offerings.
5.e To check sign-up sheet to see who has used the business lab.
5.f To check to see if required make-up work has been completed.
Goal #6: To re-evaluate and redefine programs to meet current needs.

Objectives:

6.a To meet with lay advisory committee.
6.b To study current needs of business and industry.
6.c To work with other departments in developing multi-disciplinary programs such as medical assisting, dental assisting, and other areas as the need arises.
6.d To consult with the California Employment Development Department to determine what entry markets exist in the area.

Methods:

6.a To update advisory committee and plan regular meeting to discuss existing and future programs.
6.b To send out questionnaires to local businesses asking them to indicate their training needs.
6.c To set up regular meetings with other relevant departments to discuss multi-disciplinary programs.
6.d To be aware of other department offerings through service on curriculum committee and other relevant committees.
6.e To request that a person from the California Employment Development Department serve on the advisory committee.

Criteria:

6.a To meet with advisory committee at least once every year.
6.b To use results of questionnaires in evaluating and redefining program offerings.
6.c To meet both formally and informally with other departments as needed.
6.d To obtain ideas from other departments on the types of new courses offerings and the trends emerging.

Goal #7: To reduce average attrition significantly.

Objectives:

7.a To provide counseling of students so that they pursue areas in which they can succeed.
7.b To encourage students to remain in school through part-time jobs.
7.c To provide tutorial services for students who need extra help.
7.d To provide a business laboratory where students can do extra practice.

7.e To provide cassettes and tapes for extra work.

7.f To determine, classify, and evaluate the reasons for student withdrawal.

Methods:

7.a To make sure that there is adequate and competent counseling service available for those who need it.

7.b Inform students of part-time jobs available through the Financial Aids Office.

7.c To make sure that there is tutorial help available in the areas needed.

7.d To provide adequate facilities in business lab for students to do extra practice.

7.e To send students to the coordinator of Student Services for information on part-time jobs, both off and on campus.

7.f To provide adequate and update equipment for students to do extra work.

7.g To provide the necessary money and time to acquire and/or prepare tapes and any other teaching aids as needed.

Criteria:

7.a Confer with students concerning counselor availability and effectiveness.

7.b Check with students to see if those needing work have obtained employment.

7.c Check to make sure that students are utilizing tutorial help when needed.

7.d Budget for equipment necessary for an adequate and updated business lab.

7.e Budget for the necessary tapes and other teaching aids and equipment in order to maintain an adequate supply.

7.f Work with Audio-Visual Department on the preparation of tapes and other materials.
Goal #8: Obtain appropriate teaching personnel as needed to fulfill the general department goals.

Objectives:

8.a To obtain the necessary full-time teaching personnel to continue the existing programs.

8.b To obtain the necessary full-time and part-time teaching personnel necessary for new programs.

8.c Self- and peer evaluation to determine if departmental goals are being achieved by teaching personnel.

8.d Student evaluation to determine if the teaching personnel is meeting the departmental general goals.

8.e To obtain the necessary administrative support and funds to obtain the appropriate personnel.

Methods:

8.a To serve on the selection committee to choose new departmental faculty.

8.b To help in the recruiting of new full and part-time personnel.

8.c To request students to fill out evaluation forms for each class.

Criteria:

8.a Review evaluation forms which students fill out each semester.

8.b Constantly revise and improve the evaluation forms used by the students.

8.c Pursue the necessary administrative support to obtain funds necessary to acquire needed personnel.

Goal #9: To provide programs meeting lower division requirements for students transferring to four-year institutions.

Objectives:

9.a To provide counseling services for those planning to transfer to four-year institutions.

9.b To provide teacher guidance to those planning to transfer to four-year institutions.

9.c To encourage students with potential to continue their education.
Methods:

9.a  To encourage students with interest and potential to talk to counselors about colleges available for transfer.

9.b  To encourage students to continue their education after City College.

Criteria:

9.a  Inform students of the opportunities available in business for those who continue their education.

9.b  Provide guidance in the selection of the institution to which they might transfer.

9.c  Help students in obtaining scholarships to continue their education.

Goal #10: To help develop personal characteristics necessary for the student to obtain employment.

Objectives:

10.a  To require accountability from the student for appearance, attendance, punctuality, and cooperation.

10.b  To encourage academic excellence.

10.c  To encourage students to work to their fullest potential.

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

10.e  To increase the desire and ability of students to study in a self-directed way through individual progress work.

10.f  To increase the desire and ability of students to study in a self-directed way through independent study and special projects.

10.g  To help develop in students a commitment to life-long learning.

Methods:

10.a  To inform students of teacher requirements for attendance and punctuality.

10.b  To encourage students to dress in a business-like manner.

10.c  To help develop good work and study habits.

Criteria:

10.a  To show the student the correlation between good attendance, work habits, and punctuality in the classroom and in the business world.
10.b To require makeup work for absences.
10.c To challenge all students by setting individual standards based on the student's ability.
10.d To assign work which is done individually by student.
10.e To encourage individual work and special projects for those who can profit from it.
10.f To encourage students to return for extra study after graduation.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED BY SECRETARIAL SCIENCE DEPARTMENT

A. Career Training

1. Clerk-Typist (A.A. or A.S. degree)
2. Secretarial (A.A. or A.S. degree)
3. Stenography (one-year)
4. General Office (one-year)
5. Office Assistant (one-semester)
6. Basic Stenographer (one-semester)
7. Office Technician (one-semester)

B. Re-Training

1. Clerk-Typist
2. Secretarial

C. Transfer Education

1. Business Education
2. Secretarial

D. General Education in Business courses for non-business majors.

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS.

A. Career Training

1. Block programs in both morning and afternoon. Have afternoon program and hope to add morning program by 1976.
2. Short courses in machine transcription, mag card, and duplicating by 1976.
3. Staggered courses in which students might register and complete course work anytime during semester by 1975.
4. Individually programmed courses (with funds permitting) by 1977.
5. Individualized, programmed courses to suit individual needs and desires by 1977.

B. Re-Training

1. Administrative training for secretaries seeking promotion into supervisory positions with greater responsibility. These would be designed to meet the needs of businesses and might be evening courses or seminar-type short courses by 1976.

2. More short courses to renew skills, especially in shorthand and typing by 1975.
I. DISTRICT GOALS WHICH ARE ADVANCED BY THE MARKETING MANAGEMENT AND SUPERVISION DEPARTMENT

A. To support the philosophy, goals, and purposes of this institution as developed in the Santa Barbara City College catalog and the District Goals as stated in this report.

B. To support the philosophy, goals, and purposes of the other four departments in the Business Education Division: Business Administration; Computer Science; Finance, Insurance, and Real Estate; and Secretarial Science.

II. DEPARTMENT PURPOSES OR OBJECTIVES

A. To instill life-long learning commitments

B. To increase the desire of the students for self-study

C. To create self-direction for students, help them understand the decision making process, and work with them in learning value judgement.

D. To help students embark on a career that is stimulating and rewarding to them and to help them plan their career choices to give them opportunities for employment when their education is completed.

E. To have available a library of current books and magazines for student use outside of the general library.

III. RELATED DEPARTMENT GOALS AND OBJECTIVES

Goal #1: To infuse business career education into the mainstream of the business community.

Objectives:

1.a To offer appropriate courses for transfer to four-year institutions.

1.b To provide information about various colleges that offer business programs.

1.c To provide a screening device whereby students not suited for the transfer program will work for maximum productivity for their ability.
Methods:

1.a To cooperate with and solicit information from four-year institutions.

1.b To use facilities, equipment, materials, and techniques to accomplish the stated goals.

1.c To establish advisory committees to assist in developing programs.

1.d To sequentially schedule appropriate number of courses and sections to provide opportunity for students to fulfill their goals and objectives.

1.e To have administrative support in fulfilling the department's goals and objectives.

Criteria:

1.a We will review the transfer institutional reports which measure transfer students' success.

1.b We will use follow-up studies provided by Student Services which measure success in transfer and career education.

1.c We will use advisory committees to evaluate programs.

1.d We will develop criteria to measure adequacy of facilities, equipment, and materials provided and used to accomplish the stated goals.

1.e We will continue to study and refine our goals, objectives, methods, and criteria.

Goals #2: To provide retraining for people whose job skills are out of date or have an education that does not allow them to enter the job market.

Objectives:

2.a To offer appropriate courses for re-training to entry level.

2.b To offer simulated experience in marketing management and supervision.

2.c To expand the Cooperative Business program.

2.d To offer more courses at off-campus locations.

2.e To expand the night program.
Methods:

2.a To use facilities, equipment, materials, and techniques to accomplish the stated goals.

2.b To establish advisory committees to assist in developing programs.

2.c To use information available from the California Employment Opportunity Department.

2.d To sequentially schedule appropriate number of courses and sections to provide opportunity for students to fulfill their goals and objectives.

2.e To have administrative support in fulfilling the department's goals and objectives.

2.f To refer students to career information center.

2.g To develop interdivisional courses.

Criteria:

2.a To use follow-up studies provided by Student Services which measure success in career education.

2.b To use advisory committees to evaluate programs.

2.c To develop criteria to measure adequacy of facilities, equipment, and materials provided and used to accomplish the stated goals.

2.d To continue to study and refine our goals, objectives, methods, and criteria.

2.e To compare our program with other campuses of equal size.

Goal #3: To provide courses for students not transferring to upper division work.

Objectives:

3.a To offer entry skill level courses.

3.b To offer an expanded coop experience program.

3.c To offer simulators for experience.

3.d To have a full-time teaching staff.

3.e To have counseling start students in program choices first semester and take required courses at end of first year's schooling.

3.f To offer detailed field trips.
Methods:
3.a  To offer field trips to market places.
3.b  To obtain equipment for simulation.
3.c  To hire full-time staff instead of having all part-time faculty.

Criteria:
3.a  To use advisory committee.
3.b  To evaluate employment records by working with a growing department.

Goals #4: To provide courses for upgrading positions of those on the job in marketing, retailing, and management.

Objectives:
4.a  To offer courses in quantity to satisfy student needs.
4.b  To offer courses as frequently as needed.
4.c  To offer diversification as needed, including new courses.
4.d  To offer courses at various locations.
4.e  To offer courses at the hours when students can attend.
4.f  To offer courses in facilities conducive to learning.

Methods:
4.a  To offer more than one section of courses when needed.
4.b  To offer courses more than once a year.
4.c  To offer additional courses for business majors and the community at large to select from.

Criteria:
4.a  Find or make opportunities within the department to offer more courses.
4.b  Consider judgement of lay advisory committees.
4.c  Follow-up promotions of students as a result of completion of program.
Goals #5: To provide facilities and equipment to properly offer courses in Marketing Management Supervision

Objectives:
5.a To have telephone facility connections in classrooms.
5.b to have individualized material available for students.
5.c To offer open-ended training program.
5.d To have good facilities for guest speakers.
5.e To have modern audio-visual equipment and operators available to develop new programs.

Methods:
5.a To apply for any moneys available.
5.b To work with advisory committees.
5.c To work with any other person or department.

Criteria:
5.a Visual inspection of facilities.
5.b Inventory of materials for Audio-Visual
5.c Being able to work with students in facilities with equipment.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. Career Training
   1. Marketing Management (2-year)
   2. Supervision and Management (2-year)
   3. Marketing Management (1-year)

B. Re-Training
   1. Above one- or two-year programs
   2. Partial completion of above programs as needed by students.

V NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS.

A. Supervision and management courses for women.
B. Health and security supervision and management courses.
C. Marketing courses for new product managers of the 80's.
D. Energy conservation management programs.
E. Short seminars on specific subjects for individualized objectives

1. Salesmen
2. Management Trainees
3. Supervision Trainees
4. Marketing Trainees
5. First line Supervision
6. Direct sales program
7. Science-industry program.
I. EDUCATIONAL GOALS AND OBJECTIVES.

A. Occupational Education

Goal #1: To provide training or retraining for specific careers.

Objectives:

1.a Present program: English 18, Technical Report Writing; English 34, Magazine Editing; Journalism 1, Introduction to Journalism; Journalism 2, News Writing and Reporting; Journalism 3, Advanced News Writing and Reporting; Journalism 11, 12, 13, 14, Newspaper Staff.

1.b Possible future program:
(1) Creative communications courses leading to other media occupations, such as Writing Advertising Copy; Writing for Film; Radio or TV; Magazine Article Writing; Promotional and Public Relations Communication.

(2) Business communications courses.

Goal #2: To offer courses which contribute the skills necessary to succeed in occupational courses.

Objectives:

2.a Present program: English 42, Preparatory English for Reading and Writing; English 8, a series of self-instructional mini-courses including: English 8G, Grammar Skills; English 8H, Reading the Humanities, English 8LT, Improvement of Learning Techniques; English 8F, Phonics; English 8R, Comprehension Development; English 8S, Reading the Sciences; English 8SP, Spelling Development; English 8SS, Reading the Social Sciences; English 8V, Vocabulary Development; and English 9, Composition: Preparation for English 1.

2.b Possible future program: Mini-courses designed to serve specific needs of occupational programs.
B. Transfer Education

Goal #1: To provide education which will help each student who intends to transfer to a four-year college attain his or her goals.

Objectives:

1.a To provide a solid foundation not only in reading and writing skills but also in the critical, analytical, and responsive dimensions of learning.

Present program:
(1) Freshman Composition and Literature: English 1, Poetry, Short Story, and Essay; English 2, Drama and Novels.

(2) Other freshman courses: English 12, Mass Media; English 15, Children's Literature.

Possible future program:
(1) Revision of 1.a.(1) above to reflect changing student interest and college requirements patterns.

(2) Addition to 1.a.(2) above of transfer-level freshman special-interest courses, such as Propaganda, Aesthetics of Film, History of Language, Practical Linguistics, Television Stereotypes, or Science Fiction.

1.b To offer high-level sophomore courses that will equip the student majoring in English to succeed in a four-year college or university.

Present sophomore program:
(a) English 21 and 22, two-semester survey of British Literature; English 23 and 24, two-semester survey of American Literature; English 25 and 26, two-semester survey of World Literature; English 27, Contemporary Fiction; English 28, Shakespeare; English 29, Introduction to Poetry; English 30, Contemporary Women Writers; English 35, the Epic Tradition in Literature; English 37, Honors Seminar: The Novel in Britain—Fielding to Burgess; English 29, Introduction to the English Novel.

Possible future programs:
(b) Additions to the sophomore curriculum for transfer students, depending on transfer institution requirements, could include: The Bible as Literature, Mythology, Literature of the
Middle Ages, Renaissance Literature, The Romantic Tradition, Victorian Literature, Greek Drama, Modern Drama, and Advanced Composition.

1.c To provide sophomore-level courses that appeal to and will enrich students in other majors:

Present suitable courses:
(a) English 22, Survey of British Literature; English 23 and 24, Survey of American Literature; English 25, World Literature; English 27, Contemporary Fiction; English 28, Shakespeare; English 39, Contemporary Women Writers; English 35, The Epic Tradition in Literature.

Possible future courses:
(b) Contemporary Issues; The Modern Short Story; Literature and Psychology; Personal Writing: Autobiography, Diary, and Journal; Myth and Fantasy.

C. General Education

Goal #1: To develop students' ability to combine and use knowledge from a variety of sources.

Objectives:

1.a To provide courses which specifically enhance a student's ability to understand and communicate in other subject areas.
   (a) Remedial courses: English 42, and English 8 (see above).
   (b) Freshman courses: English 1 and 2 (see above).

1.b To provide courses that enrich other majors or subject areas: English 34, Magazine Editing; English 18, Technical Report Writing; English 15, Children's Literature; English 12, Mass Media.

1.c To bring out the philosophical, social, cultural, historical, and psychological dimensions of literature in all courses.

1.d To stress the philosophical, social, cultural, historical, and psychological dimensions of literature courses in which there is appropriate emphasis, such as English 21, English 22, English 25, English 26, English 27, English 28, English 29, English 30, English 35, English 37.
D. Continuing Education:

Goal #1: To provide continuing education for local adults on a part-time basis appropriate to the needs and desires of the community, including general, vocational, and avocational education.

Objectives:

1.a To offer regular curriculum courses at times when they will be available to continuing education students.

1.b To encourage continuing education students who are able to enroll in the day credit program.

1.c To offer, when appropriate, special credit classes designed to meet the needs of continuing education students.

1.d To cooperate with Adult Education in planning non-credit courses in sharing outstanding faculty resources, and in supporting special programs such as the spring writer's conference.

E. Developmental Education:

Goal #1: To plan remedial and developmental courses which will help students to pursue goals related to specific talents.

Objectives:

1.a To offer courses designed to help students remedy deficiencies in reading comprehension and composition skills.

Present program:
(1) Reading: English 42, Preparatory English for Reading and Writing; English 8H, Reading the Humanities; English 8P, Phonics; English 8R, Comprehension Development; English 8S, Reading the Sciences; English 8SS, Reading the Social Sciences; English 8V, Vocabulary Development.

(2) Composition: English 9; English 5, Reading and Writing Practical Prose; English 8SP, Spelling Development; English 8V, Vocabulary Development; English 8G, Grammar Skills.
Possible future program:
(1) Additional skills modules on the English 8 pattern.

(2) Pre-college credit courses on the independent-studies model to provide skills assistance to students enrolled in courses in other divisions.

(3) Expansion of remedial composition courses of the English 9 type.

Goal #2: To offer courses designed to remedy specific special reading and writing deficiencies.

2.a Present program: English 3-4, English as a Second Language; English 3A-4A, English as a Second Language for Speakers of Spanish.

2.b Possible future program: Expansion of the English as a Second Language offerings; addition of courses focusing on minority dialects; dealing with special education dysfunctions such as dyslexia; providing for "re-entry"; or in any other way responding to the needs of the student body.

II. ENVIRONMENTAL GOALS

A. A Climate for Learning

Goal #1: To maintain a climate of mutual trust and respect among students, faculty and administration in which students and faculty easily and informally discuss ideas and interests.

Objectives:

1.a To encourage direct, open, and honest communication among faculty colleagues and between faculty and students.

1.b To insure clear and accurate communication of performance expectations for all elements of the college community.

1.c To insure orderly, responsible, and non-punitive grading and evaluation procedures.

1.d To encourage students, faculty members, and administrators to treat each other as equals.

1.e To encourage an informal classroom atmosphere conducive to the free exchange of ideas.
1.f To provide opportunities for informal communication between faculty and students such as in-service programs, field trips, and off-campus courses.

1.g To support extra-curricular activities which allow informal communications.

1.h To support facilities planning, equipping, and space assignments that take into account the desirability of informal contact.

1.i To insure personal contact through limiting class sizes, using tutorial assistants, and emphasizing the importance of personal attention and individual assistance in the learning process.

B. A Climate for Personal Decision-making

Goal #1: To provide experiences that will help students set their own personal goals and develop plans for achieving them, as well as making occupational choices and preparing for successful employment.

Objectives:

1.a Personal goals:
   (a) To relate appropriate literary content to the student's personal quest.

   (b) To discuss the student's aspiration in terms of the interests, strengths, and abilities revealed in his course work.

   (c) To encourage faculty members to share their own personal goals.

1.b Career goals:
   (a) To make clear the various career applications of each course.

   (b) To explain the sequence of educational experiences necessary to attain each career.

   (c) To direct students to the counselors and student services that can help the student pursue his career objective.

III PERSONAL AND SOCIAL GOALS

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

Objectives:

1. To make possible the faculty support and personal contact with the students necessary to achieve this goal by limiting class sizes, encouraging individualized teaching methodology, and creating more informal teaching space.
2. To make performance demands a positive force in the development of self-confidence by placing students in courses at levels appropriate to their abilities, by clearly communicating performance expectations, and by insuring reasonable and impartial performance evaluation in the classroom.

3. To train faculty members through in-service programs in techniques for accepting students as persons, in order to reinforce the sense of self-worth, while encouraging students as performers, in order to develop self-confidence.

B. To instill in students a commitment to life-long learning and the desire and ability to study in a self-directed way.

Objectives:

1. To encourage teaching methods that place the responsibility for learning on the student.

2. To encourage faculty members to reveal the nature and extent of their own commitment to life-long learning.

3. To encourage teaching methods that emphasize not only the excitement of the subject matter, but also the excitement of the learning process.

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

Objectives:

1. To provide a skills curriculum designed to provide all students with the opportunity to correct reading and writing deficiencies in order to equip them to comprehend and respond effectively to public issues.

2. To provide a literary curriculum designed to enrich the student's understanding of the cultural forces acting on him and within him, from both a contemporary and an historical perspective, in order to expand his decision-making capacities.

3. To provide training in critical, interpretive, and analytical thought processes necessary for intelligent decision-making.

D. To encourage concern for the welfare of mankind.

Objective:

1. To show the student, by every personal and pedagogical means, that mankind—as represented by Santa Barbara City College—is concerned with him.
E. To help students be open, honest, and trusting in their relationships with others.

Objectives:

1. To encourage faculty and administration to be open, honest, and trusting in their relationships with each other.

2. To encourage faculty and administration to be open, honest, and trusting in their relationships with students.

3. To encourage faculty and administration to accept openness and honesty from students.

4. To establish clear, fair, and impartial procedures at every level of the educational experience.

5. To train faculty in supportive inter-active techniques so that they can encourage trust and openness in students.
I. EDUCATIONAL GOALS

Goal #1: To provide an educational program that will enable students to complete lower division requirements for transfer to state colleges, universities, or upper divisional programs in other art schools.

Objectives:

1.a To develop and offer a course in fundamentals of ceramics that will include both classroom instruction and practical studio experiences.

1.b To offer a second semester course in ceramics that fulfills lower division requirements at all state colleges and universities.

1.c To develop and offer a course in fundamentals of sculpture.

1.d To develop and offer a second semester course in sculpture and foundry work that fulfills lower division requirements of all state colleges and universities.

1.e To develop and offer courses in printmaking that correspond to requirements for transfer.

1.f To complement new building with necessary equipment and tools to fulfill above objectives.

Goal #2: To perform course evaluation basis: for transfer student.

Objectives:

2.a To provide for interdepartmental conferences with department chairmen of state colleges and universities.

2.b To provide vehicle for interchange of course information.

2.c To provide conferences for prospective transfer students with art counsellors and instructors.

2.d To develop and maintain viable discourse between counsellors and instructors.
Goal #3: To provide experiences that will help students make occupational choices and prepare for successful employment in art related fields.

Objectives:

3.a To arrange for monthly student art exhibitions.
3.b To provide special art education film programs.
3.c To provide career-oriented film programs.
3.d To work with students to provide an annual holiday art festival and exhibit.
3.e To provide opportunities for student aids, tutors and work study employment for qualified students.
3.f To initiate teaching study groups.

Goal #4: To provide training for specific art-related careers.

Objectives:

4.a To advise students of available career areas.
4.b To provide counseling that enables students to work within student peer groups.
4.c To introduce students to professional situations in community.
4.d To provide work opportunities in specific career areas.
4.e To arrange for guest career specialists to meet with students.

Goal #5: To develop classes for adults appropriate to needs and desires of community.

Objectives:

5.a To provide student counseling in concert with Continuing Education Department.
5.b To maintain records of growth and special interest areas.
5.c To provide opportunities for adult programming into appropriate courses and programs.
5.d To provide for guest career counseling.
5.e To provide adult non-credit courses in basic art areas such as drawing and design, painting, sculpture, printmaking, and ceramics.
5.f To meet the demand for adult classes as indicated by course enrollments and requests for courses.
Goal #6: To plan and develop polytechnical design oriented courses related to community growth and development.

Objectives:

6.a To provide for budgetary counseling on administrative level.
6.b To provide for financial review and study of funding.
6.c To provide community liaison for availability of need.
6.d To survey student potential for program.
6.e To provide pilot course outlines.
6.f To survey space, equipment, community instruction.

Goal #7: To provide a program in Art History and Art Appreciation designed to meet the transfer and general education needs of students.

7.a To provide an educational program which will complete the lower division requirements for students planning to transfer to professional schools or four year colleges. All Art History and Appreciation courses should fulfill general liberal arts requirements for transfer as well as for the AA degree on the junior college level.

7.b To provide educational experiences that will enable students to combine and use knowledge from a variety of sources. The nature of the academic course in the history of art allows the student to tie together knowledge gained from many separate disciplines: history, philosophy, literature, etc.

7.c To develop classes for adults appropriate to the needs and desires of the community. The Santa Barbara community has long been noted for sponsoring activities in the field of the arts. The art history program at the community college level serves to augment what is already an established community interest.

7.d To use courses in art history and art appreciation to:
   a) Create an awareness of the visual world, and a sensitivity to visual stimuli.
   b) Provide students with the means of judging the quality of their visual environment and the ability to improve it.
   c) Augment the already existing interior design program by providing a study of the historical aspects of this field of study.
   d) Help students develop an awareness of the history of their culture.
e) Help students learn the role of art in society in the past as well as today.

f) Make students aware of the universality of human experience by studying the art of the past.

g) Provide students, living in an era of increased leisure time, with the interests and abilities to develop leisure activities in the arts.

Goal #8: To plan developmental courses that will direct students to a broad area of technical design oriented courses related to specific abilities.

Objectives:

8.a To provide experiences to develop the skills, techniques and perceptual foundations necessary for technical design. This includes formal classwork, lab experience, field work, visits to off-campus facilities, and similar activities.

8.b To provide information and experiences relative to the students' understanding of the creative process. This includes both classroom and lab experiences, visits by outside experts, field trips, and similar activities.

8.c To provide students with counseling services related to career choices and in personal matters related to progress toward goals.

8.d To increase the desire and ability of students to utilize their potential with a sense of self-worth and self-confidence.

8.e To provide a place and a climate where students and faculty easily and informally can discuss ideas and interests.

8.f To provide information and experiences to the student for effectively articulating the subject.

8.g To determine the needs and interests of students and needs and interests of business and industry in order to better counsel and direct students.
I. EDUCATIONAL GOALS AND OBJECTIVES

Goal #1: To provide training for specific careers for Music students to be creators, recreators, and educators.

Objectives:

1.a To provide educational experiences that meet the educational requirements for the A.A. degree for students enrolled as Music majors.

1.b To provide educational experiences that acquaint students with the theoretical aspects of music.

1.c To provide educational experiences that inform students concerning the historical development of music in various cultures.

1.d To provide educational experiences that allow the student to perform music of various epochs through a variety of mediums.

1.e To provide educational experiences that acquaint students with the problems of performance through mediums unfamiliar to them.

1.f To provide guidance through faculty-student conferences concerning the individual's goals in music.

Goal #2: To develop students' ability to combine and use knowledge from a variety of sources.

Objectives:

2.a To provide interdisciplinary approaches in courses dealing with cultural and historical developments.

2.b To develop at least one interdisciplinary course with other college departments that have related interests.

Goal #3: To provide classes for adults appropriate to the needs and desires of the community, including general, vocational and avocational education.
Objectives:

3.a To provide courses that encourage adult participation in the performance of music through individual and group activities.

3.b To offer courses that refresh and provide new cultural experiences in music.

3.c To provide opportunities for the performance of original compositions and arrangements created by individuals in the community through college performance groups.

Goal #4: To provide and plan remedial and developmental courses which will help students to pursue goals related to specific talents.

Objectives:

4.a To develop a method of evaluating the musical skills of each entering student in the music program so that the student may be guided into curriculum offerings that will allow for efficient musical development.

4.b To provide by 1976 courses in basic musical skills for various levels of student musical proficiency in performance and musicianship.

4.c To provide for personal instruction through assistance from the Learning Resource Center and Tutorial Program.

4.d To provide audio-visual aids that allow the student to improve his musical skills on an individual basis.

II. ENVIRONMENTAL GOALS

Goal #1: To maintain a climate of mutual trust and respect among students, faculty, and administration.

Objectives:

1.a To insure a policy in which students are encouraged to seek aid through personal contact with music faculty members.

1.b To create through periodic general music department meetings, in which students and faculty participate, a climate where ideas and interests of mutual concern are discussed.

1.c To provide students, faculty, and administration with current information as to changes and problems as they relate to the department, division, and to the college.

1.d To include students on faculty and advisory committees.
Goal #2: To provide experiences that will help students make occupational choices and prepare for successful employment.

Objectives:
2.a To include students in program planning of all types.
2.b To encourage students to participate in regular student noontime recitals.
2.c To provide for students to experience the conducting of various performance groups.
2.d To provide for the performance of original compositions and arrangements of music students.
2.e To provide opportunities for advanced music students to tutor and instruct other students.
2.f To provide students counseling services related to choices, and in personal matters related to progress toward goals.

Goal #4: To provide guidance in financial aid and employment.

Objectives:
4.a To refer students with financial difficulties to Financial Aids officer.
4.b To encourage and help music students in employing themselves through the use of their special music skills as professional performers and private teachers.

Goal #5: To provide for the aesthetic experiences within the college and community.

Objectives:
5.a To provide for annual musical programs of a formal concert nature utilizing the college's large vocal and instrumental groups.
5.b To provide for regular chamber music concerts.
5.c To provide music for special events such as the Spring Dinner Show, Musicals, athletic events, etc.

III. PERSONAL AND SOCIAL GOALS

Goal #1: To help students develop a sense of self-worth and self-confidence.
Objectives:

1.a To provide for student musical performance.
1.b To provide for performances of students' original work.
1.c To reinforce students' strengths when being evaluated.
1.d To arrange for at least one student conference per semester to discuss student progress, goals, strengths, problems, and areas needing improvement.
1.e To reinforce the students' awareness for life-long learning.
1.f To involve students in the teacher-learning process.

Goal #2: To assist students in participating in public decisions which influence their lives.

Objectives:

2.a To provide for an opportunity for students to participate in professional organizations related to music; i.e., Music Educators National Conference and Musicians Union.
2.b To discuss with students contemporary issues that directly affect the area of music and the arts.

Goal #3: To encourage concern for the welfare of mankind.

Objective:

3.a To emphasize in all music course offerings the importance of the arts as a reflection of mankind's concerns and development in all cultures.
I. DISTRICT GOALS

A. EDUCATIONAL GOALS

Goal #1: To establish the nature and importance of communication in daily living.

Objectives:

1.a To understand the communication process.
1.b To understand the interactive nature of the elements within the process.
1.c To overcome the barriers inherent within the process.
1.d To develop the principles of decision-making and problem-solving.

Goal #2: To provide education which will help students attain their goals through transfer to four-year colleges; by providing transferable courses and by exposure to a variety of courses within the communication and theater field.

Goal #3: To develop students' ability to combine and use knowledge from a variety of sources by stressing the eclectic nature of speech and theater arts which draw from other educational areas, ergo:

a. From psychology for understanding of self.
b. From sociology for understanding of social behavior.
c. From anthropology for understanding of mankind's cultural patterns.
d. From philosophy for grasp of human concepts.
e. From economics, history, political science, etc.,
and for communication subjects.

Goal #4: To provide classes for adults appropriate to the needs
and desires of the community, including general, vocational
and avocational education.

Goal #5: To plan remedial and developmental courses which will help
students to pursue goals related to specific talents, i.e.
Language Labs for Oral Communication, Voice and Diction,
etc.

B. ENVIRONMENTAL GOALS

Goal #1: To seek creation of a learning environment in which the
following assumptions are realized:

Objectives:

1.a That students learn best

1. if they are emotionally comfortable.
2. if they are consulted in the choice of topics/problems
 for discussion and performance so that relevancy can
 be combined with theory.
3. if learning situations represent immediate and specific
 problems and uses.
4. if they are emotionally and creatively involved in
 communication experiences.
5. if they are actively involved in a variety of experiences
 and are allowed to generalize their experiences immediately
 following their experiences.

Goal #2: To insure an environmental climate in which each student
is encouraged to develop a sense of personal and group
achievement.

Goal #3: To stress in Speech and Theater Arts the acceptance of
group responsibility as well as the need for individual
cooperation.

C. PERSONAL AND SOCIAL GOALS

Goal #1: To help students develop a sense of self worth and self-
confidence.

Goal #2: To instill in students a commitment to life-long learning.

Goal #3: To increase the desire and ability of students to study
in a self-directed way.
Goal #4: To encourage concern for the welfare of mankind.

Goal #5: To help students be open, honest, and trusting in their relationships with others.

II. DIVISION PURPOSES OR OBJECTIVES

1. The Department provides educational experiences which will meet lower division requirements for students majoring in Speech, Theater Arts, and Radio and TV Communication.

2. Every course offering will provide experiences which will help students to develop a sense of self worth and self-confidence to assist them in becoming more capable of self-directed study.

3. To provide additional experiences which will enhance students' appreciation and enjoyment of the art of oral communication.

4. The ability to communicate is pervasive to all occupations, therefore, we propose to expand Speech 5 and Speech 2 to meet the needs for students enrolling in Vocational Training programs.

III. DEPARTMENT ACADEMIC GOALS AND OBJECTIVES

Goal #1: To increase students' understanding of the dynamics of inter-personal relationships involved in oral communication and theater arts.

Objectives:

1.a To stress that communication involves people relating to people--intellectually, emotionally, socially and psychologically.

1.b To aid in the search for self identity by indicating that one seeks to be understood even as he tries to understand others.

Goal #2: To improve students' ability to inter-relate ideas with those of others in the class.

Objectives:

2.a To stress that ideas are germinal.

2.b To indicate that the inter-relating of ideas expands into a fuller exploration of truth.

2.c To remind that no one has a monopoly upon ideas.
Goal #3: To develop ease in the speaking and performing environment; to lessen nervous tension and to instill self-confidence.

Goal #4: To master the time-tested principles and methods of speech composition—to sharpen ability to organize thoughts and resource materials into structured patterns—to learn to develop and support ideas and to present facts clearly and concisely.

Goal #5: To develop greater skill in the use of language.

Objectives:

5.a To encourage the use of language that makes ideas both clear and interesting.

5.b To discourage language that is colorless, trite, and which obscures or detracts from clarity.

5.c To emphasize the use of accurate language symbols.

Goal #6: To improve vocal effectiveness by learning how to use the voice correctly to convey more exact meaning.

Goal #7: To stimulate more effective use of the body as a basic tool in communication.

Goal #8: To improve thinking by learning to listen perceptively and discriminatingly so that we can critically evaluate the words and ideas of other people.

Goal #9: To learn to give honest criticism with tact, kindliness and sympathetic consideration—and to accept criticism with grace and humility.

Goal #10: To understand and accept our individual and group responsibility for ethical communication in order that free speech may survive as a human right.

IV. RELATED DIVISION OBJECTIVES

1. To work with multi-discipline instructional staff to develop programs.

2. To continue to work with the Director of Facilities Development on working drawings for the proposed Speech, Music and Theater building.

3. To provide maximum advantage to both student and community through development of community-related educational experiences.
4. To provide classes for personal growth and avocational pursuits.

5. To maintain community involvement in communication.

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

V. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. In Speech

1. Interpersonal Communication (Speech #2)
2. Business Speech (Speech #5)
3. Oral Interpretation (Speech #3)
4. Forensics (Speech #6)
5. Fundamentals of Speech (Speech #7)
6. Argumentation & Debate (Speech #8)
7. Group Discussion (Speech #4)

B. In Theater Arts

1. Understanding Drama (T.A. #3)
2. Beginning Acting – 2 Secs. (T.A. #11)
3. Intermediate Acting (T.A. #12)
4. Introduction to Technical Theater (T.A. #21)
5. Design and Lighting (T.A. #22)
6. Costuming (T.A. #24)
7. Introduction to Radio Drama (T.A. #31)
8. Theater Workshop (T.A. #41-44)
9. Theater Production (T.A. #45-48)
10. Independent Study Courses in Radio, Costuming & Tech. Theater.
11. Advanced Acting (T.A. #13)
12. Beginning Directing (T.A. #15)
13. Theatrical Make-up (T.A. #26)

C. Miscellaneous Support Services to Performing Groups on Campus and in the community.

VI. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. Speech

1. Cross-Cultural Communication, Speech #1 (1976-77)
2. Survey of Great Speakers, Speech #3 (1976-77)
3. Parliamentary Procedure, Speech #9 (1975-76)
4. Mini Courses (Several 1-Unit telescoped periods of time, possibly 7 wks.) (1975-76)
5. Techniques of Persuasion (1976-77)
Suggested possibilities:

a. Semantics: Words and Reality
b. Rhetoric of Agitation
c. Persuasion
d. Community Dialogue: Current community-oriented issues
e. Non-Verbal Communication
f. Voice and Diction
g. Outlining for Organization
h. Oral Speech for the Foreign Born
i. Manuscript Reading

B. Theater Arts

1. The following courses are already approved but are not being offered because of need for additional instructors.

   a. Understanding Drama, T.A. #3 - Addl. Sec. (1974-75)

2. Introduction to Technical Theater, expanded to 2-semester course.

3. Introduction to Radio Drama, expanded to 2-semester course.

4. Reader's Theater (1974-75)

5. Reorganization of Theater Production Laboratory Class to provide for credit and experience in the several production disciplines, i.e. Lighting, Sound, etc. (1974-75)

C. Proposed New Courses, and Modification of Existing Speech and Theater Courses in Radio, Television and Film.

1. Many of the courses offered by the department can be adapted, modified or expanded to provide training in these new areas of communication. For example, the present Radio Drama class can be expanded to include Radio or TV Announcing, and Technical Theater classes could include material for TV production, etc.

2. Radio and Television Studio Operations Workshops

3. Voice and Diction for Speech, Theatre, Radio and T.V.

4. Reader's Theatre (See above for Theatre)

D. Support services for Theatre will increase dramatically when the College realizes the completion of the new Drama-Speech-Music Building. These services will expand for Campus use and for Community use. The growing trend for increased activity in the electronic media for educational instruction will create greater demand for support services in these areas. It would seem economically feasible, therefore, that course offerings and support services already operating should be considered as the basis for whatever expansion that is being planned for Radio, Television and Film.
VII. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE
NEXT FIVE YEARS

A. See Section V. (Proposed new courses and services)

B. Speech 7 - Fundamentals of Speech. The current number of sections
now being offered will be decreased during the next
five years and will be replaced by additional sections
of Speech 2 and 5, and by proposed new courses offerings.

VIII. PROGRAMS OR SERVICES WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE
YEARS

None.
I. PROVISIONS FOR THE FOREIGN LANGUAGE STUDENT AT SANTA BARBARA CITY COLLEGE (SPECIAL EMPHASIS: COLLEGE-TRANSFER STUDENT)

A. General Goal: To provide the student with the fundamental aspects of Foreign Language study that will enable him to perform successfully at the four-year college and university level.

B. Specific Objectives:

1. To provide the student with a theoretical and working knowledge of grammar.

2. To develop in the student aural, oral, comprehension and writing skills.

3. To develop in the student the ability to express concepts in the target language.

4. To introduce the student to the literature of the target area he chooses to study.

5. To develop in the student an appreciation of the thought and culture of other peoples.

6. To develop in the student an interest in cultural interchange and foreign travel.

7. To encourage the student to pursue his own interests through independent study.

C. Methods:

1. Lectures-discussions-textbook assignments.

2. Oral drills-reading and writing exercises-role playing-skits-discussions-reports, etc.

3. Ecclectic teaching methodology and classroom techniques (emphasis on ALM).

4. Use of audio-visual materials, as required by the materials being taught.
5. Use of the language lab.

6. Use of the Tutorial Center and/or tutorial activities initiated in the classroom.

7. Counseling, whether it be between teacher and student or through the Career Counseling Center.

8. Supervision of independent studies and special projects.

D. Criteria for Evaluation:

1. Oral evaluations.

2. Written evaluations, whether in the classroom or in the language lab.

3. Classroom activity evaluations (by teacher and students).

4. Surveys to determine student needs.

5. Surveys and follow-up studies to determine the number of students completing Foreign Language study.

II. OPTIONAL PROVISIONS FOR THE NON-TRANSFER STUDENT WITH SPECIAL NEEDS

A. General Goals: To establish and maintain enrichment activities and/or programs aimed at fulfilling the needs of the community, professional and para-professional groups, and other non-transfer students.

B. Specific Objectives:

1. To provide the students with activities and programs not adhering strictly to the college-transference provisions (as stated above).

2. To provide, establish, and maintain special in-service classes for professionals and para-professionals working in the community.

3. To provide, establish, and maintain courses of special need to students at SBCC.

4. To enrich and further develop our evening and summer programs.

5. To further develop our programs abroad.

6. To further develop our present 'film festival.'
7. To further develop classes dealing with conversation, reading, literature and translation.

8. To provide the student with extracurricular activities where he may practice the language he is studying.

9. To encourage and furnish the opportunity for students to engage in cultural interchange within the community.

C. Methods:

1. Implementation of programs in accordance with expressed (and documented) need.

2. Implementation of programs and/or activities aimed at enriching existing classes.

3. Development of materials and/or text selection adhering to needs of non-transfer students, whether in school or in the community.

4. Language club and/or conversation groups.

5. Summer study in Mexico or abroad.

6. Offering of evening classes to people who cannot otherwise attend during the day.

7. Classroom and/or in-service classes for students, professionals and para-professionals.

8. Film festival.

D. Criteria for Evaluation:

1. Surveys demonstrating actual need for special programs.

2. Response of students to programs and/or activities initiated by the division.

3. Written and documented evidence of the teaching staff's willingness to develop materials for new activities and/or programs.

4. Willingness of staff members to work with students in and out of the classroom.

5. Clear and precise statements of objectives for activities and/or programs.

6. Willingness of teaching staff to undergo close scrutiny and supervision, and to accept suggestions from his colleagues.
7. Student's appraisal of newly instituted activities and/or programs.

8. Instructor's evaluation of his/her program.

9. Departmental and/or Divisional appraisal of newly established activities and/or programs.

III. ENVIRONMENTAL GOALS (EMPHASIS: ALL STUDENTS)

A. Definition of Terms: As defined in foreign language instruction the designation "environmental goals" refers to all those pedagogical goals established to assist the student to better relate to his general environment, regardless of whether it precludes the immediate community, the nation, or the community of man. Similarly, it refers to the individual's specific orientation within a given "academic environment;" thus, the following designations:

B. General Objectives: "The Environment at Large:" To develop in the student a broader understanding of the world he lives in.

C. Specific Objectives:

1. To develop in the student an awareness of the different social, psychological and personal values reflected in the language and customs of other peoples.

2. To prepare the student with the language background that will enable him to understand and appreciate cultural situations different than our own.

3. To prepare and forewarn the student of the dangers of "value transference" into situations unfamiliar to him.

4. To encourage the student to seek out information regarding other peoples and cultures before judging situations unfamiliar to him.

D. Methods:

1. Presentation of representative literature.

2. Films.

3. Cultural notes.

4. Role playing, skits, theatre.

5. Reading assignments, reports.

6. Travel.
E. Criteria for Evaluation:

1. Exams on materials presented.

2. Discussion, presentations and other activities to be evaluated by students.

3. Assignments which involve the student in diverse cultural experiences (reports and appraisal by students and teacher).

Second "Environmental Objective"

A. General Objective: To assist the student with career-related decisions.

B. Specific Objectives:

1. To counsel students at the beginning of every registration period.

2. To inform the student about activities and programs available to him.

3. To refer the student to the Career Counseling Center when necessary.

4. To inform the student about tutorial assistance.

C. Methods:

1. To provide office hours.

2. To refer to counseling staff and Career Development Center.

3. To provide informative literature to student whenever possible.

D. Criteria for Evaluation:

1. Consultation with students.

2. Referral records.

3. Follow-up records on students requiring prolonged assistance.
IV. PERSONAL AND SOCIAL GOALS (EMPHASIS: ALL STUDENTS)

A. General Goal: To improve the student's sense of achievement, his self-confidence and self-understanding.

B. Specific Objectives:

1. To involve the student in situations that are not damaging to his self-esteem.

2. To aid the student with his personal concerns whenever possible.

3. To refer the student to the counseling staff whenever the student requires professional help.

4. To help the student become aware of available resources here at SBCC.

5. To motivate the student to study in a self-directed way.

C. Methods:

1. To deal with students in a manner that is neither humiliating nor demeaning.

2. To encourage the student to engage in new and meaningful experiences.

3. To involve the student in positive group activity.

4. To encourage the student to participate in activities that develop his strengths.

D. Criteria for Evaluation:

1. Surveys designed to determine student's needs and interests.

2. General evaluation of classroom situation (by students-teacher-colleagues).

3. Student participation in decisions concerning activities and curriculum.

4. Reports on students needing prolonged assistance.
I. EDUCATIONAL GOALS

Goal #1: To provide education for specific careers.

Objectives:

1.1 Associate Degree Registered Nursing Program:
   a) To provide educational experiences that meet the curriculum requirements of the California Board of Nursing Education and Nurse Registration.
   b) To provide educational experiences that coincide with the criteria for accreditation by the National League for Nursing.
   c) To provide educational experiences which will make graduates employable as registered nurses as measured by satisfactory questionnaire returns from employers.
   d) To continue self-paced modular curriculum as the main teaching modality of the A.D.N. program.
   e) To evaluate extent of success of the modular curriculum via student questionnaires; student performance in the clinical areas; student performance in theoretical testing; results of state board examinations; and performance as graduated practitioners.
   f) To provide varied teaching methodologies according to their maximum values in particular aspects of teaching.
   g) To maintain lower division courses in nursing which first, coincide with the philosophy of associate degree nursing education, and secondly, allow for transfer into a baccalaureate nursing program.

1.2 Vocational Nursing Program:
   a) To implement a formally-designed study to reach a conclusion as to whether the vocational nursing program is best taught and learned on a three semester basis or on a calendar year basis.
b) To provide educational experiences that meet the curriculum requirements of the California Board of Vocational Nurse and Psychiatric Technician Examiners.

c) To ascertain the success of the curriculum revision implemented in the spring semester, 1974, by:
   --student reaction. (Verbal and questionnaires)
   --sending and evaluating questionnaires to and from students following course completion.
   --sending and evaluating questionnaires to and from employers following completion of current class.
   --comparing state board scores of next graduating class with scores of previous three years.

d) To experiment with a 10% teacher use of an increase in audio-visual teaching; discussions and seminars; and student-directed learning.

1.3 Dental Assisting Program:

a) To provide educational experiences that meet the criteria of the American Dental Association regarding curriculum.

b) To maintain accreditation by the Council on Dental Education, American Dental Association.

c) To provide educational experiences that will ensure satisfactory passing of the national certification examination.

d) To measure educational effectiveness of program by sending and evaluating questionnaires to and from former students and employers.

e) To increase recruitment efforts by visiting local junior high and high school students.

f) To formulate new contracts between the college and local dentists eliciting the college's responsibilities regarding students and the dentists' responsibilities regarding student experiences while in their offices.

1.4 Medical Assisting Program:

a) To provide educational experiences that follow guidelines set forth by the Chancellor's Office, California Community Colleges and the American Medical Association.

b) To apply for accreditation of the program by the American Medical Association.

c) To measure effectiveness of the program by sending and evaluating questionnaires to and from former students and employers.
d) To increase recruitment efforts by visiting local junior high and high school students.

e) To formulate new contracts between the college and local physicians eliciting the college's responsibilities regarding student experiences while in their offices.

1.5 Radiologic Technology Program:
   a) To provide educational experiences that meet guidelines set forth by the American Association of Radiologic Technology and the Radiology section of the California State Department of Public Health.

   b) To provide educational experiences which will make graduates satisfactorily employable as x-ray technicians as measured by satisfactory questionnaire returns from employers.

   c) To increase use of audio-visual teaching methodology by 10%.

   d) To increase college's responsibility for internship year by providing 2 units/semester of theory for student-internes.

1.6 Community Health Technician Program:
   a) To set up special advisory committee for this beginning program.

   b) To provide educational experiences that will ensure satisfactory employability of graduates.

   c) To keep ongoing data regarding: demographic make-up of students; curriculum; qualifications of students; and advisory committee's suggestions and/or recommendations.

   d) To provide for a second full-time teacher in the 1975-1976 school year.

   e) To seek funding sources to support program as a single cost center.

Goal #2: To provide short-term health-oriented courses according to community need.

Objectives:

2.1 To continue emergency medical technician courses in accordance with guidelines from the California State Department of Public Health:
   a) Priority for admittance to class will go to ambulance drivers. (Guidelines: State Dept. of Public Health)
b) A certificate and a wallet-size card will be awarded by the college to those who successfully complete course. (Guidelines: State Dept. of Public Health)

c) Methods of credit by evaluation or examination will be formulated during 1974-1975. (Guidelines: State Dept. of Public Health)

d) A refresher course will be offered yearly (of not less than 24 hours) beginning in 1975-1976. (Guidelines: State Dept. of Public Health)

e) Change course outline to ensure 80 hours of didactic instruction; 16 hours of supervised instruction in a hospital emergency department; 8 hours of supervised experience on an operational emergency ambulance that shall include at least two emergency responses. (Guidelines: State Dept. of Public Health)

2.2 Re-introduce credit course, Introduction to Health Occupations, in 1975-1976 school year.

2.3 Coordinate and plan with Assistant Dean, Continuing Education for non-credit courses to update knowledge and skills of health workers in the community. Specific suggestions for courses originate from community input depending on current needs. Currently in talking and planning stages: Class for Hospital Ward Clerks; Fluid and Electrolyte Imbalance; Basic Preparation for Interpretation of Electrocardiogram and Cardiac Monitor Readings; Project-Re-Entry.

2.4 Complete feasibility studies regarding possible need for new health occupation programs: Psychiatric Technician; Program for Limited Licensee in Radiologic Technology; Dental Technician.

Goal #3: To provide for advanced placement of appropriate students into Health occupation programs.

Objectives:

3.1 To establish a policy regarding advanced placement of qualified former nurses' aides into vocational nursing program.

3.2 To establish a policy regarding advanced placement of qualified vocational nurses into ADN modular program.

3.3 To establish a policy regarding advanced placement of student-transfers from other colleges into any of our health occupation programs.
Goal #4: To seek methods of diminishing content duplication within Health Occupation Programs.

Objectives:

4.1 To study feasibility of allowing vocational nursing students and medical assisting students to take certain ADN modules as part of their V.N. and M.A. majors.

4.2 To appoint a committee composed of one teacher from each of the health occupation programs to study the extent of common content in each program.

4.3 To ask above committee to prepare a list of alternative methods whereby this content could be learned by all students with the objective of determining whether our division should work toward making major adjustments in this area.

Goal #5: To develop opportunities for Health Occupation students to combine and utilize knowledge from a variety of sources.

Objectives:

5.1 To continue to incorporate liberal arts courses in all health occupation courses.

5.2 To make instructional efforts so that students will transfer knowledge from one discipline to another with subsequent synthesis of content.

5.3 To encourage participation of health occupation students into mainstream of campus life through attendance in non-health occupation courses and participation in student clubs.

II. ENVIRONMENTAL GOALS

Goal #1: To maintain a climate of mutual trust and respect among students, faculty, and administration.

Objectives:

1.1 To adhere to an "open door" office policy in order to promote ongoing communication.

1.2 To provide students, faculty, and administration with current information as to changes, news, problems—as they relate to the division and to the college.

1.3 To include students on faculty and advisory committees.
Goal #2: To provide an atmosphere that is safe from injury and/or illness to teacher or student.

Objectives:

2.1 To maintain radiation safety in radiologic technology and dental assisting laboratories by regular testing of equipment and rooms by a qualified physicist.

2.2 To maintain radiation safety for all radiologic technology students by monthly radiation badge readings.

2.3 To require yearly physical examinations and chest x-rays of all health occupation students.

Goal #3: To provide students with counseling services.

Objectives:

3.1 To provide tutorial help for educationally disadvantaged students.

3.2 To refer students for academic counseling to Health Occupation faculty members of college counseling staff.

3.3 To refer students with financial difficulties to Financial Aids officer.

3.4 To refer students with emotional problems to appropriate college personnel including psychiatric residents.

Goal #4: To provide for an aesthetically-pleasing atmosphere wherein teachers can teach most effectively and students can learn most profitably.

Objectives:

4.1 To provide a temperature range in all health occupation offices and classrooms that will not be colder than 68°F nor warmer than 72-74°F.

4.2 To provide a temperature range in all health occupation storage areas and carrel rooms that will prevent temperature damage to audio-visual hardware and software.

4.3 To provide a person for the issuance and monitoring of audio-visual equipment and skills lab. equipment to keep equipment in good running order at all times.
III. PERSONAL AND SOCIAL GOALS

Goal #1: To assist students in developing a sense of self-worth and self-confidence.

Objectives:

1.1 To reinforce students' strengths when being evaluated.

1.2 To arrange for at least two conferences per semester with students to discuss student problems, goals, strengths, and areas needing improvement.

1.3 To emphasize to students the importance of life-long learning.

1.4 To involve the student as a colleague in the teacher-learning process.

Goal #2: To assist students in participating in public decisions which influence their lives.

Objectives:

2.1 To provide for an opportunity to be active in student professional associations.

2.2 To teach current professional issues to students that will influence their professional lives.

2.3 To allow students to involve themselves in social issues and activities while relating these to their major area of content.

IV. RELATED DIVISION OBJECTIVES

1. To articulate programs with local high schools.

2. To articulate programs with local agencies and associations: Community Health Task Force, Dental Assisting Association, Radiologic Technology Association, Medical Assisting Association, Vocational Nursing Association, Santa Barbara County Nurses' Association, Freedom Clinic, Community Action Commission, Service Clubs, and emerging health-related agencies.

3. To maintain advisory committees with regularly scheduled meetings.

4. To provide opportunities for staff development in curriculum development and evaluation.

5. To work with other educational institutions in the area in an attempt to provide upper-division work leading to a degree in the various health sciences.
6. To serve on community health organization committees representing the college.

7. To plan, in cooperation with the Director of Facilities Development, for anticipated facility needs.

8. To plan, in cooperation with the Administrative Assistant to the Superintendent/President, alternative methods for funding new and old programs as well as innovative projects.

9. To cooperate with Assistant Dean, Technical-Vocational Education in articulating health occupation programs in total college career offerings.
Goal #1: To provide an organized and readily accessible collection of print and nonprint materials and supportive equipment needed to meet institutional, instructional and individual needs of students and faculty in transfer, vocational and developmental projects of the college.

Objectives:

1.a To involve the teaching staff in selection of materials by means of their direct suggestions for purchase, talking with instructors about their needs and sending them reviews to solicit their recommendations for purchase.

1.b To encourage students to make suggestions for purchase by having book order cards at the circulation desk.

1.c To keep up with new instructional programs by means of the librarian's membership on the Curriculum Committee and with the advice of instructors order books and periodicals needed for library support of new programs.

1.d To examine the collection regularly to eliminate obsolete items, unnecessary duplicataes and worn out materials, and to invite faculty to participate in this process.

1.e To consult faculty and students in an effort to appeal to a wide range of abilities and interests, including representative materials related to cultural and racial minorities as well as material reflecting divergent social, religious and political viewpoints.

Goal #2: To make the library an integral part of the teaching process.

Objectives:

2.a To encourage instructors to give more library oriented projects making a special effort to have Trade/Technical instructors to give library related assignments.

2.b To provide bibliographies for use of instructors in planning assignments and for distribution to classes.
2.c To encourage instructors to cooperate with the librarians in developing study assignments by notifying the librarians in advance so that they might have the proper material on hand.

2.d To encourage instructors to put circulating books on reserve.

2.e To ask instructors at least once a year to review the library collection as an aid to planning their courses.

2.f To use members of the Library Committee as liaison with other divisions in encouraging more use of the library.

Goal #3: To acquaint students with library resources.

Objectives:

3.a To hold orientation sessions by having classes physically in the library or showing the slide/tape orientation on library resources.

3.b To teach classes the use of the library, particularly in conjunction with research papers.

3.c To develop a one-unit course in library reference and research.

Goal #4: To obtain materials and process them promptly.

Objectives:

4.a To catalog and process new material within a month or sooner for "rush" orders.

Goal #5: To offer expert reference and research service.

Objectives:

5.a To develop students' ability to combine and use knowledge from a variety of print and nonprint sources using their own ingenuity and library knowledge.

5.b To interpret the collection to students.

5.c To facilitate faculty research work, professional growth and ideas for innovation, including the obtaining of interlibrary loans.

Goal #6: To circulate books, periodicals, and other materials in an orderly, efficient manner.
Objectives:

6.a To maintain files that can be readily consulted.
6.b To send out overdue notices once a month.
6.c To take a yearly inventory of the collection to determine missing and long overdue books.

Goal #7: To plan for new library facilities.

Objectives:

7.a To plan a new library building to be opened in 1979, working in close cooperation with the Director of Facilities and Research Development, consultant, and architect, taking into consideration projections of student enrollment, growth in the varieties of library service, rate of acquisition of materials, staff needs and the impact of curricular development and technological advances.
7.b To open the second floor of the library for sorely needed student seating pending completion of the new building.

Goal #8: To work closely with the Library Committee in a continuous evaluation of library resources and service.

Objectives:

8.a To hold meetings of the Library Committee at least bi-monthly.
8.b To discuss with the committee library facilities and future plans for growth.

Goal #9: To move beyond SBCC library service by using resources of other libraries on a cooperative basis.

Objectives:

9.a To obtain interlibrary loans for faculty and students.
9.b To cooperate in a regional network of all types of libraries in the tri-counties.

Goal #10: To coordinate services with the Audio-Visual Department and the Learning Resources Center.

Objectives:

10.a To catalog nonprint materials, retaining a file in the library and providing for a duplicate file in the Humanities building.
10.b To retain the multi-media concept in the library through provision of software by electronic carrels for listening and viewing.

Goal #11: To assist in the Library Technology Program.

Objectives:

11.a To work with the Assistant Dean, Trade/Technical Division in planning courses.

11.b To suggest members of an advisory committee for Library Technology to the Assistant Dean.

11.c To aid the Division Chairman, Trade/Technical in scheduling classes and in selecting instructors.
SANTA BARBARA CITY COLLEGE

Educational Purposes and Plans Statement

Division: Life Science

Date: October 14, 1974

I. COURSE OFFERINGS

Goal #1: To provide courses in the area of life science required by each student who intends to transfer to a four-year college.

Objectives:

1.a To offer each year a basic lower division Biology majors' curriculum capable of handling 200 students (Bio. 8, Zoo. 9, Bot. 2, Biol 10, Bot. 3) and suitable for transfer to any California college in Life Science majors.

1.b To offer each year a sufficient number and diversity of courses (Bio. 1, Bot. 1, Bio. 2, Bio. 12, Bio. 6, outside of life sciences with the opportunity to fulfill lower division science requirements to the California college of their choice.

1.c To provide courses each semester in support of the Environmental Studies Program.

Goal #2: To provide service courses each year for students in Vocational majors.

Objectives:

2.a To provide specific courses in support of programs offered in the Health Occupations Division of SBCC.

2.b To provide specific courses in support of the Marine Technology Program of SBCC.

2.c To provide courses towards training of students in environmental monitoring.

2.d To provide courses towards training of students in horticultural sciences.

Goal #3: To provide courses directed at general education.

Objectives:

3.a To offer each year courses (Bio. 2,5,7,8,11,14; Bot. 1,2,3; Zoo. 3,5,7) which will satisfy both breadth and depth requirements of the AA and AS degree.
3.b To offer each year college credit courses (Bio. 2, Bio. 4 and 6, 45) which will be available to community adults and be in response to community need.

Goal #4: To provide the opportunity for independent studies in the life sciences.

Objectives:

4.a To offer each semester instructor supervision for students showing interest and ability in carrying out independent research or other independent projects in biology.

4.b To provide for the availability of space (Special Projects Rooms) for independent studies students to carry out their projects.

4.c To budget for the availability of funds which cater directly to the special needs of independent studies students.

II. GENERAL CURRICULUM RELATED GOALS

1. To develop in our students the capability of independent study.

2. To develop in our students the ability to deploy a broad basis of biological fact and understanding of biological processes.

3. To provide the necessary laboratory experiences for students to gain knowledge and skill in using equipment.
   (a) To use up-to-date technological equipment.
   (b) To develop ability to understand, use and to know limitations of modern technological instruments in biological sciences.

4. To develop ability in our students to draw conclusions on the basis of facts and to generalize from facts and conclusions.

5. To provide experiences designed for students to gain skill in the understanding and application of scientific literature and terminology.

6. To develop in each student an appreciation of the complexity of the environment of living things.

7. To provide the student with knowledge and understanding of his biological nature and the living world around him.

8. To encourage critical thinking and the use of an analytical method in examining problems of personal and public importance, such as those of health, conservation, biological interrelationships and the impact of man on these relationships in our environment.
9. To develop the student's ability to generalize effectively on the basis of facts and to apply these generalizations.

10. To provide the student with knowledge and the desire to find accurate information.

11. To develop certain skills in problem solving and in the use of laboratory equipment.

12. To stimulate interest in the biological world and in the understanding of biology.

13. To provide learning experiences within natural eco-systems, measured by Field Trip time—community excursions.

14. To provide learning experiences within the business and industrial community—community excursions.

15. To utilize, where appropriate, all possible community resources in our educational programs: Botanic Gardens, Community Environmental Council, Museum of Natural History, UCSB, Bird Refuge, National Forest, Seashore Sewer Plant, Harbor, Channel Islands.

16. To develop and maintain programs in cross disciplinary studies.

17. To work with college staff to develop appropriate lecture, laboratory, and outdoor space for growth in curriculum.

18. To provide up-to-date equipment to maximize student hands-on training in laboratory and field techniques.

19. To provide for maintenance of Museum Herbarium Greenhouse as necessary support to instructional program.

20. To provide space and supervision for use of audio and visual materials as adjuncts to instructional program.

21. To explore new methods of instruction.

22. To increase the diversity of instructional technique and format with which our offerings are presented.

23. To develop the following new programs:
   (a) Horticulture
   (b) Para-medical
   (c) Physician's Assistant
   (d) Courses necessary to keep up with scientific advances and sociological changes.
   (e) Auto-tutorial Multi-media
   (f) Electronmicroscopy/ultra cytology-histology
   (g) Environmental monitoring and evaluation
24. To produce instructional TV programs for life science courses.
   (a) Closed-circuit in lab and lecture.
   (b) Community education via cable T.V.
   (c) "open college" courses via broadcast television.

25. To increase utilization of college tutorial program.

26. To increase ocean environment utilization: dissemination of information, field trip instruction, use of boats and instruments, animal and plant care, marine laboratory instruction, museum display, cooperation with public service organizations, governmental or private.

III. NON-CURRICULAR GOALS, SERVICES AND PROGRAMS

1. To provide office space for all instructional staff in order to facilitate their role in student counseling.

2. To provide a central teaching preparation work area in conjunction with office space for teachers aides.

3. To provide for space, supervision and aid in preparation of audio-visual materials.

4. To provide secretarial assistance for division co-chairman in carrying out their respective duties.

5. To maintain program of in-house training for future teachers in life science, high schools, and related fields in which they are paid as teaching assistants in labs.

6. To articulate programs with local high schools, colleges, universities and other institutions.

7. To recruit promising students for biology majors and occupational programs.

8. To establish and maintain a close relationship with lay advisory committees in refining new programs.

9. To design programs so that disadvantaged cultural and physically handicapped students have an avenue of entry to programs and to employment.

10. To plan, in cooperation with the Director of Facilities Development, for anticipated facility need.

11. To develop a program of evaluation in curricular planning in which one of the objectives will be reduced attrition where appropriate.
12. To encourage in-service professional improvement for our instructional staff.

13. To improve liaison and interaction with the university, including seminars.

14. To study and experiment with the student evaluation process in order to achieve the best possible learning situations.

15. To provide the following services:
   (a) Landscaping of campus (consultation and student help).
   (b) Follow-up of former students.
   (c) Environmental monitoring of the community.

IV. CURRICULUM DEVELOPMENT ASSESSMENT AND EVALUATION

Goal #1: To base increase and modification of curricular offerings on hard data.

Objectives:

1.a To monitor enrollment trends and maintain records of the enrollment for each semester.

1.b To provide for course evaluation and update of course description at least every two years.

1.c To conduct drop-out studies and maintain records.

1.d To process student follow-up studies and maintain records and provide for yearly review.

1.e To develop mechanism for evaluation of community needs in Life Science area.
I. DISTRICT GOALS WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

1. To provide training for specific careers.
2. To provide education which will help each student who intends to transfer to a four-year college to attain his or her goals.
3. To provide re-training for people whose job skills are out-of-date.
4. To plan remedial and developmental courses which will help students to pursue goals related to specific talents.

B. ENVIRONMENTAL GOALS

1. To provide experiences that will help students make occupational choices and prepare to successful employment.
2. To create a climate where students and faculty easily and informally discuss ideas and interests.

C. PERSONAL AND SOCIAL GOALS

1. To help students learn to participate in public decisions which influence their lives.
2. To increase the desire and ability of students to study in a self-directed way.
3. To instill in students a commitment to lifelong learning.
II. Division Purposes or Objectives

EDUCATIONAL

1. To provide the mathematics foundation needed by students who wish
to pursue a career in an area that uses much mathematics, such as
engineering, computer science, chemistry or physics.
2. To provide adequate knowledge of basic mathematics, graphing, and
statistics for students wishing careers in the areas that make
limited use of mathematics, such as biology, psychology, economics,
health occupations and business administration.
3. To provide courses that meet the freshman and sophomore requirements
for mathematics majors at most four-year colleges.
4. To provide a series of courses in technical mathematics for students
wishing careers in areas such as electronics and marine technology.
5. To provide a course for retraining of elementary school teachers.
6. To provide mathematical retraining for people established in careers
that have recently begun to ask for more mathematical background.
People in business administration need knowledge of statistics and
finite mathematics, and technicians and engineers need to learn
computer programming.
7. To provide mathematical retraining for people who need to review and
update their knowledge of mathematics.

ENVIRONMENTAL

1. To present to students problems that approximate the types of problems
encountered in various occupational fields.
2. To provide the student with some idea of the kinds of mathematical
work required in various occupational fields.
3. To provide experience in analyzing problems in evaluating the different
factors relating to a given situation and in seeing relationships.
4. To have members of the faculty in the mathematics lab to assist
students and talk with students.

PERSONAL AND SOCIAL GOALS

1. To stress an analytical approach to problem solving, emphasizing
the importance of a carefully reasoned approach in arriving at
conclusions, in hopes that this approach will carry over into
personal decisions the student must make.
2. To provide situations in which the student must visualize what is
going on and must sort out what is relevant to his problem.
3. To encourage the student to look for similar structures behind
apparently dissimilar facades and to seek out the central issues of
any problem from the peripheral ones.
4. To provide instruction in basic methods and then ask students to
apply these methods on their own in other courses and in problems
arising outside school.
5. To emphasize some of man's intellectual achievements in mathematics and what they had led to in his discoveries about the universe, so as to instill a desire in students to continue this tradition of exploration.

III. Related Division Objectives

1. To place students in courses appropriate to their level of competence, their background and their career objectives.
2. To design programs that fit the varied levels of competence of our students and bring them up to the level of competence required in their careers.
3. To work with other disciplines to develop course content, since our division is mainly a support service to other disciplines.
4. To develop interdisciplinary programs and courses.
5. To improve articulation with local schools.
6. To maintain scholastic standards in transfer courses.
7. To instill in students the value of logic and an appreciation for it as a means to form a reasoned argument.
8. To train students in seeking generalizations that will cover many specific situations, rather than meeting each situation as an isolated one.
IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. Transfer Education


5. Math 17 - required for a major in Business Administration, Psychology, and Economics.

B. Re-Training and Upgrading

1. Math 1, Math 7, Math 9, Math 11, Math 13, Math 14 - provided for people who need high school equivalency to upgrade their job level or who seek to enter a new field. These courses are also provided for people in careers that now ask for more mathematics than formerly, as well as for people who need to renew lost skills.

2. Math 5 - provided for retraining of elementary school teachers.

3. Math 61, Math 63 - provided for technicians and engineers who need computer programming.

C. Support Services

1. Math 41, Math 43, Math 45 - provided for people in electronics, marine technology, and technicians in other areas.

2. All Mathematics courses, taken individually or in various groupings, function as a support service to some discipline, some program, or some group of students.
V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS


2. Mini-course in Algebra (1975) - designed for students who have completed Intermediate Algebra but who do not qualify for Trigonometry.

3. Selected topics in Mathematics (1974) - similar to Political Science 23.


5. Appreciation of Mathematics (1976)

6. New Calculus Sequence (1977) - designed for students who plan to major in Biology, Economics, and Geology.

7. Statistics Course (1977) - designed for students who are taking Calculus.
VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

1. Restructure present Calculus Sequence. Analytic Geometry may be integrated back into the Calculus and the Calculus using Trigonometry moved to an earlier position in the sequence of courses.

2. Allow non-majors or non-transfer students to take most Mathematics courses on a pass/fail basis.

3. Expansion of self-tutorial material and audio-visual support for such courses as Math 11, Math 13, and Math 25.

4. Increase of computer usage in Calculus and/or Statistics.

5. Activate Linear Algebra. This course has been approved but has never been offered.
Mathematics Division
January 7, 1974

VII. PROGRAMS OR SERVICES WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE YEARS

None
I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL, AND SOCIAL) WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

1. Provide an opportunity for all students to participate in a variety of physical activities that meet their needs, desires, and educational goals.
2. Provide the facilities and opportunities, competition for all students so they can develop to their fullest potential.
3. Provide classes for adults appropriate to the needs and desires of the community.
4. Provide continuing education for local adults on a part-time basis.
5. Provide education which will help each student who intends to transfer to a four-year college, attain his or her goals.
6. Provide training for special careers.
7. Provide education which will help each student to develop desirable health attitudes and habits.
8. Provide an opportunity to develop and maintain high levels of fitness and physical efficiency.

B. ENVIRONMENTAL GOALS

1. Better utilization of natural facilities near and around the college.
   a. Beach, i.e. Beach Ball
   b. Hiking and Bike Trails on Campus
   c. Environmental Improvisational Dance
   d. Beach Volley Ball
   e. Sailing
   f. Scuba Diving
2. Create a climate where the community will participate and utilize our physical education facilities to the maximum, i.e. joint-use agreement updated.
3. Maintain a climate within the community, students, faculty, and administration of mutual trust and respect.
4. Provide students with counseling and help them set personal goals, and develop plans for achieving them.
5. Provide experiences that will help students make occupational preferences and prepare for successful employment.
6. Provide experiences and opportunities to develop skills and interests in activities in harmony with man's natural environment.
C. PERSONAL AND SOCIAL GOALS

1. Instill in students a commitment to physical fitness and appreciation of life-time sports activities.
2. Help students to achieve their desired skill level and appreciate the experience of competition.
3. Increase the desire and ability of students to study and work in a self-directed way.
4. Provide for all students the opportunity to play and work together for a common purpose.
5. To help students develop a sense of self-worth and self-competence.
6. Provide and encourage the opportunities to develop an appreciation of leisure time activities.

II. DIVISION PURPOSES OR OBJECTIVES

A. Provide training for careers in teaching physical education and recreational leadership.

B. Provide educational experiences which will meet lower division requirements for students majoring or minoring in physical education or recreation and also fulfill general education requirements for students in other areas of study.

C. Provide continuing education for adults on a part-time basis and appropriate to the needs and desires of the community.

D. Maintain a climate of mutual trust and respect that brings the entire college community together for athletic and sporting events on campus.

E. Encourage and foster the philosophy that our physical education facilities should be utilized by the total community.

F. Provide a complete intra-mural athletics, inter-collegiate, and physical education program for all students.

G. To promote physical health and vigor and develop and prepare for wise use of leisure time.

H. Help students be open, honest, and trusting in their relationships with others through recognizing the individuals' dependence upon fellow students participating in playing and competition with other students.

III. RELATED DIVISION OBJECTIVES

A. Articulate programs with local high schools.

B. Develop programs and activities that foster opportunity for bringing individuals into the program that are handicapped or have a limited background in physical education.

C. Continue to explore possible solutions to our physical facilities that are needed for a comprehensive program.
D. Work to establish communications between other disciplines in order to review possible changes in the overall curriculum and athletic programs.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. Career Training
   1. Physical education major and minor
   2. Rec-Tech major and minor

B. All P.E. Activities
   1. Intra-murals
   2. Club activities

C. All Athletic Activities
   1. Men
   2. Women (See Attachment)

D. Continue Health Education and First Aid

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. Intra-murals
   1. The purpose of the intra-mural program at Santa Barbara City College is to provide and encourage broad participation of a competitive nature among students and in some cases, faculty, in a variety of activities.

   Emphasis should be placed on low-key competition that can contribute to sportsmanship, teamwork, cooperation, leadership, and health.

   Criteria for selection of activities should be by (1) facilities, (2) equipment, (3) leadership, and (4) interest available.

   2. Suggested time-table for activities (one should be aware that the following may be altered by a change in any one of the four criteria.)

      Spring, 1975 - On upper field near Campus Center - 1 or 2 portable volleyball courts, either grass, sand, or dirt.
      2 or 3 horseshoe pits
      3 ping pong tables placed in strategic locations

      The above would not be an auspicious start but would be a good indicator of student interest.
Equipment would be issued from Associated Student Body offices because of the proximity of student and facility.

College year, 1975-76 — Continuation of the above activities plus such games as chess, checkers, paddle tennis, shuffleboard. These activities are low-key and require very little supervision but are good indicators as to student interest and needs.

College year 1976-77 — Appointment of an intra-mural director. This may be on a minimal part-time basis or on a full-time basis depending on the degree to which the four criteria for an intra-mural program is met.

It would appear that very little more can be done on campus to further the program until a women's gymnasium, and enclosed handball courts are built to relieve some of the pressure of use from the men's gymnasium. When this is done the potential for intra-mural programs is greatly enhanced.

The college development of the Wolf property across Leadbetter Road frees more land in front of the present Campus Center for more activities. The possibility of softball and soccer on an intra-mural basis is a distinct possibility.

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. 1974—Five hours of release time for one instructor to start an intra-mural program. If the program grows and we can justify said release time, we suggest that in 1976 eight hours release time be given; and in 1977 ten hours release time be given. Five hundred dollars should be budgeted each of the following years for awards and officials.

B. 1975—More equipment is needed to enhance our women's and men's physical fitness program.

C. 1975—To provide an adequate and functional archery range on campus.

D. 1975—These courses should be incorporated into our program if there is enough student interest.

1. Self-defense for women.
2. Backpacking.
4. Lawn bowling.
5. Bucket pool.
6. Ice skating.
7. Treatment and prevention of athletic injuries.

E. 1976—Offer a complete sailing program. Maintenance and repairs to be funded by student fees.
F. 1976—Institute a program where all physical education facilities are open 24 hours per day.

G. 1976—Complete on campus four outside basketball courts, eight handball courts, and three sand volleyball courts.

H. 1976—Expand our offerings in dance by adding another instructor so we can offer a major in dance.

I. 1977—Provide an all-weather track and for track facilities conclusive to running an adult program for the college and community. Utilize the hill near Pershing Park as a ski slope and instigate a skiing program.

J. 1978—Utilization of the civic service tax to run physical education clinics, sports play days, open track meets, short courses in physical education, and open athletic tournaments.

VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

A. Physical education activity courses

1. We are now considering the possibility of offering all A sections (Beginning) in a period of nine weeks. This could be done by meeting four times a week for nine weeks for one unit, or meeting for twice a week for nine weeks for ½ unit of credit.

2. Possibly moving more physical education activities sections to the evening college so more adults can be encouraged into the program.

3. The possibility of developing our beginning physical education activities classes into team teaching situations.

VII. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE YEARS

None
FIVE YEAR PROGRAM FOR WOMENS ATHLETICS

I. WOMEN'S ATHLETICS

A. Goal: To establish a complete Women's Intercollegiate Athletic program to meet the need of women athletes and to comply with Title IX.

1. Continue established programs:
   a. Volleyball
   b. Basketball
   c. Tennis
   d. Coed Tennis

2. Spring, 1976
   a. Initiate track and field program - full league schedule of at least 8 meets - Supply coach, uniforms, travel, officials, etc.
   b. Create course opportunities for Physical Education majors and minors to:
      1. acquaint themselves with synchronized swimming
      2. participate and develop knowledge and skills
   c. Create course opportunities of sufficient length (minimum: one semester; optimum, two semesters) to provide Recreation Technicians with sufficient skill and knowledge that they can have a working knowledge of what may be required of them.
   d. Work with local groups and schools for informal inter-mural activities until such time as more student interest is generated. Intercollegiate competition is well within the range of possibility.

3. Spring, 1977
   a. Initiate Women's Softball program - full league schedule of at least 18 games - Supply coach, uniforms, travel, officials, etc.
   b. Be prepared to work with Division programs to provide Physical Education majors and minors and Recreation Technicians with the above opportunities.
   c. Be prepared to supply basics in Aquatic Specialist Field.

4. Fall, 1977
   a. Initiate gymnastics program. This program would continue into Spring, 1978 - Full league schedule of 12 meets - Supply coach, uniforms, equipment, travel officials, etc.
   b. Be prepared to work with Division programs to provide Physical Education majors and minors and Recreation Technicians with the above opportunities.
   c. Be prepared to supply basics in Aquatic Specialist Field.
5. Spring, 1978
   a. Initiate Women's swimming program - full league schedule of 15 meets - Supply coach, uniforms, equipment, travel, officials, etc.

6. Fall, 1978
   a. Initiate field hockey program - would continue into Spring semester - full league schedule of 18 games - Supply coach, uniforms, travel, officials, etc.
   b. Initiate badminton program - full league schedule of 15 matches - Supply coach, uniforms, officials, travel, etc.

7. Fall, 1979
   a. Initiate coed volleyball program - full league schedule of 18 matches - Supply coach, uniforms, travel, officials, etc.

B. Goal: To provide adequate facilities for the successful development of both Physical Education and Athletic programs

1. By Fall, 1978, completion of Women's Gymnasium and accompanying complex

C. Goal: To provide a woman administrator to coordinate and develop the program

1. By Spring, 1976, an Assistant to the Athletic Director (a woman) would take over all matters connected with Women's Athletics

2. By Spring, 1977, an Athletic Director for Women's Athletics

II. MEN'S ATHLETICS

A. College Year 1974-75
   Continuation of our present list of Men's intercollegiate sports which are:
   1. Basketball
   2. Baseball
   3. Cross Country
   4. Football
   5. Golf
   6. Soccer (club)
   7. Swimming
   8. Tennis
   9. Track
   10. Volleyball (club)
   11. Water polo
   12. Wrestling

B. College Year 1975-76
   1. The inclusion of soccer and volleyball into the California Junior College Association athletic program
   2. Refurbishing of La Playa Stadium
      a. lights brought up to standard
      b. all-weather track
      c. new press box
      d. new restrooms
      e. new concession areas
C. College Year 1976-77
To promote Men's gymnastics on an intercollegiate level. At present, it is only a low-key physical education activity. This would mean the hiring of a professional gymnist capable of handling both physical education classes and developing an intercollegiate gymnast team for both men and women (see projected plans for Women's Athletics.)

D. College Year 1977-78
With the development of indoor handball courts will come the development of club competition in handball, to be followed in subsequent years by CJCA handball competition.
SANTA BARBARA CITY COLLEGE

Educational Purposes and Plans Statement

Division: Chemistry

Date: October 14, 1974

SUMMARY:

The Chemistry Department offers courses for transfer and non-transfer students. These courses are the most up-to-date courses in chemistry that can be offered within the resources available to the Chemistry Department. Departmental goals are to maintain the current high level of academic instruction and laboratory experience for students, to continually improve the quality of instruction, and to provide a place in which students can become familiar with the chemistry of substances and life processes that surround them. These goals, and the more specific goals and objectives listed below, are evaluated informally via return visits by former students and by letters from former students. Formal evaluation is made by the administration of examinations which are standardized and given by institutions throughout the United States.

Goal #1: To provide a program designed to meet the needs of chemistry majors planning to transfer to a four-year institution.

Objective:

1.1 To offer transfer-level courses in General College Chemistry and General Organic Chemistry. These courses must meet the lower division chemistry requirements of any college or university to which the student may transfer.

Method:

To offer Chemistry 5 and Chemistry 6 (General College Chemistry), and Chemistry 11 and Chemistry 12 (General Organic Chemistry).

To measure achievement levels with the General Chemistry and Organic Chemistry examinations prepared by the examinations committee of the American Chemical Society.

To communicate with students who have transferred and with faculty members of the transfer institutions to determine the adequacy of students' preparation for advanced and upper division study in chemistry.

Objective:

1.2 To provide, as part of the above courses, the laboratory experience necessary to let students develop skills and
confidence in handling chemicals, equipment, and laboratory instrumentation common to the practice of chemistry.

Method:

To offer Chemistry 13 and Chemistry 14 (Organic Chemistry Lab) in concert with the corresponding lecture courses.

To make available and require the use of instrumentation used in all university and chemical industry laboratories.

Objectives:

1.3 To subscribe to regular journals in the chemical profession, such as Journal of the American Chemical Society, Journal of Organic Chemistry, Chemistry, Journal of Chemical Education, to keep instructors abreast of current developments in the art of the science and in new methods of the art of teaching chemistry.

1.4 To provide counseling to students needing information on required courses, required programs, transfer opportunities, and career opportunities.

Method:

To attend scientific meetings related to the teaching of chemistry and the state of the art.

To maintain memberships in Chemical Societies and subscribe to sources of current information, such as Chemical and Engineering News.

To meet with counselors on a regular basis to exchange information regarding transfer requirements, career opportunities, and related matters.

Objective:

1.5 To schedule courses on the basis of student surveys, analysis of enrollment trends, transfer opportunities, and job opportunities. Avoid conflicting schedules with other required courses students have, and maximize time available for students to hold part-time jobs.

Goal #2: To provide a program designed to meet the needs of science majors for a course in general chemistry, even though they are not chemistry majors.

Objective:

2.1 To offer courses in introductory chemistry, general college chemistry, and organic chemistry to meet the needs of the
students majoring in engineering, biology, physics, geology, zoology, nursing, pre-med, and other pre-professional programs in the physical and life sciences.

Method:

The needs of the science major are met in the same courses taken by chemistry majors, namely chemistry 5, 6, 11, 12, 13 and 14. Applications of chemistry in these areas are shown in lectures, reading assignments, and laboratory experiments.

To communicate with faculty in these other areas to determine the chemical background needed.

Objectives:

2.2 To provide, as part of the above courses, the chemistry laboratory experience necessary for these students in the handling of chemicals, equipment, and laboratory instruments.

2.3 To schedule courses on the basis of student surveys, analysis of enrollment trends, and consultation with the major area department faculty at Santa Barbara City College.

Goal #3: To provide chemistry courses appropriate for meeting the general education physical science requirement at Santa Barbara City College, and which will serve to make up for deficiencies in preparation for general college chemistry.

Objective:

3.1 To provide a course which will substitute for one year of high school chemistry for students who have been out of school for an extended period of time, and for students who did not take high school chemistry.

Method:

Chemistry 1 is a one-semester course intended to meet this need.

Objective:

3.2 To schedule laboratory sections at times that allow for greatest student scheduling flexibility.

Method:

Chemistry 1 laboratory sections are offered mornings, midday, afternoons, and evening, and in summer session.
Objective:

3.3 To provide a course in which students have the opportunity to gain an understanding of the chemical world they live in, and an understanding of the chemical reactions going on around and within them.

Method:

Chemistry 1 and Chemistry 4 laboratory experiments and lectures are designed to introduce students to chemical concepts in their daily lives.

Demonstrations in laboratories and lectures are used to provide such an understanding.

Goal #4: To provide the courses needed by students enrolled in occupational and vocational programs at Santa Barbara City College.

Objective:

4.1 To offer a course in chemistry designed to meet the needs of nurses and other allied health occupations.

Method:

Chemistry 4 is designed to meet this need.

Meetings between chemistry faculty teaching Chemistry 4 and health occupations faculty have been held to help shape the course to the needs of this type of student.

Examinations prepared by the American Chemical Society have been used to measure the effectiveness of instruction in this area, as have follow-up studies on Chemistry 4 graduates.

Objective:

4.2 To offer a program for chemical technicians when economic circumstances will permit, both in college financing and in local industrial hiring needs.

Goal #5: To improve the quality of the chemistry courses offered currently.

Objective:

5.1 To obtain additional laboratory facilities which will give students each a drawer of individual equipment, rather than sharing equipment in the laboratory.
Method:

To pray for the construction of the long-promised addition to the Physical Science Building.

Objectives:

5.2 To reduce laboratory class size to conform with the physical limitation of 24 students per laboratory section.

5.3 To reduce the laboratory class size to allow for greater student-teacher contact and interaction by increasing the teacher-student ratio.

5.4 To obtain additional instrumentation to increase the chances of a student's getting to use an instrument during laboratory.

5.5 To obtain currently used chemical instrumentation to allow student exposure to modern chemical methods of analysis.

5.6 To obtain professional help in preparing visual aids, overhead transparencies, slides, and chemical models.

Goal #6: To increase communication between department members and members of other departments.

Objectives:

6.1 To have departmental meetings to discuss course content and coordination of sequential courses.

6.2 To meet with other disciplines to insure standardization of terminology (technical jargon) used in several areas.

RESOURCES NEEDED TO MEET THESE GOALS AND OBJECTIVES:

1. 5+ FTE certificated personnel, depending upon enrollment trends.

2. Two full-time laboratory technicians (FTE classified).

3. Continued contracted services, such as instrument repair.

4. Increased supplies to meet the needs of increasing enrollment.

5. New construction—see "Project Planning Guide for Physical Sciences Addition" prepared by Don Trent, 1/15/74.
I. DISTRICT GOALS ADVANCED BY THIS DEPARTMENT

A. EDUCATIONAL GOALS

1. Occupational Education
   a. To provide training for specific careers.
   b. To provide retraining for people whose job skills are out of date.

2. Transfer Education - To provide education which will help each student who intends to transfer to a four-year college attain his or her goals.

3. General Education - To develop students' ability to combine and use knowledge from a variety of sources.

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

5. Developmental Education - To plan remedial and developmental courses which will help students to pursue goals related to specific talents.

B. ENVIRONMENTAL GOALS

1. A climate for Learning
   a. To maintain a climate of mutual trust and respect among students, faculty, and administration.
   b. To create a climate where students and faculty easily and informally discuss ideas and interests.

2. A Climate for Personal Decision Making
   a. To provide experiences that will help students make occupational choices and prepare for successful employment.
   b. To help students set their own personal goals and develop plans for achieving them.
c. 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.

C. PERSONAL AND SOCIAL GOALS

1. To help students develop a sense of self-worth and self-confidence.
2. To instill in students a commitment to life-long learning.
3. To help students learn to participate in public decisions which influence their lives.
4. To increase the desire and ability of students to study in a self-directed way.
5. To encourage concern for the welfare of mankind.
6. To help students be open, honest, and trusting in their relationships with others.

II. DEPARTMENTAL PURPOSES OR OBJECTIVES

A. CURRICULUM RELATED

1. Basic general curricular objectives of the department are to:

a. Provide the necessary courses of instruction required to meet increased student interests in the earth sciences for purposes of academic transfer, vocational and paraprofessional training, and terminal and Continuing Education.

b. To provide relevant quality educational programs in the earth sciences to meet the rapidly accelerating requirements of the natural resource and energy industries in areas of the Earth Science Professions, the Earth Science Paraprofessions, and Earth Science Technology. These basic educational or curricular purposes and programs are outlined below.

c. To provide meaningful educational courses for students majoring in other academic, technical and vocational programs.

2. Specific existing curricular objectives of the department are:

a. The Preparation of Academic Majors in the Earth Sciences:


b. The Preparation of Students in Pre-Professional Programs in Earth Sciences and Associated Areas:

c. The department will provide service courses for students in the following existing Vocational Majors:


d. The department will provide support for existing Academic Programs in:


e. The department will provide the following courses necessary for student requirements in Environmental, General, and Liberal Arts education:

**Laboratory Courses:** Astronomy Observation, Crystallography, Historical Geology, Introductory Optical Mineralogy, Mineralogy, Basic Petrology, Physical Geology.

**Nonlaboratory Courses:** Astronomy, Environment, Natural Resources and Energy, National Parks, Oceanography, Physical Geography.

f. The department will continue to provide laboratory and nonlaboratory courses which enable students to complete natural science requirements for the AA and AS degrees:

All courses of the department.

g. The department will continue to cooperate with the Continuing Education Division in the development of general education nontransfer, courses for adults in the community.
Astronomy; Discoveries from Space; Environmental Geology of Santa Barbara; Fossil Bones and Geologic History; Geology of Santa Barbara; Geology of Western National Parks; Mineralogy; Minerals and Light; Plate Tectonics; Practical Navigation; Rocks, Fossils and Time; Tar Pits Through Time.

h. The department will provide Career Training through the continuation of courses and/or training programs such as the following:


3. New curricular objectives of the department:

a. The department will seek to determine and evaluate new directions in the Earth Science professions and trends in our society and technology which have curricular implications. An example might be: Climatology, Field Geology, Lunar and Planetary Geology, Meteorology.

b. The department will cooperate with industry in the endeavor to institute new Career Training programs such as:


c. The department will continue to cooperate in the development and presentation of TV courses through the Consortium of California Colleges.

d. The department will create new, unique, and unconventional programs and courses to meet the special interests of talented academic students during the six-week Summer Session and the proposed new six-week Winter Intersession.

B. BEHAVIORAL GOALS. Our staff will continue to strive to promote the following qualitative attitudes and appreciations among our students.

1. Awareness that not only are mineral resources finite, but that the climate of the earth is not static, and perhaps changing in a direction which will impose further stresses on world society.

2. Awareness of the limitations of modern technology to solve environmental problems and to be aware of the limitations imposed by the distribution and quantities of natural mineral resources on an affluent society.

3. A resolution to learn more - to acquire greater subject matter, depth, and breadth in order to exert a more informed opinion in society to better meet and cope with the coming energy, mineral resource, and climatic crises.
4. The interest, willingness, and capability of students to apply an understanding of geological processes to problems confronting individuals and society.

5. A recognition of the skills and aptitudes necessary for success in earth science careers.

6. A desire to want accurate and objective information for decision-making processes.

7. The willingness to locate information available in the many various scientific journals and publications.

8. To encourage the critical thinking and the use of an analytical method in examining problems of personal and public importance, including those of conservation and environmental concern.

9. To develop an appreciation for the complex geological interrelationships of the natural world, and a desire to seek careers at some level within the earth sciences.

C. EDUCATIONAL GOALS FOR STUDENTS. Departmental aims and purposes lie within the realm of "general education," which are of necessity both qualitative and quantitative in nature. In every course and program there are specific quantitative goals as to the knowledge, understanding, and skills vital for success. Specifically, departmental educational goals are:

1. **Goal:** To provide students with a knowledge and understanding of their earthly environment, and of the interactions between the atmosphere, oceans, crust of the earth, and MAN.

**Achievement Method:** The above goal is achieved by lectures in all courses, observational and experimental experiences in laboratories, and opportunities to observe natural phenomena on department-sponsored field trips. Attainment of proficiency is determined by a variety of test instruments: Written objective exams and essay question exams; identification and interpretation of earth phenomena visible in pictures and other media prepared by the dept., and identification of earth materials such as minerals, rocks, & fossils. Another indirect measurement is the near universal success of our graduates upon transfer to other advanced educational institutions.

2. **Goal:** To develop abilities to recognize and interpret geologic phenomena in "life or field situations," i.e., in areas outside the classroom. If geological education is to have significance, it must be related to present day processes in the environment.

**Achievement Method:** This goal is attained by constant exposure of students to natural processes through direct field observation, on five-day field trips, on laboratory field trips, and through use of photographic media, and by the visual materials prepared by the department.
Geologic Illustrator/Cartographer. Examinations which incorporate these experiences measure success.

3. **Goal:** To develop certain skills in the use of basic earth science laboratory equipment required of Lower Division students with majors and general studies.

**Achievement Method:** Laboratory skills can only be obtained through practice in the use of technical hardware. To this end, the department seeks to purchase the necessary equipment for contemporary training and education in the earth sciences. However, due to a rapidly changing technology and ever increasing inflation, the department is lagging behind in the acquisition of new equipment as well as the purchase of additional items for laboratory instruction.

4. **Goal:** To provide, in all courses and programs, those experiences which will help students develop a sense of self-worth and self-confidence and a capability for self-directed study.

**Achievement Method:** This capability may be enhanced by the initiation and expansion of student involvement in the following activities:

a. Auto-tutorial, multi-media programs  
b. Student tutorial services  
c. Earth Science Club activities

5. **Goal:** To provide an educational curricula necessary to meet Lower Division requirements for students majoring in the broad spectrum of the earth and planetary sciences.

**Achievement Method:** The existing curricula is reasonably complete except in areas of Field Geology, Meteorology, Observational Astronomy, and Paleontology. The dept. will seek to evaluate these courses in view of staff and budgetary limitations.

6. **Goal:** To provide an educational curricula necessary to meet Lower Division general education interests of students.

**Achievement Method:** The present curricula fulfills most requirements with notable exceptions in areas of Climatology, Geology of California, Navigation, Observational Astronomy, and Paleontology.

7. **Goal:** To provide a curricula which will provide the educational opportunities necessary for para-professional and vocational training.

**Achievement Method:** The department has sought to determine the requirements of industry through liaison with the Earth Science Technological Advisory Board and the Assistant Dean of Vocational Education. It is hoped that these studies will be completed this fall with initiation of a pilot program in the spring semester of 1975.
8. **Goal:** To provide retraining for people whose job skills are outmoded by changing technology or who need in-service training.

**Achievement Method:** The existing curricula provides a basis for retraining and in-service education. The dept. relies upon consultation with the Earth Science Technological Advisory Board for advice in areas of industrial occupational needs and the Assistant Dean of Vocational Education.

9. **Goal:** To maintain and acquire an inventory of operationally-effective teaching supplies and equipment, and to design and construct new teaching materials for lectures, use in the field, and laboratories.

**Achievement Method:** The above objectives are attained through the knowledge, skills, and experience of the Senior Geological Technician and by his careful supervision of support personnel, both General Fund and College Work/Study students.

10. **Goal:** To insure that students' enrollment, attendance, and grade reports are accurately maintained and recorded within the department and with the Admissions Office.

**Achievement Method:** Changes in state requirements, changes in computer technology, and changes in Admission policies and practices, together with increased departmental staff and numbers of students, have all combined to increase the responsibilities for very careful record keeping - a function and objective that is met by the departmental Teacher's Aide.

D. **DEPARTMENTAL OPERATIONAL GOALS.** While the purpose of the department is to provide educational experiences and programs for students within the parameters established by the Board of Trustees, these goals obviously cannot be attained without adequate staff, facilities, and equipment. Less obvious, but equally essential, is the need for continued analysis of performance. It is this self-examination that is described in this section as "operational goals."

1. **Goal:** To complete the overall study of the department which began in the spring of 1972 under the auspices of the Office of Research and Development. This study attempts to analyze functions of the department from a primarily fiscal and budgetary point of view.

**Status:** A tentative progress report is scheduled for late spring, 1975. A problem has been the lack of support personnel in the instructional organization to assist with the collection and interpretation of data.
2. Goal: To improve the quality of existing programs and to meet present enrollment needs by acquiring additional instructional help beginning with the 1975-76 academic year.

Status: The problems of providing continuity of instruction in the multi laboratory sections of basic courses as well as the expanded offerings in the Evening College create a need for additional instructional assistance. This situation is under study and review by the staff of the department with the intention of identifying an appropriate course of action by December 1, 1974.

3. Goal: To provide for instructional improvements in existing lectures, laboratories, and auto-tutorial services, as well as in the development of multi-media materials, and the quantity of geologic illustrations and cartographic aids through an increase in the present classified technical assistance of 1.5 FTE to 2.0 FTE by fall of the 1975-76 year, and an increase in General Fund student help.

Status: A request to increase hourly classified assistance by 20 hours per week will be made in the forthcoming budget, as well as to shift more CWS funds to the General Fund category.

4. Goal: To evaluate comparative trends in Enrollment and the Cost of Instruction as measured by the ratio of the Number of Students involved in departmental courses per number of Teacher Load Units (TLU).

Status: Comparative programs in the various science departments of the college have been made for the years 1970, 1972, 1973, and the fall of 1974. These studies have consistently shown that the Earth Science Dept. serves the highest ratio of students per TLU of all science departments of the college. See Table 1 of Appendix A.

5. Goal: To evaluate total student enrollments within the science programs at the college to detect trends of student preferences as to courses, schedules, and majors.

Status: Analysis of figures such as those in Table 2 and 3 of Appendix A have enabled the department to identify enrollment pressures and trends within the offerings of the department in comparison to those of other science areas.

6. Goal: To develop more effective methods of assessing student evaluation of course meaningfulness and teacher effectiveness, and to implement new methods of instructional techniques. The retention of students, evaluation of grading policies, and attraction of new majors to department programs are all matters of concern.
Status: The department seeks to develop better questionnaires which assess student opinions, and attempts, through weekly meetings, to discuss, analyze, and implement new methods of instruction. The retention of students, evaluation of grading policies, and the numbers of new students attracted to major in department programs are all matters of concern. To this end, attendance and retention records are tabulated along with grading practices for staff discussion. New majors are identified, backgrounds evaluated, and counseling appointments made with the appropriate staff.

III. RELATED DEPARTMENTAL ACTIVITIES

1. Recruitment of promising students for majors in earth science academic and occupational career programs.

2. Maintain and expand relationships with industry and professional organizations for the development of technical training programs to meet the rapidly accelerating needs for technicians within the expanding mineral resource exploration industries.

3. Continuation of in-service training programs for California State Park Rangers with addition of selected National Forest Technicians.

4. Review course prerequisites and grading practices to insure that disadvantaged cultural and physically handicapped students are not denied entrance to programs and to future employment.

5. Encourage in-service professional improvement for our instructional staff.

6. Continue annual meetings with secondary science teachers having special interests and/or problems in the earth and planetary sciences.

7. Develop improved methods and procedures by which Departmental Goals and Objectives can be evaluated.

8. Continue liaison with state universities and colleges.

9. To plan, in cooperation with the Director of Facilities Development, for an Environmental Resource Educational Center and to expand student awareness of the interdisciplinary environmental studies program.

10. Continue the incorporation of community, state, and national resources into our educational programs, such as the beach and harbor areas, the Channel Islands, Santa Barbara City and County Park and Recreation areas, and National Forest camp areas.

11. Continuation of participation of departmental staff in city and county geological and environmental planning activities. To date, our staff has been actively involved with:
   a. Consultations with local Environmental Quality Advisory Board.
   b. Consultations with California State and County Divisions of Parks and Highways in planning projected park & recreation areas.
c. Consultations with county water districts regarding ground water inventories.
d. Professional evaluation for the City of Santa Barbara as to geologic hazards associated with proposed construction projects.
e. Seismic risk implications for the City of Santa Barbara.

12. Continuation of participation of staff as consultants to community groups concerned with environmental and conservation problems.

13. Continuation of cooperation of staff with private clubs and organizations within the community in securing financial assistance for our students.

14. Continuation of staff participation as guest speakers at local schools and meetings of community organizations.

15. Continuation of staff participation in the development and teaching of educational programs in association with:
   a. The County Outdoor Education Association
   b. The Museum of Natural History
   c. The Office of the County Superintendent of Education
   d. The University of California Extension Conservation Education Summer Program

16. Continuation of staff participation and support of the activities of the student Earth Science Club.

17. Continuation of cooperative in-service training program for Soils Technicians with the S.B. County Soils Testing Laboratory.

18. Completion of a Physical Geography text, edited by P.G. Olsen, and with staff contributions, scheduled for publication late in the 1975-76 academic year.

   Status: In progress - part of sabbatical leave program of P.G. Olsen.

19. Completion of an Historical Geology Laboratory Manual, edited by D.R. Williams, and with staff contributions, scheduled for publication spring, 1976.

   Status: Will be completed on schedule.


   Status: In progress.


   Status: Completed.
IV. PROGRAMS AND SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

The department seeks to fulfill part of its educational objectives for students and for the community with courses as categorized below.

A. TRANSFER EDUCATION MAJORS IN EARTH SCIENCES


2. Environmental Geology Majors. The following courses: Physical Geology, Historical Geology, Mineralogy, Oceanography, Environment, Natural Resources and Energy.


4. Earth Science Majors with Oceanography Emphasis. The following courses: Physical Geology, Historical Geology, Mineralogy, Crystallography, Intro. Optical Mineralogy, Oceanography and Oceanographic Instrumentation, Basic Petrology.

B. VOCATIONAL EDUCATIONAL MAJOR PROGRAMS

The Department offers courses for vocational majors which fulfill the State requirement (one course in a Natural Science) as recommended below. A present goal of the department is the development of a geologic technician training program.


5. Hotel and Restaurant Management: Astronomy, Environment, National Parks, Oceanography, Physical Geography.


8. Nursery School Education: Astronomy, Basic Petrology, Environment, Historical Geology, National Parks, Oceanography, Physical Geography, Physical Geology.

C. TRANSFER COURSES FOR OTHER DEPARTMENT MAJORS AND PROGRAMS

1. Environmental Studies: The following courses: Environment, Natural Resources and Energy.

2. Other Academic Majors: The following courses: Astronomy, Basic Petrology, Historical Geology, Mineralogy, National Parks, Oceanography, Physical Geology.

3. General Studies: All department courses.

D. SOCIALLY RELEVANT COURSES APPLICABLE TO TRANSFER/ VOCATIONAL/ TERMINAL EDUCATION

The following courses: Environment, Historical Geology, Natural Resources and Energy, National Parks, Oceanography, Physical Geology, Special Projects (98) and Independent Study (99).

E. GENERAL EDUCATION. All department courses.

F. SERVICES FOR INDIVIDUAL STUDENT NEEDS

1. Special Projects (Geological Sciences)
   A one-semester independent study course for majors and nonmajors designed to provide students with an opportunity for the exploration in depth of certain theoretical aspects of the earth sciences and/or the development of specialized manipulative technical skills.

   Students may select activities in any of the following areas:
   a. Aerial photography and related activities in the earth sciences.
   b. Cartography and geologic illustration.
   c. Crystallography
   d. Displays in the earth sciences
   e. Environmental and geologic hazards
   f. Field geology
   g. Geomorphology
   h. Lapidary
   i. Mineralogy
   j. Museum methods in the earth sciences
   k. Paleontology: Paleobotany, invertebrate and vertebrate paleontology.
   l. Petrography
m. Petrology
n. Physical oceanography
o. Soils testing
p. Oceanography

Students work on projects under the guidance and direction of a sponsoring faculty member. These projects are consistent with the interests and abilities of the students involved.

2. Independent Study (Geological Sciences)

A one-semester college transfer research-directed course for exceptional students at a sophomore grade level. Enrollment is open to selected students who have demonstrated talent and academic proficiency in at least two semesters of college-level geological science courses. It is designed to provide exceptional students with an opportunity to engage in independent field or laboratory research of an earth science problem.

Students work on research projects under the guidance and direction of a sponsoring faculty member. These projects are consistent with the interests and abilities of the students involved and within the department's facilities and budgetary capabilities.

G. SERVICES WHICH PROMOTE STUDENT SERVICE TO FELLOW STUDENTS.

Student Tutorial Services. Sophomore student majors of outstanding academic accomplishments and demonstrated leadership abilities are given the opportunity of serving as Student Tutors, a paid position developed in cooperation with the Director of the Tutorial Center. This program has been of outstanding success in increasing the amount of individual instruction received by students in departmental courses. Students are freer and less inhibited to discuss their course problems with a peer - an exchange of benefit to the student, tutor, and the department. The instruction imparted by student tutors has resulted in the long-recognized advantage that one learns by teaching.

H. SERVICES THAT INCREASE STUDENT UNDERSTANDING OF SUBJECT MATTER AND OF THEMSELVES AND THEIR FELLOW STUDENTS

The department seeks to help students to realize, improve, and attain mature personal growth through the continuation of the following activities:

1. The Earth Science Club. A student organization devoted toward furthering an appreciation and understanding of the earth sciences in an atmosphere of individual cooperation and fellowship. The entire departmental staff seeks to assist students with their programs and activities. Meetings are weekly during the noon period.
Specifically, the Club provides:
a. Outside speakers from industry and educational institutions.
b. Presentation of new science, environmental, and conservation films.
c. Weekend field trips.
d. Spring vacation field trips to areas of outstanding earth features in western United States.
e. Peer counseling.
f. Fellowship activities for fun and profit:
   i. Get-acquainted sport activities and campouts.
   ii. Annual Muckers Ball
   iii. Annual Awards Barbecue
   iv. Pot-luck dinners

2. Field Trips. Professors volunteer to lead students, in cooperation with the Earth Science Club, on a Saturday or Sunday field trip once each semester. These trips serve the dual purposes of:
   a. Providing opportunities for students to associate with their teachers and peers in a less formal circumstance.
   b. An opportunity to increase the depth and breadth of their knowledge of earth features and processes.

I. SPECIAL EDUCATIONAL TRAINING PROGRAMS

1. California State Park Ranger and Forest Service Technician In-Service Training. An intensive week-long lecture/laboratory/field trip program covering:
   a. Geologic history of California.
   b. California landforms and structures as explained by Plate Tectonic Theory.
   c. Geologic map interpretation.
   d. Meteorological and oceanographic processes of coastal Calif. regions.
   e. Identification of common sediments and sedimentary rocks.
   f. Identification of common invertebrate fossils.

2. Cooperative in-service training program for Soils Technicians with the S.B. Co. Soil Testing Laboratory.

J. NONCREDIT COURSES WHICH MEET NEEDS OF ADULTS IN THE COMMUNITY

The department works cooperatively with staff of the Continuing Education Division in the development of relevant service courses. The following is a brief list of such offerings:

Astronomy, Discoveries from Space, Environmental Geology of Santa Barbara, Fossil Bones and Geologic History, Geology of Western National Parks and Monuments, Mineralogy, Minerals and Light, Practical Navigation, Regional Tar pits; Traps of the Ages, and Rocks, Fossils, and Time; Continental Drift and the Geology of Santa Barbara.
V. NEW PROGRAMS OR SERVICES WHICH WILL, OR MAY, BE OFFERED IN THE COMING FIVE YEARS

A. NEW PARA-PROFESSIONAL PROGRAMS IN VARIOUS EARTH SCIENCE TECHNOLOGIES

General Geological Technology. A basic core curriculum with options in the following areas:

- Electron-beam microscope; X-ray diffractometer
- Environmental monitoring
- Soil and Sediment Technology
- Cartographic/Geologic Illustration
- Geophysical Technology
- Meteorological Technology

B. NEW PROGRAMS WHICH MAY BECOME ESSENTIAL TO MEET CHANGING REQUIREMENTS OF INDUSTRY, SOCIETY, AND EDUCATIONAL INSTITUTIONS

C. NEW ACADEMIC COURSES

1. Summer (1975) - Field Geology
2. First Year (1975-76) - Meteorology and/or Climatology
3. Second Year (1976-77) - General Paleontology and/or Geology of California
4. Third Year (1977-78) - Planetary and Lunar Geology

D. NEW SERVICES

1. Environmental Resource Educational Information Center.
2. We hope to develop an Environmental Monitoring Center for the South Coast area in which student technician trainees would assist with the collection, analysis, and synthesis of environmental data for use by teachers at all educational levels, community environmental organizations, and departments of city and county governments.
3. Encouragement of advanced seniors in area high schools to:
   a. Participate on selected Earth Science Club field trips.
   b. Participate, with their teachers, on fall or spring department field trips.
   c. Register for Independent Study Projects on a limited basis during the spring semester.
4. Develop Saturday Earth Science Workshops for local secondary science teachers.

VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL BE MODIFIED IN THE NEXT FIVE YEARS

A. IMPROVEMENT OF THE QUALITY OF INSTRUCTION - EQUIPMENT

1. Construction of the following demonstration and laboratory equipment and models:
a. Turbidity current demonstration tank.
b. Tank for demonstration of sand transport along beaches.
c. Wave tank.
d. Stream table with adjustable relief features.
e. Flow table to illustrate generation of origin of sedimentary structures.
f. Models for demonstration of:
   i. Water table drawdown
   ii. Glacier flow
   iii. Seismic phenomena
   iv. Tectonic models
   v. Igneous intrusions

g. Compression boxes for folding, shear boxes for fault demonstration, and clay tables for demonstration of geologic structures.

2. Acquisition of multi-media projection equipment.

3. Purchase of lake and ocean sediment sampling, coring, and depth recording equipment, together with additional soil and sediment testing equipment.

4. Acquisition of one LORAN set, six transits, and two compound microscopes.

5. Procurement of a Table-Top X-ray Diffraction unit through budgetary accumulation.

B. IMPROVEMENT OF THE QUALITY OF INSTRUCTION - TECHNIQUES AND TEACHING METHODS

1. Revision of certain laboratory courses in such manner as to reduce professional costs of instruction without sacrifice or reduction of quality. Efforts will be made to modify certain existing laboratory courses in an experimental program utilizing:
   a. Expanded auto-tutorial, multi-media equipment.
   b. Laboratory Teaching Assistants.

2. Expansion and improvement of student Tutorial Services to include additional courses of the department.

C. IMPROVEMENT OF STAFF/STUDENT AND PEER COUNSELING

1. To work cooperatively with the Counseling and Guidance Office for the purposes of:
   a. Forecasting success of students in certain courses and programs.
   b. Follow-up reports of majors in transfer institutions.

2. To work cooperatively with the student club in refining Peer Counseling techniques.
D. IMPROVEMENT OF CAREER-RELATED EMPLOYMENT INFORMATION AND OPPORTUNITIES

To work cooperatively with the Student Service Center to develop methods by which majors can obtain career-related temporary employment in fall and spring semesters, expanded opportunities during the summer months, as well as permanent placement in vocational jobs following graduation.

E. DEVELOPMENT OF NEW, UNIQUE COURSES FOR THE PROPOSED WINTER INTERSESSION

F. EXPANSION OF CURRICULAR OFFERINGS IN SUMMER SESSION

To work cooperatively with the Assistant Dean, Evening College, toward the expansion of course offerings in the Evening College according to the following schedule:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Geology</td>
<td>Summer of 1975</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Summer of 1976</td>
</tr>
<tr>
<td>Oceanography</td>
<td></td>
</tr>
</tbody>
</table>

G. EXPANSION OF CURRICULAR OFFERINGS IN THE EVENING COLLEGE

To work cooperatively with the Assistant Dean, Evening College, toward the expansion of course offerings in the Evening College according to the following schedule:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceanography</td>
<td>Fall</td>
<td>1975</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>Spring</td>
<td>1976</td>
</tr>
</tbody>
</table>

H. DEVELOP AND EXPAND EVALUATION TECHNIQUES IN THE FOLLOWING AREAS:

1. Enrollment projection
2. Cost of instruction per TLU and per student and per program
3. Space utilization
4. Withdrawal and attrition reduction
5. Faculty and staff evaluation

VII. PROGRAMS OR SERVICES WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE YEARS

The department will establish procedures for the review of the relevancy to students and the college of all programs and services.
All information is from the Office of Research and Development Memo 1-71 and Admissions Office computer print-outs.

TABLE 1. COMPARISONS OF SCIENCE AREAS WITH RESPECT TO THE NUMBER OF STUDENTS PER TLU. NOTE: ONE HOUR OF LECTURE PER WEEK = 1 TLU.

<table>
<thead>
<tr>
<th></th>
<th>FALL, 1970</th>
<th></th>
<th>FALL, 1972</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TLU</td>
<td>STUDENT ENROLLMENT</td>
<td>STUDENTS/TLU</td>
<td>TLU</td>
<td>STUDENT ENROLLMENT</td>
</tr>
<tr>
<td>Chemistry</td>
<td>46</td>
<td>574</td>
<td>12.48</td>
<td>69</td>
<td>795</td>
</tr>
<tr>
<td>Physics/Eng.</td>
<td>43</td>
<td>599</td>
<td>13.93</td>
<td>49</td>
<td>410</td>
</tr>
<tr>
<td>Life Science</td>
<td>77</td>
<td>1,117</td>
<td>14.51</td>
<td>157.67</td>
<td>1,976</td>
</tr>
<tr>
<td>EARTH SCIENCE</td>
<td>44</td>
<td>593</td>
<td>14.50</td>
<td>50</td>
<td>806</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FALL, 1973</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>81</td>
<td>895</td>
<td>9.84</td>
<td>10</td>
<td>78</td>
</tr>
<tr>
<td>Physics/Eng.</td>
<td>53</td>
<td>479</td>
<td>9.04</td>
<td>8</td>
<td>68</td>
</tr>
<tr>
<td>Life Science</td>
<td>151.67</td>
<td>2,452</td>
<td>14.18</td>
<td>18</td>
<td>184</td>
</tr>
<tr>
<td>EARTH SCIENCE</td>
<td>56</td>
<td>905</td>
<td>16.16</td>
<td>3</td>
<td>64</td>
</tr>
</tbody>
</table>

|               | SPRING, 1974 |               |            |               |               |
| EARTH SCIENCE | 54         | 1,150          | 21.30      | 9           | 216            | 24.0         |

|               | PROJECTED FALL, 1974 |               |            |               |               |
| EARTH SCIENCE | 68        | *1,640          | 24.12      | 13         | 240            | 18.46        |

*Doesn't include the TV course Physical Geography.

A departmental objective is to study and evaluate the Earth Science increases in the ratio of the Numbers of Students per TLU with respect to other science areas.
A summary of total enrollments from 1970 to 1974.

**TABLE 2. TOTAL STUDENT SCIENCE ENROLLMENTS, DAY PROGRAM, 1970-1974. DATA FROM OFFICE OF RESEARCH AND DEVELOPMENT MEMO 1-71 AND ADMISSIONS OFFICE COMPUTER PRINT-OUTS.**

<table>
<thead>
<tr>
<th>All Courses</th>
<th>Fall, 1970</th>
<th>Fall, 1973</th>
<th>Spring, 1974</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>574</td>
<td>895</td>
<td></td>
</tr>
<tr>
<td>Life Sciences</td>
<td>1,117</td>
<td>2,452</td>
<td></td>
</tr>
<tr>
<td>Physics/Eng.</td>
<td>293</td>
<td>479</td>
<td></td>
</tr>
<tr>
<td>EARTH SCIENCES</td>
<td>593</td>
<td>*884</td>
<td>*1,150</td>
</tr>
</tbody>
</table>

*Doesn't include Astronomy or TV course Physical Geography.*

Another measure of enrollment trends is the rate at which students enroll in science courses. See Table 4.

**TABLE 3. RATE OF STUDENT REGISTRATION AS SHOWN BY PERCENTAGE OF COURSE CLOSURE.**

<table>
<thead>
<tr>
<th></th>
<th>FALL, 1972</th>
<th>SPRING,1973</th>
<th>SPRING,1974</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8th Day</td>
<td>3rd Day</td>
<td>Tues. Jan 15</td>
</tr>
<tr>
<td></td>
<td>18th Day</td>
<td>6th Day</td>
<td>Wed. Jan 16</td>
</tr>
<tr>
<td>Chem. 1</td>
<td>35%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Biol. 1</td>
<td>85%</td>
<td>68%</td>
<td>40%</td>
</tr>
<tr>
<td>Physics 1</td>
<td>30%</td>
<td>66%</td>
<td>44%</td>
</tr>
<tr>
<td>Phys. Sci. 1</td>
<td>70%</td>
<td>69%</td>
<td>52%</td>
</tr>
<tr>
<td>EARTH SCIENCES</td>
<td>37%</td>
<td>73%</td>
<td>19%</td>
</tr>
<tr>
<td>Astronomy</td>
<td>55%</td>
<td>80%</td>
<td>19%</td>
</tr>
<tr>
<td>Environment</td>
<td>100%</td>
<td>Closed</td>
<td>28%</td>
</tr>
<tr>
<td>Nat'l. Parks</td>
<td>42%</td>
<td>Closed</td>
<td>29%</td>
</tr>
<tr>
<td>Oceanography</td>
<td>100%</td>
<td>Closed</td>
<td>57%</td>
</tr>
<tr>
<td>Phys. Geography</td>
<td>98%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Phys. Geology</td>
<td>39%</td>
<td>99%</td>
<td>71%</td>
</tr>
<tr>
<td>Historical Geol.</td>
<td>40%</td>
<td>100%</td>
<td>77%</td>
</tr>
</tbody>
</table>

A departmental objective is the study and evaluation of total student enrollment trends in science departments as well as the rates of registration.
APPENDIX B
<table>
<thead>
<tr>
<th>Fall FY</th>
<th>Division</th>
<th>Day</th>
<th>% Night</th>
<th>% Total</th>
<th>% FTE Day</th>
<th>% FTE Night</th>
<th>% Total FTE</th>
<th>% WSCF FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>-0</td>
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<td>309</td>
<td>1.5</td>
<td>1,592</td>
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<td>1.5</td>
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<td>Business Education</td>
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<td>5,487</td>
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<td>6,524</td>
<td>9.6</td>
<td>5.9</td>
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<td>3,726</td>
<td>5.5</td>
<td>4,220</td>
<td>23.3</td>
<td>7,942</td>
<td>12.1</td>
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<td>Night</td>
<td>Total</td>
<td>%</td>
<td>FTE Day</td>
<td>%</td>
<td>FTE Night</td>
<td>%</td>
</tr>
<tr>
<td>------------------------------</td>
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<td>7,473</td>
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<td>9.77</td>
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| Page | 139 |
## APPENDIX B

### SUMMARY OF WSCH AND FTE FY 1970 THRU FY 1973

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SANTA BARBARA CITY COLLEGE

Educational Purposes and Plans Statement

Division: Physical Science – Physics & Engineering Department

Date: October 14, 1974

Goal #1: To provide a physics program designed to meet the needs of physics, engineering, mathematics, and chemistry majors planning to transfer to a four-year college or university.

Objectives:

1.a To offer transfer level physics courses utilizing calculus and meeting lower division requirements in the above disciplines.

1.b To provide as part of the above courses laboratory experiences with equipment and techniques appropriate for these majors, at the lower division level. (See 7.d)

1.c To provide counseling to students needing information on required courses, programs, transfer requirements, transfer opportunities, and career opportunities.

1.d To meet with counselors on a regular basis to exchange information on the above topics.

1.e To schedule courses on the basis of student surveys, enrollment trends, transfer opportunities, and job opportunities.

1.f To offer supplemental courses which enable inadequately prepared students to correct their deficiencies and to enter the transfer program. (See 7.c)

Goal #2: To provide a program of physics courses needed by science majors in fields other than physics, engineering, mathematics, and chemistry.

Objectives:

2.a To offer courses in general physics meeting lower division requirements for students majoring in geology, biology, botany, zoology, pre-medicine, pre-dental, chemistry, mathematics, and other areas of physical and life sciences and pre-professional programs. (See 1.a for calculus-physics option)
2.b To provide as part of the above courses laboratory experiences with equipment and techniques appropriate for these students. (See 7.d)

2.c To offer mini-courses and review courses to enable students to successfully enter and complete the general physics program.

2.d To offer mini-courses in physics and physical science, relating those areas to music, art, sports, poetry, and literature.

Goal #3: To provide a physics/physical science program appropriate for meeting general education physical science requirements.

Objectives:

3.a To offer a basic survey course which covers a broad spectrum of the physical sciences.

3.b To offer stimulating laboratory experiences in the physical sciences for the general student.

3.c To offer survey courses and laboratory experiences appropriate for the interests and mathematical preparation of the general student.

3.d To offer non-laboratory courses of a history of science nature for the general student.

Goal #4: To provide the physics and physical science courses needed by students enrolled in occupational, vocational, or special interest transfer programs at Santa Barbara City College.

Objectives:

4.a To offer a course in physics designed to meet the needs of students in the radiological technology program.

4.b To offer a course in applied physics designed to meet the needs of students in the marine technology program.

4.c To offer a course in the physics of music designed to meet the needs of students interested in music and acoustics.

4.d To offer laboratory experiences appropriate to the special interests mentioned above.

4.e To revise and update the applied physics course (4.b above) as objectives and directions of the marine technology program change and make it a general technical-applied physics course.
4.f To offer a one-semester applied physics course.

4.g To offer a survey course in modern astrophysics, cosmology, and astronomy.

4.h To offer a course in physics and the environment.

4.i To offer a course in physical science and the arts.

Goal #5: To provide an engineering program designed to meet the needs of engineering majors planning to transfer to a four-year college or university.

Objectives:

5.a To offer transfer level engineering courses designed to meet lower division engineering requirements.

5.b To provide as part of the above courses laboratory experiences appropriate for these majors, at the lower division level.

5.c To provide counseling to students needing information on required courses, program, transfer requirements, transfer opportunities, and job opportunities.

5.d To offer an orientation course designed to show opportunities and limitations in engineering fields, now and in the future.

5.e To handle current anticipated growth of class sizes, which will reflect the projected shortages of engineers.

Goal #6: To provide engineering and applied-science courses for students enrolled in occupational and vocational programs.

Objectives:

6.a To offer engineering courses and applied-science courses suitable for a student to prepare as a scientific-engineering aide.

6.b To offer laboratory and training courses suitable for the scientific-engineering aide.

Goal #7: To improve instruction techniques and procedures.

Objectives:

7.a To provide procedures of active exchange of instruction techniques and methodology.

7.b To provide procedures of evaluation of instruction techniques and methodology.
7.c To offer laboratory experiences for the independent study student.

7.d To provide sufficient equipment so that laboratory experiences are individual or a team of two at the most.
I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL AND SOCIAL) WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

1. To provide preprofessional and, in certain fields, paraprofessional training for specific careers: sociologists, social welfare, prelaw, government service, psychology, archivists, and teaching.

2. To provide education which will give each student who intends to transfer to a four-year college an opportunity to attain his major academic goals.

3. To develop students' abilities to combine and use knowledge from a variety of sources.

4. To attain a "citizenship level" of economic understanding sufficient to understand, evaluate/analyze, and take a position on economic issues.

5. To attain a "citizenship level" of political understanding sufficient to understand and to participate actively in the American governmental system.

6. To promote and practice the "problem-solving approach" (critical thinking another term?) to public and personal issues: State the problem; analyze the essential parts; denote alternative methods of solution using necessary tools of concepts/terms/references/logic; compare alternatives to goals desired; suggest tentative solutions and methods; and evaluate results in terms of goals desired.

7. To promote and practice the "historical method" of problem solving.

8. To assist in the general education function of the college by providing courses for vocational, technical, and terminal students.

9. To help students to understand the nature of our contemporary society by studying comparative cultures, past cultures, and ourselves from a variety of perspectives, e.g., women, economic models, etc.
10. To develop interdisciplinary courses with the English, Physical Science, and, hopefully, other academic divisions in order that students may perceive the interrelationship of learning.

11. To enable the student to become involved in both the clarification process of logical thought and language in philosophy courses.

12. To acquire an understanding of the living issues of Western Civilization as well as those of the comparative religious views of the world.

13. To develop students' ability to combine and use knowledge about men from many sources.

14. To help the student better understand the scientific method as it relates to understanding man, and to give him an appreciation of an objective scientific approach to his life.

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

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

17. To plan developmental courses which will help students to pursue goals related to specific talents.

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

B. ENVIRONMENTAL GOALS

1. Each student should understand how any type of economic system can be modified to place emphasis on certain areas including environmental ones. The time for emphasizing the economy is now!

2. To provide students with understanding of society from sociological, political, economic, historical, anthropological, geographic, and philosophical perspectives that will enable them to function effectively to preserve the environment. A "spin-off" of such understanding will have vocational applications for career planning.

3. This division views its role as one that will help to determine the intellectual environment on this campus. With this overall goal in mind, it is hoped that a climate of learning will be established that will maintain a comfortable attitude of mutual trust and respect among students, faculty, and administrators.
4. To provide a climate conducive to personal growth and self-awareness.

5. To promote and to facilitate an academic environment conducive to general mental health and more fulfilling human relations.

6. To provide experiences that will lead to an awareness of the interrelationship of knowledge fields - and to greater environmental concerns.

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

8. To provide experiences that will help students make occupational choices and prepare for successful employment.

C. PERSONAL AND SOCIAL GOALS

1. To promote understanding, appreciation, and evaluation of American culture.

2. To stimulate personality development and growth of the individual in our economic system, and by the analysis of pressing economic issues to become more aware of the role of the individual in our society.

3. To help students realize the value of clear thinking - leading to the ability to make sounder judgments and more effective communications. This, in turn, will lead to a sense of self worth and self-confidence.

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

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

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

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

8. To encourage concern for the welfare of mankind.

9. Several of our statements under IB and IA above apply to this classification topic.
II. DIVISION PURPOSES OR OBJECTIVES

A. Information below is divided into two sections -- general and that related to specific departments and/or C.I.D.'s.

B. The Division's chief purpose is to enable the student to have a clearer understanding of the individual, society, government, the environment, and comparative cultures. The secondary but still important purposes are as follows:

1. The Social Science Division provides courses that satisfy the American Institutions requirements at SBCC and at other transfer collegiate institutions. It also offers a variety of courses that satisfy the Social Science graduation requirement for the Associate of Arts and Associate of Science degrees.

2. In addition, the division offers courses that satisfy lower-division and general studies requirements for virtually all private and public universities and four-year colleges.

3. Two vocational programs, social welfare/service technician and government internship studies, are part of the Social Science curriculum.

4. Interdisciplinary course programs have been approved within departments of the Division (Psychology, Political Science and History), and other similar programs are planned with other divisions of the college - Physical Science and English.

5. The Division's curriculum attempts to satisfy students' changing academic and social interests by offering a relevant and flexible curriculum. The accomplishment of this goal requires a constant concern for the needs of students and the rapidly changing nature of society. In order to offer appropriate new courses yet not proliferate the number of courses, the Division attempts to offer a number of sections of each course consistent with student enrollment. Obsolete courses are deleted from the curriculum and other courses, still important but not widely popular, will be offered on an alternate year basis.

6. To provide in every course offered by the Division, experiences which help students to develop a sense of self worth and self-confidence, and to help him to become more capable of self-directed study.
C. Various Department (C.I.D.) Statements:

1. Anthropology and Sociology
   a. To offer the students traditional lower division courses.
   b. To provide the students courses of a functional nature for certain clientele groups on campus: nursing students, those contemplating marriage, etc.
   c. To provide the students with an opportunity to understand society from a scientific sociological perspective.
   d. To teach the students skills which will enable them to develop the ability to combine and use knowledge from a variety of sources.
   e. To provide the student with an opportunity to learn the problem solving approach to public and personal issues.

2. Economics and Geography
   a. Understanding of economic institutions and principles.
   b. Good citizenship.
   c. Awareness of and interest in economic problems.
   d. Ability to use economic analysis.
   e. Objective (critical) thinking.
   f. Preparation for advanced work in economics or business.
   g. Awareness of the relationship between economics and other academic and applied disciplines.
   h. Development of intelligent consumers.
   i. Other objectives (examples of development of unbiased economic philosophy, familiarity with economic terminology, emotional adjustment, writing and speaking clearly, awareness of cultural heritage, etc.)
   j. Develop an understanding for man's adjustment to the environment.
   k. Development of an awareness of spatial concepts, the importance of natural resources; population pressures, and the importance of weather, climate, and terrain.

3. History
   a. To provide the initial training for students who intend to pursue careers in teaching, law, editing and writing, librarianship, governmental service, or archival work.
   b. To offer lower division courses for history majors.
c. To provide the important dimension of historical perspective in order to understand the muddled events of the present day.

d. To offer the students an understanding of different cultures in different times for the purpose of understanding our society from a comparative basis.

e. To establish courses that meet the needs of the Law Enforcement and Fire Science students.

f. To assist teachers in the public schools by offering courses in California history and women's studies.

g. To provide courses for American Ethnic Studies—African and Latin American Civilization.

h. To participate in interdisciplinary courses.

i. By the end of the 1976 academic year, we hope to involve students in the community by preparing and presenting multi-media studies for our classes.

j. To understand our past by participation in Bicentennial activities. Students will reach into the community with slide presentations, will cooperate with the Bicentennial leadership in the community and the college. Examples of this participation will include presentations in the elementary schools, retirement communities, and other interested groups.

k. By the end of 1976 we hope to improve our instruction by the addition of 3000 slides, 25 hours of videotape, 20 audio tapes, 50 transparencies, 50 tapes for teaching machines, and in an effort to hedge against future inflation, a doubled film rental budget.

l. Capital outlay needs to accomplish innovation and "up-dating" of our instruction is as follows: teaching machines to be used in the LRC or a remedial center adjacent to our offices; TV monitors permanently affixed in designated classrooms to be shared by history faculty with other staff; update lighting facilities including dimming apparatus in classrooms where the media will be used; 20 additional slide projectors with dissolve unit controls to be shared with other faculty; appropriate slide storage and preparation facilities for campus-wide use.

m. To expand the amount of reader and teaching assistant support. This will allow the professional staff more time to work with students and prepare new audio-visual instructional materials.

4. Philosophy

a. To provide lower-division offerings for philosophy majors.
b. The key purpose of the Philosophy Department is to make the usual student more effective in his ability to think clearly and to become more aware of the fundamental issues involved in the several knowledge fields.

c. By being exposed to fundamental issues of Western culture, and to the principles of clarification—a key purpose for the student is the increasing ability to make sound judgments as well as to be aware of interrelationships underlying the various disciplines.

5. Political Science

a. To offer courses that satisfy the American Instructions requirement.

b. To provide an introductory awareness of the political system in which the student exists and to aid in the development of academic tools for the analysis of political events and issues.

c. To provide lower division transfer courses for political science majors.

d. To increase the opportunities for interdisciplinary education such as is envisaged by Social Science 20 and Political Science 23.

e. To provide maximum advantage to both student and community through the development of community related educational experiences such as the local politics internship program, para legal training programs, the application of videotape techniques to make use of both community and UCSB resources, and the development of problem or issue oriented institutes.

f. To provide support for a college calendar for SBCC which increases the educational benefit for our student clientele. Our tendency is to support the 4-1-4 proposal or some other calendar capable of coping with the Christmas holiday lag in the Fall semester.

6. Psychology

a. To offer lower-division training for psychology majors.

b. To offer general-education courses and classes for the Nursery School Education program.

c. To provide preprofessional training for those professions that are related to psychology.

d. To provide a general understanding of psychology as a part of every student's general education.

e. To help students to apply psychological principles and concepts to improve their lifestyle.

f. To improve the quality of all our offerings through innovations such as team teaching better AV material and TV offerings, and a new Psychology Lab.
III. RELATED DIVISION OBJECTIVES

A. General

1. Articulation programs with the local high schools.

2. To work with multi-disciplinary instructional staff members to develop programs.

3. Articulation programs with departments at the University of California, Santa Barbara.

4. To design programs that will enable disadvantaged students to succeed by cooperating with the LRC and working upon innovative new teaching methods.

5. To study the problems of excessive withdrawals, declining academic standards, and other problems of grading and instruction.

6. To plan, in cooperation with the Director of Facilities Development, for anticipated facility needs.

B. Specific Departmental Responses

1. Anthropology and Sociology

   a. To provide students courses which meet lower division requirements for a major in sociology.
   b. To provide the students with preprofessional training in sociology and social welfare.
   c. To provide the students with educational experiences of benefit if transferring to a four-year college.
   d. To offer the students courses with a sociological perspective for the general education of non-sociology majors.
   e. To evaluate and expand, when appropriate, our course offerings.

2. Economics and Geography

   a. Covered in above section.

3. History

   a. To provide American Ethnic Studies with support classes such as Mexican History, Latin American Civilization, and African Civilization.
   b. To provide courses in American Studies for students who desire an interdisciplinary approach to the Social Science and Humanities.
c. To evaluate and expand, when appropriate, our program of Honors seminar courses.
d. To offer courses in Womens' Studies to satisfy student requests and new legal requirements.
e. To cooperate with the L.R.C. staff in matters that relate to history, womens' studies and American studies.
f. To develop a historian speakers program for history majors and other interested persons.
g. To serve the community needs for the bicentennial.

4. Philosophy

a. To increase student discussions, "bull-sessions," and Philosophy Club activities.
b. To bring in for occasional presentations outstanding speakers and leaders in the community.
c. To sponsor student debates.
d. To visit other schools sponsoring outstanding speakers.

5. Political Science

a. To continue our search for course offerings which would benefit from inter-divisional cooperation and team teaching, such as Social Science 20 to be offered Spring, 1975.

6. Psychology

a. Room with TV monitors.
b. Psychology laboratory with adequate equipment for full student participation.
c. Video tape resources for instructional modules and field and clinical investigation.
d. To develop library slides and audio tape module for psychology class.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. General

1. Lower-division transfer curricula will be continued in all departments.

2. General-education courses will be continued.

3. Support courses for technical programs will be continued.
B. Departmental Responses

1. Anthropology and Sociology
   a. Transfer curricula will be maintained in its present form. (Please see other sections of this report for minor changes within the present curricular offerings.)

2. Economics and Geography
   a. Maintain our present program.

3. History
   a. Maintain our present program. (Please see other sections of this report for minor changes within the present curricular offerings.)

4. Philosophy
   a. Present a program of five standard courses:
      1. Introduction to Philosophy
      2. Comparative World Religions
      3. Practical Logic
      4. History of Philosophy
      5. Ethics

5. Political Science
   a. The Political Science Department plans to continue its present program of course offerings including at least one Political or Social Science seminar each semester, to be offered by each member of the department.
   b. Add internship programs in local government.

6. Psychology
   a. Maintain our present program. (Please look elsewhere in this report for the budgetary impact of changes and improvements to upgrade the present program.)

V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. General

1. There is a general feeling among the Social Science Division staff that in order for new programs to succeed, the following physical plant and instructional improvements should be implemented:
2. A large classroom that would be available to Social Science professors more than the present fifteen hours a week. The present scheduling structure and plant facilities are inadequate for successful large-group instruction. This lecture hall should have:

a. Seating for approximately 120 students.
b. A flexible seating arrangement for group discussions, etc.
c. Appropriate lighting, speaking systems, room-comfort temperature, adequate remote controls for audio-visual aids, media projection capabilities, etc.

Hopefully, if we will have first priority in the remodeled auditorium (A-210), this very important need would be resolved. Also, a short-term solution to the problem of an adequate, available large lecture area might be to remodel the west, 2nd floor of the library building into a lecture hall.

3. There is a need for approximately $16,000 to build:

a. A stronger audio-visual and overhead slide transparency collection for history courses.
b. An alternative instructional program of audio-tapes, slide carousels on individual lecture topics, video cassettes, and other aids for individual instruction and remedial programs in history.

4. Funds to update and expand psychology equipment so that at least two or three experiments in Psychology 2 and a future course in physiological aspects of psychology could be conducted at the same time. Cost—ca. $10,000.

5. There is a need for more storage space for Psychology Department equipment. This is an important need that needs immediate resolution.

6. To create a Psychology Department laboratory in the building plans for the very near future. (This request has been made for the last six years without any response.) The cost for the laboratory and storage space would be approximately $100,000.

7. A facility that would lend itself to team teaching in psychology. (Please see VI-F)

8. An adequate storage area for Geography and History maps. There is presently a security problem for a collection stored in several buildings.
9. An area with adequate facilities for preparation of class materials, audio-visual aids, etc.

B. Departmental (C.I.D.) Responses

1. Anthropology and Sociology. (new courses)

   a. Sociology of Women - Contract 1/5 (Summer '75 and '75-'76)
   b. Sociological Methods Contract 1/5 ('76-'77)
   c. Human Sexuality (Interdisciplinary course: Sociology, Anthropology, Psychology, and Life Science) to be implemented 74-75.
   d. Physical Anthropology (taught by an anthropologist) contract 1/5 ('75-'76).
   e. Anthropology Museum and Laboratory Techniques 1/5 contract ('75-'76).

2. Economics and Geography

   a. California Geography, fall, 1975 - hourly new staff.
   b. Economics and Urban problems, spring, 1975 - 1/5 contract to displace part of Professor Sofas' load which would be shifted to an hourly arrangement.
   c. Addition of a full-time Geography instructor to the staff in Spring, 1976. (Physical Geography will be returned to the Social Science Division at that time.)

3. History

   a. A History of the Middle East, fall, '76 - hourly.
   b. Women in Cross-cultural Perspective - fall, '75-'76 - 1/5 contract.
   c. History of the American City, fall, '76. An interdisciplinary course with Economics and Geography, 1/5 contract to replace 3 TLU's of Professor Sofas' load which will be shifted to hourly staff.
   d. History of Technology, fall, '74, hourly or 1/5 of Professor Carman's contract.
   e. American Studies I, fall, '77, 1/5 contract replacement for Dr. Frakes. An interdisciplinary course with Physical Science and English. Additional hourly costs may be added for guest lectures.
   f. Seminar in Totalitarianism, spring, '75 - hourly or no-cost replacement for an existing course.
   g. Seminar in American Intellectual History, spring, '76 - hourly or a no-cost replacement for an existing course.
   h. Seminar in European Intellectual History, spring, '77 - hourly or no-cost replacement for a present course.
i. American History and Literature (American Studies interdisciplinary course in the early planning stage with Dr. Solberg and Mrs. Stuart.) Spring, '76 tentatively planned on an hourly basis.

j. Women's vocationally oriented course (the exact title has not yet been developed.) (This course intends to orient women to the employment situation; it will satisfy legal requirements which, I have been told by Dr. Lindemann, have been recently passed.) Spring, '75 - 1/5 contract.

4. Philosophy
   a. New courses that may be offered in the near future are:
      1. Symbolic logic, fall, '77 - 1/5 contract.
      2. Philosophy of Science (Interdisciplinary with the Physical Science Division, fall, '78 - hourly or part of Professor Carman's contract.
      3. Analytical philosophy, fall, '78 - hourly.

5. Political Science
   a. The Political Science Department plans to expand its Internship program and to provide support for this program by the addition of a seminar in State and Local Government for Political Science majors.
   b. We are now preparing for the use of a video-tape recording system in support of introductory courses as well as for the development of a video-tape library of guest lectures and special programs of political interest taken from the public airways.
   c. We also plan to develop an audio-tape library to be located with Audio-Visual Services. This library will consist of special lectures and documentary material which may be linked to a visual format for either class or individual student use.
   d. The department may develop a one-unit (voluntary) discussion section as a supplement to the introductory course in American Government and Politics, Political Science 3.
   e. We hope to continue and expand the linkage between this department and the UCSB International and Comparative Politics Workshop. Cooperation on this level will add an important dimension to our ability to support students majoring in political science, especially those who plan to transfer to the UCSB campus.
f. The Department plans to encourage and sponsor a Political Science Association, possibly linked with the national organization Pi Sigma Alpha.

6. Psychology

a. Update psychology equipment, 1975 (mentioned elsewhere).

b. Laboratory and storage space, 1975-76 (mentioned elsewhere).

c. Add three, one-unit five week sections generally titled Contemporary Psychology. This would be a course where relevant issues in the field may be explored in depth. 1976

d. Secretarial help to be added to "work up" materials for individual instruction as in the case of Life Science and Anthropology. 1976

e. Add the following psychology courses in 1976. This would mean adding a new full-time instructor in case the growth of students warrants it. His load would be: one additional section of Psych. 2, a new physiological course, an additional section of Psych. 3, and an additional section of Psych. 1.

f. Add facilities to help faculty in making their own class materials, audio-visuals, etc. (mentioned elsewhere in this report) 1976.

VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

A. Anthropology and Sociology

1. Field Archeology (Anthropology 4) will be offered in Summer Session only ('75-'76)

B. Economics and Geography

1. No changes.

C. History

1. African Civilization will be offered alternate years - (Even numbered years starting 1974-75).

2. Latin American Civilization will be offered alternate years - (Odd numbered years starting 1975-76).

3. Contemporary Europe will be shifted to an honors course when it is offered next.

4. Certain sections of History 5 will, hopefully, have the option of individual instruction and remedial instruction.
D. Philosophy

1. Comparative World Religions which is now presented in one semester, may be modified to a two-semester course: fall semester - Eastern Religions; spring semester - Western Religions.

E. Political Science

All courses are subject to modification or integration depending on student input and faculty re-evaluation. The availability of a Videotape capability may well change the format of specific courses. We may also want to attempt the application of team-teaching concepts as well as other innovative teaching techniques, and we remain open to suggestions from students regarding the improvement of instruction as well as the development of new or modified course offerings.

F. Psychology

1. Evaluate team teaching to replace certain traditional techniques.

VII. PROGRAMS OR SERVICES WHICH WILL OR MAY BE DISCONTINUED IN THE NEXT FIVE YEARS

A. Anthropology and Sociology


B. Economics and Geography

1. None.

C. History

1. History 3 - '74-'75 (History of the Americas).
2. History 4 - '74-'75 (History of the Americas).

D. Philosophy

1. Possibly Symbolic Logic - the date is uncertain.

E. Political Science

1. Political Science 20 will be replaced by Social Science 20 and taught on an interdisciplinary level.

F. Psychology

1. Phase out Psych. 21 into a new format—our new proposal will be three separate "mini" course units.
I. DISTRICT GOALS WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

1. To provide training for specific careers. (1)

2. To help students set their own personal goals and develop plans for achieving them. (9)

3. To provide retraining for people whose job skills are out of date. (12)

B. ENVIRONMENTAL GOALS

1. To provide experiences that will help students make occupational choices and prepare for successful employment. (4)

C. PERSONAL AND SOCIAL GOALS

1. To help students develop a sense of self-worth and self-confidence. (5)

II. DIVISION PURPOSES OR OBJECTIVES

1. Review manpower need, student interest, and resources required to initiate the following programs during 1975-76:

   a) Landscape Design
   b) Veterinarian Technician
   c) Drafting (support)
   d) Work experience (Corrections)

2. Maintain, upgrade with the assistance of local subject area lay Advisory Committees, and continually modify existing programs in order that we genuinely serve students with specific career goals.

3. Continually assess community occupational needs in determining program planning. Coordinate efforts with tri-counties vocational educators and Santa Barbara County ROP.
III. RELATED DIVISION OBJECTIVES

1. During the 1974-75 school year complete the following projects:
   a) Develop pre-screening software for Marine Technology program.
   b) Develop flexible laboratory curriculum schedule for Welding.

2. Continue to work with multi-discipline instructional staff in determining curriculum design for new programs. Review feasibility of comprehensive program in communications during 1974-75 school year.

3. Meet with, formally and/or informally, lay advisory committees, at least once per semester.

4. Provide instructional resources for training stations to support presently offered programs and ones planned for the future.

5. Work with EOP Director to determine ways (defined system) so that the disadvantaged can have an avenue of entry into programs.

6. Continue articulation of programs with the local high schools through the following means:
   a) Veysey Bill programs
   b) Joint advisory committees
   c) Offering of professional upgrading courses in Trade and Technical for local high school instructors.

7. Prior to April 1, 1975, evaluate existing Cosmetology and Interior Design programs, including special Work Experience program in Interior Design.
IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED (1974-75)

A. Occupational Programs – 1 or 2 yrs. in duration:

<table>
<thead>
<tr>
<th>Program</th>
<th>CID</th>
<th>Facility Needs</th>
<th>Additional Faculty Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nursery School (Care &amp; Guidance of children)</td>
<td>0823,1305</td>
<td>Yes-1975-76 (Child Care Center)</td>
<td>None</td>
</tr>
<tr>
<td>2. Automotive Technology</td>
<td>0948</td>
<td>No</td>
<td>Yes, 1975-76</td>
</tr>
<tr>
<td>3. Electronics Technology</td>
<td>0933</td>
<td>Yes-Lec. space</td>
<td>None</td>
</tr>
<tr>
<td>4. Marine Technology (Oceanographic Tech.)</td>
<td>0924</td>
<td>Yes-1975-76</td>
<td>Yes, 1 FTE</td>
</tr>
<tr>
<td>5. Graphic Communications (Graphic Arts)</td>
<td>1030,5347</td>
<td>Yes-Storage &amp; Classroom space</td>
<td>No</td>
</tr>
<tr>
<td>6. HRM (Quantity Food Preparation)</td>
<td>3002</td>
<td>Yes-Lecture space</td>
<td>Yes, hourly</td>
</tr>
<tr>
<td>7. Adm. of Justice (Law Enforcement Training)</td>
<td>2130,2131</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. Library Technology (Library Aide)</td>
<td>1630</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>9. Fire Science (Fireman Training)</td>
<td>2133</td>
<td>No</td>
<td>Yes, hourly</td>
</tr>
<tr>
<td>10. Interior Design</td>
<td>0203</td>
<td>Yes</td>
<td>Yes, hourly Contract Instr.</td>
</tr>
<tr>
<td>11. Cosmetology</td>
<td>3007</td>
<td>No</td>
<td>None</td>
</tr>
</tbody>
</table>

B. Occupational Programs (Support Courses):

<table>
<thead>
<tr>
<th>Program</th>
<th>CID</th>
<th>Needs</th>
<th>Additional Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aeronautical Technology</td>
<td>0902</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>2. General Work Experience</td>
<td></td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>3. Vocational Work Experience</td>
<td></td>
<td>No</td>
<td>Yes, .5 FTE</td>
</tr>
<tr>
<td>4. Welding &amp; Cutting</td>
<td>5341</td>
<td>No</td>
<td>Yes, 1.0 FTE</td>
</tr>
<tr>
<td>5. Machine Shop</td>
<td>5342</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>6. Photography</td>
<td>1011</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

C. Programs providing transfer option:

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration of Justice</td>
</tr>
<tr>
<td>2. Nursery School</td>
</tr>
<tr>
<td>3. Electronics</td>
</tr>
<tr>
<td>4. Hotel &amp; Restaurant Management</td>
</tr>
<tr>
<td>5. Library Technology</td>
</tr>
<tr>
<td>6. Graphic Communications</td>
</tr>
</tbody>
</table>
V. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Hopeful Implementation</th>
<th>Estimated WSCH</th>
<th>Facility Need</th>
<th>Est. Faculty Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal Fabrication Technology (credit)</td>
<td>1975-76</td>
<td>420</td>
<td>Drafting Lab.</td>
<td>Shift in present staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>900 ASF</td>
<td></td>
</tr>
<tr>
<td>Veterinary Technician</td>
<td>1975-76</td>
<td>480</td>
<td>For support courses only</td>
<td>Unknown</td>
</tr>
<tr>
<td>Drafting</td>
<td>1975-76</td>
<td>800</td>
<td>For support courses only</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>900 ASF</td>
<td></td>
</tr>
<tr>
<td>Housing Management</td>
<td>1975-76</td>
<td>600</td>
<td>Lec.-Classroom only</td>
<td>.5</td>
</tr>
<tr>
<td>Legal Assistant</td>
<td>1976-77</td>
<td>600</td>
<td>None</td>
<td>.6</td>
</tr>
<tr>
<td>Public Works Maintenance (Environmental, streets, parks, sewage)</td>
<td>1976-77</td>
<td>380</td>
<td>None</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

SUPPORT COURSE PROGRAMS (NON MAJOR):

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Hopeful Implementation</th>
<th>Estimated WSCH</th>
<th>Facility Need</th>
<th>Est. Faculty Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding Fabrication</td>
<td>1975-76</td>
<td>800</td>
<td>None</td>
<td>1.0</td>
</tr>
<tr>
<td>Work Experience (Corrections)</td>
<td>1975-76</td>
<td></td>
<td>None</td>
<td>.5</td>
</tr>
</tbody>
</table>

INSTRUCTIONAL SUPPORT:

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Hopeful Implementation</th>
<th>Estimated WSCH</th>
<th>Facility Need</th>
<th>Est. Faculty Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Planner, Cooperative Work Experience</td>
<td>1975-76</td>
<td></td>
<td>None</td>
<td>1.0</td>
</tr>
</tbody>
</table>
VI. PROGRAMS OR SERVICES NOW OFFERED WHICH WILL OR MAY BE MODIFIED IN THE NEXT FIVE YEARS

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Hopeful Implementation</th>
<th>Estimated WSCH</th>
<th>Facility Need</th>
<th>Est. Faculty Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Transmission, Auto Engines</td>
<td>1975-76</td>
<td>860</td>
<td>Yes</td>
<td>1.0</td>
</tr>
<tr>
<td>HRM Waitress/Waiter/Food Service Worker Program</td>
<td>1975-76</td>
<td>420</td>
<td>Yes 600 ASF</td>
<td>0.5, hourly</td>
</tr>
<tr>
<td>HRM Hotel Management</td>
<td>1975-76</td>
<td>300</td>
<td>Yes 600 ASF</td>
<td>0.5, hourly</td>
</tr>
</tbody>
</table>

SUPPORT COURSE PROGRAMS:

| Electronics (for Auto, communications, Biomedical, instrumentation) | 1975-76 | 600 | Yes-Lecture 600 ASF | Adjustments |

166.
I. DISTRICT GOALS (EDUCATIONAL, ENVIRONMENTAL, PERSONAL AND SOCIAL) WHICH ARE ADVANCED BY THIS DIVISION

A. EDUCATIONAL GOALS

The Summer Session will provide and develop educational programs in the following areas:

1. Transfer Education
2. General Education
3. Occupational Education
4. Developmental Education

B. ENVIRONMENTAL GOALS

1. To provide a climate for learning.
2. To provide a climate for personal decision-making.

C. PERSONAL AND SOCIAL GOALS

1. To help students develop a sense of self-worth and self-confidence.
2. To instill in students a commitment to life-long learning.
3. To help students learn to participate in public decisions which influence their own lives.
4. To increase the desire and ability of students to study in a self-directed way.
5. To encourage concern for the welfare of mankind.
6. To help students be open, honest, and trusting in their relationships with others.

II. DIVISION PURPOSES OR OBJECTIVES

1. To provide a Summer Session curriculum which meets the varied needs of the summer student.

2. To provide this curriculum both day and evening to make educational opportunities available to working students.

3. To motivate the summer student to continue study and creative activity in a self-directed manner.

4. To offer summer educational programs that benefit the economically or educationally disadvantaged students.

(Continued on next Page.)
III. RELATED DIVISION OBJECTIVES

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

2. To actively encourage instructors to adopt and use a wide variety of instructional strategies and resources in existing classes.

IV. PROGRAMS OR SERVICES PRESENTLY OFFERED AND TO BE CONTINUED

A. Continue division curricular offerings.

B. Continue programs for disadvantaged students.

C. Continue the Summer Evening Program.

IV. NEW PROGRAMS OR SERVICES WHICH WILL OR MAY BE OFFERED IN THE NEXT FIVE YEARS

A. Include courses by television in the Summer Program.
   1. Offer 1 or 2 courses in summer of 1975.
   2. Offer 2 courses in summer of 1976.

B. Increase the Summer Session Evening Program.

C. Schedule more afternoon classes in the Summer Program.

D. Increase the course offerings in the Vocational Technical Field.
   1. 1 additional course in 1975.
   2. 2 additional courses in 1976.

E. Increase the Summer Session Program by 10% for the next 2 years.

F. Increase counseling services during the Summer Session.
   1. Increase counselor hours to 3 days per week for 1975.
   2. Increase counseling services to daily coverage by 1976.