BACKGROUND

History

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

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

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

The Community Served

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

The population growth rate in Santa Barbara County between 1960 and 1970 (56.4%) was twice as fast as that of the State of California which was double that of the nation. The growth rate in Santa Barbara exceeded that of every state but Nevada (73.6%). The most rapid growth was in the first half of the decade with a marked slow-down in recent years. The South Coast, served by Santa Barbara City College, grew more rapidly (61.3%) than the north county (50.4%). Current population of the County is estimated to be 283,300 by the State Department of Finance with an increase of 22,500 (7.9%) for a total of 305,800 predicted by 1980 and a further increase of 22,300 by 1985.

In 1970, Santa Barbara County had 13,392 living in group quarters. The remaining quarter million residents lived in 83,929 households making 2.99 persons per household. There were 96,043 males and 101,064 females aged 14 years or older with 62% of the males and 59% of the females married.
Pre-school age children constituted 7.8% of the Santa Barbara County total as compared with 8.2% for the nation and 7.5% for the State. The percentage of population of pre-school age was larger in the north than in the south county. On the other hand, and as would be expected, the percentage of elderly was higher in the south county—the area served by Santa Barbara City College—than in the north.

The area served by Santa Barbara City College had 60% of all county residents 44 years of age and older but had 79.2% of all residents not married, and, if married, living separately.

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

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

The District is approximately 17 percent Spanish-surnamed/Chicano, about 2 percent Black, and about 2 percent American Indian and Oriental. The percent of ethnic minority enrollment in K-12 of the public schools in the District is reported to be 26%. The following Table I described in tabular form ethnic data from three, target-area census tracts in the College District.

| TABLE I |
| Target Area Characteristics: |
| Santa Barbara Census Tracts 8, 9, and 10 vs. |
| Totals for Santa Barbara County |

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

Some very significant shifts have occurred in recent years in the characteristics of the student body of Santa Barbara City College. Perhaps most striking is the trend toward increasing age. Whereas, in 1968, one-third of the students were over 21 years of age, in 1975 nearly two-thirds were over 21. Median age of SBCC students is now approximately 23 years.

In 1968, nearly one student in eight came from outside the District. This is now less than one in thirty. The proportion of women students has increased from 40 to 45 percent.

A much larger proportion of SBCC students are part-time students now as compared with 1968. In Spring, 1975, slightly less than half of the students carried 12 or more units. In 1968, more than three-fourths carried 12 or more. A concomitant of this is that more students are working full-time. In 1968, about one in seventeen worked full-time and nearly 80 percent worked less than half-time. In Spring, 1975, nearly one in three worked full-time or more, and less than 60 percent worked fewer than 20 hours per week.

While most students at SBCC are single, the proportion has dropped from 80 percent in 1968, to 62 percent at present. The proportion of married students has nearly doubled from 16 percent to 30 percent, and the proportion of formerly married (divorced, separated, widowed) has more than doubled.

About the same proportion (20 percent) of students now seek the Associate Degree as in 1968. However, those planning to transfer to four-year institutions have dropped from nearly 70 percent to about half, while those seeking no degree have increased from six percent to 22 percent. Students seem to have more clearly-defined interests now, as indicated by a drop in General Studies majors from 37 percent of all students to 20 percent, and an increase in more specific majors from 63 percent to 80 percent. This increase is particularly noticed in the vocational-technical area, no doubt partly because of the increase in the variety of offerings in this area.
THE EDUCATIONAL PROGRAM

General Education

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

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

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 1976-77 are the following:

The American Ethnic Studies Cluster is considering the possible addition of courses in: Chicano Politics and Legal Rights; Native American Law and Politics; Pre-Columbian Literature; Third World Music; Indian Culture; Chicano Community Groups.

The Business Education Cluster is considering the need for courses in: Income Tax; Investment; Land Use Planning.
The Social Science Cluster is considering the following courses or Programs for 1976-77: Political Simulation; American Politics; Political Simulation: International Politics; Psychology of Women; Parapsychology; Stress; Bio-feedback and Alphagenics.

The Foreign Language Cluster is considering offering courses in Intensive French and Individualized Programs for Transfer.

The Physical Education Cluster is planning courses in Ice Skating; Self-Defense for Women; and Sailing.

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

For 1977-78

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
Handball
Black Art
Human Sexuality
Risk Management
Income Tax
Portfolio Management

For 1978-79

Third World Philosophies
The Minorities Experience and Film Techniques
Planetary and Lunar Geology
Symbolic Logic
Public Administration
Broker's Office Management
Property Management
Estate Planning

For 1979-80

Analytical Philosophy (Honors Seminar)
Occupational Education

Occupational education was once considered of significance mainly to the Business Education, Health Occupations, and Trade and Technical Clusters. 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 Cluster is Bi-Lingual Aid Program leading to an A.A. Degree.

The Business Education Cluster 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 1976. 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 1976.

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

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 Cluster 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 Nursery School Program is considering offering a Home Day Care Program in 1978.

The English Cluster 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 Occupation Cluster 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 1976, 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.
In the Trade and Technical Cluster, study continues of the feasibility of offering the following new programs in 1976-77: Veterinarian Technician, Club Management, 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; Automotive Air-Conditioning; Auto Maintenance; Tune-Ups and Auto Engines, Hotel Management, and electronic support programs for auto, communication, bio-medical, instrumentation.

A program in Communications is being considered with specialty areas of Performance, Writing and Research, Administration, and Technical Support.

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 clusters, also, are studying ways in which their offerings may be supportive of the goal to provide developmental education.

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

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

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

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

A major responsibility of the Research and Development Office in the coming year will be to give support and direction to the accreditation self-study. The accreditation process will be completed in Spring, 1976.

Under the direction of the Affirmative Action Officer/Director of Personnel Services, District Affirmative Action Plan has been developed and will be implemented during the next year.

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

Several changes have occurred in the area of instruction support services as a result of a two-year experimental instructional reorganization. The chief changes have been:

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

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

3. Implementation of a procedure to provide and protect departmental autonomy. Each major subject area department was identified. Teachers in that department were permitted to join with or cluster with any other subject area department for a period of three years. At the end of the three-year period the department will again
be able to re-align into other configurations if that is their choice. Compensation for departmental leadership and support has been distributed equitably on the basis of $140 per f.t.e. faculty plus $20 per faculty member assigned. These support funds may be used for any of four kinds of support:

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

This reorganization will undergo extensive evaluation during 1976.

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

It is anticipated that the Summer Session program will be increased by 10% in each of the next two years. Plans include adding four courses to the Evening Summer schedule and more afternoon courses. At least one additional occupational course will be added in Summer, 1976. It is likely that one or two courses may be offered via television in Summer, 1976, and two in Summer, 1977. Plans call for increasing counseling services to offer daily coverage in 1976.

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

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

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

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

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

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

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

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

1. The District will build only one comprehensive college.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

It is believed that the objectives of Continuing Education are being met currently with existing facilities. The majority of the programs should be provided at a place convenient to students and to their residences or their places of employment. The program must be extremely flexible and responsive to immediate community needs. Although the program objectives presently are accommodated in existing facilities, the condition of those facilities is questionable; and the Adult Education Center must be replaced or renovated soon.

The leased Nopal Street facilities will not be available to Marine Technology after June 30, 1977. The Welding and machine shop programs will be moved from the Nopal Street facilities to new facilities on the Mesa Campus in Fall, 1976.

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

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

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

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

2. Develop smaller, multi-use facilities adjacent to major specialized facilities that are capable of smaller classes, yet may be utilized as service areas for large classes.

3. Explore the possibility of specialized facilities in industry.

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

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

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

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

Facilities provided in the Humanities Building are extremely helpful also.

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

Evidence available to the Santa Barbara Community College District indicates that past procedures for projecting enrollments used by the State Department of Finance were seriously deficient. Those projections were based upon twelfth grade enrollment. They did not recognize recent trends of part-time attendance and return to college of older students. Present projection of average daily attendance for 1974-75 for the SBCC District, based upon first period attendance reports, indicate a 9% increase in A.D.A. in graded classes and a 10% increase in A.D.A. in summer session and adult classes.

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

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

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

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

Classrooms equipped with television monitors and video cassette playback units are needed. Increased facilities are also needed to accommodate Women's Athletic Programs.
II. STATUS OF EDUCATIONAL PROGRAMS IN THE EDUCATIONAL MASTER PLAN OF THE COLLEGE

<table>
<thead>
<tr>
<th>Classification of Instructional Disciplines</th>
<th>Type</th>
<th>Certificate</th>
<th>Associate Degree</th>
<th>Projected Operational Year</th>
<th>Status Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1499  Legal Assistant</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>2100  Public Works Maintenance</td>
<td>0</td>
<td>C</td>
<td>1 yr.</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0944  Automotive Air Conditioning</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0601  Communications</td>
<td>0</td>
<td>C</td>
<td>1 yr.</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0937  Metals Fabrication Technology</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>1299  Veterinary Technician</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0953  Drafting (support program)</td>
<td>0</td>
<td>NA</td>
<td>A</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0500  Housing Management</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>1599  Bi-Lingual Aide</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>1239  Psychiatric Technician</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>1225  Limited License, Radiologic Technology</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>1224  Dental Technician</td>
<td>0-T</td>
<td>A</td>
<td>1 yr.</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>1330  Home Day Nursery Care</td>
<td>0-T</td>
<td>A</td>
<td>1 yr.</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Risk Management</td>
<td>0</td>
<td>A</td>
<td>1 yr.</td>
<td>X</td>
<td>b.d.</td>
</tr>
<tr>
<td>0500  Income Tax</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Portfolio Management</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Public Administration</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Broker's Office Management</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Property Management</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
<td>b</td>
</tr>
<tr>
<td>0500  Estate Planning</td>
<td>0</td>
<td>C</td>
<td>A</td>
<td>X</td>
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</tr>
</tbody>
</table>

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

(Revised 9/73)