Institutional Self-Study for Accreditation

Santa Barbara City College
Santa Barbara, California

April 1976
INSTITUTIONAL SELF-STUDY
AND APPLICATION
FOR ACCREDITATION

Submitted to
Accrediting Commission for Community and
Junior Colleges
Western Association of Schools and Colleges
2201 Blue Gum Avenue
Modesto, California

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Santa Barbara Community College District
Santa Barbara, California
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April, 1976
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PART I

INTRODUCTION AND BACKGROUND
I. INTRODUCTION AND BACKGROUND

INVITATION TO PARTICIPATE IN FRACHE PROJECT

In October, 1973, as Santa Barbara City College was about to undertake its institutional self-study in preparation for an accreditation evaluation, a letter1 was received from Dr. Harry D. Wiser, Executive Director of the Accrediting Commission for Junior Colleges. The letter stated that the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) had received a Danforth Foundation grant to study new methods for institutional evaluation. The study, to be under the direction of Dr. Norman Burns, would seek ways in which institutional evaluation could be conducted in terms of outcomes. Dr. Burns had requested that regional commissions nominate colleges to participate, and Santa Barbara City College was being asked if it wished to be nominated.

After numerous discussions within the campus community the Superintendent/President responded2 that Santa Barbara City College would be pleased to be nominated to participate in the FRACHE project.

In January, 1974, an invitation3 to participate was received from Dr. Burns and, with Board of Trustees' approval on February 14, 1974, was accepted. SBCC participation was subsequently authorized4 by the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, at its meeting of June 24-25, 1974, in accordance with provisions of the then current version of the ACJC Manual of Accreditation for Junior Colleges5, wherein an alternate to the standard self-study is described. This study, then, is conducted under the terms of this alternate plan.

NATURE OF THE FRACHE PROJECT

The Danforth-funded project conducted by FRACHE involved ten colleges of various kinds, from all parts of the country. Each of the colleges involved was to undertake an institutional self-study. The approaches to self-study at these colleges could be as varied as the colleges themselves. However, there was one underlying common element. That was that the self-studies would all attempt to focus on outcomes rather than process.

The focus on outcomes was a departure from the traditional approach to accreditation self-study in that it had been the rule, generally, to evaluate institutions in terms of the processes, structure, and resources they used to accomplish their avowed purposes. This often led to a reliance on normative data, and an attempt to evaluate the institution on the basis of a comparison between institutional data and what was generally considered to be "good practice."

Each institution in the project had its own set of goals and objectives, and was to conduct its own study in light of its own institutional purposes. No rigid guidelines were provided by FRACHE. The federation did, however, publish a Guide to Institutional Self-Study and Planning,6 which provided

*Superscript numbers refer to "References" at the end of this report.
a very broad philosophical foundation upon which a study could be based and suggested approaches for carrying it out. Each institution had to decide how it wished to proceed with the study and what limitations it would impose because of local resource availability.

Each college in the FRACHE project was also assigned two consultants who were available to assist in the study, not necessarily as experts on outcomes measurement, but as experienced evaluators. Consultants for SBCC were Dr. John J. Collins, President of Bakersfield College, and Dr. Dorothy L. Kearney, Dean of Counseling and Guidance at Citrus College.

ORGANIZATION OF SELF-STUDY AT SBCC

Early in the process of conducting the self-study, a nucleus steering committee was formed for the purpose of planning and organizing the college's approach. This committee, initially appointed by the Superintendent-President, consisted of two administrators, five instructors, one classified staff member, and one student, in addition to its two co-chairmen, the Dean of Instruction, and the Assistant to the Superintendent-President.

The study was structured around the nine guidelines in the ACJC Manual of Accreditation. These are:

- Functions and Objectives
- Curriculum
- Instruction
- Faculty
- Student Personnel Services
- Community Services
- Learning Resources
- Physical Plant and Equipment
- District and College Governance

It was decided that, for each of these guidelines, a separate study committee would be formed which would hopefully consist of approximately ten faculty members, three classified employees, five students, one administrator, and one trustee. Each committee was to elect its own chairperson, who was to become a member of an augmented steering committee.

Since SBCC has a very sizable Continuing Education program, it was initially decided to have nine parallel committees in the area of Continuing Education. This proved later to be somewhat cumbersome, so the nine guidelines were grouped into three groups of three each, and Continuing Education was then studied by three additional committees, all of which were represented on the steering committee by the Administrative Dean, Continuing Education.

Communications went out to the Presidents of the Academic Senate, the Associated Students, and the local classified employee organization (CSEA) to enlist volunteers or appoint persons from their constituencies to serve on the various committees. Committees were soon formed, although not all committees had the full complement of representation described above.
Detailed make-up of the self-study committees is to be found in the Appendix. In all, 207 persons were involved in the study, including 90 regular faculty members, 39 classified employees, 5 students, 13 administrators, 7 trustees, 34 hourly instructors, and 19 citizen members of the Adult Education Advisory Council. The relatively low representation of students was a great disappointment, although, as will be seen below, significant student input to the study was provided through the administration of an instrument to several hundred students.
PART II

DEVELOPMENT AND STATUS OF INSTITUTIONAL GOALS AND OBJECTIVES AT SBCC
II. DEVELOPMENT AND STATUS OF INSTITUTIONAL GOALS AND OBJECTIVES AT SBCC

In recent years there has been intense activity at SBCC to define institutional goals and objectives. In Spring, 1972, at the request of the California Legislature Joint Committee on the Master Plan for Higher Education, the college administered a modified form of the Institutional Goals Inventory, an instrument developed by Educational Testing Service. The IGI was administered locally to 128 persons including students, faculty, trustees, and local citizens.

The instrument contained 20 broad goal areas, thirteen of which were outcome goals and seven of which dealt with process. Within these 20 areas were 90 specific goals. The results showed a fairly high correlation (.734) between the respondents' perception of goal achievement at SBCC and their perceptions of the relative importance of the goals. The study also showed a very high correlation between local respondents' ranking of desirable goals, and statewide results. Furthermore, there were no significant differences between local subgroups. The study showed that, in rank order, the most highly valued goals were:

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

2) To provide a program of courses to enable a student planning to transfer to a four-year college to attain his goals.

3) To provide opportunity for training in specific careers.

4) To provide academic and career experiences to help students make a career choice and prepare for successful entry into that career.

5) To assist students in deciding on a career.

6) To provide adult classes appropriate to the needs of the community including basic, general, vocational, and avocational courses.

7) To help students identify personal goals and develop means to achieve them.

8) To provide continuing educational opportunities for adults.

9) To provide remedial and developmental courses...

10) To provide counseling services and services in financial aid, employment, and student activities.

11) To increase students' desire and ability to undertake self-directed learning.
Notably, this list affirms all of the traditional goals of community colleges. There were, however, three goals which were deemed important and which the respondents felt that SBCC was not achieving sufficiently well. These were goals 5, 7, and 11, in the above list.

In Spring, 1973, a follow-up of this goals study was conducted. This study consisted of a re-ranking of the eleven highest ranked goals from the previous study along with seven others having the greatest discrepancies between desirability and achievement. Participants in this follow-up were administrators, regular and part-time faculty, classified employees, trustees, students, and citizens.

The composite results showed that the four most highly valued goals were identical to those of the previous study as listed above. However, some goals which previously had not ranked among the top eleven, now were found to be quite highly ranked. In particular, helping students to develop a sense of self-worth and self-confidence, and developing students' ability to synthesize knowledge from a variety of sources, ranked fifth and sixth in the re-study. There was statistically significant correlation between the rankings of subgroups for only two of the six possible pairings of subgroups -- classified staff/faculty and community/faculty. Training for specific careers, which was ranked first by all other subgroups, was ranked fifth by the students. Continuing education for adults was ranked fifth by faculty and classified staff, but twelfth and fifteenth by citizens and students, respectively. Providing remedial and developmental courses, which was ranked in the upper half by students, was ranked nearly last by faculty and classified staff. Student services (counseling, financial aids, employment, and student activities) was ranked second by students but fifteenth by faculty and classified staffs.

A few items in the follow-up study which were ranked as important showed rather high discrepancy between performance and aspiration. Among these were the following:

1) Maintaining a climate of mutual trust and respect among students, faculty, and administrators.

2) Providing experiences to help students make occupational choices and prepare for successful employment.

3) Helping students develop a sense of self-worth and self-confidence.

4) Increasing students' desire and ability to study in a self-directed way.

On the other hand, of the top goals in order of importance, several ranked quite low in discrepancy.

1) Providing training for specific careers.

2) Providing transfer education for students intending to transfer to four-year institutions.

3) Providing continuing education for adults.
The 1973 re-study was undertaken in preparation for a major study of priorities, goals, and organizational structure. This study was carried out during the Spring and Summer of 1973, and included faculty, students, classified staff, administrators, and members of the community.

The results were reported to the Board of Trustees in October, 1973. The study was conducted by four "program" committees (Occupational Education, General and Liberal Arts - Credit, General and Liberal Arts - Noncredit, and Student Support Services) and three "resource" committees (Facilities, Finance, and Organization). Program committees examined district goals, as defined by the prior studies, in terms of the programs. They assessed the status of the programs to determine what was being done to achieve the goals and developed objectives for what should be done and the expected results. The resource committees examined the objectives and assessed the status of the resources with regard to realization of the objectives. They then recommended alternatives which might make possible the achievement of objectives in a more effective and efficient manner. Initial planning and final integration of the entire study was done by a steering committee, appointed by the Superintendent-President and augmented by the chairmen of the seven study committees.

The principal result of this study was a group of short-term and long-term recommendations to improve prospects for the college to achieve its goals and objectives. Many of these recommendations have been implemented. Others are the subject of continuing study and discussion, and a few are being implemented in stages over a period of time. Some, upon further study and discussion, have been replaced by alternative recommendations.

One result of the above process has been a formulation of a basic statement of philosophy and a revision of the statement of broad goals of SBCC. These first appeared in the 1974-75 College Catalog. The goals are subdivided into Educational, Environmental, and Personal and Social Goals, and are drawn directly from the rankings revealed in the restudy of early 1973 as described above.

A continuing effort since that time has been to reduce these broad general goal statements to specific, measurable objectives for each department or cost center. This process is still in great need of refinement. Some departments have done quite well and have developed statements of objectives that are both meaningful and quantifiable. Others have had difficulty. Since this process is new, it is not surprising that the results are not uniform. Furthermore, there is still considerable disagreement that the important objectives of an educational institution can or should be reduced to quantitative measures. Thus, there is some resistance to the process of formulating department level objectives in these terms.

The accreditation self-study was undertaken then with a well-developed set of broad institutional goals, but with a rather diverse and incomplete set of detailed objectives against which to measure outcomes. For this reason, the results are also diverse and incomplete with some of the study committees having considerable difficulty focusing their efforts on the evaluation of outcomes.
In addition, the nine guidelines of the Manual of Accreditation do not correspond in any direct way with institutional objectives. Rather the guidelines tend to be defined in accordance with institutional resources (faculty, physical plant), activities (instruction, student personnel services), or attributes (functions, curriculum). Many of the committees evidently had difficulties relating the question of outcomes to their specific areas of interest in terms of institutional objectives.

In retrospect, it appears that it might have been preferable to develop the study around the three broad goal areas of the college - Educational, Environmental, and Personal and Social, and to ask what the desirable outcomes are and how they might be evaluated. Within each of these questions it would then be appropriate to ask how well each of the nine guideline areas serves its role in realizing the desired outcomes.
PART III

GENERAL RESULTS OF THE STUDY
III. GENERAL RESULTS OF THE STUDY

DIFFICULTIES IN DEFINING AND EVALUATING OUTCOMES

Throughout the study there appeared to be a great deal of difficulty coming to grips with the question of what constituted the significant desired outcomes and how they might be measured. Each study committee was left pretty much on its own to decide how to approach this question. The result, not too surprisingly, is somewhat uneven, with some committees addressing the question quite successfully and others finally developing a rather traditional accreditation study dealing with a critical description of the status quo.

Part of the difficulty probably rests in the fact that the college is in the process of developing and refining its goals and objectives (as described in the prior section.) Clearly, a well-defined body of goals and objectives is essential to the evaluation of outcomes. While there is a clear set of broad objectives for the college, much work still is needed to particularize and quantify them to make them suitable as a basis for quantitative measurement of outcomes.

Secondly, many of the objectives of education are difficult to reduce to quantitative measures (and indeed are perhaps better left unquantified). Evaluation of outcomes in such areas can be very difficult, often very time-consuming, and possibly quite unreliable or misleading. Although attempts were made at some evaluation of such factors, the results have not been entirely satisfactory. They have, however, been encouraging, and hopefully will give rise to continuing effort in the future to define further the questions that need to be addressed and to have develop methods of getting the answers.

SUMMARY OF MAJOR RESULTS OF THE INSTITUTIONAL SELF-STUDY

There were a few areas where significant and successful attempts were made to concentrate on outcomes. These are summarized briefly here, and are discussed in detail in the following section.

- The administration of the ETS instrument Student Reactions to College was successful in measuring at least some of the students' perceptions of their college experience. In particular, it was disclosed that about one-fifth of the students are at SBCC to decide what they want to do, and that this group of students is significantly less satisfied with their college experience and apparently most in need of early identification and counseling.

- Most students evidently find that SBCC provides a very good climate for learning and that their needs are well-met. The college has helped students to formulate goals and to make progress toward those goals, and has broadened the range of interest of most students.

- The faculty is perceived by students as fair, concerned, and accessible. The faculty recruitment and development programs
have apparently been successful in producing a faculty of very high quality, although some need has been identified for more effective implementation of Affirmative Action and for means of recognition of professional development in ways other than formal course work.

- Student services have expanded greatly in recent years and have been particularly effective in programs for the educationally and economically disadvantaged. Much remains to be done in this area, and, as noted above, there is a need to identify and extend help to the student with uncertain goals. Development of special programs and a center for women has responded to a pressing need brought about by the great influx of more mature women students. Similarly, the need for health services and counseling has been met by the addition of a full-time nurse to the staff.

- An extensive Community Service program is offered through the Continuing Education Division of the College. The Community Service tax has, in recent years, been used for the development of recreational and athletic facilities which are used jointly with the city.

- A rapidly expanding essential skills program has been highly successful. More than one-third of the day students are now served by the Tutoring Center, and ESL classes are held for persons speaking twelve different native languages. Tutoring has been shown to effect a significant improvement on the persistence patterns of students, not only in the tutored subject, but in other courses as well.

- Continuing Education offerings have become so extensive and diverse that nearly one of every five adult citizens of the District now enrolls in at least one class during the year. The program has been particularly attractive to women and senior citizens. One clientele yet to be reached is the approximately 10,000 adults who have eight or fewer years of formal education and who lack the basic skills to enter postsecondary education programs.
PART IV

SPECIFIC RESULTS OF THE INSTITUTIONAL SELF-STUDY
IV. SPECIFIC RESULTS OF THE INSTITUTIONAL SELF-STUDY

FUNCTIONS AND OBJECTIVES

The Functions and Objectives committee reviewed the statements of college philosophy and goals that had evolved through the process described above. After considerable discussion, and in agreement with the suggestion of SBCC's consultants under the FRACHE project, it was decided to focus on two fundamental questions:

1) To what degree has the college met the personal and academic goals of students as perceived by them?

2) To what extent has the college met the personal and academic goals of students as articulated in College goals?

In seeking answers to these questions, the committee selected a commercially prepared instrument, Student Reactions to College, a product of Educational Testing Service which was designed especially for use in two-year colleges. The instrument consists of 150 items covering ten different aspects of the student experience. It also provides for the addition of twenty locally generated questions which may be used by the College to develop data on any further aspect of the students' experience that is of local interest.

SBCC administered the instrument to a random sample consisting of nearly 600 students. The local questions were designed to learn about students' values and self-image, and their concept of the relative importance of various functions of the College.

Detailed results of this survey were reported in a Research Report. These results were analyzed by the committee to determine their implications for SBCC. From this the committee drew several conclusions and offered recommendations.

Conclusions of the Committee:

- SBCC succeeds to a very great degree in providing a climate for learning which is perceived positively by students.
- The survey reflected positive experience with instructors' fairness, availability, and concern with students as individuals. The most satisfied students were those with a clear goal or purpose.
- SBCC has been influential in helping students establish goals.
- Students who are undecided about their goals are least satisfied with their experience at SBCC.
- Strong support was expressed for the cultural events of the College, and for the library, and the bookstore.
- SBCC provides an atmosphere where most students experience a broadening of interests and have a positive self-image.

Recommendations of the Committee:

- SRC should be readministered in the Fall. (It was not).
- Attrition is a major concern.
- Orientation to college would help students understand what is expected of them in college. Early identification of undecided students would help to provide them special orientation.
- Further study of undecided students is warranted to assess the source and nature of difficulties they may have.
- More extensive counseling related to course choices, opportunities, and transfer requirements is indicated. Mandatory counseling should be considered.
- All staff should be encouraged to be responsive to student needs and helpful in answering questions.
- Teachers should be made aware of the highly favorable response students have to course-related off-campus activities.
- Teachers should keep students informed of their progress, and especially those who are undecided about their goals.
- Team projects by students should be encouraged.
- The need for more study skills training should be analyzed.
- More job opportunities for students should be created.
- The value of "required" courses should be analyzed.
- Textbooks dealing with life values should be encouraged strongly.
- Textbooks should be selected to be commensurate with reading abilities of students. Cost and necessity should also be carefully considered.
- The College should consider more social activities for married students.

Probably the most significant general results of the SRC survey related to the goals stated in the College catalog are:

Students' experience of college at SBCC has been highly satisfactory in the areas of transfer, occupational, developmental, and general education. (The instrument does not explicitly deal with continuing adult education, and was not administered to any Adult Education classes. Further analysis of the data might, however, provide some insights in these areas).

The students appear also to have had very satisfactory experience with the environmental climate at SBCC. Students find the faculty accessible and interested, and have been helped in a variety of ways to make occupational choices and set personal goals.

Students evidently have a strong sense of self-worth and self-confidence. To what extent this may be attributed to their SBCC experience is not clear from this study. The realization of other personal and social goals of the College was not evaluated by the study.

Nearly 20 percent of the students say they are at SBCC "to decide what they want to do." This group consistently showed the least satisfaction with college life and the most difficulty with their studies. It would appear, as noted above, that an effort to identify these students early, to diagnose and counsel them, and perhaps to institute special services for them, would produce very great dividends.
The Curriculum Committee selected four specific areas which it wished to pursue in this study. These were:

1) Use of data from the Admissions Office for Curriculum improvement.
2) Services offered to handicapped students at SBCC.
3) Meeting community needs through the curriculum.
4) Independent studies and special projects.

The results of the committee's analysis in these areas relates less to outcomes than to the status of current activity in each of the selected topics and recommendations for further activity. However, the first of these four areas did suggest ways in which quantitative measures of curriculum effectiveness might be obtained.

Use of Data from the Admissions Office for Curriculum Improvement.
The Admissions Office has direct contact with all teachers and students each semester and, therefore, is in a unique position to collect data and provide feedback. Types of data which would be helpful include:

1) Time of course closure during enrollment week.
2) Drop-add analysis. With a high percentage of drops and adds the clarity of course descriptions and other communications could be questioned.
3) Percentage of registered students who complete a course. This information could be of assistance in determining the holding power of our curricular offerings.

The Admissions Office has data about student characteristics for any given semester. Such information could reveal trends in the student population and be of assistance in curriculum planning.

The Admissions Office has contact with other institutions and is, therefore, aware of course descriptions at other colleges. They also have direct contact with students and, therefore, are in a position to alert the Curriculum Committee to the need for updating curriculum and/or course descriptions. Recommendations:

1) Commend the Dean of Admissions and the Admissions Office for the cooperation provided in curriculum planning and evaluation.
2) Request that the Teacher/Coordinator, Educational Planning and Curriculum, continue to provide opportunities for feedback from the Admissions Office where it is appropriate for Curriculum considerations. Specific information might include:

(a) Data on the closing of classes during registration.
(b) Information on classes which fail to continue due to lack of enrollment.
(c) Degree and nature of program changes during the add/drop week.
(d) Information regarding observed changes in student characteristics.
(e) Feedback it receives from students and/or institutions regarding inaccuracies or inadequacies in curriculum or course descriptions.
3) Investigate additional ways in which Admissions Office may be able to provide information of value in curriculum evaluation. For example, when students register, they could be asked if there are any courses or curricula they would like to take which the school does not provide. A poll like this could be conducted on a simple scale by simply adding a box on a registration card.

Services Offered to Handicapped Students at SBCC. SBCC has 14 physically handicapped students enrolled at this time. In addition to the services offered all students, some special assistance is offered them. About 5 percent of the time of one counselor is concerned with the needs of this group. Priority is given during registration, and parking places are reserved at strategic places on campus. Guides or wheelchair attendants are arranged for as needed. The blind are able to request that their texts be taped, and a limited number of books in Braille are available in the Library.

There is no special effort made to recruit physically handicapped students. The Division of Vocational Rehabilitation and the local rehabilitation hospital often refer students. The local high schools are aware of our services, and college calibre students who are handicapped are encouraged to apply.

There are no special programs or classrooms set aside for emotionally handicapped or those who are not of college calibre intellectually. Serious consideration is now being given to seeking state aid for a program for the Educationally Handicapped. There are many with minor handicaps on campus who do not need special assistance and who are handled in a normal manner.

The present seriously handicapped group includes four wheelchair students with special injuries, two blind, five amputees on crutches, and three of unspecified disabilities.

The Committee offered the following recommendations:

1) That efforts be made on a continuing basis to locate handicapped persons who would benefit by education.

2) That more time be made available so that one person on campus can handle the recruitment and management problems relating to handicapped students.

Meeting Community Needs Through the Curriculum. In this area two topics were addressed. They were the areas of Ethnic Studies and Women's Studies.

The American Ethnic Studies Departments offer a full program of courses in the history, culture, and literature of Black people, Chicano people, and Native Americans. Course offerings are decided by an Advisory Committee of staff and students which is receptive to community desires. The Advisory Committee tries to establish new courses as student demand develops. SBCC students who wanted to work in Chicano theater, for example, worked with members of the UCSB Teatro Esperanzo offering workshops in Chicano drama at the campus Tutorial Center and at the off-campus La Casa de la Raza. Enthusiiasm for
these workshops has grown into a need for a full Chicano theater course to be offered at SBCC. Student requests are similarly being heard for a course dealing with minority women in history, culture, and literature. The Ethnic Studies curriculum would be strengthened by additions in both these areas.

The Ethnic Studies Departments are meeting community needs in more indirect ways as well.

1) The Chicano Studies Department is part of an educational council of all those in the public school system, K through University level, who are involved in Chicano studies. This aids in course articulation throughout the school system.

2) The Black Studies and Chicano Studies Departments offer courses in minority history for professionals and paraprofessionals in education to aid curriculum development in grades K-12.

3) Currently a consortium is being formed consisting of the institutions of higher education in Santa Barbara County to coordinate teacher-training programs. As part of this project SBCC plans to develop courses meeting the requirements for an instructional aide certificate. Paraprofessionals thus trained in education can find a job at this point, or go on to a four-year institution to work for a full teaching credential.

4) Evening College courses in Ethnic Studies are offered for credit at Santa Barbara High School for the convenience of those who find it difficult to get to the SBCC campus.

The following recommendations were made by the committee:

1) Offer credit courses for selected groups at other community centers such as at schools (for teachers) or at the county jail (for the incarcerated).

2) Develop and offer a Chicano drama course through which students would be encouraged to take productions out into the community.

3) Develop and offer a course on the history, culture, and literature of minority women.

Interest has been growing over the past two years in programs for women. SBCC sponsored a Women's Week in the Fall of 1973 during which community leaders held panels and workshops dealing with every area of women's lives. The sessions drew a varied audience from the campus and community and stimulated a new awareness of women's issues. Additional course offerings meeting the special needs and interests of women were subsequently developed.

A comprehensive survey in the Spring semester, 1974, indicated that over 1,100 women students aged 25 years and older were enrolled at SBCC. Courses were augmented in the Counseling Division to meet the unique and specific needs of these students, e.g., Personal Development of Mature Women Entering College and Personal Development---Mature Women.
Gradually other courses about women, which attract women of all ages, have been introduced. The Counseling Division, in addition to the above courses for women re-entering school, offers a course in Peer Counseling for Women and Personal Awareness for Women. Three academic courses are being offered by the English and Social Science Divisions: History of American Women, Modern Women Writers, and Women in Contemporary America. A fourth course, The Sociology of Women, was offered for the first time in Fall, 1975.

As more older women return to school, and as young women face new role definitions in a period of great social change, the college can anticipate the need for more programs for women. These fall into two categories—programs to be offered on campus, and courses to be offered off-campus. The following recommendations are made:

1) Offer additional services on campus.
   (a) Employ a coordinator for women's concerns to be connected with the Women's Center and who could aid women in planning for future careers and help them work out appropriate course programs. This coordinator could also assist in identifying additional ways that the curriculum could meet the needs of women students.
   (b) Set up programs for re-entry women that would fit between 9:00 a.m. and 1:00 p.m. when women with children are free. Basic requirements would be offered during these times and re-entry women could enroll as a group. The first semester would then be less traumatic when adjusting to school demands.

2) Offer additional services off-campus.
   (a) Develop a council of teachers of women's studies to include teachers from SBCC and the local high schools. Cooperation would be thus enhanced.
   (b) Develop and offer a course in Women's Studies for paraprofessionals and professionals in education as an aid to curriculum development in grades K-12.
   (c) Provide courses in Women's Studies at off-campus locations for those who have difficulty getting to SBCC.

3) Provide courses on female sexuality for women only and one for men only.

Independent Studies and Special Projects. A questionnaire was sent to faculty who have responsibilities in the area of Independent Study. Sixty percent of those involved responded to the questionnaire. From the information obtained, the following could be concluded.

1) There appears to be no uniform standard for admitting students to Independent Studies or Special Projects.
2) Work required of students appears to fall within a wide range.
3) Criteria for evaluation and grade assignments also fall within a wide range.
4) Actual gain in a given course seems to be primarily dependent upon the individual student.
5) Many instructors have responsibility for the supervision of eight or more students.
The Committee recommended:

1) Establishment of a committee to review the whole area of independent studies.
2) Development of criteria for admitting students to and evaluating their progress in independent studies courses.
3) Review of possibilities for reimbursing faculty for time spent in assisting students in the area of independent studies.
INSTRUCTION

There have not been many systematic attempts in recent years to determine the outcomes of instruction at SBCC. There are indications, from data returned to SBCC by campuses of the University of California and the State College and University system, that students from SBCC who transfer to these Institutions do as well or better than "native" students. However, much more analysis needs to be done. Recent efforts to establish a uniform reporting system at the State Colleges and Universities will help.

The SRC instrument, described under Functions and Objectives above, dealt very heavily with instruction and classroom experience. It showed a very high level of satisfaction, on the part of the students, with this aspect of their college experience. Students were pleased with the fairness of instructors, their attentiveness to student questions, and the clarity of their expectations. They found that instructors respected differing points of view.

The faculty was polled regarding the methods used by instructors. It was revealed that SBCC has in use a wide variety of teaching techniques in addition to the traditional lecture/laboratory using texts, syllabi, notes, and AV supplements. Teachers have been very creative, and are encouraged by the Improvement of Instruction Committee to innovate. The committee has a modest budget with which to fund those innovative projects that appear to have the most promise. Among the unusual, or non-traditional methods used are:

Student self-discovery and analysis
Experimental learning
Confluent techniques-guided fantasy and symbolic drawings
Clustering
Personalized learning
Interdisciplinary approaches
FACULTY

The committee on Faculty elected to consider five general subjects:

- Recruitment and orientation
- Morale
- Governance
- Development
- Evaluation

The study was conducted mainly through the use of questionnaires sent to faculty members for which at least 50 percent response was sought in each case. Results of the questionnaires were supplemented by data from existing college files.

Recruitment and Orientation. Recruitment of new faculty members at SBCC is left primarily to the members of the individual departments. In recent years, however, the College has adopted an Affirmative Action policy and a detailed plan for its implementation. Under the plan, departments are to actively recruit members of minority groups and women. The most recent data on ethnic and sex breakdown among the instructors, counselors, and librarians is shown below.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td>13 (7%)</td>
<td>7 (4%)</td>
<td>20 (11%)</td>
</tr>
<tr>
<td>Other</td>
<td>104 (58%)</td>
<td>56 (31%)</td>
<td>160 (89%)</td>
</tr>
<tr>
<td>Total</td>
<td>117 (65%)</td>
<td>63 (35%)</td>
<td>180 (100%)</td>
</tr>
</tbody>
</table>

The effectiveness of orientation of new faculty members was measured by a questionnaire sent to faculty who had begun work on contract after February, 1971. Orientation has generally been provided in the Fall only, so that instructors beginning work in Spring or Summer are not recipients of any formal orientation except that provided by the departments.

Those who had attended orientation sessions were moderately satisfied with them although there is evidently considerable room for improving both the content and delivery. One of the duties of the new position of Teacher-Coordinator, Articulation and Inservice Training is to improve the quality of such orientation.

Morale. Morale of the faculty was measured by a questionnaire sent to all contract faculty. Response to the initial distribution was 62.5 percent (which in itself may be a measure of morale). Nearly half rated the overall morale of the faculty as above average to excellent. There were, however, areas of notable faculty dissatisfaction. Much dissatisfaction evidently arises from the feeling that time spent working on committees has little effect on the formation of college policy. (This is covered also under Faculty Governance below). However, a very high proportion of the faculty feel that they are allowed to participate in decisions affecting their assignments, and that they are usually treated fairly. They like the people with whom they work and find their colleagues friendly and easy to approach, but do not regularly socialize with them.
There are some areas in which the survey indicated an adverse effect on morale. A recurring thorn for many is the resource allocation process. Over half found Business Services, Facilities Planning, clerical assistance to instructors, and teacher organizations, relatively unproductive or counter-productive to high morale. Forty to fifty percent gave poor to average ratings to the Superintendent and staff, Dean of Students and staff, Data Processing, Purchasing, custodial staff, and affirmative action policies, with regard to their contribution to the promotion of morale. The library, Audio-visual department and bookstore contribute most to morale, according to the survey.

**Governance.** A questionnaire was designed to elicit attitudes regarding the degree to which faculty members are engaged in committee work or policy recommending bodies, and the faculty attitudes about the machinery for faculty influence on policy and the effectiveness of faculty involvement. Nearly half the faculty responded to the questionnaire. There is evidence that faculty participation in the committee structure is slowly falling off, from about 80 percent of eligible faculty at the beginning of the decade to about two-thirds now. There is also a slight tendency to feel that committee influence is waning. Which trend is cause and which is effect is not clear.

Nearly half the respondents felt that the committees were usually effective in influencing decisions, but nearly ten percent felt they were rarely effective. Sixty percent felt that committee recommendations they had been involved with had been endorsed or implemented most of the time, and, of those whose recommendations had been rejected, over sixty percent felt that there had been sound bases for such rejection at least half the time. These figures tend to contradict the comment above under **Morale** that committee time is wasted and ineffectual in influencing decisions. The discrepancy has not been resolved.

Evidently, faculty participation in decision-making is relatively effective in the areas of curriculum development, teaching load, hiring of faculty, sabbatical leaves, faculty salaries and working conditions, and professional salaries. There is a feeling of less participation in the salaries and hiring of administrators and in allocation of resources.

**Development.** There are two broad areas of faculty development that were considered: 1) The accumulation of credit units for formal course work completed at recognized institutions of post-secondary education, which is now the sole basis for salary class advancement at SBCC, and 2) Other activities which the faculty members themselves felt were significant in improving their professional capabilities.

In attempting to measure the degree of activity directed at professional development, the committee referred to personnel records for the former and a poll of the faculty for the second. A survey of personnel records for data on course work taken reveals the following facts:
During the six years 1969-1974 the pattern of course work completed by 178 faculty members was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Taking</th>
<th>No. courses</th>
<th>Number Completing Courses</th>
<th>Total Units Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1969</td>
<td>155</td>
<td>23</td>
<td>23</td>
<td>233-1/3</td>
</tr>
<tr>
<td>1970</td>
<td>153</td>
<td>25</td>
<td>25</td>
<td>174-1/3</td>
</tr>
<tr>
<td>1971</td>
<td>145</td>
<td>33</td>
<td>33</td>
<td>281-1/3</td>
</tr>
<tr>
<td>1972</td>
<td>151</td>
<td>27</td>
<td>27</td>
<td>201</td>
</tr>
<tr>
<td>1973</td>
<td>154</td>
<td>24</td>
<td>24</td>
<td>178-1/3</td>
</tr>
<tr>
<td>1974</td>
<td>168</td>
<td>10</td>
<td>10</td>
<td>115</td>
</tr>
</tbody>
</table>

During this six-year period about one-third of the faculty members completed some course work and received credit, and two-thirds did not.

It is apparent that there has been a significant drop in the number of faculty members receiving course credit during a period when the faculty was increasing in size. A total of 1183-1/3 units were completed by 62 persons, an average of 8-1/3 units per person per year.

If not taking formal course work, what do faculty members do for professional development? The most frequently mentioned methods of effecting professional growth were attendance at workshops, conferences, seminars and meetings (cited 49 times) self-directed study and research (cited 45 times) and travel (cited 34 times). The self-directed study usually involved reading of professional journals and books, and in some cases involved consulting work, obtaining of licenses, or research in the field during a sabbatical leave.

Other methods cited were:

- Publication of articles, books, and instructional materials. (32 times)
- Related teaching experience and evaluation of methods and materials. (19 times)
- Delivery of papers at conferences. (9 times)
- Participation in professional organizations and committee work. (7 times)
- Community and volunteer work and political campaign activity. (15 times)
- Work experience, teaching at other institutions. (21 times)

Thus, there is ample evidence that SBCC faculty members actively pursue professional growth even without the incentive of salary increases. As a result of this analysis of alternatives for professional growth, the committee has proposed a formula for broadening the scope of activity that qualifies for formal recognition in terms of salary class advancement. The formula would include teaching, research and creative work, professional activity, college and community service, and other areas (eg., honors, and fellowships/grants), in addition to education, as valid grounds for class transfer.
Evaluation. In order to evaluate the faculty evaluation process, a simple 4 item, open-ended questionnaire was distributed. Slightly more than two out of three respondents felt that the process was effective in the measurement of teaching and in improving instruction. However, there were many who felt that evaluation was ineffectual and many suggestions were made for improving the procedure. Most frequently mentioned suggestions had to do with simplification and/or reduction of the frequency of evaluations at least for tenured faculty.
STUDENT PERSONNEL SERVICES

Student Personnel Services since the last accreditation study has been re-combined into a single administrative division encompassing admissions, records, counseling, student activities, financial aids and placement, and the bookstore. The committee elected to look into a few of these activities. Its evaluation is restricted to admissions and records, student activities, and health services, and consists mainly of a general commentary by the committee on ways in which the division is meeting its objectives and ways in which services to students might be improved in the future.

Admissions and Records. The Admissions and Records Department, which handles all applications for admission or readmission to the credit program, maintains records of all students, and conducts registration, is felt to be performing all of these functions well, even though operating under certain handicaps.

Registration is usually carried out in the Sports Pavilion where room is adequate. However, when this facility is unavailable, the activity must be moved to the Campus Center where not only is the space considerably less, but registration must compete with food service and other activity. In spite of this, the process has been carried out fairly smoothly.

A liberal add/drop policy has caused what is virtually a second registration period. Considerable thought and effort has been devoted to streamlining this process to eliminate long lines and heavy staff overloads.

Among the factors which will improve this service in the future are a planned remodeling of the office area and greatly increased use of data processing services, including computerized on-line registration.

Student Activities. This department of the College is charged with the development and maintenance of co-curricular activities, including the Student Senate, intercollegiate athletics, student clubs and organizations, and the bookstore, in addition to miscellaneous other activities. The committee felt that these functions are being carried out successfully and especially noted the existence of a women's re-entry program, and the recent opening of a Women's Center, the beginning of an intercollegiate women's athletic program, and increased presence of administrative staff at student senate meetings, contributing to improved student/administration communication.

Health Services. The addition of a full-time College nurse to the staff during the 1974-75 year has greatly improved the quality and quantity of health services offered to the student. During the 74-75 year a total of 1657 contacts were made, which included first-aid, and/or emergency care for students or staff members. Health counseling was offered on an individual basis, and a number of very successful, all-campus health education programs have been conducted. From September, 1975, to February, 1976, 2200 contacts with students and staff have been made.
COMMUNITY SERVICES

Santa Barbara City College has a diverse program of community services. Much of the service normally considered, at other colleges, to be a part of Community Services (e.g., speakers, theater, lecture services) is carried out under the Continuing Education Division of the college and is considered in a later section of this report.

The committee on Community Services was concerned primarily with those activities that are funded by receipts from the Community Service tax. In recent years much of this money has been allocated to the development and operation of athletic facilities which are jointly used by the college and the city. These facilities include a baseball field and tennis courts located in an adjacent city park, a nearby swimming pool, and a stadium and sports pavilion on the campus.

Community Service taxes also support parts of the facility operations, athletic and campus security staffs, the College Information Office and Publications.

The committee adopted as a criterion the Ten Essential Areas of Community Service adapted from a list compiled by Gunder Myran. These are:

1) Cooperation with community and social agencies and groups,
2) Service to adults
3) Service to youths
4) Educational services to disadvantaged groups
5) Community use of Community College facilities
6) Identification of community needs
7) Cultural/artistic programs
8) Public information services
9) Civic action programs
10) Coordination of volunteer services

The college promotes and fosters activity in all of these areas, either as part of its Community Services program or as an integral part of its credit and non-credit instructional programs. Some of the ways in which these responsibilities are carried out are:

- Forums on miscellaneous topics, e.g., women's movement, rape crisis, candidate forums, poetry readings, Tai Chi Ch'uan demonstrations
- Publications and brochures and news releases on college programs and events
- Faculty membership in and consultation with various community groups
- Counseling services for adults
- SHARE project wherein students take knowledge they have acquired in classes on campus to senior citizen homes and other institutions
- Neighborhood centers for outreach programs in nearby communities, jail, police department, senior citizen homes, etc.
- Music and theater arts department productions
o Special programs with guest artists
o Counseling services to high school youths
o Recreation programs through joint use of facilities with the City Recreation Department
o Use of campus facilities by many off-campus groups
o Speakers bureau.

Evidence of increasing activity in the area of community service is the fact that the position of Publications Coordinator has been increased from part-time to full-time, a new full-time position of Facilities Reservation Clerk has been added, a Women's Center has been opened, and a half-time position of Community Services Director has been created.

The committee felt, however, that much more needs to be done. The committee view was that a commitment to community service activity should appear in the college catalog and that specific guidelines be formulated to set forth the allocation of Community Service tax revenues. It was further felt that the Community Services Director should be a full-time position.

Certain facility improvements were recommended. The Sports Pavilion, which is often used for concerts and other artistic events, is not well-suited to these alternate functions. Acoustics should be improved, seats should be made more comfortable, portable staging should be available, and overhead cat walks are needed.

Patrons of these events must often compete for parking space with evening students. (This problem will be somewhat alleviated by the completion of the Music-Drama Building now under construction on the West Campus).

In order to measure community response and reaction to the college's Community Service programs, the committee sent a questionnaire to 5,000 residents of the District. At least three-fourths of the respondents indicated interest in such activities as music concerts (79%), theater productions (75%), and headliner speakers (76%).

Interest in the use of SBCC/City recreational facilities and activities was high for softball, and nearly as high for volleyball and swimming. Tennis, which was ranked last will probably see an increase in the future since the tennis courts are recently completed and not well-known as yet.

All facilities of the college were rated adequate to good by most citizens, although certain specific criticisms were cited. Regarding access and accommodations, the respondents rated parking and restrooms the poorest. Public transportation to the campus in the evening is also a problem for many citizens, and access for handicapped and senior citizens warrants some improvement. (This last deficiency is closely related to parking difficulties on evenings when credit classes are in session).
LEARNING RESOURCES

Learning Resources at Santa Barbara City College encompasses the college library, instructional media center, the tutorial center, and essential skills programs in Mathematics, Reading, Writing, and ESL. These services and activities are not in a single administrative unit, nor are they located under a single roof. Nevertheless, all of these components work closely together to provide an effective program of developmental education and to provide general learning resource services to the entire campus.

Tutoring and Developmental Mathematics. The committee considered the essential skills programs (particularly mathematics), the tutorial program, and instructional media. The Tutoring Center provides tutoring services free to students requesting help and to instructors who wish to integrate tutorial assistance with regular classwork. It is not limited to remedial work, but serves the entire college. An important component of the Center is the program of tutor training which all tutors must undergo and for which they receive college credit.

Tutoring services have increased steadily, and at the present time nearly 30 percent of daytime students are regular beneficiaries of the program. In the 1973-74 academic year, over 2,400 students received assistance in the Fall Semester and over 3,000 in the Spring. About three-quarters of these students were assisted on a regular basis, i.e., were assigned study partners and came in on a regular weekly schedule for continuing tutorial assistance.

Except in the case of Basic Mathematics, there has been no extensive and rigorous longitudinal evaluation of the effects of tutoring. Such analysis is greatly to be desired. The effects of tutoring in developmental mathematics were the subject of a two-year study by Carman, and, to some extent at least, his findings can probably be applied to tutoring in other areas.

Carman found that the grades of students completing the mathematics class were not significantly dependent upon exposure to tutoring. However, there was a very significant difference in persistence patterns. Tutored students completed the course in one semester in about twice the numbers of untutored students. When the non-completers were included, grade achievement was significantly greater for tutored students.

Tutoring was also found to have significant effect upon students' persistence in courses other than the tutored one, indicating psychological changes which perhaps influence the students' self-image or attitude toward college.

There were long term effects as well. The relative numbers of students completing the developmental math course in four semesters was significantly greater for the tutored students, as were the relative numbers of students remaining in college for the full two-year period. Also, on the basis of interviews with the students it was
concluded that tutoring significantly improved the student's attitude toward the subject in which tutoring took place.

**Instructional Media.** Starting in the Fall of 1975, instructional media have been brought under the cognizance of a single Coordinator of Instructional Media. This move recognizes the increasing use of such media and the increased technological know-how required to conduct an effective media program. In particular, television is finding increasing acceptance as a medium for the delivery of instruction, and SBCC now has several instructors interested in applying videotape as a supplement to more traditional forms of classroom presentation.

As the amount and diversity of equipment has increased it has become necessary to provide a central operation to assure some degree of standardization and availability of repair service. Until 1975, this function was part of the library and involved delivery and pickup of equipment and software, media software acquisition, production of transparencies, slides, and audio, and videotape, and repair of equipment. With the opening of the new Humanities Building, the college had a full television studio which has been equipped for color TV production.

The adequacy of AV services was the subject of a faculty survey just prior to the hiring of the Coordinator, Instructional Media. The conclusions of this survey were that the AV Department was understaffed and had inadequate space, that equipment was in poor operating condition, and that instructors were in need of more in-service training in this area. The accreditation study subcommittee on media concluded that there was a need for departmental guidelines and procedures regarding the AV Department's functions, and increased funding was needed for personnel, supplies, and capital outlay. They further recommended that programs be instituted for equipment replacement and routine preventative maintenance.

One of the major trends in this increased use of media may be the use of television. Until recently, there were very few instructors interested in the potential of TV in the classroom. The nursing program obtained a small black and white mobile unit, one Political Science instructor has experimented with innovative uses of videotape material, and the Speech and Theater Arts Departments have sought equipment to permit instant playback of student performances. Only one classroom was equipped with permanently installed playback equipment.

Recently, two short in-service training courses in the use of TV have been offered to instructors. About 20 instructors participated. Many academic disciplines on campus have indicated enthusiasm and the indications are that there will be a greatly increased demand for this new educational medium in the future.

Faculty members are also becoming increasingly aware of the potential for reaching a much wider community clientele through the use of local commercial television facilities -- either the local station, KEYT Channel 3, or the Cable Television company. This awareness has been brought about through SBCC membership in the
Southern California Television Consortium through which a variety of courses has been offered over the past several years.

No systematic evaluation of the efficacy of TV has yet been made at SBCC. Funding, in the form of grants, has been sought to underwrite such an evaluation, but so far without success.
PHYSICAL PLANT AND EQUIPMENT

As described in the November 1, 1975, District Five-Year Construction Plan C, pages 16 through 16e, the acquisition of an additional 31 acres adjacent to the original 43-acre Mesa site in 1973 made it possible, finally, to develop a comprehensive master plan for a single major campus to house the credit programs of the District. The new master plan was developed for the enlarged site by a new master plan architect. Local funds for recent developments of physical facilities have been provided by the $5.5 million bond issue of 1969 and the $3.8 million bond issue of 1973.

Since the last accreditation visitation, many changes have occurred in District facilities. Major new facilities built and occupied since 1970 include the Sports Pavilion, the Health Occupations wing of the Administration Building, and the Humanities Building. The Vocational-Technical Building is virtually complete and will be occupied later in the Spring. The Drama/Music Building is under construction on the new site. Site development and landscaping are in progress as are erosion control measures. Basic work has begun on the pedestrian bridge to cross Loma Alta Drive and join the two portions of the campus.

In order to provide needed office space for faculty and Student Support Services, two modular buildings were constructed. Developments in Pershing Park include the construction of baseball diamonds and eight tennis courts. Considerable renovation has occurred or is in progress including removal of architectural barriers to the handicapped. Bids have been received for the off-campus Children's Center and construction is expected to begin soon. Local funding is available for the Marine Technology Building, but construction depends upon whether or not there will be state funds. The stadium lighting project will be completed this year as well as the fire access road through Pershing Park.

High in priority for future consideration are renovation of the Administration Building, addition to and renovation of the Physical Science Building, addition to and renovation of the Hotel and Restaurant Management facilities in the Campus Center, replacement of the present library with a Learning Resource Center, conversion of the present Library to a Student Services Center, and an Interdisciplinary Center to be placed on the new site.

It is the policy of the District to encourage utilization of college facilities by community groups. Such use is increasing rapidly. The gymnasium is used extensively by the city Parks and Recreation Program as part of a joint use agreement with the city which includes joint development of city owned Pershing Park and joint use of the park as well as the city swimming pool. Utilization is at such a level that there are few, if any, open dates for the remainder of the college year for major facilities. It is anticipated that there will be considerable use of the Theater/Music Building by groups from the community. Staffing plans are based upon that assumption. A full-time clerical position has been
established as well as a half-time position of Community Services Director. A major responsibility of these positions is coordination of community use of college facilities.

Considerable effort has been made to involve college personnel in the planning process. Procedures are described in the Five-Year Construction Plan. A Director of Facilities Development was employed in the summer of 1972 to direct the planning effort. Needs as described in the master plan or expressed by faculty, staff, and students are brought to his attention. Needs are documented and described. Concepts are reviewed by a college-wide facilities committee, the Administration, the Board of Trustees committee of the whole, and, finally, the Board of Trustees.

As indicated in the Five-Year Construction Plan, the District makes extensive use of off-campus facilities. In addition to the leased facilities for the Children's Center and the Trade and Industrial Center (Marine Technology), elements of the credit program are offered in 12 off-campus sites. Forty-two medical and dental offices or facilities are used in conjunction with two Health Occupations programs. Non-credit or continuing education classes are offered in over 130 locations in addition to the downtown Continuing Education Center.

District facilities have been reviewed by OSHA and are believed to meet high standards of safety. A college-wide safety committee has made significant contributions to standards of safety and to development of procedures to improve and maintain standards.

Santa Barbara City College has the great advantage of a uniquely beautiful setting. Attempts are being made to do justice to the site with attractive facilities which are also functional and efficient. Enrollments and building plans have changed considerably since the first buildings were constructed. It has not been easy, at all times, to adapt what is to what is needed. The Library is inadequate in every respect. Efforts to remodel the Library to meet current and projected needs were abandoned when the new site was acquired since that made it feasible to plan an adequate Learning Resource Center. That delay has been unfortunate but it is believed that the ultimate solution is far superior to other alternatives.

The Physical Sciences were accommodated first in the building program. More space is needed and is planned as an addition to the Physical Sciences Building. The new Humanities Building has been extremely helpful, although state criteria have necessitated room sizes that are not as flexible as would be desired. The Health Occupations Departments are well housed and the Vocational-Technical program will be well-housed in the new addition together with the Marine Technology Building which is in the near future.

Student Services are currently inadequately housed. If conversion of the present Library Building, as now embodied in the Master Plan, takes place on schedule, it will be an excellent solution to that
problem. A large multi-media classroom for the Social Sciences is long overdue. Temporary arrangements are being made on the second floor of the Library. A permanent space will be provided during renovation of the Administration Building. Business Education classes will be accommodated with the Administration Building renovation but acceptable solutions to all their needs are not yet available.

It is believed that the instructional program is supported by equipment which is well chosen and appropriate. Unfortunately, budget limitations have made it impossible to acquire equipment at a rate desired by the faculty. The sciences, in particular, have a backlog of requests for major equipment. Considerable progress is being made through the Resources Allocation Review Board and through the efforts of the Teacher/Coordinator of Instructional Resources to develop systematic and objective procedures for making decisions about the entire budgeting process including acquisition of equipment.

Considerable improvement has been made in the maintenance program in the past three or four years with the reorganization of the Facilities and Operations Department and with the addition of maintenance personnel. Budget allocations still cannot be all that is desired but maintenance is now gaining rather than losing ground.

The District has a major concern regarding provision of permanent facilities for the downtown Continuing Education Center. Most of the non-credit program is housed in non-conforming space or in borrowed facilities.

Funding for future construction is a concern in both state and local terms. No decision has been made, although alternatives for raising the required local funds are being considered. The role of the state is, of course, even more uncertain.

It is believed that the Five-Year Construction Plan is a blueprint for the future which will accommodate District needs. As has been true in the past, constant modification will occur and new funding solutions must be found.
DISTRICT AND COLLEGE GOVERNANCE

The Santa Barbara Community College District is a single-college district with total responsibilities for adult and continuing non-credit education within The District.

The District is governed by a seven member Board of Trustees. Trustees represent Trustee areas but are elected at large. The Carpinteria area is represented by Mrs. Joyce Powell. Mrs. Powell, and her husband own and operate a pharmacy in Isla Vista. The Montecito area is represented by Mr. James R. Garvin, real estate broker. The Santa Barbara area is represented by Mrs. Ann Gutshall, a homemaker who is active in the Parent-Teacher Association of the Santa Barbara Schools and various educational programs of the Santa Barbara County Schools; Dr. Joe W. Dobbs, optometrist; and Mr. Sidney R. Frank, meteorologist, educator, and owner of the Sidney R. Frank Group, Consultants. The Goleta area is represented by Mrs. Kathryn O. Alexander, homemaker, former member of Hope School District Board of Education, and active participant in community organizations; and Mr. Benjamin P.J. Wells, recently retired Goleta Postmaster. Currently Mrs. Gutshall is President of the Board and Dr. Dobbs is Vice-President.

In the ten years since establishment of the new District and election of the new Board, ten persons have served as Trustees. The Trustees are deeply respected by students, faculty, staff, and the community. In Fall, 1976, the college and the community paid their special respects to the Trustees with a series of events on campus honoring ten years of progress under their direction and leadership.

Regular meetings of the Board are held on the second and fourth Thursdays of each month at 4:00 pm in the Board Room at Santa Barbara City College. Most Board meetings are completed within two hours. The President of the Academic Senate and the President of the Associated Student Body are seated with Senior Administrators and participate actively in Board meetings. The Board meets as a committee of the whole to consider planning and facilities development. The Board functions with sub-committees for Educational Policy, Budget, and Salaries. Sub-committee meetings are on call.

The chief administrative officer of the District is the Superintendent-President who serves as Clerk and Secretary to the Board. Administrative responsibilities are delegated to an Assistant Superintendent for Business Services, an Administrative Dean for Continuing Education, an Administrative Dean for Instruction, and an Administrative Dean for Student Services.

Participation in policy formulation and district governance is provided in a variety of ways. Since the last accreditation visit, the Curriculum Committee has been reorganized and more equitably represents the instructional and support areas. A college-wide facilities Committee has been established to review and comment on all elements of facility development. To review and make recommendations regarding
allocation of resources and budget preparation, the Resources Allocation Review Board was established. The Resources Allocation Review Board is composed of members of the faculty, administration, and the classified staff.

Procedures for selection of administrators involve faculty, students, classified staff, and administrators.

The College Council, composed of the Administrative Deans and representatives of the students, faculty, and classified staff, meets regularly with the Superintendent-President to advise him regarding college policy and procedures and to review each Board agenda prior to meetings. Several college-wide committees are appointed by the Superintendent-President. The Academic Senate also appoints a variety of committees.

The Academic Senate is composed of all regular members of the faculty and elects a fifteen-member Representative Council to conduct most of its business. The Representative Council meets weekly. Members of the administrative staff are welcome to attend. The Superintendent-President ordinarily attends once each month. On those occasions the agenda includes a colloquy with the Superintendent-President.

No faculty organization has requested to represent the faculty in salary and benefit negotiations with the result that no certificated employee council has been established at Santa Barbara City College. Salary and benefit negotiations have been conducted with the Instructors' Association (not the Academic Senate), the Continuing Education Instructors' Association, the Administrators' Salary Committee, and the C.S.E.A.

Since the last accreditation visit, several organizational changes have occurred. The number of administrators at the level of dean has been reduced from six to four. One dean's position was replaced by a classified position. The two deans' positions in student services and student activities were combined. The Dean of Student Activities was replaced by an Assistant Dean. Administrative positions in Continuing Education were reduced, and new classified positions of Program Planning Assistants were established.

The Personnel Office has been reorganized and more appropriately staffed. A new position of Affirmative Action Officer/Director of Personnel Services was established.

In February of 1975, after much discussion, a two-year experiment in instructional reorganization was begun. The experiment includes three elements—a functional approach to assignment of responsibility and accountability; a more flexible and more equitable arrangement for departmental leadership; and extension of the functions of the Office of Instruction through three teacher/coordinators who are assigned half-time to specific functions related to the Office of Instruction. An interim evaluation of this experiment has been concluded. Further evaluation will occur before recommendations are made regarding the future organization of the instructional program.
Individual administrators are evaluated each year. Administration, in general, has been the subject of a doctoral dissertation by a member of the faculty, Dr. Maurice Ryan. The Representative Council of the Academic Senate has distributed questionnaires within the faculty for the purpose of evaluating administration. Another study of administration is being conducted by a doctoral candidate who is not a member of the faculty. For several years, the administrative staff prepared a list of items for institutional study and action annually. Reports of progress on these items served as a basis for evaluation. That procedure was replaced by establishment of Goals and Objectives for each support division.

Most evaluations of administrative-faculty relationships have indicated a desire for more effective communication. Several new avenues for communication were introduced in 1975. During pre-school meetings in September two open discussions were held with members of the Representative Council and the administrative staff. An off-campus facilitator was used for these sessions. The sessions indicated the desirability of improving communications within the faculty as well as between faculty and administration. The Superintendent/President now meets once each month with the Representative Council.

In September the administrative staff, the President of the Academic Senate, and members of the Board of Trustees held a one-day retreat. Concerns identified and ideas suggested have been the subject of follow-up meetings of Board subcommittees and of administrative staff meetings.

The Board of Trustees has been extremely supportive of innovation and experimentation. The faculty has provided leadership in this area by the establishment several years ago of the "Improvement of Instruction Committee." They requested and obtained Board support for allocations for innovative projects. They screen and recommend projects to the Board for funding.

The quality of instruction is a source of pride to the faculty, the administrative staff, and the Board of Trustees. It is believed that Santa Barbara City College is regarded very highly by the community it serves. This is the result of the quality of instruction and of the unusually broad and effective continuing education program provided by the District. Members of the Board, the administrative staff, the faculty, and the students are active in community affairs. Their participation is recognized and appreciated. The community indicated its support of the College with an over 70 percent "Yes" vote on the 1973 bond issue to acquire the adjacent site.

There is a growing use of college facilities by the community. The Public Information Office is very effective in obtaining space and time to describe the activities of the College. Extensive cooperation exists between the College and community organizations. This is particularly true of programs in Continuing Education.
It is believed that the fiscal operation of the District is sound and that budget procedures are effective, if frustrating at times. Creation of the Resources Allocation Review Board is a forward-looking step. Much remains to be done, but the Resources Allocation Review Board has exerted great influence over fiscal matters. With further maturity and experience, procedures will continue to improve.

The quality of service provided by the classified staff of Santa Barbara City College is high and is appreciated by the Board, the faculty, and the administrative staff. The ratio of support staff to students and faculty is above the average of community colleges. Dispersion of offices has necessitated some additional clerical support. Considerable technical support is provided, also. A comprehensive classified personnel classification and salary study has just been concluded. All classified job descriptions were reviewed.

Stability in staffing is increasing as the master facility plan develops and the facility configuration changes. This will continue as enrollment growth begins to decline.

Final recommendations regarding instructional reorganization are yet to be determined at the conclusion of the two-year experiment. Major changes in personnel or in function are not anticipated. It is expected that the trend will continue toward a preference for specialized, technically-oriented classified personnel rather than administrative personnel to perform some functions.
CONTINUING EDUCATION

The Continuing Education Division of the college administers all non-credit programs of the district. It is characterized by the great diversity of its offerings, by its flexibility with regard to modes of delivery, and by its quick reaction capability in meeting changing community demands. In order to do this it has had to maintain a very close liaison with the community. Thus, it was appropriate that this portion of the self-study involve community representatives and so a significant number of citizens were included on the committee.

The study of Continuing Education at SBCC was conducted independently of and parallel to the remainder of this self-study. Each of the nine criteria of the ACJC Manual of Accreditation were addressed with respect to Continuing Education. That format is followed in the following discussion.

Functions and Objectives. Functions and objectives of the Continuing Education Division are developed for each cost center by the dean or program planner having cognizance over the cost center. Goals and objectives are arrived at after consultation with members of the Continuing Education Advisory Council and are consistent with community needs and the overall goals of the District. Every attempt is made to formulate the objectives in measurable terms so that their attainment can be evaluated.

Because of its rapidly changing programs, the Division uses largely hourly instructors and experiences a rather high turnover rate. In order to assure that the Division's goals and objectives are known and understood by the faculty, a breakfast is held each year and this function is followed by orientation meetings.

The Division has also prepared a five-year master plan and each year prepares an annual plan.

Curriculum. The Division provides a broad-based curriculum including Basic Education, adult evening high school, apprenticeship and other vocational training, parent-child workshops, and a general curriculum covering World, National, and Local Affairs, Humanities and Philosophy, English, Literature and Writing, Sciences, Understanding Self, Understanding Children, Music, Theater Arts, Communication, Foreign Language, Fine Arts and Crafts, Home and Family Living, Business and Technical/Vocational Classes are offered at all hours from 9 a.m. to 10 p.m. at over 60 locations throughout the district.

The clientele consists of persons of all ages from 18 up, and of educational levels ranging from those who did not complete elementary school to those who completed graduate study. Each term 75 to 100 new courses are added, keeping the curriculum timely and dynamic.

New offerings are developed from a variety of sources — other adult programs, requests from citizens, offers to develop courses by prospective teachers, and community organizations. If experience indicates that the demand will be sufficient to justify a new course, it will be approved for submittal to the Board of Trustees.
Curriculum is reviewed on a formal basis three times each year and courses judged to be unsuccessful, based on attendance, student feedback, or staff observation, are dropped.

Out of every hundred adults residing in the District, 27 participate in at least one program of the Division. The Skill Center, a drop-in center where adults can learn at times convenient to them, has an impressive record of preparing people for jobs after they have been out of work for years. The overall program is constantly being praised by citizens who have taken courses or who have been impressed by the diversity and richness of its offerings.

The most serious weakness in the program is its insufficiency of courses in Adult Basic Education. Santa Barbara is estimated to have over 10,000 adults with less than nine years education, 3,000 with four years or less, and 1,000 with no formal education. In spite of efforts to reach them few of these people are being reached at this time and a great deal more effort needs to be expended to bring reading, arithmetic, and ESL classes to them.

**Instruction.** Most of the programs of the Continuing Education Division are offered on a not-for-credit basis, and none of the traditional rewards of grades, certificates, licenses, or degrees are available to motivate students to persist. Thus, one of the most effective measures of the quality of instruction is the persistence of students. A survey in 1974 indicates that only 26.5 percent had ever "dropped" an adult class. While this must be interpreted in light of the fact that many students may not have felt that leaving a class for reasons such as illness, family problems, job commitments, etc., constituted dropping, it is nevertheless a significant comment on the quality of instruction.

**Faculty.** Because of the nature of the Continuing Education program —ever-changing, dynamic, adaptive to community needs and demands, fast reacting — most of the faculty are employed on a part-time, hourly basis. This permits the program to be highly versatile and, at the same time, to employ highly qualified instructors in a very wide range of subjects. Faculty members are also required to have great enthusiasm, concern, and an understanding of the unique characteristics of the adult learner. In the non-credit program the only incentive is learning itself, and busy adults will not return unless the instructor is providing them with such learning. The great diversity of ages, educational levels, and cultural and economic backgrounds also constitutes a very great challenge.

Instructors are drawn from the whole community. Because of the flexible programming a turnover of 50-60 per term is typical. Instructors are generally drawn from other local schools and colleges, or from local industry, business, professions, writers, musicians, artists and artisans, and scientists. In addition to credentialed classroom instructors, forty to sixty guest speakers and consultants are used each term.

Attempts have been made to implement the district affirmative action plan with moderate success. Since the positions are hourly and there is little prospect for permanency, it is often difficult to expand the applicant pool. During the Winter term 1975, there were 198 men and 129 women instructors in the program. About six percent of these instructors were members of minority groups. As plans to expand Adult Basic Education
courses are implemented, it is likely that this situation will improve.

Since most instructors are part-time, and many are employed in other occupations, the faculty is not as cohesive as with the credit programs. However, there is a Continuing Education Instructors’ Association which annually meets with the Superintendent to confer on salaries.

**Student Personnel Services.** Most of the students who are clients of the Continuing Education Division are adults attending non-credit classes on a voluntary basis, and their needs for the support services typical of a college campus are minimal. In a few special areas, the Division does provide services. In particular, counseling services are provided at two locations — the Office Skills Center, 320 Montecito St., and the Evening High School at Santa Barbara High School.

The counselor at the Office Skills Center, employed twelve hours per week, registers and counsels new students, administers and interprets interest, aptitude, personality, and achievement rates, conducts a job seeking seminar, and obtains speakers from the community.

At the Evening High School, a counselor is available three hours each evening, Monday through Thursday. The counselor's main responsibility consists of evaluation of post high school work and assisting the student to formulate a program of study leading to graduation. Orientation and testing are also carried out.

The present amount of counseling appears to be adequate for support of the instructional program. However, as programs for the educationally disadvantaged adult are expanded, as it is hoped, there will be a need for greatly increased support in the form of counseling and testing. Such support is included in proposals for adult basic education programs of the Division.

**Community Service.** Although the Continuing Education Division has no formally designated Community Services program, the activities which are normally considered to come under that heading are an integral part of the Division's programs. The Division met all established criteria for community service in a checklist of the AACJC. Its programs and structure also clearly measure up to the "Model Community Service Program for Community Colleges" developed in Wimmer's doctoral dissertation.

1) **Has a strong commitment to services for the community;**

   Santa Barbara City College Continuing Education Division has a strong commitment to services for the community as evidenced in its comprehensive program of almost 500 classes and lecture series each term.

2) **Has a clearly delineated statement of formal objectives, written or published regarding scope or purpose of community services;**

   In addition to the lengthy statement of philosophy published in the annual Santa Barbara City College Catalog, the following clearly delineated statement of objectives appears as well:
Continuing Education:

To provide opportunities to enrich community living; to increase and improve the participation of citizens in the affairs that affect them; to release the full potentialities of adults as wage-earners, as creative beings, as social individuals; and to contribute to the development of individual excellence.

3) Is a major division like any other academic division of the parent institution;

Enrollment in the Division is significantly higher than all other divisions of the college combined. Current annual enrollments run between 45,000 and 50,000, representing some 30,000 participating individuals.

4) Has the head of the community services designated as either "Dean" or "Director" reporting directly to the President.

The present administrator of the Division has the title of Administrative Dean, which is the same as any dean in the College, and he reports directly to the Superintendent-President.

5) Provides physical and space facilities at the maximal level for services programs;

The Division has utilized facilities on the college campus; many elementary schools; the Adult Education Center with its complex of classrooms, art studios, and little theatre; numerous classrooms in private businesses and public agencies; various auditoriums; and other facilities throughout Santa Barbara County. Sixty to eighty locations are utilized each term.

6) Has variety in services which mark the character of an ideal community services program;

The Division has offered a broad curriculum encompassing services for all members of the community, as described in other sections of this study.

7) Has considerable emphasis placed on recruiting highly qualified professional and administrative staff;

Administrative openings are advertised nation-wide, and a careful screening and interview procedure is followed in meticulous detail, with certificated as well as classified personnel participating in the selection process. For recruiting part-time hourly instructors, see Faculty, this study.
8) Regards financial resources as one of the major concerns of the community services programs; thus, federal, state, and local financial support become the "selling" task of the Community Services Dean;

On July 10, 1975, the Board of Trustees of Santa Barbara Community College District passed a Resolution to "continue to provide and support community adult education offerings at the program and growth level consistent with that in recent years," and...the Continuing Education Division will be allocated funds based upon ADA generated."

9) Considers favorable attitude and support of chief executive officer and key persons in an effective program;

Continuous effort is made to keep the support of the chief executive officer and key persons. The Superintendent-President has been consulted on all matters and has visited Continuing Education staff meetings.

10) Regards variety of techniques essential to promote community services among individual adults, groups, and communities;

Forums, lecture series, films, classes, demonstrations, news stories, television, radio—all are employed to promote community services.

11) Considers research in community services, adult education, and methods of evaluation as part of its obligation;

Professional as well as popular literature in the field is routed to the staff. Subscriptions to many key periodicals have been maintained by the Division. In-house research connected with the program has been conducted continuously and weekly staff meetings have been held for evaluation and planning.

Learning Resources. The Division provides audio-visual services for the faculty, maintaining a file of catalogs, and assigns equipment and an operator when needed. A classified person is assigned to scheduling materials for use in the classrooms and is responsible for ordering and returning tapes and films. Access to learning resources at the City College campus is also available to the staff but is not used extensively. Books for sale to students are ordered through the Division by the instructors, and book sales are made at the downtown Adult Education Center, Santa Barbara High School, and San Marcos High School. In addition to audio-visual and book sales services, duplication of materials for classroom use is also provided, with limitation of 12 pages per class per term.

Because the Division has use of so many locations in the community, learning resources at museums, libraries, and other special facilities, are also available to instructors teaching special classes.
The instructional staff has access to a variety of learning resources in the community as well as through the Division and the College.

A questionnaire distributed to a sampling of instructors indicated a possible interest in developing an audio-visual materials library. Most of those polled indicated a willingness to help in the development of audio-visual materials. A few said there was a need to have a room equipped to show video tapes where classes could be scheduled.

A survey of all instructors as to their learning resource needs and a further, more comprehensive study of the need for an audio-visual materials library should be conducted. The possible coordination of materials with the proposed downtown learning center should be considered. Use of learning resource facilities now available should be continued, and the possibility of providing pre-service and in-service workshops on production of audio-visual materials should be investigated.

**Physical Plant and Equipment.** The facilities for the Continuing Education Division are located within easy reach of the entire community, and are readily accessible to the general public. Public buildings and private facilities which do not charge rent are utilized as much as possible to reach the maximum possible number of citizens for the classes offered. These are at locations where the population can and will support classes.

Special facilities, equipped for special needs, are provided for specialized classes such as jewelry-making, ceramics, woodworking, etc., and all rooms meet minimum standards of size, available seats, and lighting.

At present 60 to 80 locations are used each term. The use of Santa Barbara City School rooms is free, but the Goleta and Carpinteria Districts charge $2.00 per room per use. Otherwise, most other facilities are free.

The Community College District owns or leases the downtown Center, the Skill Center, the Trade and Industrial Center, and the College campus, all of which are used for classes. The downtown Center at 914 Santa Barbara Street consists of offices, classrooms, studios for specialized classes, and a small theatre - fourteen structures including garages and storage rooms. The annex at 814 Santa Barbara Street, with three classrooms, is considered part of the Adult Education Center.

Facilities other than the downtown Center which are equipped to meet specialized needs (sewing, sculpture, theatre, crafts, etc.) are difficult to find. For this reason most specialized classes are housed at 914 Santa Barbara Street, although the public schools' art, sewing, cooking, workshop facilities, etc., are used as much as possible, in addition to their regular lecture classrooms.

The Trade and Industrial Center, located at 312 Nopal Street is a rented facility which houses three shop areas and two classrooms for courses in Metal Sculpture, TV Repair, Welding, Electronics, and Machine Shop.
The Alpha Training Center is provided with six part-time instructors for basic education and pre-vocational training for developmentally disabled. A similar arrangement with Work, Inc., and Work Training is carried on at their facilities.

The Apprenticeship Facility and Skill Center are located at 302 E. Montecito Street and are rented by the District. There is an administrative office in this facility as well as eight classrooms and eight labs for the construction trade Apprenticeship program in addition to the office skills and several additional adult classes.

The facilities of the Continuing Education Division are not ideal in many cases, although most of the daytime classes could not be offered without them. The facilities were not built for the purposes they are now required to serve. The facilities at the downtown Center fall in this category for the most part. The pottery classes, with the exception of those in the Arts and Crafts Building, are overcrowded and the facilities are outdated and unsafe in some instances. The weaving courses are cramped and are contained in four small rooms rather than one ideal large room. The two painting studios would be better made into one large one which could be darkened for slides. The jewelry program is crowded and storage is at a premium. Because of the lack of space this facility cannot be used for other classes such as lapidary and copper enameling, which could be most compatible in the same facility.

The Trade and Industrial Center will move to the Vocational-Technical Building at City College in the Spring of 1976 or soon thereafter. There it will have excellent welding and machine shops which will be superior to the present facilities. It is anticipated that the Continuing Education Division will have use of these facilities, particularly at night.

The Apprenticeship Facility and Skill Center will eventually have to be moved because of the proposed realignment of the railroad tracks and cross-town freeway.

It is quite possible that the entire downtown Center will become unusable at some future date because of the restoration of the Old Presidio, and the implementation of the Redevelopment Agency's Downtown Redevelopment Plans which may incorporate a street realignment that will cut across the present property.

**Governance.** While providing a comprehensive instructional program for the adult community, the Continuing Education Division operates as a non-credit division paralleling the credit division of the college. Administratively, the Continuing Education Division operates as a district component with the administrative dean of the Division reporting directly to the Superintendent of the District.

The Continuing Education administrative staff consists of an administrative dean, two assistant deans, and three program planning assistants. The administrative staff is supported by the classified office staff of eight full-time and six part-time persons. The
Division performs its own programming, generates its own schedule of classes published in the local newspaper, and produces its own publicity throughout the year. Staffing is maintained at the downtown Adult Education Center on Santa Barbara Street, at the Skill Center on Montecito Street, and during the evening hours also at both Santa Barbara High School and San Marcos High School. Registrars, classroom aides, laboratory assistants, toolkeepers, accompanists and other classified positions are staffed with hourly part-time help as needed. The Division staff maintains its registration and attendance records, plans and administers its own budget, runs its own bookstore, operates its own Student Body Fund, locates and schedules classroom facilities, and maintains the central office and the satellite offices located in the community.

District funds and expenditure of such funds are recorded by a senior account clerk located in the Division's main office. Similarly, the Student Body Fund is recorded and dispensed by another senior clerk in the same office.

Three times during the school year the administrative staff meets with the Santa Barbara Citizens' Advisory Council to report on the progress of the program. The Council is also informed of the plans for the new term. The Advisory Council is composed of forty local citizens representing a cross section of the community. These men and women are professionals and non-professionals, who are interested in the instructional program of the Division.

The Continuing Education Instructors' Association is an organization composed of the part-time hourly teaching staff who have assignments in the Division. All may join for a membership fee of $1.00 per year. The Association meets to discuss teaching methods and standards, and to make recommendations on instructors' salaries, grievances, and other matters.

Staff meetings at the start of each term provide all members with an opportunity to participate in discussions regarding operating policies, programming for the Division, and exchanging of information. Similar discussions continue during succeeding weekly staff meetings, primarily with the programmers, for the balance of the school year and with weekly staff bulletins circulated to all. Additionally, sub-committees of the Citizens' Continuing Education Advisory Council are invited to meet and to advise on such items as Student Body finances, curriculum and facility planning.

The administrative dean of the Division is a member of the City College's College Council, the Resources Allocation Review Board, the Superintendent's staff, and is present at the weekly dean's meeting. The assistant deans also serve on various college committees.

Annual evaluation for administrators in the Division is the same as for all administrators in the college. The evaluation is performed as a committee function. The evaluation committee is composed of a
peer, a representative of the certificated staff, and a representative of the classified staff. The completed evaluations are reviewed by the administrative dean and then sent to the Superintendent of the District.

Student surveys are conducted periodically to gather demographic statistics, programming information, and comments about the program. End-of-Course and End-of-Series evaluations are frequently collected from students. Suggestions gathered in this manner, as well as other such aids, are presented to the programmer involved.

Monthly bulletins mailed to all continuing education instructors serve to keep the faculty and staff abreast of all needed information relative to the student body and the program. Programming ideas are also requested from the instructors.

The quality of communication with the teaching staff in general depends largely upon the individual programmer. As a rule, each programmer develops and maintains communication with the instructors in his area because of the need for frequent consultations while planning a class and as the class meets. A survey conducted during Spring, 1975, asked the instructors if they felt they had received adequate information about procedures, and 92% noted that they had. Other communication with the programmer is through the office staff as the teacher requests services for his/her class and the programmer always stands ready to help by telephone or in person. The Spring, 1975, survey indicated that 72% of the instructors rated the office staff as excellent.

Communication with the main campus depends largely upon the bulletins and committee reports that are circulated from the college on a daily basis. Among these are weekly staff bulletins from the President's office, minutes from the College Council, Academic Senate, and other campus college committees.

The physical separation between the Division office and the main campus makes it sometimes difficult to maintain rapid communication. Most of the Continuing Education staff seldom needs to be on campus. The Administrative Dean is on campus almost daily and in constant telephone contact. He acts as liaison for the Division, keeping the staff informed on matters pertaining to policy and operation.
PART V

CHANGES AND ACCOMPLISHMENTS
SINCE THE LAST ACCREDITATION VISIT
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SINCE THE LAST ACCREDITATION VISIT

COMMUNITY AND STUDENT BODY

The 1970 census set the population of the Santa Barbara Community College District at close to 150,000. A mid-decennial census, just completed, indicates a current population of about 166,000, which is equivalent to an average annual growth rate of 2.05 percent. This rate is considerably below that of the previous decade, when the District experienced one of the most rapid growth rates in the U.S. Much of the earlier growth was attributable to expansion of UCSB and to the influx of numerous research and development firms. These sources of growth levelled off substantially in the late 1960's. The District population is currently approximately 17 percent Spanish surnamed/Chicano, about 2 percent Black, and about 2 percent American Indian and Oriental.

There have been significant changes in both the size and character of the student body since 1970. The changes are summarized in the table below.

<table>
<thead>
<tr>
<th></th>
<th>1970</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student headcount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Fall, graded)</td>
<td>5,681</td>
<td>9,080</td>
</tr>
<tr>
<td>(Fall, ungraded)</td>
<td>8,495</td>
<td>14,934</td>
</tr>
<tr>
<td>Resident ADA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(graded)</td>
<td>3,426 (69-70)</td>
<td>5,898 (74-75)</td>
</tr>
<tr>
<td>(ungraded)</td>
<td>913 (69-70)</td>
<td>1,721 (74-75)</td>
</tr>
<tr>
<td>Day Students</td>
<td>4,230</td>
<td>6,408</td>
</tr>
<tr>
<td>Evening Students</td>
<td>1,451</td>
<td>2,672</td>
</tr>
<tr>
<td>Men</td>
<td>3,438</td>
<td>4,952</td>
</tr>
<tr>
<td>Women</td>
<td>2,243</td>
<td>4,128</td>
</tr>
<tr>
<td>Full-time</td>
<td>2,026</td>
<td>4,538</td>
</tr>
<tr>
<td>Part-time</td>
<td>3,655</td>
<td>4,542</td>
</tr>
<tr>
<td>Under 21</td>
<td>2,597</td>
<td>3,354</td>
</tr>
<tr>
<td>Over 21</td>
<td>3,084</td>
<td>5,726</td>
</tr>
</tbody>
</table>

There has been a 60 percent increase in numbers of credit students, and a 72 percent increase in resident graded Average Daily Attendance (ADA). In ungraded programs, the growth has been even greater. Headcount has increased 78 percent and ADA by 88 percent. Thus, the annual rate of growth in each category has been ten percent or more.

The proportion of evening students has increased from 26 to 29 percent, and the proportion of women from 39 to 45 percent. Whereas 54 percent of students in 1970 were over 21 years old, in 1975 this had increased to 63 percent.
The total certificated staff has grown also, except that the number of certificated administrators has been reduced as more functions are assigned to classified specialists. A summary of certificated staff changes is shown below.

<table>
<thead>
<tr>
<th></th>
<th>1970</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day graded programs</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Adult Education</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day graded, FTE</td>
<td>98</td>
<td>185</td>
</tr>
<tr>
<td>Evening graded, Number</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Non-credit, Number</td>
<td>262</td>
<td>394</td>
</tr>
<tr>
<td>Counselors</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Librarians</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

During this period, District financing has varied as shown below.

<table>
<thead>
<tr>
<th></th>
<th>1969-70</th>
<th>1974-75</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund Budget</td>
<td>$5,464,322</td>
<td>$9,950,971</td>
</tr>
<tr>
<td>Assessed Valuation</td>
<td>406,254,366</td>
<td>561,791,864</td>
</tr>
<tr>
<td>Assessed Valuation/ADA</td>
<td>84,760</td>
<td>72,583</td>
</tr>
<tr>
<td>Tax Rate</td>
<td>$.66</td>
<td>$.7848</td>
</tr>
</tbody>
</table>

ADMINISTRATION AND ORGANIZATION

During the past five years, many organizational changes have taken place in the District. A staffing plan has evolved to accommodate the changing and growing needs of students and the community. An architect has been added to the staff to oversee all facilities development. Student Personnel and Student Activities have been combined in a single administrative sub-unit. New classified positions of Assistant to the Superintendent and Affirmative Action Officer/Personnel Director have been added to the President's staff to handle research and grants and personnel administration.

In Student Services, a new position of Assistant Dean, Student Activities has been added, a full-time College nurse has been employed, and a full-time EOPS Counselor has been added.

In Instruction, a number of significant organizational changes have occurred. Audio-visual and television production and other services have been separated from the Library and placed under a Coordinator of Instructional Media. Evening College has been transferred from Continuing Education to the Dean of Instruction. The subdivision of Instruction into twelve major divisions has been changed, under a two-year experiment to provide each academic department autonomy under its own chairperson. Departments each receive a leadership stipend which they may use in any of several ways, and they may cluster with other departments in any groups acceptable to the members of those departments.
Another aspect of the experimental plan is the description of all instructional positions in terms of its functional parameters. Also, the Office of Instruction has been bolstered by the addition of three half-time Teacher/Coordinators for the new responsibilities of Educational Planning and Curriculum, Articulation and In-Service Training, and Instructional Resources.

Other administrative changes have taken place. The entire budget is now reviewed by a Resource Allocation Review Board, consisting of four faculty members, two administrators, and two classified employees. Data processing is now carried out under a joint-use agreement with the Santa Barbara High School District on a shared-time basis.

In general, as noted above, there has been a trend away from expansion of the certificated administrative staff toward the employment of classified technical specialists for many administrative functions.

Over the past four years a great deal of effort has gone into the development and articulation of an institutional philosophy, goals, and objectives. In 1972 the District began a program to develop and re-state goals and to generate recommendations for implementing the goals. In October, 1973, a publication entitled Directions for Change was presented to the Board of Trustees as a result of the goals study. From that study a new statement of goals has emerged. Individual cost-centers have formulated objectives. This effort is continuing with an annual up-dating of objectives at the cost-center level.

Considerable effort has been made to increase participation of various constituencies in decision making. In addition to the Resources Allocation Review Board, described above, representatives of the faculty, students, and classified staff sit on the College Council, an advisory committee to the Superintendent/President. Students, as well as faculty, serve on major college committees. A college facilities committee reviews all major facility developments and proposals. The President of the Board of Trustees has appointed several subcommittees of the Board to increase opportunities for interaction with Board members.

EDUCATIONAL MASTER PLAN AND CURRICULUM

A five-year Educational Master Plan has been developed and is up-dated every year. The diversity of degree and certificate programs has been greatly expanded. The Curriculum Committee has been re-structured to give broader representation. Television courses have been offered during the past three years through membership in the Southern California Television Consortium. American Ethnic Studies have been added to the curriculum in the areas of Chicano, Black, and Native American Studies. New interdisciplinary offerings are being considered. There has been a considerable increase in the number and scope of Continuing Education and Community Service offerings.

FACILITIES

Since the last accreditation, a new physical education complex has been built, and a new wing, added to the Administration Building now houses all
Health Occupations programs. A new Humanities Building was completed in 1975 and houses the Art, English, and Foreign Languages Departments, Data Processing, and Instructional Media. New athletic facilities (baseball diamonds and tennis courts) have been built in city-owned Pershing Park for joint City-College use. A Vocational-Technical Building is nearly complete. This new building will house vocational classrooms, laboratories, and offices. A Drama-Music complex is underway on the newly-acquired West Campus. It will be occupied in 1977. A new Child Care Center is just about to begin construction.

All of these projects are a part of a ten-year Master Facilities Plan which has been developed to assure the orderly development of the West Campus and increase of the capacity of the existing East Campus. A successful bond issue in 1973 provided the $3.8 million needed to purchase the 31-acre site across the street, and to provide initial site development. This has made possible the planning of a single, complete campus.

STUDENT SERVICES

In Student Services there has been a rapidly growing emphasis on services to the economically and educationally disadvantaged. The Financial Aid Office has vastly increased its numbers of clientele and amount of aid. The Learning Center, with its basic skills training, has grown rapidly. The Tutorial Center has extended its services to the entire campus, and now serves nearly one-third of the day students enrolled.

A Veterans' Office has been established with the assistance of federal funds, and a career counseling program and center have been established.

A full-time EOPS counselor was employed in September, 1973. This has brought increased maturity and effectiveness to this program for disadvantaged students.
PART VI
RESPONSES TO RECOMMENDATIONS OF
1970 ACCREDITATION TEAM
The 1970 accreditation team made several recommendations, many of which have since been implemented or carried out and all of which have been considered. The following section lists these recommendations and the responses of the present self-study team.

I. AIMS AND PURPOSES

That the faculty and the administration continue to study the proper role of the college and modify the catalog statement of objectives and purposes as soon as possible.

In 1972-73, the district conducted a study of Goals, Objectives, and Organization. The results were used for preparing a new statement of objectives and served as a catalyst for several organizational changes.

Faculty, administration, students, Board members, and citizens were involved in the initial study which identified eighteen high consensus goals. These were organized in three categories: educational goals, environmental goals, and personal and social goals.

A new statement of philosophy was drafted and reviewed and approved by the Representative Council of the Academic Senate, the administration, representatives of the Classified Employees and the students and the Board of Trustees.

The new statement of philosophy and the new statement of goals and objectives appear in the college catalog.

That the faculty be encouraged to conduct an on-going study of its goals and objectives so that educational priorities may be clearly established and implemented.

In 1973-74, the college initiated a formal procedure for requesting goal statements from each instructional cost center as well as from each support cost center. These goal statements have been refined each year as the district educational master plan is prepared in early fall. Refinement continues. The goals and objectives statements are used as a basis for preparing budget requests as well as for preparation of the Educational Master Plan.

The faculty as an entity separate from the instructional divisions or departments has not developed a formal statement of its goals but it has conducted numerous surveys of the members of the Academic Senate on issues of concern or interest.

The faculty has been very much involved in the processes that led to a definition of institutional goals and objectives. In addition, through the Academic Senate and the Curriculum Committee the faculty has a continuing role in the establishment and implementation of educational priorities.
II. CURRICULUM

The college might explore the possibility of developing a core curriculum for the growing number of health occupations students, particularly in the area of anatomy and physiology and bacteriology which would be designed specifically for those who plan to engage in the health occupations. A similar procedure might also be followed in the area of vocational education to include a core course or program in the area of mathematics, physics, and electronics. The increasing number and diversity in this area make for a particular demand for these subjects and the combining of enrollments might serve to improve class size and facility of offering.

The Health Occupations staff have considered the possibility of a core curriculum in content areas including the life sciences and health occupations. However, no decisions have been made in terms of moving in this direction. The Board of Registered Nursing in the state of California has recently established policy in response to a law which passed during 1974 and deals with the curriculum for registered nursing programs. These regulations may definitely alter any decisions made about a core program. To this date one of the primary reasons a core program has not been investigated in depth in the Associate Degree Nursing Program is because the curriculum for that program has undergone extensive revision and is presently based on a completely self-paced modularized approach.

Mathematics and Physics courses have been removed from the Electronics Department and Technical Math and Physics are now available to all vocational students through the Math and Physics Departments. An introductory Electronics course has been created to meet the needs of all vocational students. This course is part of the core of programs in Marine Tech, Automotive, Graphic Production, Engineering Technology, as well as Electronic Technology.

The catalog might contain a more accurate description of the requirements for certificates in the area of vocational education and specific course requirements might be designated in the curricular outlines. It should also contain a more adequate description of the adult education program to indicate the extent of the offerings, the magnitude of the program, and its particular responsibility in meeting community needs.

The catalog now includes specific requirements for all certificate programs.

An outline might also be developed to describe the procedure whereby courses that are taken in the adult division may be transferred to the college division through the process of credit by examination. This seems to be a practice, but it is not clearly described.

The procedures for applying for credit by examination or credit by evaluation are now clearly described in the college catalog.
That the goals of general education as stated in the college catalog be rewritten in a more precise manner in order that the college may communicate to all students how they may benefit from general education.

The statement of the goals of general education was changed when all of the goals statements were changed after the Goals, Objectives, and Organization Study was completed.

The description of general education requirements was changed when the requirements themselves were changed as a result of the new state directives on general education.

It is believed that students at Santa Barbara City College are as aware of the benefits of general education as are most college students.

That each educational division be required to develop a clear and comprehensive statement of its own philosophy and objectives, consistent with those of the College as a whole.

Each instructional division and department of the College and each support division now prepares annually a statement of educational purposes and plans. For three years these statements have served as a basis for budget requests for each cost center.

Plans are prepared in a seven-part format:
I. District Goals (Educational Environment, Personal and Social) which are advanced by the Division.
II. Division Purposes and Objectives
III. Related Division Objectives
IV. Programs or services presently offered and to be continued
V. New programs or services which will or may be offered in the next five years.
VI. Programs or services now offered which will or may be modified in the next five years.
VII. Programs or services which will or may be discontinued in the next five years.

The college should be encouraged in its continued development of interdisciplinary and experimental programs. Those efforts which are now underway seem to have the support of the division and administration; however, a great deal of work yet needs to be done and the problem of crossing divisional lines in course offerings and staff assignments remains as a key problem.

A number of faculty members in various departments and cluster groups have indicated an interest in developing interdisciplinary courses. Presently, there is a course in the planning stages which involves a musician, a social scientist, and a physical scientist, and a foreign language instructor. The course being planned would meet the state general educational requirements. Other departments, on a smaller scale, are considering the possibilities of offering interdisciplinary courses.
It is suggested that some consideration might be given to developing core programs in the area of technical-vocational education which might then include some aspects of general education and, more particularly, provide additional opportunity for the selection of courses in the area of general education due to the consolidation of certain of the basic support courses for vocational curricula.

Although we agree with this recommendation, other priorities in vocational education have prevented the college from implementing this. It is hoped that it can be done in the near future, although it is not being actively pursued at this time.

The acknowledgement of the importance of basic learning skills on the part of students has been made clear at the college with the development of the Learning Resources Laboratory. The skills of basic arithmetic, reading and writing are attended to in this section. It is recommended that the college continue this effort and that steps be taken to include, for the long run, the financing of this program in the regular financial structure of the college, thereby reducing its dependence upon the subsidy from the State which now makes this program possible.

Funding for the Learning Center is now a regular part of the college budget, with only about 20 percent now furnished through the state or federal sources. This 20 percent is from the EOPS and College Work-Study programs and is used for tutors.

The emphasis currently placed upon disadvantaged students and minority groups at the Learning Resources Laboratory should be broadened to cover all students and instructional areas where additional help is needed. Referral should be possible from every department of the college, and the tutorial program should be extended to include all instructional areas where the demand exists.

The Learning Center provides tutorial service to any student requesting it and will set up supplementary tutorial service for instructors wishing to make it an integral part of a course. Top priority, however, is still given to disadvantaged students, particularly those enrolled under EOPS.

It is recommended that the faculty and the administration continue to study the transfer curriculum and the performances of transfer students.

This effort has continued in an irregular manner. However, recent efforts by Mr. Bruce Conklin of Pasadena City College to standardize the form of data regarding transfer students at State Colleges and Universities should aid greatly.
It is recommended that the college review the compatibility of having the Assistant Dean, Technical-Vocational serving in the dual role of Assistant Dean and also Division Chairman, Technical-Vocational. The possibility of making those divisions which offer vocational education programs only (Health Occupations and Technical-Vocational) directly responsible to the Assistant Dean, Technical-Vocational should be investigated.

The Assistant Dean no longer serves as Division Chairperson. The possibility of making Health Occupations responsible to the Assistant Dean, Occupational and Career Education has been considered. However, because of the very specialized needs of the Health Occupations programs which include curriculum development, staff development, evaluation, community affiliations, counselling, and following up of graduates, this possibility does not seem to be in the best interest of faculty, students, and graduates.

The automotive program facilities and equipment should be updated and developed into a modern learning laboratory.

The completion of the new Vocational-Technical wing in 1976 will permit expansion and modernization of the automotive facilities.

The make-up of the joint advisory committee for vocational instruction in public schools should be reviewed to determine if it complies with Section 6257 of the Education Code (1969). Care should be taken to make certain that in selecting advisory committee members the representation is distributed so that no single person is assigned to a multitude of committees.

The joint advisory committee has ceased to meet, because articulation of courses is being done through The Tri-counties Vocational Coordinating Committee.

It appears that there are numerous apprenticeship programs in Santa Barbara area, yet the college provides few pre-employment trade and industrial programs at this time. Therefore, it is recommended that the need for such programs (example: a regular vocational program in machine shop) be reviewed.

We now have an adult machine shop class, and there is under consideration a credit/no credit metals fabrication technology program.

Over recent years we have also offered numerous trade classes on a one-time basis (e.g., refrigeration and air conditioning, and electricity) and have an on-going basic carpentry class.

As the downtown Adult Learning Center develops, plans are to include pre-vocational components.
It is recommended that faculty in the various divisions be asked to submit proposals for short-term vocational courses of less than one-semester duration. These courses are to be based on student needs and would impart knowledge and skills not currently being taught in full-semester courses.

Several short-term vocational courses have been set up (Hotel-Restaurant Management, Administration of Justice, Business Education) in both credit and non-credit divisions. We are currently planning modular courses in Metals Fabrication for Fall 1976.

Because of the local need for nursing personnel and the many applicants waiting to enroll, the current practice of admitting vocational nursing students only once every 18 months should be re-examined for the possibility of more frequent admission.

The possibility of accepting vocational nursing students each year definitely has its advantages. Discussion has taken place between the administration and the faculty of the vocational nursing program regarding accepting a new class every 12 months. The primary concern on the part of the faculty is the fact that students, to meet the minimum number of hours required by the licensing board, would have to spend many hours each week year-round for 12 months. This would be difficult for both faculty and students.

Since the student in all health occupations are in close relationship with possible contagious disease and infection, they need maximum protection against illness provided by requiring immunizations and a health examination before admission.

Since 1970, a procedure has been adopted and implemented whereby each student accepted into any health occupations program is required to have a complete physical examination including immunizations and chest x-ray.

Staffing of the health technology curricula in the clinical areas needs to be reviewed to avoid an excessive load for the instructors, and thereby prevent sacrificing the effective supervision of students' learning. A reasonable load for the areas of x-ray and dental technology are especially crucial at this time.

Since 1970 staff in the dental assisting, medical assisting, and radiologic technology programs have been increased. The dental assisting program has additional hourly assistance. The medical assisting program has additional hourly assistance and the radiology technology program has an additional contract teacher plus hourly assistance. In addition to increasing the staffing, the curricula have been revised and some content previously taught in the medical assisting and dental assisting programs is now taught in other courses, thereby reducing the teaching requirements of the faculty in those programs. Presently, every laboratory hour, whether on campus or in the community, has coverage by a certified faculty member.
The assignment of teacher load in programs practicing team teaching, since it does not reflect the hours in actual classroom participation, needs evaluation.

An adhoc committee is preparing a recommendation in this area which is expected to be presented to the Curriculum Committee in the near future.

Until recently the program most involved in team teaching was the ADN program which has been completely revised. Team teaching is no longer used in the ADN program.

Consideration should be given to reorganization or the administrative subunits of the Continuing Education Division so that they are more consistent with the current terminology being used in community colleges. The Division perhaps could be divided into the following sub-divisions:

a. Adult Education (or Continuing Education), to administer the non-credit programs;
b. Evening College, to administer the Evening Credit program; and
c. Community Service, to administer lectures and forums related to cultural programs of general interest to the community.

A re-organization of the administrative subunits has occurred. Since the last accreditation report the Evening College has been transferred to the Administrative Dean, Instruction. The Dean, Continuing Education administers only non-credit programs which includes certain lecture series.

The possibility of providing child-care facilities, particularly at those locations which conduct classes for the economically disadvantaged, should be studied.

Child care services are expensive and require staff and facilities which conform to state requirements. It is not feasible to provide extensive facilities throughout the District. The District has established and staffed a Child Care facility in a near-by residential area. A new Child Care Center will soon be constructed by the District near the campus. The present center serves and the new center will serve as a setting for a related instructional program as well as a center to care for children of graded students who are receiving welfare assistance. Child care services are provided by other agencies within the community.

Consideration should be given to providing transportation to classes that have been specifically designed to meet the needs of the economically disadvantaged adult.

Such service, while it would be greatly appreciated by disadvantaged adults and would allow them greater access, would be expensive and difficult to manage because of the several areas in which they live. The approach we have preferred is to take the classes to them.
The success of the "College Readiness" program signifies a new direction for the Summer Session program, and it is recommended that every effort be made not only to continue this thrust but that the full range of educational and counseling services be provided those students who are enrolled.

The College Readiness program has not been expanded. However, there will be a Basic Mathematics class and two Preparatory English classes this summer. Also, increased counseling services are available to all students during the Summer Session.

It is recommended that the college continue in its efforts to describe all courses in terms of "behavioral objectives" and that the outline so devised be made available, not merely to faculty members but also to students and members of the Counseling Department so that a more accurate understanding of the content of each course may be obtained as students anticipate enrollment.

The description of courses in terms of behavioral objectives is intended in all course outlines, although not all instructors have been successful at describing their courses in this manner.

Such information is available to students generally only after they enroll in the course. We know of no practical way of disseminating it prior to enrollment. It is, of course, available to counselors if they wish it.

III. MEETING THE NEEDS OF DISADVANTAGED PERSONS

Consideration should be given to evaluating the staff time for the Learning Resources Center, to insure that there is the necessary leadership to develop those instructional activities other than tutoring that were envisioned in the original concept of the Learning Resources Center.

Such analysis has taken place and additions have been made to the staff in the areas of reading instruction, writing, and materials development.

Attention should be given to analyzing how the organization and management of the center can be improved.

Analysis of this type is a continuing process in the Center.
Encouragement is given to continue planning for the new learning center as a part of the proposed arts and communications complex in order more accurately to provide the facilities, equipment and services required by the center to meet the increasing diverse needs of the total student body.

The arts and communication complex is now called the Humanities Building and opened in Spring 1975. It includes space and new equipment for the Learning Center.

IV. INSTRUCTION

The next edition of the faculty handbook should include (a) description of the structure, function and specific duties of each college-wide committee; (b) complete job descriptions for the positions of Building Operations Supervisor, Grounds Supervisor, and the various staff coordinators and (c) a statement of the College policy and procedures concerning faculty leaves of absence. Care should be taken to insure that this document serves as a complete guide for faculty members.

The functions and membership of each college committee are now spelled out in the Faculty Manual. Job descriptions of the Building Operations Supervisor and others have not been felt to be necessary in the Faculty Manual.

Policies and procedures regarding leaves will be added in the near future. Sabbatical leave policy is included now.

The entire Faculty Manual is in process of being revised to include considerably more information.

Continued attention should be given to the grading practices of the college with particular reference to the credit/no credit grading system as now authorized in Title 5. It is not apparent that the college has been completely informed on the utilization and purposes of this grading practice. The use of an E-grade and permissive W-grade practice should not be confused with the real intent of the credit/no credit system. The so-called "Laney" grading practice seems to be in some disrepute and the curriculum and academic committees should give careful attention to the entire picture of grading practices.

The Scholastic Standards and Curriculum Committees have given extensive consideration to college policies of grading. The E grade has been abandoned. The W grade policy has been revised to reflect the concerns for abuse of this grade. The policy regarding the awarding of credit/no-credit has been revised. It is the feeling of these committees that the revised policy is responsive to the concerns cited by the last accreditation team.
The divisional organization should be strengthened in every way possible. The number of divisions now seems to be adequate even though some of them are small; however, the college should resist the temptation to increase the number of divisions, but maintain them in adequate size and provide them with secretarial help and other assistance which would enable them to become more effective.

The Goals, Objectives, and Organization study of 1973, recommended that divisions be abolished in favor of departmental autonomy within four principal groupings: Liberal Arts, Science and Environment, Health Occupations, and Vocational, each headed by an Assistant Dean.

Subsequent discussion throughout the campus community has resulted in the adoption of an experimental reorganization of instruction wherein departments are autonomous, but free to cluster in any manner they choose for purposes of administration or curriculum development. Each department is given a stipend, based on an equitable formula, for administrative purposes, and departments may pool these stipends if they wish.

Secretarial help is provided all instructional departments through a centralized Secretarial Support Service.

Serious consideration should be given to providing special facilities for each division to include a division chairman office, a seminar room, a group of faculty offices and a place for secretarial and duplicating services. This is particularly important for the English department and the social sciences division. It is felt that the procedure followed with the mathematics department might well be extended to other divisions of the college. In light of the press of the present building program, it might be necessary to develop temporary facilities for this purpose.

Facilities developed since 1970 have greatly improved conditions with respect to the items addressed in this recommendation. In general, efforts are being made to bring departments together. A Social Sciences building now houses all Social Science Departments. The English and Art Departments are now almost all together in the new Humanities Building.

Class size is a growing problem, and the temptation to simply offer larger sections in larger rooms should be resisted. If larger sections are instituted, which may well be a desired practice, consideration should be given to dividing these larger sections into small discussion sections for the purpose of providing students opportunity to participate in the discussion of the subject matter and material. A study should be made of the educational merits or demerits of large lecture classes.
Current practice makes the breaking up of large lectures optional for each instructor. We know of no conclusive studies of the relative merits of large lecture classes.

The present practice of having straight lecture classes of more than 150 in size has, according to faculty testimony, proved to be unsatisfactory.

SBCC no longer has lecture sections of more than 150.

The Learning Resources Laboratory, being a new venture, may need some additional support and revision. Special attention should be given to the training of laboratory assistants and consideration should be given to the employment of full-time teacher aides who would then provide continuous assistance to students. The space presently allocated does not seem adequate for the enrollment that is anticipated, and crowded conditions may in fact discourage students. The discussion sections that are now limited to 28 perhaps should be further reduced so that the instructors assigned to such classes would have direct and personal contact with each student in addition to contact with teacher aides. Efforts should be made to obtain greater departmental acceptance of the program. Some description of the Learning Center might be included in the college catalog and the emphasis there should be made to point out the service of the facility rather than emphasis upon the deficiencies of the student.

The Center has greatly increased its staff and has moved into new larger quarters in the Campus Center. Half-time aides have been added. The use of the Center has expanded so that students from nearly all academic disciplines are being served, and instructors are very aware of the Center and accepting of it.

The Learning Center is now described in the catalog in the terms recommended.

The college should make a firm decision on how it will provide more space for the instructional program. Critical need for additional space is felt in every department with particular emphasis on audio-visual, data processing, library, book and seating space, nursing and health occupations, classrooms and faculty offices.

The college is proceeding with a ten-year facilities Master Plan described under Physical Plant and Equipment. The completion of the new Humanities Building in 1975, provided expanded
quarters for audio-visual and date processing, and the new Health Occupations wing has provided sufficient space for these programs. The library is to be replaced with a new building on the West campus in the Master Plan. Until then the crowded conditions will continue.

The expansion of the existing campus should be considered in the context of the yet-unresolved decision on creating a second campus. It seems desirable to involve the entire faculty in a further exploration of such issues as whether to (1) invest in a second campus, or (2) create several centers or satellites, or (3) expand the current campus to an enrollment of 10,000 students.

The question of a second campus was resolved by the acquisition of 31 acres across Loma Alta Street to the west of the present campus.

Although the college has developed an outstanding model of a master plan for facilities on the campus, there appears to be some doubt within the faculty about the assignment of priorities for future construction on the campus. It is recommended that all personnel participate in a re-examination of priorities, time schedules, and financing of future facilities.

While there will no doubt always be some doubt and dissent, the priorities have been set through a process which has involved the faculty at all stages. The Ten-Year Master Plan has been thoroughly discussed before its final adoption. A college-wide Facilities Committee was established several years ago. The Facilities Committee reviews and comments on all facility plans and development.

Careful consideration should be given to endorsing the recommendations contained in the library self-study report. Any changes should be initiated with the concurrence of library personnel.

Most of these recommendations have been implemented or are in plans for the near future. The existing structure, while still inadequate, is due to be replaced with a new one on the West campus. Budgets for library materials have generally increased with demand and government grants are no longer used to supplant library monies. Audio-visual has been separated from the library and is now part of the Instructional Media Center with its own budget. Library staff has been increased with the addition of one hourly certified person last year and one new full-time librarian in Fall 1976.

A cautious attitude is taken toward use of the library by the general public. So far, only senior citizens and faculty of other educational institutions
are permitted to check materials out. Fines are now collected by the Business Office.

Recommendations that have not been carried out are those which deal with installation and servicing of coin-operated equipment. Recent experience with high rates of vandalism has led to recommendations to remove all such equipment.

Immediate steps should be taken to improve the acoustics, lighting and ventilation in the library building.

At the time this recommendation was made, it was planned to build a complete second floor in the library. These plans have since been dropped, and it is now planned to build a new library on the west campus. When that move takes place, the present library will be remodelled to serve a new purpose, probably a Student Services Center. Thus, it seems prudent to delay improvements such as those recommended until the remodelling takes place.

Consideration should be given to devising a uniform library identification card to simplify the process of identifying library users.

All students who use the library are issued a plastic identification card. The library does not provide services to the public, except faculty of other colleges and senior citizens.

A review of two current practices in the light of cost versus benefit is recommended.

1. Providing coin-operated electric typewriters

2. Budgeting of funds for books and audio-visual aides as a library expenditure versus the basis of appropriations by division.

Coin-operated typewriters have been replaced in the library by free typewriters. However, in recent months, vandalism and theft of parts has been so severe that it has been decided to do away with them entirely.

The A-V Department has been removed from the library and is now on a separate budget. A Coordinator of Instructional Media Services has responsibility for coordinating all A-V requests from departments so that standardization is effected.
Budgeting of books is still a part of library appropriations. It is felt that too many of the library acquisitions would not be allocable to a particular department. However, each department has its own budget for books that are felt to be needed for retention in the department.

Include a non-student patron on the library committee to represent the community at large.

The library committee now has one senior citizen representing the only non-student segment of the community now using the library.

For the long range to meet expanding usage, the college should determine whether to enlarge the current facilities of the library or to relocate the library.

The acquisition of the west campus has resulted in the decision to relocate the library and this relocation is an element of the facilities Master Plan.

V. STUDENT PERSONNEL SERVICES (INCLUDING STUDENT GOVERNMENT)

An all college council composed of representatives of the students, faculty, student personnel and student activities staff is recommended to (1) assure effective coordination of all student personnel functions and (2) provide a formalized vehicle for conversation among students - administration, faculty - students, etc.

In accordance with this recommendation, a Student Service Advisory Committee was formed almost immediately after the last accreditation visit. The committee has met regularly, and includes representation from administration, faculty, student services staff, and students. This committee formulates recommendations for college policy and procedures with regard to student services and activities.

Faculty members should be encouraged to become more familiar with the Learning Resources Center and its activities.

Faculty members have become quite familiar with the Center and students are now coming from nearly all academic disciplines to seek assistance. In several courses, instructors have included tutorial components as an integral part of the course.
A means should be provided for meaningful student representation at Board meetings. Such representation should include participation in matters affecting students.

Student representatives participate actively and regularly at Board Meetings. The President of the Student Senate has a seat with the Administrative Deans and the President of the Academic Senate, and each Board agenda has a regular item for items of student concern.

The current use of standardized tests as guidance instruments should be evaluated, with particular reference to their use in English and mathematics placement.

The range of such standardized tests that are now used has been greatly expanded so that any test a student may have taken in high school is used as an "indicator" only. A much better description of courses in English has been prepared including the level of competence needed to succeed. Thus, students can be better judges of their own needs. Any student who feels strongly that he can succeed in a given course is permitted to enroll, and may be given assignments in the class to confirm the student's judgement.

The math department uses supplementary tests of its own design to assist in placement, and uses standardized tests only to determine if the student requires developmental mathematics.

An assessment of professional and classified personnel needs in relationship to registration activities as well as counseling functions is recommended.

A review of professional and classified personnel is made annually (and projections made for a three-year period) as part of the budget-making process.

The cloistering of counselors in a center should be studied in terms of making such services readily accessible to all students.

Present facilities do not make it possible to be completely responsive to this recommendation. The college's Master Plan provides for eventual development of facilities for the centralization of all student services.

An assessment of the effectiveness and efficiency of data processing functions as now operating should be undertaken immediately.
A major change in the data processing configuration took place with conversion from an IBM to a Burroughs system. The college now operates under a joint use agreement with Santa Barbara City Schools. Many areas of improvement remain to be worked on as we develop a new system around the new hardware.

College staff and students should study the desirability of strengthening the intramural athletic program.

Several attempts have been made over a period of years to formalize and to strengthen the intramural athletic program. Student response to these attempts suggests that the nature of both the student body and the community makes an intramural athletic program less important at SBCC than it might be at many other colleges.

VI. COMMUNITY SERVICE

No recommendations were made in this area.

VII. ADMINISTRATION

The Superintendent-President should take further steps to promote additional faculty participation and to develop a formal system for involving the entire faculty or its representatives in the decision-making process before decisions are made. This system should provide for a cooperative approach in deciding upon priorities in curriculum, instruction and facilities.

The Curriculum Committee has been restructured for broader representation of unstructured and support divisions.

The college facilities committee reviews and comments on all facility development plans.

A Resource Allocation Review Board has been created with representation from faculty, administration and classified staff. This board reviews all financial matters.

The College Council, consisting of administration, faculty, student, and classified representation, acts in an advisory role to the Superintendent-President and reviews the Board agenda.

In addition, a number of special committees serve a variety of other needs, and provide opportunity for faculty involvement.

The college should endeavor to provide more official time and clerical help for division chairmen. Some chairmen are teaching close to a full load (13 TLU's or more). The schedules of division chairmen should reflect the college's
emphasis on the critical importance of division chairmen in the organization structure.

The college has adopted a plan of organization of instruction that eliminates divisions and makes individual departments autonomous units. Each department is awarded a stipend based on the number of certificated personnel. The stipends may be used, as the department chooses, to provide released time for the chairperson, to provide additional compensation for the chairperson, to be distributed among department faculty in accordance with duties assigned for leadership or support, or to provide student worker assistance.

In addition instructional departments have available a Secretarial Support Services staff for general typing assistance.

The administration should exert special effort to promote the full support by the faculty of the new Learning Resources Center and make sure the center is made available to all students regardless of their achievement level, for their own improvement.

The Learning Center is now well established in adequate quarters and its services are offered to all departments and to any student requesting assistance.

The administration should work closely with the faculty, students, and public in devising a five- or ten-year academic plan to correlate with the facilities plan. Such planning can become a splendid vehicle to strengthen the cooperative decision-making processes of the college.

A five year academic plan has been developed and is up-dated each year. Goals and objectives have been established for each instructional and support department.

The Teacher/Coordinator, Educational Planning and Curriculum is responsible for further refinement of the academic master plan under the direction of the Dean of Instruction.

Continued effort should be devoted for a clear delineation of college policy. Although policy statements are available, they need to be updated and organized with more direct application to the currently existing policies and procedures.

Policy statements have been clarified and are available. Board, administration, student, and classified policies have been organized in a standard format. Certificated policies are in process of being organized in a similar manner.
It is suggested that the president of the Representative Council should have a stronger position at Board meetings. Such position should be evident both in where he sits and in opportunities provided for him to express the faculty views on matters affecting the faculty.

The President of the Academic Senate has had a prominent place at all Board meetings. The faculty participates actively in Board meetings. The specific nature of this suggestion by the visiting team is rejected.

A further analysis of the use and amount of classified help is warranted within a framework of the following questions:
1. How well are they used?
2. How are their performances evaluated?
3. How much credence is there to their belief they are overworked?
4. What additional help is needed and can be supported by the limited finances available to the college?

There has been much study of classified positions on campus. We have just completed a comprehensive classification and salary study. A new position of Affirmative Action Officer/ Director of Personnel has resulted in great improvement in the personnel functions of the college.

Although there is much evidence that the instruction is sound and the faculty is competent, there appears need for:
1. additional faculty from minority ethnic groups
2. an evaluation of instructional procedures

In recent years there has been a significant increase in the numbers of minority faculty members. Recent adoption of a district Affirmative Action Plan and procedures is expected to improve this even further.

An improvement of instruction committee of the Academic Senate encourages new procedures and has a modest budget through which it provides incentives to instructors who wish to develop innovative methods or materials. Dr. Robert Carman, a member of the faculty, is available to instructors as a consultant on instructional development.

Finances to support the comprehensive curriculum and educational endeavors of the district are reaching an attrition point. It appears that the district can operate effectively only one more year before serious financial difficulties will be reached. Within the next several months, the college will need to plan ways to obtain greater financial support from the community by means of a tax override election.
The district has maintained an adequate financial base without a tax election. The current uncertainties of the "cap" and state funding impact upon us as they do upon everyone else. We expect to be about as well off as the average California Community College District in the future.

The administration and Board should examine means whereby faculty and student leaders can more actively express at Board meetings some of their goals, aspirations, needs, and suggestions.

Faculty and student leaders have considerable opportunity for participation at Board meetings. Faculty members make frequent reports to the Board. Recent reports included Basic Skills program, television, Child Care Center.

Students are invited to submit reports at any meeting if they choose to.
REFERENCES

1. Letter dated October 18, 1973, from Dr. Harry D. Wiser, Executive Director, ACJC, to Dr. Glenn G. Gooder, Superintendent/President, Santa Barbara Community College District.


3. Letter dated January 9, 1974, from Dr. Norman Burns, FRACHE Project Director, to Dr. Glenn G. Gooder.


10. SRC, Student Reactions to College, Community and Junior College Programs, Educational Testing Service, Princeton, N. J.


To: Chairpersons of Accreditation Committees

From: Burt Miller

Subject: Committee Membership as of April 9.

Attached is a list of the members of each accreditation committee according to the most recent information given to me.

Distribution:

M. Hohenberg, Functions & Objectives:
B. Dean, Curriculum
P. McClung, Instruction
M. Lane, Faculty
G. Gaston, Student Personnel Services
C. Price, Community Services
J. McCafferty, Learning Resources
D. Williams, Physical Plant and Equipment
M. Ryan, District and College Governance
B. Miller, Steering Committee
M. Huglin, Steering Committee
M. Bobgan
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**STEERING COMMITTEE:**
- R. Robledo
- M. Rivera
- J. Halloran
  + Chairpersons of Study Committees
  - B. Miller, Co-Chairman
  - D. Pickering
  - D. Benn
  - M. Huglin, Co-Chairman
  - M. Bobgan
  - A. Silveira
CONTINUING EDUCATION DIVISION
SANTA BARBARA CITY COLLEGE

ACCREDITATION SELF-STUDY COMMITTEES

Community Services Com.  Functions & Objectives Com.  Curriculum Com.

Administrators

Joseph Bagnall  Abelino Bailon  Martin Bobgan

Classified

Marian Johnson  Ellen Downing  Evalyn Stafford
Nan Haynes  Pat Richardson  Dot Eberle
Merv Kerr  
Ellie Roulston  

Certificated Contract

Bea Hamlin  Lou Grant  Elinor Brelsford

Certificated Hourly

Pablo Buckelew  William Baise  Walter Arndt
Oscar Bucher  Albert Carter  Herbert Dalmas
Donald Calamar  John Cave  Kathleen O'Connor
Rica Coulter  Pat Chamberlin  William Richardson
Ralph Gilbert  John Fox  Rose Robertson
Virginia Norris  Roy Hackbert  Ray Rosales
Anthony Priolo  Maryellen Kelley  James Ruiz
Daniel Sisson  Ruth Pokrass  Kerstin Shirokow

Advisory Council

Emily Davis  Gladys Beveridge  Julia Bates
Kathleen Holland  Elaine Burnell  John Gorrell
Henry Huglin  Rose Hernandez  Marian Koonce
Dottie Joynes  Bob Sollen  Christopher Nicholas
Shirley Navarro  Fred Watt  Mary Oakley
Leon Sager  Sterling Winans  Sam Wake
Walter Wolf  

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CERTIFICATION OF THE SELF-STUDY REPORT

Date March 26, 1976

TO: Accrediting Commission for Junior Colleges

FROM: SANTA BARBARA CITY COLLEGE

Name of Institution

721 CLIFF DRIVE, SANTA BARBARA, CALIFORNIA 93109

Address of Institution

This Self-Study Report is submitted for the purpose of assisting in the determination as to whether or not this institution should be accredited or its accreditation be reaffirmed by the Accrediting Commission for Junior Colleges, Western Association of Schools and Colleges.

We certify that there was broad participation by the campus community; and we believe the Self-Study Report accurately reflects the nature and substance of the institution.

Signed GLENN G. GOODER, Superintendent-President

Name Chief Administrative Officer Title

MRS. ANN GUTSHALL, President, Board of Trustees

Name Chairman Governing Board

DR. ELWOOD SCHAPANSKY, President, Academic Senate

Name Title

HARVEY E. BAGLEY, President, CSEA

Name Title Representing

MARK HEINZ, President, Associated Students

Name Title Representing

HAROLD L. THORNTON, President, Citizens' Advisory Council

Name Title Representing