SANTA BARBARA CITY COLLEGE

INSTITUTIONAL SELF-STUDY

SUBMITTED TO
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
IN SUPPORT OF
RE-AFFIRMATION OF ACCREDITATION

MARCH 1, 1981

721 CLIFF DRIVE
SANTA BARBARA, CA 93109
CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT
(To be Inserted in the Report)

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: SANTA BARBARA CITY COLLEGE
Name of Institution
721 CLIFF DRIVE
Address
SANTA BARBARA, CA  93109

Date  February 20, 1981

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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 this institution.

Signed

Name  DAVID MILES
Superintendent-President
Name  ELI LURIA
Vice-President, Board of Trustees
Name  GLENN GASTON
President
Name  PATRICIA DUPRE
Title  Representative

Name  ROBERT GREENAN
Title  Representative
Name  BURLTON F. MILLER
Title  Representative

Name  Title  Representing

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Name  Title  Representing
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ABSTRACT

This report is a summary review of the recent past, present status, and future aspirations of Santa Barbara City College. It is submitted to the Accrediting Commission for Community and Junior Colleges, in support of the college's application for re-affirmation of accreditation.

During the five-year period since the college's last accreditation review there have been two events of overriding significance that have dominated the affairs of the college. One was the 1978 retirement of a widely known and respected Superintendent-President, Dr. Glenn G. Goeder, and his replacement by Dr. David Mertes from College of San Mateo. The other was the passage, in the same year, of the so-called Jarvis Amendment, Proposition 13, which was to have a profound effect on California Community College financing.

The present report deals primarily with the campus response to those events. The main thrust of that response has been one of commitment by the Board of Trustees to maintain a high standard of excellence in education and a major effort by staff directed at evaluation of priorities and planning. Although this has been made more difficult by the uncertainties surrounding the formulas for funding of both current educational expense and capital outlay, the college looks to the future with confidence that the challenges can be met.

Ad hoc committees have been formed to conduct thorough reviews of both credit instruction and student services. The manner in which the planning of resource allocation is carried out has been completely restructured. Curriculum planning has been put on a more systematic footing, opportunities have been expanded for professional development and instructional innovation, a highly innovative program is under development for multi-faceted co-operation between SBCC and UC Santa Barbara, and several activities formerly under the Business Manager have been reassigned elsewhere, or restructured within Business Services, thus providing improved coverage of a number of vital services to the college.

These, and many other activities are detailed in the report, including changes to specific instructional programs. The report, however, is only a summary, supplemented by a number of references and exhibits that will be available to the validating team in the team room. Members of the team are encouraged to seek out further detailed information on specific areas of interest, by visiting with staff members.
I. INTRODUCTION

Two Dominant Events

In reviewing the past five years since Santa Barbara City College hosted its last accreditation team visit, it is evident that the period was dominated by two major events that occurred during the summer of 1978. Dr. Glenn G. Gooder, who had presided over the college from the turbulent period of the early 70's to what appeared to be a more serene and stable time, decided to retire at the end of the 1977-78 academic year. To replace him as Superintendent-President, the Board of Trustees selected Dr. David Mertes, former President of the College of San Mateo.

Just prior to Dr. Mertes' appointment in August, the taxpayers of California expressed their dissatisfaction by overwhelmingly approving a ballot proposition known as the "Jarvis Initiative," Proposition 13, which was to have profound effect on the manner in which Community Colleges would henceforth be funded.

In normal times, the replacement of a Superintendent would be of major significance to any college district. There would be a period of "settling in," when the new chief executive officer would get the "lay of the campus," and the old guard would measure, test, and calibrate the new man. This would be followed by an adjustment to a new style of operation and perhaps the inauguration of some new policies, procedures, or programs, possibly accompanied by organizational changes.

Major Challenges

In 1978, there was no time for a leisurely adjustment to a new presidential style. Proposition 13 created a clear crisis atmosphere. The legislature, with less than four weeks to assemble a finance plan that would assure stability and continuity to local governments and districts, passed a bill that provided fixed block funding to the district at about 85 percent of the previous year's level. Further, it was stipulated that no state funding could be used for non-credit programs unless they were in one of five designated categories.

In a year of double-digit inflation, and in a district having one-fourth of its average daily attendance generated by non-credit programs, these constraints constituted a major challenge.

Three Commitments

The Board of Trustees of the district responded to this challenge with three major commitments. First, every effort would be made to protect the comprehensiveness and balance of the district's educational offerings. Secondly, the district would not jeopardize the excellence of these offerings by cutting back on permanent staff. Finally, the Board decided that a way could be found to complete the development of campus facilities according to a Master Plan adopted in 1974.
The story of this report is, basically, the story of how the college community has responded to these commitments. We feel that the record will show that, on all three commitments, the college has had significant success, and that, in spite of great uncertainty about the future, we are able to face it with confidence.

**Significant Activities**

In carrying out the above commitments there have been a number of significant activities that we feel are worthy of special note. These are listed below and are further discussed in the later sections of the report.

1. **Planning** - This has been the dominant theme since Proposition 13. The campus community has engaged in a wide variety of both short- and long-range planning activities in all areas. While this has at times been frustrating because of the continuing uncertainties surrounding funding sources, levels, and formulas, it has also been refreshing and provocative. It has been the occasion for a good deal of collegial introspection that asks what the college is really all about, where it ought to be headed, and how it ought to get there. During earlier years of burgeoning ten percent per year growth, this sort of dialog took second place to matters such as meeting staffing requirements and carrying out a facilities expansion program. As we enter the 80's it is essential that the dialogue take place.

2. **Instruction**

   a. The Instruction Office has been restructured to create a new position of Assistant Dean, Educational Planning and Development, and to broaden the duties of the Assistant Dean, Evening College and Summer School, to cover Instructional Operations, encompassing major new responsibilities for development and planning of instructional resources.

   b. An on-going process of developing three-year curriculum development plans at the department level has been established. Integration of these into an on-going college-wide planning process is underway at this time.

   c. An ad hoc committee has been established to review all educational programs. The work of this committee is based on the three-year plans and will continue into the next academic year.

   d. A newly developed diverse professional growth program has been adopted by the Board of Trustees, providing for continuing professional improvement.

   e. A college committee has been formed to promote interest in Computer Assisted Instruction and to assist faculty members who wish to apply this technology in their areas.

   f. A fund equal to one percent of the budget ($150,000) has been set aside to provide incentive grants for innovative projects in Program Improvement and Evaluation.
g. An Annual Faculty Lecture Series was instituted in 1979-80 to recognize outstanding performance on the part of a faculty member in the areas of teaching, college and community service.

h. Several instructional programs have seen significant change in the recent past. Especially noteworthy are the following changes:

- Separation of administrative data processing from instruction in Computer Science has brought about a renaissance in that discipline. A new computer and an open laboratory have permitted significant enrollment growth and the addition of new courses.

- The Secretarial Science program has been completely revamped to become Business Office Careers with an open entry/open-exit self-paced typing laboratory involving considerably increased personal attention for each student. This permits a considerably increased number of students to be served.

- Completion of the new wing on the Campus Center has permitted expansion and diversification of the Hotel-Restaurant Management program.

- The two-year old Summer Repertory Theater program has been put on a three-year planning cycle instead of year-to-year, assuring better stability and continuity.

- The Earth Science Department has proposed a bicultural/bilingual component of its two-year Geoscience Technology program to assist the Mexican petroleum industry to develop a para professional technical corps, a program which has been heartily endorsed at high levels by both the Mexican and U.S. governments. Funding is being sought to develop this program.

- The Tutorial Program and the Learning Center have been reorganized into a single Learning Assistance Center providing improved coordination between these vital activities.

- The English Department has instituted an innovative screening process to assure appropriate placement of all students in courses suited to their particular level of development in reading and writing skills.

- New occupational majors have been established in Landscape Horticulture and Drafting, and a course has been instituted especially to train women in Automotive Parts Counter Sales.

- Improvements have been made in the Basic Math course, and experiments aimed at improving Elementary Algebra instruction are underway.
3. Student Services
   a. An ad hoc Task Force has been formed to review all Student Services activities and recommend areas of needed change, with special emphasis on recruitment and marketing.
   b. The Schedule of Classes is now mailed to 86,000 homes in the district, greatly heightening community awareness of program and course offerings of the college.
   c. Discussions with officials of the University of California Santa Barbara are leading to an innovative plan whereby students might enroll concurrently at both institutions. Students would be assured of automatic transfer through special jointly funded counseling and articulation support.
   d. Additional co-operative arrangements are being developed with UCSB whereby SBCC would assume responsibility for remedial programs for both institutions with activities either at UCSB or here.
   e. In response to a growing problem of attacks on persons, thefts, and vandalism, the college security program has been shifted from Business Services to Student Services and considerably expanded with substantially greater funding.
   f. A regional articulation program is developing in collaboration with UCSB, California State Universities at Northridge and San Luis Obispo, six community colleges, and all feeder high schools.
   g. Admissions and Records Office services have been extended to provide continuous coverage from 8:00 a.m. to 9:00 p.m., and computerization of this function is progressing rapidly.
4. Business Services
   a. A major re-organization of Facilities and Operations has resulted in significant improvements in facilities maintenance. Many deferred maintenance projects have been completed and a program of regular scheduled facilities maintenance has been instituted.
   b. In anticipation of the possible passage of Proposition 9 in 1980, a campus-wide contingency planning effort was undertaken in the Spring of that year to determine ways in which the college might deal with the unknown, but severe, impacts that might ensue.
   c. The role and functions of the Resource Allocation and Review Board which had tended to become mired in details and largely reactive in character, have been restructured and absorbed by the Cluster Leaders Council, which has been charged with a responsibility to look more to future needs and priorities in resource allocation.
d. Separation of administrative data processing from instructional applications and merging of the administrative activity with that of the local K-12 districts has effected a great improvement in the management and planning of day-to-day operations and the development of management systems.

5. Research

a. Efforts have been made to get improved data on the demography of the district and to better understand the diversity of students coming to SBCC.

b. Implementation of parts of the Costing and Data Management System of NCHEMS at SBCC has provided a very useful tool for planning and evaluation.

c. Major effort has gone into analyzing and defining attrition patterns and courses. An initial study by the Research Office analyzed available enrollment/attrition data, followed by a mail survey of non-continuing students. This was followed by a counseling staff project which involved interviews with all students dropping courses.

d. These activities, coupled with related in-service education programs have created a noticeably heightened awareness of such matters across the campus.

6. **THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE**

*THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE* is a newly organized, independent non-profit foundation, formed for the purpose of raising funds for the district. The FOUNDATION has become the recipient for all gifts to the college, and promises, in the near future, to become a very significant factor in district finance.
II. ORGANIZATION OF THIS SELF-STUDY

Upon notification in March, 1979, that the college was scheduled for an accreditation review in 1980-81, a committee was formed to consider whether the college should undertake a self-study of its own design or follow the traditional format outlined in the Handbook of Accreditation. The committee, consisting of the senior administrative staff and additional representation from Instruction, Student Services, Continuing Education, Academic Senate, and Student Senate, felt that there was insufficient time to develop a thorough plan for a non-traditional self-study. It was decided to follow the basic format in the Handbook of Accreditation.

However, there was a general consensus that the college was facing some very significant issues in the near future which ought to be specifically addressed in the study if it were to be of value to the college. Accordingly, a list of issues was drawn up to be used as a guide by the various committees carrying out the study.

The study is thus organized around the nine areas of study listed in the Handbook. A steering committee was formed consisting initially of representation from faculty, administration, classified staff, and students. The steering committee was later augmented by one representative from each of the study area committees described below.

For each of the nine study areas, a committee was formed consisting of at least three faculty, one administrator, and one classified staff member. Because of the extensive non-credit Continuing Education program in the district, a tenth committee was formed to study Continuing Education.

Study committees each selected a representative to the Steering Committee. The Steering Committee met approximately every six to eight weeks to review progress.

Two concurrent activities during the academic year have had a very significant influence on this study. The first was an effort to systematize curriculum planning by developing a three-year on-going planning cycle and by placing clearly defined requirements on the departments. This was done on a pilot basis in 1978-79 and was made college-wide in 1979-80. It is being reviewed and evaluated in 1980-81. Since it promises to have a very great effect on future curriculum planning in the credit program, the methodology and results are described in the section on Instructional Programs.

The second activity that affected the study was the result of the qualification of the Jarvis income tax initiative (Proposition 9) on the June, 1980, ballot. While one of the key issues cited at the beginning of the study was the uncertainty and austerity attending the financing of community colleges, the prospective, (and largely unknown) impacts of Proposition 9 required that an intensive review of the budget and campus priorities be undertaken to develop contingency plans in case the Proposition should pass. This is discussed under Financial Resources.
The most regrettable aspect of the present study is the nearly total lack of student participation. Several attempts were made to enlist students. The President of the Student Senate was a member of the Steering Committee, and through him an attempt was made to recruit others. When he reported no success, publicity through a story in the college newspaper, The Channels, and a subsequent letter to the editor were tried. Finally, instructors were asked to mention the desire for student involvement in their classes. This resulted in two additional students who joined the study.

The reasons for student disinterest are unfortunately not clear. We are not familiar with the experiences of other colleges in this regard. Whatever the reason, the experience is comparable to that five years ago when only three students participated.

The committee memberships and timetable for the study follow. Overall coordination of the report was the responsibility of Mr. Burton P. Miller, Administrative Assistant to the Superintendent-President and Accreditation Liaison Officer.
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<th>COMMITTEE</th>
<th>FACULTY</th>
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<td>STEERING</td>
<td>G. Gaston</td>
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<td>E. Jardine</td>
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<td>H. Dunn</td>
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<td>INSTRUCTIONAL PROGRAMS</td>
<td>B. Lindemann*</td>
<td>R. Sanchez</td>
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<td>INSTITUTIONAL STAFF</td>
<td>D. Fossek*</td>
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<td>G. Floyd*</td>
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<td>P. Buckelew</td>
<td>K. Berry</td>
<td>T. Dupart*</td>
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<td>D. Anderson</td>
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<td>INSTITUTIONAL GOVERNANCE</td>
<td>J. Kay*</td>
<td>W. Cordero</td>
<td>W. Regis</td>
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<td>CONTINUING EDUCATION</td>
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*Chairperson.
CONTINUING EDUCATION DIVISION

ACCREDITATION SELF-STUDY COMMITTEES

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<th>OBJECTIVES &amp; FUNCTION COMM.</th>
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**ADMINISTRATORS**

Joseph Bagnall  
Abelino Bailon  
Martin Bobgan

**CLASSIFIED**

Naomi Blasjo
Ellen Downing
Laura Freeman
Helene Phillips
Carole Purdie

Doris Sheets
Evalyn Stafford

**CERTIFIED CONTRACT**

Bea Hamlin
Pope Freeman
John Romo

Elinor Brelsford

**CERTIFICATED HOURLY**

Pat Calamar
Theodore Fischbacher
John Fox
Annette Goodheart
Fred Hoffman
Fred Marschak
Rose Robertson
Sam Starfas
Hilda Wenner

Raymond Baird
Paulette Berbelis
Eleanor Levine
Joan Levy
Anita MacInnis
Margaret Singer
Esta Stough
Charles Thompson
Dolores Vigna

Pat Kasper
Pearl Mathews
Eleanor Precoda
William Richardson
Bette Root
James Ruiz
Mark Temmer
Cynthia Thomas
Amy Wilson

**ADVISORY COUNCIL**

Nancy Andon
Kai Ostbye

Lorraine McNiece
Minor Yamada

Virginia Robinson
Leander Wilkes
ORIGINAL TIMETABLE FOR ACCREDITATION SELF-STUDY

Preliminary Planning Committee Meeting

Accreditation Study Steering Committee Meeting

Formation of Subcommittees

Subcommittee Data Gathering

Subcommittee Draft Reports

Development of First Draft Report

Review by College-Wide Constituents

Finalize/Publish Report

SBCC Board of Trustees Review

Report Sent to Commission

Team Visitation

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<td>Accreditation Study Steering Committee Meeting</td>
<td>September 1979</td>
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<td>Formation of Subcommittees</td>
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<td>Finalize/Publish Report</td>
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<td>SBCC Board of Trustees Review</td>
<td>January 1981</td>
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III. RESPONSES TO RECOMMENDATIONS OF THE LAST ACCREDITATION VISIT

In 1976, the college was visited by a team of three persons as part of a fifth-year review. Concomitant with that review, the college had been invited to participate in a national project conducted by FRACHE to study new approaches to institutional self-study. Because of the unique nature of that self-study and the concluding team visit, the team comments were very brief. There were, however, seven recommendations by the visiting team which are reproduced below with the responses of the college to each.

1. Organization for instruction. This seemed to be the priority concern of faculty with whom the team met. Administrative personnel also expressed a desire for reorganization. The current organizational plan, a two-year experiment, encourages flexibility in subject matter grouping. However, it appears unwieldy, and channels for decision-making are not clearly defined. The Dean of Instruction has 35 to 40 staff reporting to him, which is too many for good communication and liaison. The roles of the teacher-coordinator are perceived differently by faculty and administration. Some faculty apparently like the homogeneity of the departmental organization which they may choose under the flexible plan.

Studies on reorganization are in process. The matter appears to be sufficiently important that the Commission should ask for progress reports as part of the next two annual reports.

Response

The reorganization of instruction was completed over the year and one-half following the team visit, and the resulting arrangement seems to be working to the satisfaction of all constituencies. The academic departments are still autonomous and directly responsible to the Administrative Dean of Instruction under the new plan. However, for most of their dealings with the Office of the Administrative Dean they work with one of four Assistant Deans. Two of these positions—Assistant Dean, Occupational and Career Education and Assistant Dean, Health Education and Technology—existed at the time of the last accreditation review.

The position of Assistant Dean, Evening College and Summer Session, was vacated by a retirement in 1977. This position was re-structured and retitled Assistant Dean, Instructional Operations and is now responsible for all instructional resources and for the supervision of the newly formed Learning Assistance Center, in addition to Evening College and Summer Session.

A new position of Assistant Dean, Educational Planning and Development was created in 1977, to assume responsibility for Curriculum and professional development. This position also carries responsibility for supervision of the Library and Instructional Media Services.

Academic departments are further aggregated into clusters. Each department elects to join with any other departments it chooses to form clusters without regard to similarity of discipline. Each cluster elects a representative to the Cluster Leaders' Council which acts as a
medium of communication among departments and between the departments and the Instruction Office on matters of instructional concern that transcend the day-to-day operational concerns or department-specific matters. This arrangement is still undergoing evolution with the recent assumption of the function of the Resource Allocation and Review Board by the CLC.

2. **Basic Education for Adults.** The college has this responsibility under agreements with the component high school district. The study identified approximately 10,000 adults in the district with nine years or less education and indicated that little was being done to serve this group. The governing board accepts the responsibility of a legitimate college function. The college is urged to meet the need through expanded services.

**Response**

The Continuing Education Division has encouraged these adults to enroll in ESL and basic education classes and has even conducted door-to-door recruiting activities. The college is willing to offer as many classes as needed to serve these educationally disadvantaged adults. Because of the vast amount of advertising done throughout the community and the popularity of the total program, many of these adults are aware of the educational opportunities offered and have, for whatever reason, chosen not to take advantage of them. However, the Division continues to seek out and to serve as many such adults as possible.

3. **Future financing of non-credit programs.** The college has an unusually comprehensive program for adults, with very strong community support. It is threatened by current state efforts to limit financing for non-credit offerings. The college should study alternative financing methods with the help of representative constituents.

**Response**

Since the last accreditation, the Continuing Education Division was required (as a result of the passage of the Jarvis-Gann initiative, Proposition 13) to offer almost half of its classes for fees. With the passage of AB-8, all non-credit classes are again state funded, at least through 1980-81. A bill introduced by Assemblyman Leroy Greene would have again defunded much of the Adult Education program. The bill was withdrawn. During the 1979-80 school year the College's Curriculum Committee discussed various possibilities that could be implemented if much of the non-credit program is defunded in the future. These possibilities need to be refined in that eventuality. The direction the state will take in this matter is still uncertain.

4. **Completion of the master plan for campus expansion.** As noted previously, an excellent master plan has been formulated. Local funds from a 1973 bond issue are about depleted. Board and staff are concerned about the funding of the remaining facilities. Staff is urged to undertake a three to five year projection of costs, funding sources, and tax rate implications.
Response

Since the time of the last team visit, several major projects have been completed, bringing the college much closer to completion of the Master Plan. The Occupational Education Building and Drama-Music Buildings, under construction at the last team visit are completed as is the bridge connecting the east and west portions of the campus. Other major projects that have been undertaken and completed since the last team visit are the Child Care Center, Marine Technology Building, Physical Science addition, Hotel-Restaurant Management addition, Administration Building remodeling, new stadium lighting, and a fire access road on the Pershing Park side of the campus. West campus site development has been done except for some badly needed erosion control work on the beachfront bluffs.

The passage of Proposition 13 in 1978 has forced a re-evaluation of some planned projects and has created uncertainty regarding funding for future construction projects. The bond funds that were used to fund the district share of many of the above projects have been about depleted and the amounts and priorities for future state support are still unclear. This has caused a delay in implementation of remaining portions of the Master Plan, namely, a new Library and an Interdisciplinary Center on the West Campus, and various smaller projects. The Board has indicated a commitment to complete the Master Plan for development.

Of the temporary buildings that were to have been retired, some have been converted to other use. None have been retired.

5. Attention to goals identified and agreed to, but not achieved. The goals and objectives subcommittee did a fine job of involving the college and the community in setting goals, assessing achievement, and determining those goals which are desired but unmet. Specific responsibilities should be assigned for developing plans for achieving unmet goals.

Response

In the goals' studies in the early 1970's, there was a significant discrepancy between the perceived importance of five goals and the perceived realization of them. These goals were as follows:

- Assisting students in deciding on a career, and providing students with experiences to help in making career choices and prepare for successful entry into that career.
- Helping students to identify personal goals and develop means to achieve them.
- Increasing students' desire and ability to undertake self-directed study.
- Maintaining a climate of mutual trust and respect among students, faculty, and administrators.
- Helping students develop a sense of self-worth and self-confidence.
Most of these have been addressed. A Career Counseling Center has been created within the counseling staff with one full-time counselor assigned. The counseling staff has also organized a number of Personal Development courses to help students analyze and define their personal goals and to assist them to develop skills needed to achieve them. Major expansion has taken place in the Essential Skills program which provides diagnostic and remedial services and programs to students whose reading, writing, and computational skills are inadequate for the pursuit of a college program.

The decentralized structure of SBCC encourages considerable dialog among the various constituencies and policy decisions are subject to widespread review and discussion, thus encouraging and promoting a climate of trust.

6. Commitment by faculty to affirmative action goals. The college has developed an affirmative action plan and is in the process of setting goals and timetables. Minority staff representatives believe the faculty as a whole needs a stronger commitment to the achieving of affirmative action goals.

Response

It is difficult to be responsive to this statement since it is quite vague. As noted, the college has an affirmative action plan and a set of procedures to assure that the plan is implemented. Responsibility to monitor the plan and to see that procedures are properly followed rests with the Director of Personnel/Affirmative Action Officer and an Affirmative Action Committee monitors the program and makes recommendations for its effective implementation. No such plan or procedures can be truly effective without the wholehearted support of those who must carry it out. However, there is no concrete evidence that there is widespread faculty resistance to the plan.

7. Improved facilities for the student personnel program and the extension of services to continuing education students. The master plan provides for improved facilities to relieve the present over-crowded and dispersed quarters. Staff feel a strong need to extend services to evening and continuing education students as financing becomes available.

Response

The consolidation of Student Services in a single location is included in the Master Plan as a follow-on to the construction of a new Library/Learning Center on the West Campus. The old Library would be remodelled under the plan to become a Student Services Center. The current five-year construction plan specifically includes these items. However, the uncertainties of construction financing and the relatively low priority currently given by the state to libraries and learning centers has virtually stopped any progress on these projects for the time being.
IV. BACKGROUND

Descriptive Background and History

Santa Barbara Community College District operates one college—Santa Barbara City College. The district covers that region generally known as the South Coast of Santa Barbara County, extending roughly from the Ventura County line to El Capitan and from the crest of the Santa Ynez Mountains to the Pacific Ocean. Total population of the district is approximately 170,000, including about 130,000 adults.

The college was originally established by the Santa Barbara High School District in 1908. It was discontinued shortly after World War I, and re-organized under the High School District in 1946, initially at the site of the present downtown Adult Education Center. The college moved to its present ocean front site when UCSB vacated it to move to Goleta. It has operated continuously since that time, first as Santa Barbara Junior College, and, since 1959, as Santa Barbara City College.

The Santa Barbara Junior College District was formed in 1964. In 1965, the territory of the Carpinteria Unified School District was annexed to complete the present district.

The college offers a comprehensive program of transfer, vocational, general, and developmental education which enrolls over 9,000 students. In addition, there is an extensive non-credit Continuing Education program which reaches over 33,000 residents annually or about one of every four adults. A full range of supporting student services is also offered.

The main campus is located on a 70-acre site overlooking the Pacific Ocean near downtown Santa Barbara. The district also operates off-campus Adult Education Centers in downtown Santa Barbara and in neighboring Goleta. Negotiations were recently completed to effect the acquisition of a surplus elementary school to replace the downtown Adult Education Center.

Demographic Information

The college district has experienced steady growth in population for several decades, increasing from about 63,000 in 1950, to about 170,000 today. The community has for many years been recognized as a resort area and as an excellent place for retirement. The greatest spurt in growth, however, occurred in the early and mid-1960's. At that time the University of California at Santa Barbara began a period of very rapid growth to its present enrollment of about 14,000. Simultaneously, the community attracted a significant amount of Research/Development and electronic manufacturing activity which also contributed to rapid growth—nearly 5 percent per year and as great as 16 percent per year in the area around UCSB.

By the early and mid-70's, a number of factors had combined to reduce the growth rate to about 2 percent per year overall, although parts of Goleta and Carpinteria continued to expand at greater than 10 percent per year. Although the overall growth rate dropped drastically during this period, there was a very significant in-migration of people in the age group 20-35, and particularly
25-30, not including students at either UCSB or Westmont College. At the same time, there has been a marked slowing of in-migration of retirees, although the South Coast still has a disproportionate number of seniors.

Ethnically, the district is about 20 percent Hispanic and only about 3 or 4 percent other minorities. (Reliable current data on the ethnic composition of the district await the results of the 1980 census.)

As has been noted in community colleges elsewhere, there has been a trend at SBCC toward a gradually increasing median and average age in the student body. However, over a third of the students and nearly one-half of the weekly student contact hours are generated by students in the traditional age group, 18-21.

Ethnic representation differs significantly from the community in that Hispanic enrollment is only about 11 percent. Trends in the feeder K-12 districts indicate that there is an increasing proportion of Hispanic students at lower levels. If this segment continues to be under-represented in college enrollments, then the proportion of students moving from the K-12 district into the college may be expected to drop in the future from the relatively stable 35 percent that has been experienced over the past several years.

The above demography, coupled with age-specific participation rates for the district indicate that there is a long-term trend of decreasing enrollment, unless program changes are instituted to attract greater numbers of "non-traditional" or underserved segments, e.g., older students or Hispanics. This is a direct result of the district age distribution as revealed by a 1975 census and the nearly total halt to population growth that has occurred since the mid-seventies. It is possible that the 1980 census will reveal shifts in the structure of the population that will affect these projections.

This projection is exacerbated by the concurrent trend toward lower academic load per student. From Fall 1976 to the present there has been a steady decrease in Weekly Student Contact Hours per headcount, and over the decade of the 70's, full-time students dropped from 60 percent of enrollment to 40 percent.

Two other interesting factors have been noted in recent studies of student characteristics. First, there is some indication that a significant number of persons come to Santa Barbara from elsewhere for the purpose of attending SBCC. It is difficult to determine the exact extent of this phenomenon since students cannot be easily sorted out into categories according to origins, time of arrival in Santa Barbara, and reasons for being here. It is possible that the numbers of such students could be as great as 40 percent of total enrollment. As housing in Santa Barbara continues to get more scarce and expensive, this group of students may become fewer.

It has also been noted that there are significant numbers of students transferring to SBCC from four-year institutions. In Fall 1978, for example, at least 7.7 percent, and perhaps as many as 13.5 percent of enrollment transferred from four-year colleges. In addition, about 12 percent of SBCC students had baccalaureate degrees. This phenomenon appears to be steadily increasing. Meanwhile, recent data compiled by the California Postsecondary Education Commission indicate that SBCC transfers in the UC and CSUC systems total only about 6 percent of SBCC enrollment.
Statewide studies have indicated that student interest in transfer to four-year institutions is falling. Other studies have suggested that increasing numbers of high school students who aspire to obtain a baccalaureate degree are opting to go directly from high school to a four-year institution. Current efforts between SBCC and UCSB to develop a cooperative intercampus program should alleviate this problem locally, and may serve as a model for other communities.
V. OBJECTIVES AND FUNCTIONS

In the early 1970's, the college undertook an intensive study of Goals, Objectives, and Organization. This study and its findings were discussed in detail in the Institutional Self-Study published in April, 1976, as part of SBCC's fifth year review for accreditation. The reader is referred to this document for details on this study. It is briefly reviewed here as background.

In 1972, in response to a 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 (IGI), a product of Educational Testing Service, to a group including students, faculty, trustees, and citizens. This survey ranked several goals with regard to importance and with regard to perceived SBCC performance.

This was followed, in 1973, by a re-study of the eleven most important goals from the first study along with seven additional goals showing high discrepancy in the first study between importance and realization. In this survey, the sample included administrators and classified staff in addition to the groups included before.

This follow-up survey was used as a foundation for Directions for Change, the Goals, Objectives, and Organization Study conducted later in 1973, and reported to the Board in October of that year. Many of the recommendations of that study have been implemented, while others, upon further discussion and study have been rejected or replaced by alternative recommendations.

The above process resulted in the formulation of a basic statement of philosophy and a statement of Educational, Environmental, Personal and Social Goals, which appears in the College Catalog.

Further efforts to expand these goals into detailed departmental objectives resulted in very mixed results and strong differences of opinion on the desirability and feasibility of framing the objectives of an educational institution in explicit, quantitative language when many of the most significant objectives were felt to be non-quantifiable. This approach to defining objectives was soon modified in favor of other approaches discussed below.

As a further follow-up to the goals study, the college administered the ETS instrument, Student Reactions to College, to about 600 students in 1975. This was reported on in the Self-Study for the 1976, fifth-year accreditation review.

This was followed, in 1978, by a re-administration of the same instrument to over 500 students. Significant differences showed up over the three-year interval primarily in that students appeared to be more vocationally oriented and clearer about their goals than they had been in 1975. There was also a shift in preference toward more traditional grading practices, more stringent drop policies and fewer non-graded courses.

*Superscripted numbers in parentheses, indicate references which are listed at the end of this report, most of which will be available in the Team Room during the visit.
In the decentralized governance structure of the Santa Barbara City College, there is a constant dialog going on with regard to goals and objectives. The basic goals articulated in the college catalog are more or less constant, but a continual ebb and flow of emphasis takes place through this dialog. Research reports attempt to identify the types of students coming to the college to provide a foundation for discussions in the Academic Senate Representative Council, Cluster Leaders Council, College Council, President's Cabinet, Resource Allocation Review Board, and various other ad hoc and internal groups. Extensive use of Community Advisory Groups also provides a sounding board for re-examination of goals.

Recent faculty in-service education days have focussed on trends which underlie the changes in emphasis on various goals. In 1979, an in-service session was devoted to the demographic trends of the district, and in 1980, the theme of an in-service day was the change in types of students coming to SBCC and the problems of retention and attrition.

The on-going examination of relative emphasis on goals and objectives has been particularly intense under the recent stresses produced by the so-called "taxpayer revolt," represented by Proposition 13 in 1978, and Proposition 9 in 1980. In the face of severely restricted resources and uncertainty, the college has had to look very carefully at its priorities and at the question of what ingredients are essential to a high quality comprehensive educational program.

In 1979-80, the credit instructional departments each developed a three-year curriculum plan. This effort required each of the departments to examine very carefully its existing curriculum, recent enrollment trends, goals and objectives, and schedules, with a view to adapting its programs and courses to be more in tune with the needs of its students. This effort is described more fully under Instructional Programs.

In 1980-81, the President has encouraged the formation of two ad hoc committees to make in-depth examinations of Instructional Programs and Student Services. The Committee to Review Instructional Programs is reviewing departmental three-year plans and is attempting to encourage each department to intensify its own introspection and to examine carefully how it may relate to other departments and to the institution as a whole. The Task Force on Student Services is examining priorities and objectives across all Student Services with particular attention to recruitment, marketing, attrition, and retention. Student Services departments have also formulated annual statements of goals and objectives.

It can be fairly stated that, beginning with the global statements in the College Catalog, the formulation of goals and objectives at SBCC is a dynamic process and it develops from the bottom up. That is, cost centers and departments are encouraged first to identify their own purposes and objectives, which then filter up through the committees and formal governance structures, finally to reach the Superintendent level and the Board of Trustees. Especially instrumental at this final level are Board Subcommittees on Educational Policy and Facilities Planning.
VI. INSTRUCTIONAL PROGRAMS

Curriculum Planning and Development

The instructional program at SBCC is comprehensive, providing a wide selection of programs and courses in general education, transfer education, occupational education, and developmental education. Typically, proposals for new curriculum developments originate in the departments. An idea expressed by faculty to colleagues is reviewed and analyzed to determine whether a need exists for the proposed course, the feasibility of offering the course, resource requirements and the potential impact on clientele. If the department concurs, a proposal, including a course outline, is submitted to have it placed on the agenda of the College Curriculum Advisory Committee.

The Committee then hears a presentation by the department during which related questions and concerns are discussed. A two-week waiting period follows to allow further review by interested individuals or Committee members. During the approval stage, further discussion may occur; however, if there is no need for additional information, the Committee votes on the proposed offering. If the curriculum is endorsed, it is forwarded to the Instruction Office for further endorsement. The final approving authority is the Board of Trustees.

New courses which are not part of an existing program must also be approved by the California Postsecondary Education Commission according to specified criteria.

In June 1972, an occupational forecasting model was developed to 1) incorporate within the model alternative forecasts for the Santa Barbara Economy, 2) make projections of job opportunities by occupational class and 3) incorporate new and better information about the internal structure of the regional economy and the distributions of jobs within each industry. The model was developed by a local research firm under joint sponsorship of SBCC, Allan Hancock College, County Superintendent of Schools, South County Regional Occupational Programs, and the CETA Office. In June, 1977, the model was refined to provide a simplified and explicit guide for educational planners. A recent update covers the period 1979-1983.

The Occupational Forecasting and Planning Model, prepared for the South Santa Barbara County Regional Adult and Vocational Education Council, is a major planning tool used in the development of occupational curricula. It is an extension of the Economic Base Theory divided into two principal categories:

1. Basic activities, funds for which derive from sources outside the area (e.g., sales, government payments, pensions).

2. Local support activities, funds for which come from local sources (e.g., local payrolls).

In the model, changes in basic activities become the prime impetus to change in the regional economy. Local activities adapt to changes in the level of basic activities and the total activity of the regional economy becomes the sum of the two categories. The models of the regional economy are then combined with industry/occupational matrices which translate the measures of economic activity by business and industry sector to employment by occupational class.
This information together with other Occupational/Vocational needs is reviewed by numerous Advisory Committees. These committees, which guide many of our occupational and career training programs, make recommendations relative to other employment needs possibly overlooked by the forecasting model. As professionals and skilled workers in local occupations, they provide advice, assistance, knowledge and leadership to help the college respond effectively to community needs.

New Programs

The following programs have been recently added to the instructional program:

- **Bilingual/Cross Cultural Assistant**
  
  This program, partly supported by state and federal grants, attempts to develop competency as a bilingual/cross cultural instructional assistant with the goal to become gainfully employed upon completion of the program. It is articulated with a baccalaureate program at UCSB and the teacher training program in Bilingual Education.

- **Automotive Apprenticeship**
  
  This effort is a joint endeavor between SBCC and local auto dealers and employers. The program is of an indentured nature for apprentices involved in training to become automotive mechanics.

- **Engineering Technology**
  
  This program is designed to prepare persons in the area of Engineering Technology to work as technicians in the field of engineering. The program is optionally transferable for students who seek to continue at a four-year institution.

- **One Year Engineering Technology**
  
  This program has an exclusive occupational emphasis. It was developed as a one-year program for students with an interest in becoming engineering assistants.

- **Geoscience Technology**
  
  This program provides a two-year vocational option to students wishing to work in field and laboratory environments in the Earth Sciences. It articulates with four-year programs also. Recent efforts have been directed toward developing a bilingual/bicultural component in cooperation with the Mexican petroleum industry (Pemex).

- **Landscape Horticulture** has been added as a full two-year occupational major.

- **In 1980-81, a new program has started** directed especially to the training of re-entry women as Automotive Parts Salespersons.

The Community Health Technician program is the only one deleted from the institution's offerings. The decision was based on a decline in enrollment and lack of community interest.
Program Evaluation

Until recently, no formal system was used routinely to evaluate newly approved programs for continuation or deletion. Departments have used informal internal measures. During the last few years, a review of existing curriculum has been encouraged, and there has developed a heightened awareness of the need to continually evaluate and review curricular offerings. Formalizing this process during the past college year, the Curriculum Committee developed a three-year curriculum planning procedure for departments. Faculty are central participants in the process. One aspect includes careful review and analysis of courses and programs to ascertain their vitality and viability as relevant and responsive curriculum. As a continuous process, the plan is intended to perpetuate itself as it requires updating on a yearly basis, resulting in a "rolling" three-year plan for curriculum development. The intention is to review these plans during the following year to ensure articulation among departments within the institution. A college-wide committee consisting of faculty will review these plans according to predetermined criteria. The intent will be to ensure that planning becomes more institutionally oriented by encouraging a self analysis and self appraisal by each department. An example of two of these plans is available as Reference 8.

Each department begins its three-year plan by considering its overall enrollment history, section-by-section enrollment and attrition, changing makeup of their student clientele, contact hours per FTE faculty, use of hourly faculty, cost of instruction per weekly student contact hour, etc.

The ad hoc committee to review educational programs has asked each department to present its plan with special attention to nine questions, which are listed below.

1. What is the composition of your student clientele? (Consider age, full/part-time, minorities, skill level, handicapped, etc.)
   a. How are you adapting your teaching techniques to this diversity?
   b. To what extent are you meeting student expectations? How do you determine this?
   c. At the conclusion of the instructional period, what are the means used in assessing skills and performance? How do you validate this?

2. How does your department insure that students are able to read, write, speak, and listen at a functional literacy level when they conclude study in your area?

3. If the department is facing a declining enrollment situation over the past three years, how does the department expect to address the problem?

4. What are the instructional delivery systems being used by the department?

5. Describe an exciting event (innovative teaching) taking place in your program at the present time.

6. Which other programs on campus should the department interface with in offering instruction?
7. What are plans for the next year and the following year relative to introducing instructional methodology or techniques the department feels it should be sponsoring and is not? How do you assess community needs?

8. What continuing problems do you foresee for your department and what steps are you taking to resolve these, i.e., enrollment, program obsolescence, attrition, staffing, equipment, etc.?

9. How has your department sustained and enhanced staff morale during the recent period of fiscal uncertainty and declining enrollments?

The ultimate area of emphasis during reviews of existing programs is the outcome of instruction. The question we attempt to answer is whether departments are achieving those measures they identify as desired outcomes and if not, why. Data about course enrollment, WSCH distribution by major, number of graduates and unit cost per WSCH, are a few of the data elements used during the review.

A significant feature in vocational and occupational programs is the advisory committee. These committees are involved assessing the quality and outcome of instruction on a continuous basis. At the present time, nineteen of these committees, drawing upon volunteers from local business, industry, and public employers, are in existence. A manual defining the role of advisory committees has been produced.

Standards

All credit courses are offered in accordance with the same standards. No distinction is made regarding time of day or location. Classes are listed in the schedule of classes with notations indicating the time and place of instruction. Department Chairpersons, in consultation with the Instruction Office, determine the schedule of offerings. The factors used in scheduling a course are (1) a time or place most convenient for students; (2) availability of instructors; (3) availability of facilities; and (4) the desirability of providing a balance of course offerings.

Many of the evening and off-campus classes are taught by regular full-time instructors either as a part of their contract or as an overload. Part-time instructors are employed to fill classes when regular instructors are not available. The selection and evaluation of part-time instructors is accomplished by Department Chairpersons and the Instruction Office.

Special Programs for Non-traditional Students

Many of the college offerings are designed to address the educational needs of "non-traditional" students.

a. Essential Skills (English)

A variety of basic language arts classes are offered as a part of the English Department. The Essential Skills program, provides a sequence of classes and experiences for students who are having difficulty with language reading and writing skills. An assessment of student performance is conducted at the beginning of each semester and students are placed accordingly. All courses are credit/no credit. Program components include the following:
1) **Basic Skills/Learning Disabilities**

Basic Skills teaches fundamental communication skills to students working six or more years below grade level. Word attack skills, vocabulary development, reading comprehension, spelling and basic writing skills are taught.

Through the Learning Disabilities Center the college offers individualized instruction in basic skills to students of normal intelligence who have the potential to complete college, but who cannot qualify for ES 40 or 50. Courses ES 1-4 teach elementary level reading, writing, and mathematics. Students are placed according to achievement levels determined by diagnostic tests. A separate plan is drawn from this program into regular college courses within one year; those not ready to take college courses after two years of instruction are terminated from the program.

2) **English as a Second Language**

This program provides instruction for the student whose native language is not English. Subject matter is designed to provide the student with the necessary skills in both oral and written English.

3) **Fundamentals of Reading and Writing**

This component of the program places primary emphasis on reading and writing skills.

4) **Preparation for English 1**

Essential Skills 50 is an intensive writing course emphasizing the basic principles of composition, organization, syntax, grammar and mechanics. The class meets daily, stressing constant practice in writing clear and coherent prose to meet the standards of academic writing.

5) **One Unit Self-Instructional Modules: E.S. 80s.**

One unit modular short courses are provided for students who wish to expand their general spelling, vocabulary, grammar, reading, and study skills knowledge through the use of self-instructional materials. Seven six-week, one-unit modules are offered three times a semester.

b. **Math 1**

A basic course with multiple sections in mathematics is offered each semester covering the four basic arithmetical functions (add, subtract, multiply, divide). It is a structured learning experience where students can exit at any time throughout the semester once they reach a mastery of concepts. Up to twenty sections are offered each semester. Until recently, students spent one hour per week with an instructor or teaching assistant and two hours in independent, programmed learning. This year the ratio is reversed on a trial basis, with evaluation to take place in late Spring.
c. **Learning Center**

The Learning Center provides auto-tutorial, individualized instruction and special assistance to students and facilities for instructors who wish to individualize their courses. Services are available to all instructors, and are not limited to special student subgroups. (See more under Learning Resources.)

d. **Tutorial Center**

Recently integrated with the Learning Center, the Tutorial Center provides a large corps of student tutors who give extensive individual help for students needing assistance in reading, writing, mathematics, study skills, and other academic disciplines. (See Learning Resources.)

e. **Writing Laboratory**

The Writing Laboratory provides tutoring for any student seeking assistance with a particular writing assignment. Students may either come to the Writing Lab on a drop-in basis or enroll in an individualized course offered through the English Department which allows them to work on specific writing problems.

f. **Extended Opportunity Programs and Services (E.O.P.S.)**

E.O.P.S., which is a unit of Student Services, provides special support services to students with extreme financial need and a history of being economically disadvantaged. It is a combination of financial aid and supportive services designed to assist students from low-income families.

**Innovative Instructional Programs**

Several innovative and/or experimental programs are offered by the college in formats other than the usual three-hour a week, 18-week course configuration.

a. The Associate Degree Nursing Program uses a modular, self-paced system of instruction. Students are required to complete 34 modules (totalling 36 units) within four semesters with a passing grade of C. Students choose the order in which they study modules. Exams for each module are taken when the student feels that the material is understood. Exams may be repeated twice.

This Spring the Nursing Program is offering graduate nurses an opportunity to return to the classroom and enroll in any of the theory modules as a refresher. Because of a lack of stations they will not be able to participate in clinical aspects, but they will receive college credit and have access to the Health Technology Learning Laboratory.

b. The Automotive Apprenticeship Program, established in cooperation with the National Automotive Dealers Association, enables a student to earn an A.S. degree in three years by working during the day and taking courses at night. It is designed to train personnel for management and middle-management jobs.
The college monitors their day-time, 40 hours per week, work experience and those who demonstrate competence receive raises every three months. At the end of the program, it is intended that participants will be earning journeymen's wages.

c. During the 1979-80 school year a one-year program was established with CETA funding to train electronics technicians. Students enrolled in and completed the same program as students who take traditional courses, but in a shorter time. They received financial support while in school, three hours a day training on campus, and then acquired practical work experience for four hours a day in jobs with local industries.

d. Two innovative programs were offered during the 1979-80 school year with funds from the improvement of instruction fund established by the California Community College Chancellor's Office. The English department offered English instruction to deaf adults using written texts and accompanying video tapes. The Sociology Department offered a course in individualized gerontology whereby senior citizens were paired with college students in an instructional situation. Biweekly lecture sessions were held to develop interpersonal relationships between students and senior citizens, allow students to investigate careers in gerontology, and provide participating senior citizens information about community social agencies.

In 1980-81, this concept was expanded under another Chancellor's grant, under the title, A College Sampler for Older Adults. Under this project, senior citizens come to the campus once each week for a lecture by a different instructor on his/her discipline. This has proved to be very popular.

e. The college offers a cooperative work-experience program which enables a student to earn credit for on-the-job experience. Students enrolled in work experience courses earn one unit of credit for an hour of lecture per week on the campus, and one unit of credit for each five hours worked in a paid or voluntary position in the community. Credit is limited to a maximum of fifteen hours of work a week (a total of four units of credit).

f. During the 1978-79 school year the college experimented with a "Twilight College." Courses were offered during the late afternoon and early evening. Instruction was scheduled for fewer weeks than the normal semester and varying units of credit were offered. The program was more flexible in the kinds of courses offered but, because initial enthusiasm was not sustained, the program was discontinued after three semesters.

g. The college also offers interdisciplinary programs offered by a single instructor rather than by a team. An Honors seminar is offered in Social Science taught by instructors from History and Political Science.

h. In courses where there is community interest or need and where the college has no facilities, the college contracts with private parties to provide facilities and instruction. Examples are ice skating, racquetball, cosmetology and cosmetician programs, sailing, swimming, and golf.
i. Instruction by television is offered each semester through the Southern California Consortium for Community College Television. Students must view the telecourses, attend campus orientation and review sessions, and pass on-campus mid-term and final examinations to receive transferable college credit.

j. Independent Study is offered for students to pursue educational objectives not available through other course offerings. Independent Study courses are staffed by contract faculty only.

k. The college will recognize and grant credit to veterans for educational training completed in the Armed Forces and for work experience prior to enrollment, and other specialized achievements. Each case is considered individually, and credit is subject to successfully passing an examination in the field.

l. Electronic Technology for women is a program now under study by the Assistant Dean, Occupational and Career Education.

Instructional Development

In 1980-81, a fund totalling one percent of the budget has been set aside to underwrite Program Evaluation and Improvement. Some of this money was allocated specifically to the Learning Assistance Center to support faculty projects related to the Center's activity. A total of 1.2 F.T.E. in release time and $7,000 in cash was awarded by a special committee which evaluated proposals for a wide variety of projects to produce materials which will be used in the LAC.

Trends in Curriculum

It has been noted that there have been several steady trends in the characteristics of students in recent years that have implications for curriculum. Perhaps one of the most challenging of these trends is the steady increase in students requiring assistance in basic skills. We continue to expand our offerings in these areas and are carefully analyzing future needs. The potential for combining our programs in this area with those of UCSB promises to provide increased scope and resources to the program.

Other trends that need to be carefully considered in future curriculum development are the increasing student age, greater vocational orientation, lower incidence of actual transfer to four-year institutions, increase in numbers of women, increase in part-time attendance, and the considerable diversity in students' educational objectives.

The Curriculum Committee has just begun a discussion of General Education requirements and standards for the Associate Degree. These have begun to be serious statewide issues arising out of new standards proposed in the California State University and College system. The immediate thrust of these discussions at SBCC is to define the purpose of General Education requirements across all majors and the exact significance the college wishes to have attached to the Associate in Arts or Science degrees. From this it is expected to proceed to the questions of how best to establish the standards that implement these aims.
These trends will require the staff to be flexible and adjust constantly to a non-traditional clientele. We will have to be sure that we have effective mechanisms to evaluate the entire instructional program to determine its degree of responsiveness, purpose and future direction. This will be especially difficult in the face of severe fiscal constraints brought on by recession, inflation, taxpayer revolts, and falling enrollments.

The next few years will be challenging for Santa Barbara City College. Our energy at the moment is being directed toward extensive review of curriculum with the hope that alternatives can be found to prepare the institution for the difficult times ahead without seriously jeopardizing the quality of the instructional program.
VII. INSTITUTIONAL STAFF

Santa Barbara Community College District, in Fall, 1980, has a full-time faculty of 183 persons, including fourteen who are on leave. This number includes sixteen non-teaching faculty, such as counselors, librarians, and the college nurse. Forty-six of the full-time persons also teach on hourly overload assignments totalling about eleven full-time equivalents. This faculty is augmented by sixteen temporary contract faculty (thirteen F.T.E.) and 184 part-time hourly instructors (57 F.T.E.) in the credit program and approximately 375 instructors (80 F.T.E.) in the non-credit program.

The faculty is supported by a Classified staff of 172 persons, 57 of whom are directly involved in instructional support activities, and a management and supervisory staff of 27 persons, fourteen of whom hold Certificated positions.

Collective Bargaining

At this writing, only one of the employee groups--the Classified Employees--has elected to enter into collective bargaining with the District. Three years ago this group petitioned for recognition of the California School Employees Association as its exclusive bargaining agent.

Other groups continue to "meet and confer" annually with the Superintendent to discuss salary and benefits. This procedure has generally been congenial, although in 1980-81 the discussions have been drawn out. Uncertainties in the level of funding from the State caused the start of discussions to be delayed until October. By the end of 1980, all groups had reached agreement with the Board on salary and benefit questions for 1980-81.

Negotiations with CSEA went to impasse proceedings in October. Negotiations were re-opened in late November and settlement was reached just prior to the holiday break in December.

The District maintains a comprehensive personnel and affirmative action program, which is administered by a centralized personnel department. All employee groups are covered by appropriate written personnel policies, which provide guidance in the areas of employee recruitment, safety, classification and pay, manpower planning, employee benefits, training and staff development, employee-employer relations, teaching credentialing, collective bargaining, disciplinary action and other functions related to the personnel area.

The District maintains an affirmative action program consistent with federal and state mandates. The District has a Personnel Director/Affirmative Action Officer who is a member of the Superintendent/President Cabinet and is responsible for administering and evaluating the District's Affirmative Action Program. The Affirmative Action Officer also serves as the District's compliance officer for Title IX and 504 Handicapped Regulations.

Major Events Since 1976

Since the last accreditation report, several major accomplishments and developments have taken place relating to Personnel and Affirmative Action. Several of these items are listed below in summary format.
1. Development of District Affirmative Action Goals and Timetables

The Affirmative Action Officer worked with the District's Affirmative Action Committee, the Board of Trustees Subcommittee, and the Chancellor's Office to develop local guidelines for conducting a utilization study and establish appropriate Affirmative Action Goals and Timetables. On June 8, 1978, the Board of Trustees approved the District's Affirmative Action Goals and Timetables. The submitted Goals and Timetables were subsequently approved by the Chancellor's Office in 1980.

2. Implementation of 504 Handicapped Regulations

The staff worked with the ad hoc 504 Handicapped Committee and coordinated the implementation of the required policies and practices for self-evaluation study and development of program accessibility and transition plans for District facilities. The self-evaluation study project was completed with the report submitted to the Superintendent-President.


The Personnel Director worked with the Superintendent-President and the Administrative Deans and developed an official District Personnel Policies Manual. On February 23, 1978 the Policy Manual was adopted by the Board of Trustees.

4. Development of District Safety and Accident Prevention Program

A written District Safety and Accident Prevention Program was developed in cooperation with the District Safety Committee. The program met the new CAL-OSHA requirement (3203) for an accident prevention program, which was effective October 1. A District safety brochure was developed and sent out to employees as part of the new safety program.

5. Collective Bargaining Contract Negotiations

The District has negotiated two collective bargaining agreements with its CSEA unit members. The District has made a relatively smooth transition to a collective bargaining environment. The District's staff is now adequately trained to deal with issues relating to collective bargaining on an on-going basis. The District is a member of a consortium providing professional legal services and consulting in the area of collective bargaining.

6. Affirmative Action Program Requirements

The District has complied with the numerous changes to the Personnel Program required by Affirmative Action and EEO Regulations (i.e., job classification studies, application forms and procedures, EEO data collection and record-keeping, complaint procedures, recruitment and advertising, employee training, insurance policy revisions, etc.).

7. Development of Job Classification Program

The District was one of the few school districts in the State that voluntarily undertook to change its method of classifying jobs for
classified employees. It had been suggested that the method being used reflected sex discrimination in the job market when comparable salary survey data was used in establishing salaries.

The District engaged the services of a Consultant to perform a Classification and Salary Survey for classified employees. The consultant reviewed all job specifications and wrote new ones reflecting the current duties and responsibilities of the positions. Inequities in salaries paid men and women for comparable work were eliminated. Job titles have been "de-sexed" and job qualifications were reviewed as to their job relatedness.

8. Title IX - Sex Non-discrimination

The District named the Affirmative Action Officer the District's compliance officer for implementing Federal Title IX Regulations pertaining to sex non-discrimination against employees or students. Meetings were held with all appropriate administrators and the required self-evaluation was completed on time. The District also established a Sex Non-Discrimination Policy and Student Grievance Policy in accordance with Title IX. Notification of these policies was widely distributed by poster and the student newspaper.

9. Implementation of Formal New Employee Orientation Program

A new formal classified employee orientation was developed and classified employees now participate in a structured program. All new classified employees receive an organized orientation program. The program involves participation by the Assistant Personnel Director, the Personnel Technician, the Personnel Director and respective department heads.

10. Revision of Employee Performance Evaluation Program

The classified employee evaluation program was updated and revised with input from faculty and staff.

11. Development of Separate Rules and Regulations for Classified Bargaining Unit Members and for Non-Represented Employees

On January 27, 1978, the Board of Trustees adopted Classified Policies for non-CSEA members.

12. Revision of Classified Disciplinary Action Procedure

On January 12, 1978 the Board of Trustees approved a revised Classified Disciplinary Action procedure.

13. Improvement of Use of Data Processing for Personnel Recordkeeping in the Following Areas

a. Career Longevity Increments
b. Annual Salary Increments
c. Performance Evaluations
d. Workforce Survey (i.e., status reports, turnover)
This improved utilization of data processing services has resulted in monthly reports supplied by EDP, providing data in the listed areas. A complete on-line Personnel data system is currently under development.

14. Development of a Program of Supervisory Training in the Following Areas
   a. CSEA Contract Orientation for Faculty Supervisors
   b. Affirmative Action and Upward Mobility Sessions
   c. Performance Evaluation Training
   d. Employee Assistance Program
   e. Disciplinary Action

15. Upgrading of Employment Interview Training

   Interview committees have been trained in proper interviewing techniques and EEO considerations. A new booklet, "Orientation for Interview Committees," has been developed for both classified and certificated committees.

   All employee selection is done through committees which screen and interview candidates. Minority and female representatives must sit on all selection committees. In the case of faculty appointment, initial selection is generally made by the department, subject to review and approval by the Dean of Instruction and the Superintendent.

Faculty Survey

The accreditation study committee on institutional staff elected, in the Spring of 1979, to survey faculty and administrative personnel to ascertain certain facts and opinions regarding recruitment, staff development, morale, governance, and evaluation. Timing of this survey corresponded with the contingency planning analysis which was carried out prior to the Proposition 9 vote, and to some extent, the results reflect the attitudes that developed under the strained circumstances of that period.

A questionnaire was designed to elicit facts regarding administrative and faculty staff members, and attitudes and opinions they have regarding their duties, working conditions, and compensation. The question of faculty/staff morale was paramount in the committee's investigation, and since morale results from the quality of the recruitment, development, governance, and evaluation processes, the questions were structured and arranged so as to reflect the influences of elements in these categories upon each other, but primarily on morale. A tabulation of responses to the survey is provided in a Research Memo.

Staff Development

There are a number of staff development programs in existence. One of the most significant for faculty is the sabbatical leave program. Each year 1.67 percent of the budget is set aside to support sabbatical leaves of one or two semesters for qualified contract faculty. Leave applications are carefully reviewed by a committee of peers before they are submitted to the Board for final approval. Even during the especially austere period of 1978-79, the college managed to maintain the sabbatical leave program.
A sabbatical leave policy for administrators has also been recently re-instated. This provides for leaves of up to three months for professional improvement.

Classified employees have available to them an after-hours professional growth program with salary incentives attached to completion of various stages of the program.

There has recently been adopted a comprehensive approach to faculty development and professional growth. This includes the sabbatical leave program above, along with a wide range of other activities. As an outcome of a weekend retreat initiated and organized by faculty and attended by about 25 persons, a number of workshops and other activities have been instituted for faculty development.

- In conjunction with the Algebra Institute at UCSB, a self-paced, programmed course in Computer Literacy using the BASIC language and microprocessors has been set up. Over fifty full-time and part-time faculty and administrators are participating, and the course will be repeated as needed.

- A grant-writing workshop for faculty is in planning stages, to be offered in late Spring.

- Another workshop will deal with the need to emphasize writing skills across the entire curriculum, not just in the English Department. Faculty will be helped to develop a sensitivity to the need and methods to incorporate in their classes.

- A workshop on Computers in the Curriculum will be set up by Computer Science staff to assist instructors who wish to learn how to make use of the computer as an instructional tool.

- Faculty luncheons have been scheduled to promote more informal, interdisciplinary contact in order to build faculty cohesiveness.

In 1979, a series of faculty in-service colloquia was inaugurated, to heighten the awareness of the entire campus community to significant trends and issues affecting the district and college. In Fall 1979, the general topic of this meeting was the district demography and recent trends in student characteristics. Mr. Harry Fox, of General Research Corporation, who has been conducting a continuing analysis of Santa Barbara County population trends was the guest speaker. His presentation of county and district trends was followed by a report of the College Research Office on how these trends relate to future enrollments at Santa Barbara City College.

This was followed in Fall 1980, by a session on attrition and retention. Guest Speaker was Dr. Dorothy Knoell of the California Postsecondary Education Commission, who presented observations based on her studies of statewide trends. This was followed by a faculty panel discussion on retention methods, in which Dr. Knoell also participated.

In March 1981, a third such meeting is to be held on accreditation and will feature Dr. Robert Swenson, Executive Director of the Accreditation Commission for Community and Junior Colleges, Western Association of Schools and Colleges.
VIII. STUDENT SERVICES

Philosophy and Background

California Community Colleges have been committed historically to providing student support services, because of the wide range of interests and abilities of their students. During the last ten years, the expansion of supportive services has been an attempt to be responsive to the needs of students in the form of financial aids, programs for the educationally disadvantaged, racial minority recruitment and assistance, child care services, special programs for women, career development programs, veterans services, and the physically limited.

The Board of Governors of the California Community Colleges in 1972 adopted a policy statement related to Student Services "with high priority for additional financial support, establishment of criteria for evaluating effectiveness, inclusion of standards of accreditation, and a provision for in-service training for Student Services staff members." Though little has been done at the State level to achieve the intent of the policy statement, the goals and objectives of the student services departments continue to represent the efforts of Santa Barbara City College in this regard.

Trends which have significantly affected this college include the 18 year age majority, changes in residence requirements, changes in student life style, veteran enrollment (first an increase; then a decrease) with accompanying regulations mandated by the Veterans Administration, increased enrollment of economically and educationally disadvantaged students, and changes in State mental health programs. Greater provision is now being made for the physically limited to attend college. Recent trends also include a declining enrollment, a return to college of numerous "mature" women, changes in local, state, and federal funding procedures, and an increase in the proportion of part-time students.

The press for student involvement in the affairs of higher education is another phenomenon of recent years. Equal rights, due process, privacy of records, non-punitive grading, credit for experience, and a more flexible curriculum illustrate the results of the students' challenging the system. Students have, in fact, influenced teaching methods, budget requirements, allocation of resources, social programs, and most of the activities of the institution.

Another significant influence on student services is the growing emphasis upon management efficiency, accountability and results. The credibility of higher education is being questioned generally. Financial support is more difficult to obtain. More information and data are being demanded by the public, the legislature and governmental agencies, as well as our own college's system of management.

A major effort being put forth by Student Services continues to be that of providing for a "personalized" approach to serving students. That is to say, the services of the various programs will be utilized in such a fashion as to meet the specific individual needs and interests of the students—from identification and assessment of needs to the time appropriate services have been rendered. A "personalized" approach when functioning optimally will be reflected in the utilization of personnel, services and facilities. It will also have an effect upon the organization and interrelationships of the various services.
The 1972 report on Directions for Change\textsuperscript{2} stated, "While some decentralization may be seen as beneficial, as the Master Plan for facilities for the college is completed, thought should be given to expanded facilities for expanded services." Interaction and articulation between service departments and programs could be served best by a centralized facility for "professional" student services (i.e., admissions and records, counseling, financial aids, placement, career education, EOPS, and health services).

Student Services Goals and Objectives are updated and published annually.\textsuperscript{13}

In the following, each activity in Student Services is briefly discussed.

**Administrative Dean, Student Services**

The Administrative Dean, Student Services, provides the general supervision of the student services program at Santa Barbara City College. The Dean is a member of the President's Cabinet and represents interests, needs and concerns of the student services departments to the cabinet. He works with department supervisors in proposing, planning, executing and evaluating the operations of the student services departments. A detailed description of the duties of the Dean is to be found in the "Goals and Objectives for 1980-81."\textsuperscript{13}

In 1979, the college's security program was reassigned from Business Services to Student Services. The Dean was an active participant in the turnaround of that program. The Dean served as the chairperson of the Resources Allocation Review Board during the last two years and as a member of the Contingency Planning Committee at the time staff and budget cuts were anticipated because of the threat of declining enrollments and prospect of the passage of Proposition 9. He also serves as the college Articulation Officer.

During 1980-81 the Dean is chairing a task force on Student Services. The purposes of the task force are to review all efforts of the college in recruitment and to evaluate the student services program in the light thereof with the intention to develop a coordinated marketing program for the college and to initiate its implementation in 1981-82.

New student service programs which are currently being developed include:

1. A regional articulation program (conferences and workshops) to include the University of California, Santa Barbara; California Polytechnic University (San Luis Obispo) and California State University, Northridge; six community colleges and all area high schools. Both institutional and instructional department concerns will be addressed for the purpose of providing for more effective recruiting and retention models.

2. A joint effort with UCSB for recruitment of students within the Santa Barbara Community College District.

3. A course by course and major by major articulation agreement with UCSB to provide for a smoother transition for students transferring to the four-year institution.

4. An experimental program with UCSB whereby certain students may transfer to UCSB after completing 30 units of recommended course work at Santa Barbara City College.
5. Recruitment of minority group students continues to have high priority by the college as a whole and especially by student services departments. The college is seeking to narrow the gap between the percentage of minority students in the district's feeder high schools and the percentage of minority students currently enrolled at the college, even though that gap has narrowed during the last few years. Potential student contacts made by the Dean, counselors and EOPS staff include high school visitations, special campus events to which potential students are invited, and off-campus programs at various community agencies have become an important aspect of college recruitment efforts. Additional programs have been planned this year which supplement past efforts and which are designed to highlight this goal.

Admissions and Records

The Admissions and Records Office processes applications for admissions to the college, receives and files transcripts for other schools and colleges, maintains records of enrollment, attendance and grades, prepares State and Federal reports, and implements registration and enrollment procedures.

Funding patterns created in part by fiscal uncertainties and declining ADA caused cutbacks in staff. Two full-time members of the Admissions and Records Office were not replaced after the passage of Proposition 13. Funds for hourly staff were cut out of the budget in an effort to use other college staff in the registration and add/drop periods and in an effort to save money. The registration and add/drop activities are conducted in the Campus Center, in an area shared by the food service department.

During the last four years, the Admissions and Records Office has streamlined its application and registration forms to provide for more rapid and efficient processing of students. By rescheduling existing staff, the office is now open from 8:00 a.m. to 9:00 p.m. Additional uses of the computer have more accurately and rapidly provided for effective clearance procedures, registration appointment cards, add/drop reports, correction of duplicate enrollments, and changes of programs.

The Admissions and Records staff see the value of an on-line registration process and have been planning for the time the college can take this step.

Students are assisted by a well-trained and student-oriented staff. In spite of additional pressures created by a record number of applications and enrollments in the fall semester, 1980, the staff has functioned effectively.

The following are current interests of the Admissions and Records Office:

- A fundamental need is for additional space to accommodate student records. A facility is needed which can at once accommodate its own registration process, protect adequately all records, and provide comfortably for a flow of clients and staff.

- A plan has been developed and recommendations have been made for a modern, safe system of record storage and retrieval.

- "On-line" registration is part of an on-going study by the Data Processing Committee.
College Bookstore

The College Bookstore exists primarily to provide required materials and textbooks for the curricular offerings of the college. Discretionary items are made available for sale to students and staff as a convenience. The college district operates the bookstore. An advisory committee serves to review policies and procedures and to make recommendations from time to time.

A large portion of the profit from the bookstore's operation is channeled to the college's co-curricular budget which is administered by the Assistant Dean, Student Activities. Another portion of the profit is used to improve and maintain the facilities and equipment of the bookstore. A reasonable reserve is maintained to cover contingencies or emergencies.

During the last year, the college store was expanded and modernized. The effort was coordinated with the completion of the new coffee shop and the gourmet dining room in the adjacent building. The added space provides for more convenience and service during peak periods of textbook sales and for better displays of discretionary items during other periods. Costs of expansion and modernization are being paid from the bookstore profits.

Staff and management sustained an acceptable level of service during the lengthy and sometimes confusing remodeling period. Sales and profits have continued to climb even during semesters enrollment has declined. Percentages have also been sustained.

The policy on disbursement of funds to the co-curricular budget is currently being reviewed with an eye toward distributing a larger percentage of profits to that budget. There has been no increase in the co-curricular budget allocation since 1973.

Job descriptions of bookstore staff are being reviewed to determine whether reassignment of functions would provide more adequate service.

Since the expansion of the college bookstore has just been completed, attention will be given to the most effective requisition and marketing of discretionary items possible. An in-service training program for staff will permit alternate assignment of staff in times of emergency or illness.

Counseling

The Counseling staff consists of ten full-time and one half-time persons. The primary functions of this staff are academic and personal counseling of students in individual or group sessions. Each counselor (with two exceptions) is responsible for advising students in several different academic majors. Other related duties often consume a significant amount of time and reduce the time available for individual counseling.

Special assignments include Foreign Student Admissions and Advisement, Accelerated and Veysey Bill High School Student Enrollment and Advisement, Assigned Articulation Tasks with High Schools and Colleges, Women's Re-entry Program, Gender Equity Program, and the Career Development and Placement Center. Counselors also serve as the instructors of a number of "Personal Development" classes.
The Re-entry Women's Program was developed to serve the needs of returning women on campus and the community. The spring semester (1980) enrollment of women over 30 years of age was over one thousand. Workshops have been offered in assertiveness training, violence in the family, rape, self-defense, women in business, leadership skills and re-entry on and off campus. Evaluations by participants indicate the services are accomplishing the objectives but need to be expanded to a larger population than now served.

The Career Development Program is staffed by a full-time counselor/director, a secretary and a half-time counselor. A change in 1980 moving the Placement Office from the financial aid area to the Career Development program added a full-time clerk and additional counselor time to expand a career-related program of job placement. Career seminars (eleven) and a career day (thirty-five business representatives) were provided in 1979-80. Evaluations of the Career Development Program have indicated a significant positive reaction to the services provided. If the Career Development Center were an integral part of the counseling complex, it might encourage a greater number of students to use the services offered.

Veterans counseling functions have been separated from the fiscal (veterans' benefits) and reporting functions in 1980. A declining veteran population caused the realignment of staff and functions.

Counselors are involved in recruitment efforts of the college and have also addressed the problem of attrition and retention. The outcomes of their study were reported at the fall in-service colloquium for faculty which considered in depth the problem of attrition.

Counselors are adapting their techniques and services to the changing student population.

The facilities of the counseling department are to be found in two locations. Counseling functions are carried out in the administration building and in the student service building across campus. Several counselors are assigned to offices adjacent to the Career Development Center.

The counseling department in conjunction with the Ad Hoc Task force for student services is reviewing its advisement functions to determine if all students have access to complete and effective counseling/advisement services. Consideration is being given to reassignment of the responsibility for certain personal development courses (i.e., study skills) to the Essential Skills program so that the time may be spent in offering additional career related courses. Consideration is also being given to increased faculty participation in the academic advisement function.

New Personal Development Courses for 1980-81 include three different orientation courses: one for re-entry adults; one for disabled students; and one for foreign students.

The Career Development Program is beginning a new job placement system based on career interests of individual students. The TV course, Voyage, will be offered on television and on campus through audio-visual monitors. Staff will be working to offer an adaptation of the course, as well as other Career Development services to high school students in the district, since the local high schools lost their career centers after the passage of Proposition 13.
During 1980-81, it is expected that a new position will be created jointly by Santa Barbara City College and the University of California, Santa Barbara, to develop and serve in a recruitment/outreach effort by the two institutions. This position will reach into the business community and the high schools in a coordinated manner not heretofore provided. Funding for the position will come from both institutions.

Extended Opportunities Programs and Services

The application for state funding documents the commitment of this college district to provide its programs and services to the economically disadvantaged. Over two hundred thousand dollars of categorical funding from the State of California augments the significant financial commitment of the college to "mainstream" the program and to develop the potential of deserving students.

A system of paraprofessional assistance, peer counseling, and interim reports on student progress enhances other support services offered on the basis of defined need and interest. The EOPS project has impacted upon the curricular offerings of the college by offering special classes, by providing for tutorial services, and by the employment of teacher aides for certain departments. A cultural awareness specialist has raised the consciousness of cultural values and differences through special programs and events. Specific goals and objectives for this program are included in the Student Services Goals and Objectives for 1980-81 and in the application for state funding.

While many of the students in the program are considered to be "high risk," the retention rate of the students matches or exceeds that of the general student population of the college. The commitment to carry out State and district mandates for service to the economically disadvantaged remains a top priority to the staff. Their efforts have had an effect on the entire college community.

Recruitment and services offered to potential EOPS students are delineated in the EOPS application and goals and objectives. New efforts in recruitment for the EOPS program include instructional staff as recruiting staff members. Coordinated efforts of recruitment with staff from UCSB are also to be encouraged. Representatives of four-year institutions' EOPS programs are invited to visit the college campus for conferences with students on a regular basis.

Although the quality and the integrity of the program must be sustained, ways and means are currently being developed to extend the program to members of the community who have not availed themselves of the education opportunities and the services offered at SBCC.

Financial Aid and Veterans Benefits

The college dispensed approximately 1.2 million dollars in financial aid and scholarships during the 1979-80 college year. This is 33-1/3 percent greater than the next college in a comparison of the six neighboring community colleges. Nearly 25 percent of the student body in 1979-80 received some form of financial aid. The coordinator of these student services regularly serves as a trainer of other financial aid officers throughout the state and as an evaluator of financial aid applications, and regular in-service training sessions are held at SBCC to assure that college staff complies with current state and federal guidelines.
The fiscal operations of the Veteran's Office were assigned to the financial aid office to provide more effective supervision. A recent audit by the Veterans' Administration confirms that excellent service continues to be offered to veterans and the integrity of the program is being sustained. At the same time, staff members formerly assigned to the Veterans' Office have been reassigned to other student services areas.

The Financial Aid Office should consider the possibilities of working with THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE in a major effort to develop new scholarship funds.

Because of an apparent high staff turnover rate, hiring and management practices are being reviewed carefully. Also, a new system for disbursement of financial aid checks is being reviewed in an effort to reduce the long lines and lengthy waiting periods experienced by recipients at the beginning of the semester.

Handicapped Students Services

In its third year of existence, the Handicapped Student Services Program has become an integral part of the college. In 1979-80, 253 individuals took advantage of the program and services. While not all were seen on a weekly basis, over 160 students were seen at least three times weekly. Handicapped Student Services provided special classes in reading and math for the learning disabled as well as for some who were physically disabled. Special mobility aides, notetakers and readers were made available for the physically disabled, visually impaired and dyslexic individuals. In addition, special equipment to aid in mobility--two electric wheelchairs--were in use full time. Tape recorders, special print enlargers, large print typewriters were also used through the school year.

Last year also saw the active participation of students in the Special Abilities Union (SAU), a social action group composed of interested students, both able bodied and disabled. The SAU met weekly and sponsored fund raising activities in the form of bake sales and greeting card sales. The money earned was placed in a special emergency transportation fund for the physically disabled to get to college. The SAU sent out a monthly newsletter with information regarding college and community activities.

Awareness of the Handicapped Student Services Program was heightened by monthly articles in The Channels. Topics included a description of the Handicapped Student Services Program, interviews with students, discussion of the mobility concerns of the disabled and a review of the activities of Handicapped Awareness Week. In addition, an article and picture describing the Handicapped Program appeared in the Spring Semester Class Schedule. The college specialist had three radio interviews throughout the school year in which she was able to describe the services offered at SBCC for disabled students.

During the week of March 24-28, the Handicapped Student Services and the Campus Affirmative Action Committee sponsored Handicapped Awareness Week. The activities took place in the Campus Center. Each day was devoted to information regarding a specific disability.
MONDAY: A display of equipment used by the physically handicapped and two movies:
"A Different Approach" - Vocational Skills of the Disabled.
"We Know Who We Are" - National Federation for the Blind.

TUESDAY: Information regarding deafness, including a display of TTD's (telecommunication devices for the deaf) and a demonstration of sign language interpreting.

WEDNESDAY: Panel presentation of challenges faced by the disabled and how those were met.

THURSDAY: Activities to give able bodied people an opportunity to experience mobility through wheelchairs. A video tape presentation of mobility barriers and solutions at SBCC.

The week was quite successful. Organizations assisting in the Handicapped Awareness Week were: Independent Living Resource Center, Community Center on Deafness, Department of Rehabilitation and National Federation of the Blind.

The Handicapped Student Services Program participated in recruitment activities in the local high schools during Spring 1980. Program and campus orientation with high school seniors took place. These recruiting meetings were held in conjunction with the UCSB Special Services Program counselor. This recruiting has resulted in an additional ten students arriving on campus this Fall.

Security

Last year the responsibility for the campus security program was reassigned from Business Services to Student Services. This represented a significant change in the philosophy of the security program by shifting emphasis to the safety and security of students and staff rather than property.

A full-time security office has been established. All security and parking responsibilities have been assigned to the office. Full-time and student part-time staff have been expanded to provide adequate coverage on campus at all times. Coordination of the program is provided by the head of the Administration of Justice Department who receives 60 percent released time for his duties.

In 1979-80, the college worked closely with the Santa Barbara Police Department to determine security needs. The police representatives made lengthy recommendations and an appropriate response was made by the college. Many of the recommendations have been implemented. The budget has been increased from approximately $25,000 per year to $125,000 for 1980-81. A radio communication system has been put into use enabling direct contact with the security office and with the local police department as well as with different security officers on duty in various locations on campus. District vehicles are employed during the evening hours. Currently, outside campus lighting is being modified for the purpose of greater safety and security.

Reports from students indicate a greater feeling of safety and security while on campus during the evening hours. This feeling is likely due, in part, to the higher level of consciousness toward safety and security as a result of the visibility of the expanded security force and also to the extensive publicity given by both the student newspaper and the local press.
Strong support from the College President and from the Board of Trustees, in terms of finances and guidance, made the transition possible. The use of students as part-time security officers has been an effective part of the new emphasis on safety and security.

Efforts must continue to raise the consciousness of students and staff for the safety of persons and the security of college property. Inservice training for all staff would be a further positive step forward, and a security manual for staff should be prepared and distributed.

**Student Activities**

The Student Activities Office provides services which promote a positive climate for learning and personal growth for students and coordinates social, educational, cultural and athletic activities. It is the operational hub of all extra-curricular student activities on campus. The staff works closely with student government leaders in their activities and programs.

The Student Senate serves as representatives of the Associated Students. In 1972, the co-curricular budget was separated from the student body budget to minimize Student Senate responsibility for areas in which the students had little, if any, control. At the same time, a trust fund was established with student body reserve funds. The income generated by the trust fund provides the basic operational budget of the Student Senate.

The Student Body President also serves as the student member of the District Board of Trustees. The Vice President of the Student Senate appoints student members of all college-wide committees.

Use of district vehicles is scheduled through the Student Activities Office. Use of college facilities by student groups and by community groups is scheduled through the Student Activities Office. Other services offered by the Student Activities Office include housing information, parking permits for the physically disabled, lost and found, coordination of the Free Speech Area, co-curricular budget activities, and administrative supervision of the intercollegiate athletic program. A diverse schedule of student activities is offered throughout the college year.

Internal problems in the intercollegiate athletic program were brought to light within the last year. The problems have been corrected, and procedures have been reviewed and changes made to insure the problems don't happen again. A new advisory committee for intercollegiate athletics has been formed and will have an important role in recommending policy for that program. A study is underway to determine if the athletic director's position should be combined with the Assistant Dean, Student Activities' position or whether there is another effective means of assignment of the athletic director's functions.

The Assistant Dean of Student Activities and the manager of the college bookstore, along with the Dean of Student Services, have met to develop and recommend a new policy providing for additional profit from the bookstore as income for the co-curricular budget.

A policy for replacement of district vehicles should receive priority consideration.
Student Health Services

Since the passage of Proposition 13, the cost of the maintenance and operation of student health services has been borne completely by the assessment of a student health services fee. A college nurse is provided for both day and evening students. The program consists of first aid emergency and emergency care, referral service, TB testing, on-campus accident insurance, health education days, workshops and seminars, classroom visitations and health counseling. The numbers and types of student contacts are well-documented and indicate a growing need for the services. Eight health education programs conducted last year were well received as a result of involvement of staff and students in the planning stages, involvement of community agencies and excellent publicity.

A health services advisory committee has been formed this year. Currently underway is a study conducted by the Student Senate to determine additional health needs and services including the possible use (part-time) of a physician.

The college nurse has received excellent responses from health agencies in the community, as well as from individual medical specialists, to provide a wide range of health activities and health education programs, such as hearing days, vision days, blood drives, nutrition days, physical fitness days, posture-related problems workshops and a wide range of health education seminars.

An effective referral system has been developed so that students needing specialized medical attention can receive early attention at nominal or no cost.

Employees of the college have also been served in the college nurse's office, but this service is limited so as not to reduce the amount of time or energy of staff available to students.

A review of the goals and objectives, as well as a review of annual reports, will provide in detail the efforts and results of the office.
IX. COMMUNITY SERVICES

Many of the services and activities that are normally considered at other colleges to be a part of Community Services (speakers, lecture series, plays, concerts, etc.) are carried out under the Continuing Education Division of the College. These are discussed separately in that section of this report.

Prior to the passage of Proposition 13, the district levied a Community Service Tax which was used to fund a variety of activities. Much of the money was used for development of Pershing Park athletic facilities, used jointly with the City of Santa Barbara under a joint-use agreement which has been in effect for many years.

The development of Pershing Park was just about completed when Proposition 13 eliminated this special tax, thus eliminating the option of diverting these funds to other Community Service uses. The College has continued some Community Services under the administration of the Assistant Dean, Student Activities and Community Services. These activities largely relate to community use of campus facilities, although there are still a few programs run by the College.

Since the accreditation study of 1975, the Humanities Building with its Art Gallery, Learning Center, and Radio-Television Studio, has been completed and placed in service. The Art Department has a continuing program in the new Art Gallery. Art displays from participants from throughout the western states are included in the department's "Small Images" show. Valuable art works from the Los Angeles area are provided on a continuous basis.

The complete renovation of room A 211 (formerly a performance theatre dating back to 1940) has been accomplished. This new combination Board Room and lecture hall (now designated A 218) provides seating for 125 persons. Completed in the spring of 1980, it is used by the Board of Trustees for regular meetings. It is also used for large lecture classes and for meetings of civic organizations.

Occupancy of the Drama-Music Building has permitted the performing arts to have their own theatre for the first time. The 400-seat James R. Garvin Memorial Theatre provides an excellent facility for both music and drama. Civic groups use this facility when not in conflict with the instructional program. The adjacent Studio Theatre (120 seats) provides an intimate setting for small productions. All music and drama events are now held in these facilities.

The acquisition, in 1979, of the Goleta Valley Adult Education Center (formerly Cathedral Oaks School) not only offers a site for day and evening classes in the west portion of the district but also provides facilities for community use, particularly the multipurpose auditorium. In the short time the facility has been available it has received considerable use by government and civic groups.

The Sports Pavilion continues to be the center for athletic events for the college, local high schools and for the Recreation Department. Santa Barbara City College and the City of Santa Barbara have a unique joint-use agreement that provides college facilities for recreational use. The city presently holds classes and leagues in gymnastics, volleyball, basketball and track and field. Local high schools use the Sports Pavilion for all interschool basketball games and on occasion use La Playa Field for football games.
The Campus Center is the hub of school and community activities. This facility is used on most Fridays and Saturdays throughout the year. Due to evening classes and the need to provide food services to students, this facility is not available during Monday-Thursday evening class time. Programs held in this building include high school and college dances, conferences, lectures, dinners and awards programs.

Although the primary responsibility for lectures, forums and other programs of civic interest is coordinated under the Continuing Education Division of the college, some programs are coordinated by the Community Services staff. These include the following:

- The college coordinates with the Museum of Natural History in a program emphasizing astronomy. A NSF grant some years ago provided the college with the celestial projector now housed at the museum with cooperative use of the instrument.

- The Hotel-Restaurant Management program provides food facilities for all on-campus activities. This program encourages civic use of the Campus Center.

- Music programs, now provided in the Garvin Theatre, are open to residents of the community as participants and patrons.

- Theatre programs are offered in the Garvin Theatre in both credit and non-credit programs for residents and students. Participation of community talent is encouraged and extensive.

- Health programs developed by the nurse in cooperation with local agencies are open to the community as well as to local students, and the programs are highly successful in drawing attendance and interest from participants. People of all ages are attracted to these offerings.

Due to the stringent financial prospects that face the College, the Community Service activities as described above and under Continuing Education are quite vulnerable. Alternate sources of funds will be required to maintain the programs now conducted by the district. The following options are being explored as we watch carefully what future trends show up in Sacramento and locally.

- Increase income by exploring greater use of facilities by groups on a pay basis.

- Increase the fee schedule for use of facilities by groups and organizations.

- Explore the possibility of imposing a parking fee to assist in funding necessary improvements in parking facilities.

- Maintain and repair equipment and facilities with monies collected by fees. A more improved sound system in the Campus Center would encourage greater use of this facility.

- Develop with the City of Santa Barbara a mutually agreeable method of maintaining the adjacent parking lots used by the city and the college.
X. LEARNING RESOURCES

Learning Resources at SBCC encompasses the Library, Learning Center, Tutorial Center, Language Laboratory, Instructional Media Services, and Computer-Assisted Instruction. At the present time, these services are scattered in several locations and operate quite independently, although all fall organizationally within the span of the Office of the Dean of Instruction. The Master Plan for campus development envisions a new, large library/learning center on the West Campus, with satellite centers at various other locations (see section on Physical Plant and Equipment).

Library

The Library building has a total of 18,360 ASF, three-quarters of which is assigned to library use. The facility is inadequate in many respects, having been designed for a total enrollment considerably less than that now attending. The campus Master Plan calls for the construction of a new library on the west campus, but in the present era of constrained and uncertain fiscal resources, it is likely that the college will have to live with this situation for several years to come. Major shortcomings are the following.

- Floor space is insufficient to support the present enrollment and study spaces are competing with shelving for this area.
- Poor isolation of service areas and lack of carpeting increases noise.
- Lighting is poor in most general use areas and glare from the sun is bad during some seasons.
- Work areas are poorly planned for coordination of activities.
- Heating and ventilation are unsatisfactory.

Possibly it would be well for the district to engage a qualified consultant to help plan maximum utilization of the present building, including remodeling of second floor space and converting the front corridor area.

This could be coordinated with improvement of lighting, heating, and ventilation to insure maximum economy and minimal upheaval. Also, attention must be given to meeting earthquake safety standards by anchoring shelving.

Interim planning includes use of the basement area for storing older and lesser used periodicals and books, maintaining a book collection maximum by careful selection and weeding, microform acquisitions to reduce shelving requirements for periodicals, and computerized systems as a means of alleviating the workload.

The library collection consists of approximately 77,000 volumes, 510 periodical subscriptions (8,532 volumes and 2,336 microfiche of back issues), 24 indexing/abstracting services, 16 newspaper subscriptions, and 22,700 pamphlets.

The faculty is active in recommending acquisition of books and periodicals and the review of the collection for discarding. All faculty members (and
interested students) are encouraged to make recommendations for purchase. Instructors and librarians have reviewed the collection and discarded extensively in the last four years. Some areas have not been completed. Present holdings constitute a good basic collection, covering all aspects of the curriculum as well as general knowledge and cultural and popular interests of the students and faculty.

There are three full-time credentialed librarians with faculty status. Another librarian is employed on an hourly basis to cover evening hours (5:00 p.m.-10:00 p.m. Monday-Thursday).

There are five full-time classified positions.

The library employs eight students (General) each working fifteen hours weekly.

With a reduction in staff since Proposition 13 equivalent to one and one-half credentialed positions and one classified position, the library is attempting to continue the same schedule and the same level of service. This does not allow sufficient time for creative planning and professional growth. The budget for books and periodicals has been maintained and government grants based on matching funds continued.

Future equipment acquisitions will be limited to replacement and to equipment which would promote an efficient and economical use of personnel, e.g., a memory typewriter, OCLC (Ohio Colleges Library Center) system for cataloging and interlibrary loan, and the CLSI (Computerized Library System Incorporated) for circulation.

The library is open 7:30 a.m.-10:00 p.m. Monday-Thursday and 7:30 a.m.-4:30 p.m. on Friday with certificated and classified staff on duty. Service is offered in circulation, reserve circulation, and reference. Instruction in the use of the library is given as an integral part of reference. Library orientation tours and classroom instruction are given by the reference librarians upon request of instructors. Bibliographies are compiled for instructors.

Library service and use of materials within the library are available to everyone. Borrowing privileges are limited to students in credit and certificated courses, faculty and staff, senior citizens, local educators, and holders of purchased library cards ($5.00 per year).

In addition to working relationships with instructors in all areas of library service, there is a faculty advisory committee. The Library Committee is an Academic Senate committee with members from most clusters. The head librarian serves on the committee.

Interlibrary loans make available materials not in the SBCC Library but obtainable from other libraries under terms of the American Library Association Interlibrary Loan Code and agreements with other libraries and networks. This service is available to students, faculty, and staff. The SBCC Library lends on request to other libraries and institutions. The library is a member of TIE (Total Interlibrary Exchange), a network of eighty libraries serving San Luis Obispo, Santa Barbara, Ventura, and Kern counties and adjacent parts of Los Angeles County. Its purpose is to promote reference and interlibrary loan service. The library maintains copies of the Black
Gold Cooperative Library System catalog (on microfiche) and of the serials lists of U.C.S.B., Westmont College, and Black Gold. Although the collection should (and does) meet most of the requirements of faculty and students, this interlibrary cooperation provides a valuable supplement and conversely offers the resources of the SBCC Library to other institutions.

A librarian attends meetings of the Curriculum Committee and participates in the three-year plan of the Instruction Office so that library planning for facilities, personnel, collection, and service can be based on projected enrollment, curriculum, special programs, changing characteristics of the student population and any other factors affecting student use. The library staff also works closely with special services areas (the Tutorial Center, Handicapped Students, Women's Center, and the ESL instructors). A Visual-Tek Reader has been installed recently to aid the visually handicapped student. An effort is being made to meet with department chairpersons or with departments as a whole for interchanging of ideas.

Learning Assistance Center

The Learning Assistance Center has recently been formed by the merger of two formerly independent activities, the Learning Center and the Tutorial Center. This is expected to bring about improved coordination and increased interaction between these activities, which will, in turn, encourage greater use of both services.

The Learning Center is a physical facility where individualized instruction activities can take place.

The purposes of the Learning Center are to:

- Provide facilities for individualized instruction, including complete courses, portions of courses, supplemental instruction, and "walk-in" assistance for students.

- Develop and maintain a multimedia equivalent of the library where individualized instruction materials, both print and non-print, are available. These materials include videotapes, audio tapes, phonograph records, slide-tape instructional packages, programmed instruction materials, and combinations of these materials.

- Develop and maintain a catalog of multimedia, self-instructional materials available for use by students, instructors, staff, and community.

- Provide assistance to faculty interested in developing and operating courses or portions of courses to be taught on an individualized basis using the Learning Center. This includes planning, locating materials, ordering materials, record keeping, attendance taking, testing, supervision of students, supervision of tutors, audio tape duplication, and scheduling of students or groups of students.

The Learning Center provides on-going individualized instruction services to twenty-three departments and academic areas on campus. These services include:
Videotape viewing, both individual and small groups.

Work with individualized instruction kits, including both slide-tape and filmstrip kits.

Audio cassette and phonograph record listening.

Use of programmed instruction materials.

Slide viewing.

Use of audio and/or video taped lectures.

Audio tape duplication.

Testing.

Individualized experimental psychology, art history, and earth science labs.

As financial resources decrease, it becomes increasingly difficult for instructors to find the time and money to redesign courses or portions of courses into an individualized instruction format and for the Learning Center to obtain the individualized instruction materials, equipment, and tutor center needed to operate individualized instruction programs. The Learning Center can become a most useful instructional facility for the solution of problems resulting from declining enrollment, reduced finances, and changing student population characteristics.

A recurrent problem involves equipment repair. The down-time resulting from minor equipment failure has been greater than acceptable for effective operation of the Learning Center.

It is anticipated that the Learning Center will become a focal point for the future development of short courses, courses taught entirely using programmed instruction, computer-assisted instruction, open entry/open exit courses, preview or prep courses taught entirely through self-instruction (e.g. Pre-Algebra, Pre-Calculus, Pre-Physics, etc.). Continued decline in financial resources and changing characteristics of the student population will enhance the appeal of these low-cost individualized ways of providing instructional services.

Some low-enrollment courses may be offered on a strictly individualized study basis, using instructors as supervisors or tutors rather than as lecturers. These courses could best be centered in the Learning Center. This may be the only way to provide a balanced curriculum in the future.

The Tutorial Center provides free assistance to any student who requests it, needs it, or could profit from it. Services are provided for any instructor wishing to integrate tutorial assistance with regular classwork. They are not provided simply for remedial or developmental purposes but cover the full range of college offerings.

Tutors are trained, supervised, and evaluated by a regular faculty member and receive college credit for their preparation. They receive hourly pay for tutoring. In 1979-80 approximately 150 student tutors were employed.
each semester. Over 4,000 students are tutored each semester, both as a part of regularly scheduled courses and on a voluntary, drop-in basis.

The role of the tutor needs to be studied. Many programs and departments (Basic Skills, ESL, Essential Skills, Art) rely heavily on highly trained tutors. These tutors have been given considerable responsibility. Their job classification should be studied to see if the Lab Teaching Assistant job description would be more appropriate.

Increased tutor training materials need to be developed in individual content areas.

Language Laboratory

The language laboratory is an integral part of each foreign language instructional program. Lab use is required by all students enrolled in each of the languages taught: Spanish, French, German, and Italian. The lab is also used by many students learning English as a Second Language. The lab study programs consist of audio and audio plus visual lessons which are coordinated with the text and workbook used in the classroom. This material is available for student use as audio cassettes and slides. Supplementary material also is available including cultural, historical, and geographical slides and tapes.

The lab facilities allow the students not only to listen to lessons for aural comprehension but to record their own voices as an integral part of the lesson plan in order to encourage oral proficiency in the language. Present facilities consist of the latest technical equipment and include 40 voice-active carrels and 20 visual carrels. There are also facilities for live recording, mastering, and duplication of lesson tapes.

Lab software and hardware must be completely integrated with the teaching programs and, therefore, the faculty is responsible for the choice of lessons and tests in use. Lesson tapes are coordinated directly with the text being used, so they must be changed each time a new text is chosen. On the other hand, the cultural material is cumulative and is used to supplement the text lessons and to provide literary and cultural enrichment sources for advanced language students.

The current lab is staffed by one full-time classified employee with support from student workers. The lab coordinates many of its activities with the Media Services and the Learning Assistance Center. With the increase in foreign students, the language lab works closely with the ESL program, making its facilities available to ESL students and their tutors.

The present lab was constructed only five years ago. There are no plans for its expansion in the near future. The lab is open to both day and evening students and to those in Adult Education. It also functions as a liaison and information center between the community and the foreign language departments of the college. The language lab has become a highly utilized and essential service for all students attempting to master a language.
Instructional Media Services (IMS)

IMS includes the following sub-components: Film/material rental, Equipment Pool, Audio and Graphic Production, Television Studio, Equipment Maintenance and Repair.

IMS is supervised by one certificated administrator (Coordinator of Instructional Media Services) with a staff of three classified personnel. Student assistants provide approximately 60 hours of help per week.

There are several learning centers (in the broad sense) on the SBCC campus including the Library, Learning Center, Reading Study Skills Center, Career Center and centers within several academic departments which include: Electronics, Business Administration, Marketing/Management/Supervision, Secretarial Science, Foreign Languages and Health Technology. These facilities vary in their degree of sophistication and roles in serving their respective curriculum areas. The relationship of IMS to these centers also varies according to need. Assistance is provided in selecting and servicing equipment, but decisions on materials selection are the purview of the respective departments. Materials for use in these centers are prepared by IMS. Each center is responsible for its inventory of materials and equipment but equipment is also listed on the IMS inventory for comprehensive campus control. Cataloging and circulation procedures vary with the needs of each center. A variety of technical assistance is provided to center staffs as needs are identified. Suggestions are also made regarding policies and procedures, future needs and roles of the centers while respecting the autonomy of each.

The production of audio and graphic materials is comprehensive in scope with the areas of greatest service being photocopying, slide/filmstrip duplication and audio cassette production/duplication. The preparation of overhead transparencies is also a major service. Equipment used includes a complete darkroom, copy equipment, slide mounting apparatus, audio console and high-speed duplicator, photographic lettering device, thermal transparency maker and a drafting table. Student help at the rate of fifteen hours per week is used for the routine operations.

A television studio is an integral part of IMS with productions directed by the Coordinator and advanced students from the television courses offered by the Theatre Arts department and taught by the Coordinator. These courses also provide crews for productions. A complete color studio with equipment of modest quality is used primarily for producing video tapes distributed to classrooms and the various learning centers. Two faculty wish to produce complete courses on video tape but our equipment is too limiting in terms of quality for such undertakings. Public affairs programs were aired over the local community cable system for two years but these were abolished due to lack of funds for maintenance and released time for faculty production.

One technician, with occasional assistance from talented students, is responsible for the routine maintenance and repair of all electronic media and audio-visual equipment including the television studio. Complex repairs too sophisticated for on-campus servicing are made by local and regional service centers.
The recommendations by faculty for equipment purchases are reviewed by the Coordinator for appropriateness with regard to make and model so as to facilitate procurement of the most usable items and to enable efficient repair. A master inventory is maintained by IMS but each department is responsible for controlling equipment procured with its funds.

Time for faculty to develop instructional materials is not routinely provided, but has been available to a few through improvement of instruction grants coordinated by the college's Improvement of Instruction Committee and Learning Assistance Center grants.

IMS facilities are in the Humanities Building with all operations in one contiguous 2200 ASF area, except for the television studio which is on another level in the same building. An adequate variety and quantity of equipment for production and use of materials is housed here with satellite storage facilities in every permanent building on campus to facilitate setup of equipment for classes. IMS is connected to the Learning Assistance Center by a doorway which is usually kept open to facilitate flow of materials.

All community colleges in the counties of San Luis Obispo, Ventura and Santa Barbara belong to a loosely organized voluntary film cooperative with each institution contributing what it feels is appropriate for sustaining the library at an adequate level. The films purchased by each institution are circulated by the respective county public school film library to any of the colleges without charge. The cost per film use is approximately $5.00 compared to $30.00 for films obtained from other rental sources.

IMS is short of space for faculty preview of materials, production of materials and conference space for the Coordinator to meet with the faculty. With regard to equipment, the television cameras purchased in 1975 were of modest quality and no longer function as color cameras but must be operated on monochrome. Two major projects involving production of complete courses on video tape cannot be undertaken until cameras of suitable quality are procured.

Computer Applications

Until recently there has been virtually no instructional use of computers at SBCC outside of the Computer Science program. A few BASIC programs had been acquired or written to perform drill and practice exercises in selected disciplines and simulations for some science and accounting courses. Support for these applications has been informally provided through the Computer Science Department.

There have been numerous impediments to the effective development of classroom computer applications. The programs cited above were stored on paper tape and had to be run on a small Data General Nova computer located in the Computer Science laboratory. No provision was made for transmission to remote sites.

Access to the computer, in general, has been one of the greatest impediments to expanded use. Until recently, all administrative and instructional computing was done on a single computer in batch mode. Few instructors were sufficiently well-versed in the computer arts to develop their own materials, and there was no staff to assist them on a regular basis. Also, the relatively
few staff members who were inclined to enter this field of instructional technology had to be very highly motivated to surmount the above obstacles and to do so as a voluntary extra activity.

In 1979-80, several events began to change these circumstances and it now appears that the door is opening to fairly rapid expansion of instructional computing. A nucleus of faculty members formed a committee with the purpose of promoting instructional computing. It acts as an advocacy group with the administration and also tries to promote interest and self-education among the faculty.

In Spring, 1980, a decision was made to separate instructional and administrative computing. The latter is now done off-campus under a joint powers agreement with the local K-12 district (see Financial Resources). During the summer, a Data General Eclipse computer was purchased for instruction and was put to immediate use in the Computer Science program which is now entirely on-line. Students work at CRT terminals in individual carrels adjacent to the computer machine room. One immediate dividend is that the program can handle considerably more students in an open lab environment. Enrollments have burgeoned and new courses and sections have been added.

The Eclipse computer was purchased with a view to future expansion into other instructional areas. It is well-suited to providing data communications and has considerable capability for expansion. Early application efforts are expected in the Life Science, Earth Science, Mathematics, and Business Administration departments. In addition, the Business Education cluster has ordered several microprocessors for stand alone use in Accounting courses. Other departments are examining closely the trade-offs between microprocessors and use of the Eclipse, but it appears that the rate at which Computer Science is expanding may consume the capacity of the Eclipse before other departments get established in the field.

At the time the separation of instructional and administrative computing was implemented, one programmer-analyst from the data processing staff was assigned full time to the support of instructional applications. This should provide the assistance needed in the early stages of implementation of CAI and other instructional applications. If the concept catches on, as has been predicted by some faculty members, this support may need to be augmented. However, the main thrust for instructional computing will still come from a highly motivated faculty. It appears that this motivation may be developing rapidly. When a recent Computer Literacy course was organized in conjunction with UCSB, fifty faculty and administrators enrolled. This interest is not confined to Mathematics and Sciences, but has also spilled over into Essential Skills and other areas.
XI. PHYSICAL PLANT AND EQUIPMENT

In 1975-76, at the time of SBCC's last fifth-year accreditation review, a Master Plan for the development of a single comprehensive campus had been developed and construction was progressing rapidly toward the realization of that plan. Projects under way at that time, and since completed, include the Occupational Education and Drama/Music Buildings, the bridge connecting east and west campuses, new stadium lighting, and a fire access road from Pershing Park. Bids had been received for a new Children's Center (since completed) and start of construction of a Marine Technology Building (also completed) awaited the commitment of state funds. Work was also progressing on several miscellaneous long-range projects--erosion control along the steep slopes bordering the campus, site development and landscaping of the newly-acquired West Campus, and elimination of architectural barriers to the handicapped.

Significant additional steps have been made in the last five years. A 5,700 ASF Physical Science addition and a 4,900 ASF Campus Center addition were completed in 1979-80. The Campus Center addition houses the Hotel-Restaurant Management program. Administration Building remodelling, also completed in 1979-80, provides improved classroom and laboratory space for Business Education, Graphics/Photography, and Electronics, along with general purpose classrooms. The Bookstore has been expanded by about 960 square feet. The campus entrance which was to have undergone a very extensive configuration, was instead modified in 1980, to improve traffic flow and safety at a small fraction of the cost of the original plan. Campus maps have been installed on posts at several points on campus to aid newcomers and visitors to find their way.

Major projects in the Master Plan yet to be undertaken are a Learning Resource Center and an Interdisciplinary Center on the West Campus, and conversion of the present Library Building to a Student Services Center.

At the time Proposition 13 passed in 1978, it appeared that progress on the Master Plan would be halted. The ability of the district to raise the funds to meet its matching requirement for state support was seriously hampered. Nevertheless, the Board of Trustees decided that completion of the development of the campus was of sufficient importance that they committed the district to find a way to fund the remaining projects. Projects that were underway at the time were completed, and at this time only two major projects remain to complete the Master Plan as conceived in 1974.

The closure of several elementary schools in the area created opportunities for improvement of facilities for the district's non-credit Continuing Education Program. In 1978-79 the district negotiated the lease-purchase of Cathedral Oaks elementary school from the Goleta Union School District and converted it to the Goleta Valley Adult Education Center. This became the first permanent facility of the district in the Goleta Valley where most of the population growth of the 1960's took place.

At the time of this writing the purchase of Garfield Elementary School from the Santa Barbara School District has just been consummated in a three-way transaction which also involved sale of the district's downtown Adult Education Center to the Santa Barbara Trust for Historic Preservation. The Trust will thereby gain a property essential to the realization of its long-cherished dream of reconstructing the Santa Barbara Presidio, and the College
will gain a facility which conforms to Field Act provisions and Section 504 handicapped access requirements. Net cost to the college district was about $150,000 in conversion to make the facility suitable for adult use.

The next major project in the campus Master Plan, a Learning Resource Center, does not rank high in the priorities of state funding. Completion of the campus transition plan for removal of handicapped barriers is scheduled for 1981-82, but is contingent upon the district's ability to raise its share of the money (approximately $130,000), or upon the passage of new legislation to provide federal support.

Several smaller projects are also pending, many of which may not be eligible for state support. One of these is a series of erosion control projects to stabilize the steep slopes around the periphery of the campus, particularly the beachfront bluffs. The need for the construction of a new warehouse on the West Campus has evidently been eliminated by the purchase of the two elementary schools which will provide the needed storage space.

Another problem in obtaining state support for future construction is the fact that, according to standards applied by the state, the campus has an overall excess of assignable floor space. According to a 1978 analysis there is an excess of about 4,000 ASF in classroom space.

Much of this excess arises due to the fact that state standards assume utilization for 53 hours per week. As is the case with most community colleges, facilities at SBCC are overtaxed in the morning and evening hours and very lightly used in the afternoon. Average utilization thus is less than state standards require.

Some suggestions have been made for alleviating the difficulties in making effective utilization of space. These include the following:

- Use of the 7-8 a.m. period for more classes.
- Use of off-campus sites in the evening, e.g., elementary and/or secondary schools.
- Careful analysis of the present schedule to see if variations could improve utilization.
- Improved "marketing" of offerings to increase afternoon and Saturday use of facilities.

Another factor is the fact that several temporary buildings, which are eventually slated for removal under the Master Plan, remain in use as classrooms even though some are in doubtful condition and have limited remaining life. In view of the uncertainties of future state funding the College is reluctant to retire these buildings with no assurance that replacement space will be provided in the state capital outlay program.

The accreditation committee on Physical Plant and Equipment evaluated the current state of equipment and facilities by means of a questionnaire. The questionnaire was prepared to evaluate the quality and quantity of teaching
stations and equipment. The areas of classrooms, laboratories, support areas and instructional equipment were analyzed.

The survey pointed up a number of routine maintenance and deficiencies.

- Most departments cited a problem with general cleanliness and/or inadequate heating and ventilation of facilities.
- Facilities were in need of numerous miscellaneous repairs ranging from missing tiles to leaking roofs.
- Equipment repair and replacement was universally cited as inadequate.

In the 1979-80 year, a comprehensive reorganization of Facilities and Operations took place, and significantly more funds were allocated to this purpose. Most, if not all, of these problems have been alleviated, and a regular program of maintenance has been instituted. Specifically, roof leaks in the Library, Physical Science building, and Student Lounge, have been repaired, and regular painting and custodial schedules have been developed. The AV Repair Technician position has been upgraded to Engineering/Repair Technician and additional hourly monies have been made available for repair and maintenance of equipment and buildings. Maintenance contracts may be needed for the repair of some items needing periodic preventive maintenance.
XII. FINANCIAL RESOURCES

The financial history of Santa Barbara City College has been one of prudent, conservative management of resources. Santa Barbara Community College District 1979-80 General Fund Budget Summary, describes this history in monetary terms.

Since our last accreditation visit, the Board of Trustees, administration, faculty, and staff have taken a number of steps to plan for the best use of district funds. Among these fiscal review programs are:

- The actions of the district Resources Allocation Review Board (R.A.R.B.).
- The addition of fiscal implications to the Curriculum Advisory Committee's deliberations.
- A study for and by every department/cost center to examine three-year enrollment and financial trends in order to make prudent plans for the future.
- The implementation of an ad hoc committee to rationalize the replacement of equipment and capital outlay expenses with an operating procedure to reduce waste and duplication.
- The attempt to analyze personnel benefit programs in order to maintain present levels of service while reducing premium costs.
- The establishment of THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE as an attempt to offset the ravages of inflation by raising additional resources in the private sector to assist the College.

The key word with regard to financial resources at SBCC is "uncertainty," and the three key elements that affect the district's fiscal future are district and state demography, the political climate, and the economy.

As has been noted elsewhere, the age structure of this district is such that we can expect a steady fall-off of high school seniors for many years to come. Since about one-third of the College's credit enrollment is in the "traditional" age group 18-20, and about 43 percent of its weekly student contact hours are generated by this group, there are rather important fiscal implications in the demography, as long as the income of the district is tied to an enrollment driven formula.

The political climate was dramatized in 1978 by the overwhelming approval of Proposition 13, the Jarvis-Gann initiative, and the potentially significant changes in legislative officeholders brought about by the November, 1980, election. The long-term effects of Proposition 13 are still not fully known, and may not be for some years to come. The most serious fiscal effects are just about to be felt after two years of "bail out" support from a massive state surplus. The one thing that seems quite certain to result is a considerably greater dependence upon the state for financing of community colleges such as SBCC.

The 1980 election replaced about one-fourth of the legislators in Sacramento. Among those who have departed are some of the most experienced in educational
finance. What this will mean in terms of community college finance is still open to conjecture, but it seems reasonable to suppose that it will mean a further shift toward fiscal conservatism.

Uncertainty in the state's economy is also having its effect, in that state revenues rise and fall with the economy. To the extent that the College is dependent upon the state for income, its fortunes will also depend upon the economy. However, as the economy, and therefore College income, tends to drop, there has traditionally been an increase in enrollment as people look for retraining or upgrading to improve job security. Inflation, of course, seriously aggravates this situation.

Another statewide issue that has significant fiscal implications for this district is the proposed funding mechanism for non-credit courses and programs. Approximately one-fourth of the Santa Barbara educational program is in non-credit Adult Education. To date, this program has been funded on the same basis as credit programs, i.e., fixed dollars per average daily attendance (ADA) unit. Since these programs are the least costly to conduct, any loss of funding in the non-credit program will have a disproportionately severe effect on the College's fiscal position.

In summary, it can be said that Proposition 13 has essentially taken decisions regarding funding out of the hands of the local district board. Until some form of long-range funding formula is worked out for community colleges, the colleges will continue to operate on a year-to-year basis and any long-term planning will have to be contingent on the level and formula for funding that are worked out elsewhere on a year-by-year basis. It is believed that community colleges are the only segment of education or government that does not yet have a long-term funding formula in place.

The current legislation, A.B. 8, is a two-year bill covering 1979-80 and 1980-81. It is too early, at this writing, to project what long-term funding formula will emerge, if any. A.B. 8 has several features which tend to work to the disadvantage of SBCC. Each district is assigned an average cost allowance per A.D.A. based on past history. Those which have spent more in the past are assigned more and those which have spent less are assigned less. SBCC, which has in the past been quite conservative in its expenditures, is, at $1,680 per A.D.A., sixty-seventh among the seventy districts of the state. Other districts' base rates per A.D.A. range as high as two and a half times that of SBCC. This figure is adjusted annually for inflation.

In addition, each district is assigned a base enrollment estimate for each year. This estimate is tied to the base year 1978-79. That year, because of Proposition 13, districts were funded by the state with a block grant, not tied to enrollment, but rather fixed by the previous year's expenditures. Along with the block grant was a proviso that most of the non-credit programs of the type offered by SBCC could not be funded out of the block grant. Since this district reports to the state only the enrollment that qualifies for state funding, the base year enrollment for SBCC is the lowest in recent years. Funding for any excess over the estimated enrollment is at two-thirds of the base rate. Thus, with a low rate to begin with, the district is additionally burdened with a low base year enrollment, so that we realize only two-thirds of that low rate for much of our enrollment.
Further compounding the problem is the "deflator" mechanism in A.B. 8 which provides that, if state income is less than anticipated, every district will be further reduced to stay within an overall state budget.

Despite all of these factors, the district entered academic year 1980-81 in a relatively healthy financial state, with a beginning balance of over $1.35 million (about 40 percent of which was "earmarked") and projected excess income of $700,000. These figures do not, however, take into account salary and benefit adjustments which were not settled until the end of December.

The projected $700,000 excess of income over expenditures is predicated on an estimated enrollment of 7,700 A.D.A. However, it appears that actual enrollment will be well over 8,000 A.D.A., so that some additional income can be expected. The "deflator" effect is still unknown.

New legislation, A.B. 1171, has created a new basis for capital outlay funding which requires a district match based on its year-end fund balance per WSCH, compared with the statewide average. Projects are expected to be funded in accordance with demonstrated need and state-defined priorities. It is still too early to know how this will work out in practice, but it may be expected that there will be difficulty in raising district matching funds and in reconciling district priorities with those of the state.

During the Spring Semester, 1980, the district and the state were faced with a referendum initiative (Proposition 9) which would have reduced state income taxes by fifty percent. Since Proposition 13, two years earlier, had transferred most of the funding burden for community colleges from the local to the state level, the initiative had profound implications for funding of the colleges.

In order to be prepared for the unknown, but probably severe, effects that passage of Proposition 9 would have had on the district budget, the Superintendent formed an Ad Hoc Task Force on Contingency Planning. This group consisted of five persons from each of the following groups--management, senior faculty, junior faculty, and classified staff. The final contingency plan was submitted to the Superintendent in May, 1980.

The approach of this task force was first to ask each cost center to submit recommendations for five, ten, fifteen, and twenty percent cuts in that center. The task force then reviewed these recommendations with respect to a set of twelve criteria. They then came up with recommendations that would effect budget reductions at three levels. These were:

Level I: Prudent but painful.

Level II: Severe, but still protecting the comprehensive nature of the college.

Level III: Survival level, seriously altering the structure and concept of the college.

Although the ballot proposition that gave rise to this study failed at the polls in June, the Superintendent has suggested that the recommendations be studied further without the duress that attended the Spring effort.
Consequently, he has recommended that this be a major thrust of the Cluster Leader Council for the 1980-81 year.

Of steadily increasing importance in the fiscal affairs of the district is THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE. This is an independent, non-profit, foundation formed for the purpose of developing new sources of income for the district, especially from private donors and the business/industry segment of the community. The FOUNDATION is the conduit for all gifts to the college, either earmarked or unrestricted, and it promises to become very significant in the near future.

Recently, when a private donor was unable to meet a prior commitment to equip the new Hotel-Restaurant Management facility, the FOUNDATION stepped in with a commitment of $100,000 so that the work could go forward. The FOUNDATION has also recently been the recipient of a $10,000 gift to be used for redesign and development of the entrance to the West Campus.

Prior note has been made of the re-organization of Facilities and Operations, and the shift of campus security to Student Services. In 1979-80, responsibility for administrative data processing was shifted from the Business Office to the Administrative Assistant to the Superintendent. In Summer 1980, the data processing staff was merged with that of the Santa Barbara School Districts and an independent joint powers agency was formed to provide data processing services. This agency, under its own governing board with representation from the two districts, will provide all administrative data processing for the college and the K-12 district, as well as most separate elementary districts on the South Coast.

It is expected that this re-organization will pave the way for a considerably expanded use of data processing through the use of on-line processing of most operations.
XIII. DISTRICT AND COLLEGE GOVERNANCE

Educational governance refers to the means by which educational institutions reach settlements on problems concerning internal regulation and external relations. Its focus is on the processes by which decisions are made and how they are put into organization, rules and laws. Participation in the governance process at Santa Barbara City College is provided in a variety of ways. Consistent with the stated goals of the institution, SBCC takes great pride in having a highly decentralized governance structure.

Board of Trustees

The Santa Barbara Community College District is a single-college district. Its Board of Trustees has legal responsibility for determining general policies and making decisions which govern the operation of the college, including both credit and non-credit programs. Trustees are elected at large but each represents a distinct trustee area. The Carpinteria area is represented by Mrs. Joyce Powell, who is currently Board President. The Montecito region is represented by Mr. Eli Luria. Dr. Joe W. Dobbs, Mr. Sidney R. Frank and Mr. Gary Ricks represent the Santa Barbara area. Mrs. Kathryn O. Alexander and Mr. Benjamin P. J. Wells are trustees from the Goleta area. The President of the Associated Students also sits as a non-voting member of the Board.

Regular trustee meetings are held on the second and fourth Thursday of each month at 4:00 p.m. in the Board Room at Santa Barbara City College. The President of the Academic Senate and a representative from the local chapter of the California School Employees Association regularly attend Board Meetings as do most senior college administrators. The Board functions through sub-committees for educational policy, budget and salary, and facilities concerns. Sub-committees meet aperiodically, as needed.

The Board of Trustees, since it was originally formed in the mid-sixties has been a remarkably stable one, with little turnover. This continuity has been a great asset to the college, since it has permitted and encouraged Board members to get involved in the key issues of the college in an in-depth manner. The subcommittee structure of the Board, noted above, is the primary vehicle through which this involvement occurs. Board members are frequently seen at many formal and informal events at the campus, ranging from dinner/concerts and dramatic productions to athletic events and faculty in-service days. There has been none of the political and personal rancor that characterizes some Boards.

Administrative Staff

The chief administrative officer of the District is the Superintendent-President who also serves as Clerk and Secretary to the Board. Senior administrative responsibilities are delegated to a Business Manager and to administrative deans for continuing education, instruction and student services. The Business Manager, three Administrative Deans, and the Personnel Director/Affirmative Action Officer, constitute the President's Cabinet, an advisory group that meets weekly with the Superintendent/President to discuss policy matters. In all, the administrative staff in 1979-80 was comprised of twenty-three full-time classified and certificated positions, exclusive of cluster and department chairpersons. Eight other positions in Instruction and Student Services have been designated as management for collective bargaining purposes.
Since the last accreditation visit, one new full-time assistant dean of instruction has been employed by the District, and the position of another has been re-structured replacing three part-time teacher-coordinators who had worked in the Office of Instruction. General campus opinion is that this change was desirable and that it has made the Office of Instruction a more effective administrative unit. (See Responses to Recommendations of Last Accreditation Visit).

Administratively, the new Superintendent-President of the District appears to have delegated considerably more responsibilities to his administrative deans than did most of his predecessors. He has maintained a policy of accessibility to all groups on campus, and regularly consults with all groups affected by a pending policy decision. Since his appointment, he has initiated and encouraged considerable effort to redefine and refine the aims and objectives of the institution in light of the changing environment of post-secondary education.

College Council

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. The eleven-member Council has not undergone any significant changes since the last accreditation. It continues to serve a useful purpose as a reviewing and advising agency. As a vehicle for communication by the administration to the staff, however, its value is limited.

Cluster Leaders Council

There are 43 autonomous academic departments at Santa Barbara City College. This number of departments, each with its own chairperson, was considered too large and unwieldy to meet collectively to discuss matters of common concern. However, because interaction between the departments and the college administration is essential, the departments are formed into "clusters" of departments having somewhat common bonds and interests. Clusters select individuals to represent them on the Cluster Leaders Council. Nine clusters are represented on the Council. The Dean of Instruction is also an ex officio voting member.

The most important role of the Cluster Leaders Council has been to assist the administration in developing policies and procedures of an instructional nature. This includes policies on capital outlay, improvement of instruction, new personnel, department programs, staff development and the use of non-certificated assistance in the classroom.

Since Fall, 1977, the Cluster Leaders Council has communicated directly with the Administration on a regular basis. In 1980, the Cluster Leaders Council assumed much of the responsibility formerly delegated to the Resource Allocation Review Board (RARB). This body had been formed a few years ago to advise on budget planning and allocation of fiscal resources. Much of its energies were being devoted to review of detailed changes which were requested in individual cost center budgets. The intended role as a planning body with a long-range forward-looking perspective was submerged in this detail.

The re-assignment of this responsibility to the CLC will stress the long-range planning needs, and will leave most of the day-to-day fiscal decisions to be resolved administratively by the Superintendent and his cabinet.
Communication between the Council and the Clusters has been weak and ineffecti-ve in some areas. In fact, because the role of each cluster leader, as well as his/her relationship to a cluster, differs in individual cases, certain disparities emerge, particularly in the dissemination of information and in the use of the stipend. While the Cluster Leaders Council meets regularly, some clusters do not meet at all; some cluster leaders communicate verbally while others communicate through detailed memoranda. Those faculty members whose clusters meet irregularly or not at all, those who fail to receive either agendas or minutes or attend Council meetings, have an incomplete understanding of Council issues and little or no chance of participating in decisions.

General guidelines for the operations of clusters are needed. These guidelines should include scheduling regular meetings to encourage complete communication between clusters and members.

When the Representative Council of the Academic Senate recommended that the Cluster Leaders Council be formed, the Representative Council believed that instructional research and cluster-related activities such as budgeting and scheduling would involve considerable commitments by cluster leaders. Council instructional research activities have seldom materialized. Instead, the Council spends a major portion of its time reacting to proposals initiated by the administrative deans. Because faculty representatives on the Cluster Leaders Council serve largely as advisers, there should perhaps be a re-evaluation of the stipend allocation to them. The Cluster Leaders Council should not be differentiated from other governance bodies which receive no stipend for their duties.

Academic Senate

The Academic Senate which is charged by law with making recommendations to the Board on any and all academic and professional concerns, is very active in college governance. Membership in the Academic Senate consists of all certi-ficated contract employees of the District who do not perform any services which require an administrative or supervisory credential. Only those employed on at least a half-time basis are eligible to vote and hold membership on committees. An elected Representative Council, composed of 15 Senate members meets weekly to conduct business. The President of the Academic Senate, who is elected for a two-year term by the faculty, presides over Representative Council meetings, forms the agenda, and meets regularly with the Superintendent-President to convey Senate concerns.

The tradition of collegiality requires the faculty to perform a unique function in educational governance. At Santa Barbara City College, the Academic Senate has played a vital role in areas affecting academic and professional standards, such as teacher loads, sabbatical leaves, the college calendar, instructional evaluation, grievance policies, academic planning and staff development. The Representative Council, acting as the Senate's agent, has served faculty interests well and remains the prime voice of faculty on campus.

Instructors' Association

The Instructors' Association is presently designated as the agent for faculty on salary matters (academic and professional matters fall under the juris-diction of the Academic Senate). The Instructors' Association is a voluntary organization of faculty members who elect an Executive Board of five members to serve two-year terms. The Executive Board, in turn, selects the members of the Salary Committee which meets and confers with the Superintendent-President and Board on salary matters.
Two changes have taken place concerning the Instructors' Association since the last accreditation review. First, elected members of the Executive Board now serve as members of the Salary Committee. The change gives the Executive Board a vital role which makes elections more meaningful. No formal change has been made in the constitution of the Association. Second, the Salary Committee now meets with the Superintendent-President of the College rather than with the Business Manager or a sub-committee of the Board as was frequently the case in the past. Again, there has been no formal change of procedure. The accreditation committee on governance has expressed the belief that access to Board members by the Instructors' Association, if necessary, should be preserved.

Administrators' Salary Committee

The Administrators' Salary Committee has been designated by the thirteen certificated administrators as their agent to the Board of Trustees regarding compensation and sabbatical leave matters. The Committee consists of three members--ideally one from each administrative level. Having existed a number of years, the Committee appears to fulfill its function well. As an indication of mutual respect, the certificated administrators and the Board of Trustees have always reached mutual agreement without the need of "third party" assistance.

California School Employees Association

A local chapter of the California School Employees Association (CSEA) represents 170 classified employees, not all of whom are members of the Association. A three-year contract was first negotiated in 1977. A new three-year contract was negotiated in 1980. In addition to existing Board policy, this contract regulates employer-employee relations. The classified employees have at least one representative on all college committees. Problems concerning the CSEA contract are channeled through the Personnel Director to the Superintendent-President.

The relationship between the California School Employees Association and its membership is working well. The CSEA is a democratic organization run by its membership. The Superintendent-President also works with the local CSEA chapter in making decisions affecting classified staff. This provides for cohesiveness between classified personnel and the District.

Classified Management/Supervisory/Confidential Employees

The Classified Management/Supervisory/Confidential Employees constitute a group approximately twenty classified employees designated as such under the provisions of the Rodda Act (SB 160) and thus not represented by the California School Employees Association (CSEA). This group selects a committee to act as its agent to the Board of Trustees regarding salary and benefit items.

The classified members of this group generally feel that there should be a merger with the certificated administrators salary group (Administrators Salary Committee). To this end, a committee has been established which consists of members of both units. The committee's major task is to establish one salary schedule with basically the same fringe benefits to cover both groups.
Student Senate

Student governance at Santa Barbara City College is directed through the Student Senate, composed of a fifteen-member board. Student officers include the President, Vice-President, Treasurer and twelve Senators-at-large. The Associated Students President sits as an ex officio non-voting member on the Board of Trustees.

The purpose of the Student Senate is to plan and develop a wide variety of programs and activities of interest to the college community. Functions include dances, forums, debates, entertainment, food drives, arts and crafts displays, new student orientation, film nights, activities for deprived children and student elections. The Student Senate has the responsibility for developing a budget of $5,000 per year which is derived from interest on Treasury Bill accounts totalling $53,000.

College and Academic Senate Committees

While not fully autonomous decision-making units, college and Academic Senate committees carry on a considerable amount of business at SBCC. As of Spring 1980, fifteen standing and two ad hoc college committees plus nine standing and one ad hoc Academic Senate committees were involved in campus governance. College committee members are appointed by the Superintendent-President while Senate committee members are appointed by the Academic Senate's Representative Council. These committees provide a review and advisory function in a wide variety of areas.

The proliferation of College and Senate committees facilitates a more open, democratic, broadly shared and perhaps even stable governance process at Santa Barbara City College. Yet nothing illustrates the dispersed and fragmented qualities of educational governance so much as the campus committee structure. Too many committees can also increase communication problems, impede efficient decision-making and tax the energies and time of faculty and staff. The committee structure should be reviewed carefully by the Superintendent-President and Academic Senate with the intent of reducing or consolidating the number of committees wherever possible.

THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE

THE FOUNDATION FOR SANTA BARBARA CITY COLLEGE is an independent, non-profit foundation which receives gifts of all kinds to the district. In the recent past it has received numerous gifts, large and small, from individuals and from business and industry. It is expected to become a significant source of supplementary funding in the near future.
XIV. CONTINUING EDUCATION

SBCC has an unusually comprehensive non-credit adult education program, probably one of the largest in the country. In the mid-sixties, when the college district was formed out of the secondary district, it was mutually agreed that adult education, including adult high school, would be the responsibility of the college. It remains so to this day.

The Continuing Education Division has responsibility for all non-credit programs of the district. This accounts for approximately one-fourth of the Average Daily Attendance (2000 ADA). Because it is such a significant operation, and because it operates substantially independent of the other programs of the college, it is here treated in a separate section of this report, which follows the nine guidelines of the Handbook of Accreditation.

Objectives and Functions

The Administrative Dean, after seeking the advice of the Continuing Education Citizens' Advisory Council, the continuing education staff, and the instructional staff, compiles the Division Objectives.19

The Continuing Education Division is organized into separate cost centers which are assigned by program areas to the division's administrators and program planners. Each cost center develops its own objectives and goals, which are reviewed by the Dean to assure compliance with the overall needs of the District. The functions and objectives of the Division are discussed and evaluated at general faculty meetings each term, weekly staff meetings, and during Advisory Council meetings.

Every instructor includes in his/her course outline a set of objectives which conform to the goals and objectives of the cost center.

In addition to the annual goals and objectives, the division has a five-year master plan, prepared in 1975, which projects anticipated growth in particular areas and possible decline in other areas that could affect the overall functions and objectives.

One measure of the achievement of stated educational goals is the examination of class attendance throughout the term. This is accomplished by reviewing class attendance during the fourth and eighth week of each term.

Use of end-of-class student evaluations is also encouraged, as are periodic student surveys conducted by the Division. These procedures ask for student reactions and recommendations. Results are helpful to the programming staff in determining whether or not specific objectives are being met.

In an endeavor to keep abreast of this community's fluctuating educational needs, objectives and functions of the Division are reviewed annually. The review process includes an evaluation of the success in meeting the objectives, and provides the programming staff with the opportunity to adopt objectives and goals which will more closely conform to the projected community needs. The results of these regular reviews are reflected in the great variety of classes and programs offered each term and especially in the innovative and timely series, seminars, workshops, and forums which are scheduled each year.
Instructional Programs

The Division is responsible for all levels of non-credit adult education in Santa Barbara. Because of the infinite variation in adult students' cultural, educational, and experiential backgrounds, as well as their differing age levels, a tremendous challenge must be met in providing learning opportunities for all. At one end of the spectrum is the great need for basic instruction to help those who had to drop out of school in the lower grades and those who need literacy training in a language not their own (some of whom are non-literate or barely literate in their native tongue).

Yet a student characteristic survey made in the spring of 1978 showed that 47 percent of the students replying had four or more years of college, plus another 16 percent who had attended junior college. For these people, an array of innovative, experimental, and diversified classes for mental stimulation, creative self-expression, and professional improvement are offered, as well as a basic core of more traditional general classes.

Every term, 90 to 110 new courses are added to keep the offerings timely and dynamic. The program specializes in short courses (particularly those of four and six meetings) with intensive information for busy people, and advantage is taken of a flexibility in programming not possible in more structured curricula.

Experimentation in programming is evident by the percentage of new classes, seminars, lectures, series, workshops, and programs which are scheduled three times each year. Each programmer maintains a file of new ideas for fresh offerings. Three times a year the staff meets with the Curriculum Committee of the Advisory Council to "brainstorm" new class ideas.

Ideas for courses are collected from many sources: other adult programs, teaching applications, newspaper and magazine articles, TV programs, suggestions from Advisory Council members, other community organizations, students, staff, and faculty. Those course ideas which appear to be educationally valid, feasible, and likely to attract at least the minimum of fifteen students are programmed, subject to the approval of the Administrative Dean.

Short courses and series deal with many subjects, including controversial ones, covering such diversified fields as opera, nuclear issues, physical and mental health, bonsai, peace, parenting, tenant-landlord rights, environment, energy, art and anthropology. One-day workshops, usually held on Saturday, have proved successful in several fields, with offerings such as The Dynamics of Self-Image, Memory Training Workshop, Taking Charge of Your Time and Life, Jail Release Volunteer Workshop, Calligraphy, Moving to Learn, Opening the Feelings, The Trauma of the Nursing Home, Couples Workshop, and Stop! You're Driving Me Crazy.

Working with various agencies in the community, Basic Education and Occupational Training courses are offered to the developmentally disabled at Alpha Training Center, Hillside House, Work Training Program, and Devereux School. Many classes are held under the Comprehensive Employment and Training Act (CETA) including such courses as Electronic Assembler, Career Exploration,
English as a Second Language, Adult Basic Education, and Preparation for the General Education Development Test (GED). Other classes are held under the California Worksite Employment Training Act (CWETA) and the Department of Social Services, State of California.

More than 350 local organizations over the years have co-sponsored classes, series, and workshops where educational goals are shared. The Spring 1980 program included 45 groups, including health organizations, museums, city, county, state, and federal agencies, service clubs, churches, conservation and business groups, retirement homes and groups, hospitals, libraries, and women's clubs, as well as departments of the University of California at Santa Barbara and numerous other schools.22

Three times a year, a complete class listing is put together by the staff and printed by the Santa Barbara News Press, appearing one or two weeks before the beginning of each term in a Sunday edition. Thus 55,000 copies are distributed, going into almost every home in the community.23

In addition, frequent releases are sent to the Santa Barbara News Press, announcing special speakers, late-starting classes or series, and overflow sections, as well as occasionally trying to boost small turnouts so that a class will attract the necessary fifteen to register. Flyers for special series are printed and distributed to libraries, senior centers, schools, and other locations to give extra promotion for important offerings. Occasionally a bulk mailing will be made for an important public forum or class designed for a special target group.

Particular attention is paid to providing informative and stimulating programs for older adults, giving them information on retirement planning, nutrition, and health, as well as other matters of special concern to them. Classes for them are currently offered in eleven retirement homes and four senior centers. Older adults, of course, also participate in many general adult classes in a large number of other locations throughout the District. The Student Characteristic Survey conducted in the Spring of 1978 indicated that students 60 and over constituted 20.5 percent of the student body.20

With two exceptions, the Division does not award academic grades upon completion of classes. One exception is in the Evening High School program where units toward a high school diploma are earned. The other exception is the Apprenticeship program where academic units are applicable toward the Associate in Science degree under the Petitioning for Credit procedure.

The Division issues a Certificate of Completion in instances where such a record is necessary, advisable, or requested. In the Health Occupations, selected classes which have been approved for such credit by the State Department of Health are offered for continuing education contact hours credit for nurses' relicensing, as are some psychology and health series. The Division also has similar approval to issue the Certificate of Completion of the Emergency Medical Technician I.

The Evening High School program, including Preparation for GED testing, graduated 55 men and women in June 1980. This is a drop of 50 percent from
the 1975 group of 110 graduates, mostly because many students choose to take the GED test rather than attending Evening High. The GED tests are administered monthly through the Division, and 44 men and women acquired state high school equivalency certificates in 1979-80.

A concept developed a few years ago to help meet special needs was implemented by the creation of a Skill Center, now housed at the Goleta Valley Center. Daily training in a variety of business skills is provided as well as vocational guidance and diagnostic testing by appointment. Students come to class any morning on a schedule which meets their individual needs and learn at their own pace. The employment record of those who have attended Skill Center classes has been impressive. Many have been able to re-enter the job market after considerable lengths of absence and in some cases were able to get off welfare rolls.

The curriculum is kept extremely flexible with all suggestions considered. It is both intensive and comprehensive as the Division tries to stay on the leading edge of what is happening locally, statewide, nationally, and internationally. One important aim has always been to educate the community to want education, and as a result, the last available figures indicate that almost 27 out of every 100 local adults have been taking at least one offering a year—with a total of more than 33,000 different individuals participating. This, to our knowledge, is the highest percentage of adult class participation in the state.

The program is also the most comprehensive in California. According to a recent computer listing, SBCC's Adult Division has 899 different courses in the state computer bank; this is almost twice the number of classes offered by either the San Francisco or the San Diego adult programs which are the two largest in the state.

A good indication of the effectiveness of the program is its remarkable growth which has been, over the years, much more rapid than that of the community. The passage of Proposition 13 in June 1978, required cutbacks in classes in that year with a corresponding decline in enrollment and ADA. However, in subsequent years there has been a healthy recovery and enrollments are back to their pre-1978 levels.

A big strength for the program is the 40-member Citizens' Adult Education Advisory Council, formed in 1951, which helps keep the program geared to the interests and needs of the community. Twenty men and twenty women, chosen for leadership in many different walks of local life, and representing a wide spectrum of political, ethnic, and economic groups, provide course suggestions based on their individual knowledge of the city's needs, evaluate proposed curriculum offerings before they are finally approved, and help interpret, advertise, and promote the program in their own spheres of influence.

More attention should be paid to reaching the illiterate and undereducated in the community with basic education and evening high school. According to a survey in the early 1970's, there were 10,000 adults in the District with less than an eighth grade education. More effort should be expended to get these people to attend reading and English as a Second Language classes.
Major attempts have been made to reach this population, including sending bilingual recruiters door to door in large minority group areas, but many of them were not interested in attending adult classes. Reaching these people continues to be an unmet need that the Division desires to fulfill.

Institutional Staff

Since attendance in Continuing Education classes is voluntary and involves no pressure for grades, credits, or degrees, the enthusiasm, expertise, and teaching ability of the instructor are the most important factors in a successful class.

Teaching adults in a non-credit program requires an understanding of adult students' common denominator: that no matter how diverse their backgrounds, occupations, age, or educational levels, adult students have no incentive other than learning itself and will continue to attend classes only by personal motivation.

Responsible part-time hourly instructors are selected from a variety of backgrounds, academic learning, professional experience, and vocational training in order to offer courses in many different subject areas. Santa Barbara is richer than most communities in writers, musicians, artists, craftsmen, actors, scientists, as well as business, professional, and industrial experts, many of whom have fulltime positions but wish to offer a class in the program.

The average number of faculty employed by the Division is 375. There is a certain amount of turnover each term because of the flexibility in programming. Many, however, have been teaching adult courses for many years, and some return to the program after being away for varying lengths of time. The average number of new (or returning) instructors each term is 60 to 80.

New instructors are suggested from many sources, including the Citizens' Advisory Council, professionals in the community, students, educators, and other Continuing Education teachers. Many applications are self-initiated by new residents in the community who have heard of the program. All applicants must complete a two-page application form with affirmative action information sheet attached. The programmers also seek the best qualified teachers, often questioning community resource people for referrals and recommendations. There is a continuous effort to increase the number of teachers from minority groups.

In addition to an hourly teaching staff from a wide variety of backgrounds, the Division uses approximately 125 guest lecturers and consultants each term to provide further expertise for many courses. These include a large number of nationally known, eminent speakers who are paid a stipend. Also included as guest lecturers are many local business and professional people who are paid no stipend, although efforts are made to compensate their time by personal recognition and acknowledgment through publicizing their lectures.

Great care is taken in the selection of instructors, which always involves at least one personal interview, and very often several meetings. Individual attention is given to all new instructors in a one-to-one discussion with the programmer. This procedure entails a careful review of the proposed course
content, the organization and presentation of the material, the course description to be advertised with the time and location decided upon, and a review of a Checklist and Responsibilities for New Instructors.

In addition to personal contact with a programmer, the new instructor is encouraged to attend the annual faculty breakfast, geared towards providing information on special approaches which have proved successful in teaching adults, to an in-service training breakfast meeting each term, and to an Advisory Council luncheon once each year where they have an opportunity to meet peers and some of the City College staff, Board of Trustees members, and the representatives from the community who serve on the Advisory Council.

At the beginning of each term, meetings are held with the entire staff where the Administrative Dean discusses matters that affect the entire program, and staff members talk about the problems they have experienced. The Dean and programmers meet once per week when school is in session for a similar purpose.

Assistance is given to instructors as needed or requested. Some classes require teacher aides, accompanists, kiln firers, and other classified personnel. Registrars are provided during the first two weeks of the term at the principal teaching locations, and also at special lecture series and short-term classes that begin after the start of the new term. The office staff is available for reproduction of teaching materials, and the Public Information Assistant publicizes classes which begin after the start of the term or those which need "boosting" for attendance. Monthly salary checks are accompanied by a Faculty Bulletin which keeps instructors abreast of pertinent information and gives reminders of holidays, new term dates, etc.

Almost all adult education instructors are paid at hourly rates, resulting in an enormous saving to the District.

Teaching assignments are given to all hourly teachers on a one-term basis. Because the Continuing Education program changes three times a year, it is possible to evaluate new instructors to determine which ones are effective, and to weed out the weak teachers, thus maintaining a strong staff and a flexible curriculum. One of the strengths of the faculty is that experts can be credentialed on the basis of paid professional experience, even without academic qualifications. This provides a valuable resource not found at the college level. In addition, the academic community, from the University of California at Santa Barbara, Westmont College, Santa Barbara City College, Brooks Institute of Photography, and the Center for the Study of Democratic Institutions, is used to maintain a superior educational program.25

New teachers require a little time in adjusting to teaching adults, even if they have been professional educators. They must learn new attitudes and approaches, understand the motivation of the adult learner within a short space of time, and maintain student interest or attendance will dwindle. The instructor needs to be directed towards the non-credit, non-degree interest of continuing education students, and to block off time outside of regular employment to attend training sessions.
Student Services

A counselor assigned to the Office Skills Center reports to the Assistant Dean, Vocational Education (Continuing Education). Three counselors assigned to the evening high school program report to another Assistant Dean.

The part-time counselor at the Office Skills Center counsels new students about their educational needs, and administers and interprets interest, aptitude, personality, and achievement tests. In addition, this counselor assists the office skills program by conducting periodic job seeking seminars, scheduling speakers from the community and helping students with personal problems. Although most of the counselor's time is devoted to the students in the Office Skills Center, the counselor will accept appointments from other members of the community who desire vocational and career counseling.

In the Evening High School counselors are available Monday through Thursday evenings. The adult student in the high school program is returning to the classroom with the specific objective of earning a diploma. The major service of these counselors is to provide evaluation of past high school work and to determine course work needed towards graduation from high school. Orientation and testing of the evening high school student are also part of the duties assigned to this counseling staff.

Appropriate scholastic records are compiled and maintained for each high school student to assure that graduation requirements have been completed. Transcripts of these records are available upon request. Records of evening high school graduates and GED participants are on microfilm and readily accessible to authorized personnel.

For those individuals who wish to be tested, the District administers the GED monthly and by appointment. Information about the GED classes and relevant testing information are published in the Adult Education schedule as well as in the High School Handbook. The GED test is available both in English and Spanish at the testing site, 914 Santa Barbara Street. The GED high school diploma from the State Department of Education is conferred on those individuals who successfully complete the GED test battery.

Recently the District's GED Chief Examiner was authorized by the Bureau of School Approval to add another Assistant Chief Examiner. The District now has two Assistant Chief Examiners whose primary responsibility is to administer the tests. The Bureau's authorization also included approval of the expansion of testing days from the first two Saturdays of each month to other Saturdays as well in order to meet the need for additional testing.

The large majority of adults attending non-credit classes are not working toward a degree and do not require the usual amount of counseling associated with a prescribed program.

Alpha Training Center, Devereux Foundation, Hillside House, and Work Training Program serve the developmentally disabled adult and, due to the nature of their disability, these individuals in general receive more counseling from the instructional staff than all other non-credit students. As the number of these disabled adult students increases, it may become necessary to provide more formal counseling.
Currently the Adult Education Schedule contains complete information regarding the counseling services available. As the program grows and the need for counseling increases the Division may decide to have wider dissemination of this information. Non-credit students are also informed about the existing counseling and career services available at the SBCC campus.

**Community Services**

In Santa Barbara many activities usually carried out under the term "Community Services" are administered by the Continuing Education Division. Programs at the Continuing Education Division include regular classroom activities as well as forums, lecture series, performances by the students in the various musical and theatrical groups, and occasionally concert/lecture series.

The division met all of the criteria for community service in an American Association of Junior Colleges checklist. It also meets or exceeds all of the points articulated in Neal Wimmer's "Model Community Service Program for Community Colleges."

**Learning Resources**

The Division provides audio-visual services for the faculty, maintains a file of catalogs, and provides equipment and operators for large lecture series as needed. An audio-visual secretary schedules materials for use in the classrooms and is responsible for ordering and returning tapes and films. An inventory of audio-visual materials is maintained.

A three-fourths time utility person shares the duties of delivery and setup of audio-visual equipment with the Senior Custodian at Adult Education, and when Adult Education equipment needs repair, it is done for the most part by the Instructional Media Services staff at the College.

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 made. This study, however, should be deferred until 1981, when we will have relocated the downtown center to Garfield School.

An Assistant Dean and a Teacher-Director for ESL-ABE are also currently investigating the possibility of developing an ESL-ABE Learning Center at the new Goleta Valley Adult Education Center.

**Physical Plant and Equipment**

At present, 70 to 85 locations are used each term. Santa Barbara, Goleta and Carpinteria School Districts presently charge $2.00 per room per use. This will soon be increased. Otherwise, most other facilities are free.

At this writing, the district has just completed negotiations to purchase Garfield Elementary School, at 310 West Padre Street, which will replace the Adult Education Center at 914 Santa Barbara Street. The Goleta Valley Adult Education Center and the College campus are also used for classes. The downtown center at 914 Santa Barbara Street has been sold to the Santa Barbara Historic Trust. Money from this sale was used to purchase the Garfield site from the Santa Barbara School District. The downtown annex at 814 Santa Barbara Street will continue to be used for non-credit classes.
The Goleta Valley Adult Education Center, located at 300 North Turnpike Road, has a ten-acre lot with six major buildings containing 22 classrooms and a multipurpose auditorium. Parking is adequate, and many classrooms are used for specialized purposes such as cooking, weaving, and carpentry.

Facilities other than the downtown and Goleta centers which are equipped to meet specialized needs (sewing, sculpture, theatre, crafts, etc.) are difficult to find. For this reason most specialized classes have been housed at 914 Santa Barbara Street, although the public schools' art, sewing, cooking, woodshop facilities, etc., are used when necessary.

Some classes formerly held at 312 Nopal Street, have been moved to Santa Barbara City College. These include metal sculpture, TV repair, welding, electronics, and machine shop.

The Alpha Training Center, Hillside House, Work Training, and Devereux School facilities are used to cooperatively train handicapped adults.

The facilities of the downtown center of the Continuing Education Division have not been ideal in most cases, but many of the daytime classes could not have been offered without them, as the only other daytime facility available is the Goleta Valley Center. The downtown facilities do not meet the earthquake safety requirements of the Field Act, nor are they equipped to serve the handicapped. It would have cost over $400,000 to modify them for use by the handicapped. Garfield School meets Field Act requirements and conforms to the handicapped regulations.

The downtown center, at best, provides classrooms that are outdated. The jewelry and art studios are inadequate, the program is crowded, and storage is at a premium. Because of the lack of space, these facilities cannot be used for other classes such as lapidary and copper enameling, which would be most compatible in the same facility. The same is true of Room C at 814 Santa Barbara Street. The move to Garfield in the Fall of 1981 will provide the instructional space plus parking needed by the program.

Garfield Elementary School is being converted for both credit and non-credit classes. Its usage is restricted somewhat by the possible traffic impact on the surrounding neighborhood and limited off-street parking. Classes will need to be regulated to cause the least amount of impact in traffic and parking and yet to obtain the most use of the facilities. The move during 1981 to this facility and the first year of use will be carefully administered to maximize the use of the facilities and minimize the impact on the neighborhood.

Financial Resources

The non-credit program has always been vulnerable to the political climate in the State. Whenever financial cutbacks are made, legislators tend to question quickly the value of non-credit classes. Almost every other year there is some financial threat to the non-credit programs throughout the State, and there is talk continually of either elimination or reduction of funding, although the areas of ESL, citizenship, evening high school, handicapped, and technical-vocational classes have never been seriously threatened. Classes and programs beyond these "protected" areas have been the object of threatened removal of funding.
A report on credit and non-credit courses in the California Community Colleges has recently been prepared in response to supplemental language in Assembly Bill 8. In addition, a California Postsecondary Education Commission report titled "Degrees of Diversity: Off-Campus Education in California" has been completed. These two reports could seriously affect the funding of many courses now offered in the Division.

Should the State decide not to fund certain classes it would inevitably lead to a reduced number of courses offered to the total community and a program which would be geared to those who could afford to pay for the cost of such classes. A single class of two hours per week for ten weeks under present costs would require a minimum fee of $30 if full costs were to be borne by the student. Past studies of adult non-credit programs which have dramatically increased their fees have shown that a number of student cancellations follow. As the immediate aftermath of Proposition 13, the State did end funding for most of the local adult courses, excepting the basic areas mentioned above. AB-8 subsequently restored the funding of these classes. During the 79-80 school year Assemblyman Greene introduced a bill that would again have put non-credit classes back to the post-Proposition 13 level. That bill was withdrawn but could be reintroduced again during the 1980-81 year.

Because of the failure of Proposition 9, AB-8 will continue in effect for one more year. It is possible that at the end of the 1980-81 year new legislation of a Greene type may again deny state support to many of the adult education classes. It is clear that, without State support for these classes, Santa Barbara's adult curriculum will no longer be able to provide the kind of non-credit programs it has successfully offered for over 60 years.

The Division will continue to provide a non-credit program through State funding as long as the State will continue to provide for such classes. If State support is again removed from certain classes, the District will need to charge fees for such classes and hope to be able to market them as has been done in other colleges in the community services area. However, this would no doubt lead to a greatly reduced program.

Divisional Governance and Administration

The Administrative Dean of the Continuing Education Division reports directly to the Superintendent-President of the District, and is a member of the President's Cabinet, the Superintendent's Staff, and the College Council.

The Continuing Education administrative staff consists of the Administrative Dean, two Assistant Deans and three Program Planning Assistants. The administrative staff is supported by a classified office staff of 10.5 F.T.E. The Continuing Education staff performs all of the programming for the Division, implements and provides support services for the teachers and their classes, generates the class schedule which is published in the local newspaper, and produces the necessary publicity for the program.

Three times during the school year the Administrative Staff of the Division meets with the Santa Barbara Citizens' Advisory Council. The Council is composed of forty local citizens representing a cross-section of the community. These men and women are both professionals and non-professionals, who are interested in the instructional program of the Division and help promote it in the community.
Sub-committees of the Citizens' Continuing Education Advisory Council meet to advise and make recommendations to the staff on such matters as Student Body finances, curriculum, and facility planning.

The Continuing Education Instructors' Association is an organization composed of certificated part-time hourly teaching staff with assignments in the Division. The Association meets periodically with the Dean of the Division to discuss matters related to classroom teaching and to make recommendations on instructors' salaries and to resolve any grievances. The discussions include recommendations on matters of interest to the instructors and suggestions about staff decisions.

Weekly staff meetings the first two weeks of each term provide an opportunity for the administration and office staff to discuss policies and programming for the Division. Thereafter the Dean meets weekly throughout the term with the programmers and Assistant Deans to resolve current problems and evaluate the overall operation of the Division. Weekly bulletins are printed and circulated to the entire staff and monthly faculty bulletins containing items related to administrative policies and decisions are sent to all teaching staff.

Since the Administrative Dean of the Division is a member of the College Council, Superintendent's Staff, and the President's Cabinet and the Assistant Deans serve on several College committees throughout the year, the Continuing Education staff is kept informed and is involved in matters pertaining to procedures and policies as developed by the main campus administration.

A large measure of the success of the Continuing Education program lies in the flexibility inherent in the present administrative structure of the Division, based upon two critical aspects: (1) the Division is somewhat autonomous and separated from the main SBCC campus, and (2) the Administrative Dean of the Division reports directly to the Superintendent-President.
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