California Environmental Quality Act of 1970

Initial Study

For

SANTA BARBARA CITY COLLEGE MASTER PLAN

Santa Barbara Community College District
January 9, 1975
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INTRODUCTION

District staff, in accordance with procedures adopted by the Board of Trustees on May 23, 1974, has determined that the MASTER PLAN for SANTA BARBARA CITY COLLEGE, is not exempt from environmental consideration and has undertaken to determine whether the activity will have a significant effect on the environment, and hence, whether a negative declaration or an environmental impact report is required.

PROJECT DESCRIPTION

The MASTER PLAN for SANTA BARBARA CITY COLLEGE is the phased Facilities Development plan for the City College campus, located on the bluffs overlooking the Santa Barbara Yacht Harbor and bounded on the north by Cliff Drive. Loma Alta Drive bisects the College property, with Shoreline Drive running along the south. Pershing Park forms the eastern boundary. To the west is a residential area of homes and apartments. See plate B15.

The Plan is a reflection of the District's Academic Master Plan, see plates A1-6, and is phased to accommodate the academic needs of the Community College District. The College has been serving this community since 1908 in some capacity, and has been permanently located in the present location since 1959. The campus, then 42.7 acres, was master planned for 2500 full-time students by 1965, with an ultimate enrollment of 4500. In April 1973, the community passed a bond election to purchase 31.6 acres adjacent to the existing campus, for expansion of the existing College. See plate B10, 14.

The MASTER PLAN for SANTA BARBARA CITY COLLEGE was developed and includes:

Background data on - Location and Community
- Plan History
- Plan Development
Program reflecting District Goals and Recommendations
Master Plan with - Development Concept
- Phased Development to 6000 full-time day
  student capacity. This includes Traffic
  and Utilities Analysis and Recommendations.
Implementation Recommendations on -
- Architectural Character
- Landscaping and Graphics
- Cost Considerations

See plates MP5, 9, 13, 17, 45.

Complete copies of the Master Plan are available for review in the Office of the Superintendent/President, 721 Cliff Drive, Room A151.
DETERMINING SIGNIFICANT EFFECT

In Section 15081 of the Environmental Guideline, it indicates that there may be a difference of opinion on whether a particular effect should be considered adverse or beneficial. But where there is, or anticipated to be, a substantial body of opinion that considers, or will consider, the effect to be adverse, the lead agency should prepare an EIR to explore the environmental effects involved. District staff have at various times made progress reports of the master planning process, and have provided the City of Santa Barbara four sets of the District Master Plan for Santa Barbara City College. These copies were forwarded to Robert Foreman, Director, Redevelopment Agency; Robert Puddicombe, Director of Public Works; Bruce Thompson, Director of Planning; and Clint Leffler, Traffic Engineer. These initial reviews have been cooperative in nature, but City staff do feel the following areas warrant environmental impact reports:

1. Traffic - There is some concern for the impact of traffic on the streets and intersections immediately adjacent to the campus, and especially on the northbound freeway from Santa Barbara.

2. Parking - It is suggested that District parking, especially shared parking facilities, be coordinated with the harbor development, and the scenic highways element recently adopted by the City Council, which declares Shoreline Drive as a scenic highway.

3. Bicycle Master Plan - It is suggested the District Master Plan consider the effects of the Bicycle Master Plan recently adopted by the City Council, including its interface with District plans for bicycle circulation.

4. Pershing Park - There is a concern regarding the potential parking structure in Pershing Park and its visual effect on the park.

5. Performing Arts Center - There did not appear to be strong feelings for or against the Performing Arts Center, however, as the General Plan presently exists, the proposed location on campus is in conflict.

6. Architectural Character - There did not seem to be objections to the architectural character as listed in the Master Plan, but it was felt that it should be mentioned in the environmental impact report.

7. Storm Drainage - There is concern that the drainage system listed in the Master Plan, will present problems if allowed to spill onto the City parking lots north of Shoreline. It was felt that the drainage through the City Parking lots, as well as the drainage from Hondo Valley under Loma Alta, could be solved in cooperation with the City.

8. Sewer - There is concern that the interface with the City's sewer system be a coordinated effort with the City.

9. Water Supply - There is concern that the water service, as presently indicated in the Master Plan, will not be adequate due to the City's existing weak system in the area. A loop system would alleviate this problem.
In all of the areas discussed that are in question by the City, the main questions raised are timing and financing of improvements to the City street, drainage, sewer, and water systems affected by the Master Plan. These items are not considered to be insolvable, but it is felt by City staff that they should be mentioned in an environmental impact report.

Other examples of consequence, which may have a significant effect on the environment in connection with this project, includes:

1. Environmental plans and goals that have been adopted by the community where the project is to be located --- The Master Plan in concept is not in conflict with existing plans and goals, however, as indicated above, there are some areas where interface will be necessary with the City.

2. Negative aesthetic effect --- The Master Plan does include an architectural character section, which is designed to conform with the surrounding community.

3. Rare or endangered species of animal or plant or habitat of such a specie --- The Master Plan development should not affect any endangered specie of animal or plant, inasmuch as building development is in areas that have already been cleared for development by the prior owner. Existing wooded areas are to remain as a part of the Master Plan. Animal and plant life in the area should be recorded, however.

4. Interference with the movement of any resident or migratory fish or wildlife species, is not a consideration in the project.

5. Breaches to published national, state, or local standards relating to solid waste or litter control --- This is not anticipated to be a problem, however, there should be some interface with the agencies responsible for solid waste disposal.

6. Detrimental effect on air or water quality or any noise levels for adjoining areas --- It is not anticipated that air quality on a district-wide level would be affected, however, it must be assumed the additional parking suggested in the Master Plan, could have some effect on air quality in the immediate area surrounding the campus. These effects should be compared with existing standards.

7. Possibility of contaminating the water supply system, or adversely affecting ground water --- It is not anticipated that this will be a problem, but existing soil investigation data should be examined for such a possibility.

8. Substantial flooding erosion or siltation --- This possibility could exist, however, the Master Plan takes these matters into consideration and offers solutions so that they will be held within acceptable standards.

9. Expose people or structures to major geologic hazards --- There have been considerable seismic investigations on the campus to date, however, these findings should be examined.
FINDINGS OF SIGNIFICANCE

Areas of concern have been identified with traffic, parking, relation to Bicycle Master Plan, aesthetic effects of parking structures in Pershing Park, Performing Arts Center conforming to the General Plan, architectural character, drainage, sewer, and water supply systems. It does appear that these concerns are solvable within the normal spirit of cooperation with the agencies affected by these concerns. The areas of concern should be listed and explored, however.

SUMMARY

The initial study of this project has indicated that there are some portions of the Master Plan which may have a significant effect on the environment. It is recommended that an environmental impact report be prepared as a supplement to the Master Plan for the Santa Barbara City College. In addition to any findings of significance, the report should also identify any facilities or types of facilities that are exempt from environmental consideration.
SANTA BARBARA CITY COLLEGE

Philosophy

Goals

Educational Plans

November, 1974
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 abilities to reason 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 is being done in the area of student evaluation.

Transfer Education

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

The American Ethnic Studies Division is considering the possible addition of courses in: Chicano Politics and Legal Rights; Native American Law and Politics; and individual courses for additional minorities.

The Business Education Division is considering the need for courses in: Supervision and Management for Women; Health and Security Supervision and Management; New Product Management; and Energy Conservation Management.

The Earth and Planetary Sciences Department hopes to offer Field Geology in Summer, 1975, and Meteorology and/or Climatology in 1975-76.
The English Division is considering revision of English 1 and English 2 and other first-year English courses. Consideration is being given to the addition of special courses in such areas as: Propaganda, Aesthetics of Films, History of Language, Practical Linguistics, Television Stereotypes, and Science Fiction. Under consideration, also, are special interest second-year courses such as: specifically oriented Literature course, Contemporary Issues, the Modern Short Story, Literature and Psychology, Personal Writing, and Myth and Fantasy.

The Social Science Division is considering the following courses for 1975-76: Sociology of Women, 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 areas.
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 displays. They expect to coordinate instruction with other departments such as the Art Department.

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

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

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

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

The Health Occupations Division faculty anticipates that it will provide short-term, health-oriented courses to meet community needs. This will include continuation of the Emergency Medical Technician courses, re-offering of the Introduction to Health Occupations course in 1975-76, and offering of non-credit courses to 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 License 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 paraprofessional 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 9 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.
EXISTING NON-PERMANENT BUILDINGS (1973)

CBS: Campus Bookstore
CP: Classified Personnel
M: Maintenance
R1-4: Classrooms, Labs, Offices
SC: Student Services Center
SS: Social Sciences Center
T1-12: Classrooms, Labs, Offices

Relocatable
Trails
Temporary
Portables
Demountable
Portables
LEGEND
A Administration
C Communications
CC Campus Center
CCC Child Care Center
FA Fine Arts
HRM Hotel & Restaurant Management
IC Interdisciplinary Center
L Library
LSG Life Science & Geology
MT Marine Technology
P Pavilion
PA Performing Arts (Drama & Music)

PE Physical Education
PP Physical Plant
PS Physical Sciences
S Student Services
VO Vocational Occupations

CAPACITY 5,040 PLAN

JOHN ROBERT HENDERSON and WILLIAM BLUROCK & PARTNERS, Associated Architects
UTILITIES
MAXIMUM CAPACITY 6000 PLAN

JOHN ROBERT HENDERSON and WILLIAM BLIBROCK & PARTNERS, Associated Architects