

Academic Senate

ACCREDITATION APPLICATION

SANTA BARBARA CITY COLLEGE
SANTA BARBARA -- CALIFORNIA

OCTOBER, 1970

Colman

APPLICATION FOR ACCREDITATION

Submitted by

SANTA BARBARA CITY COLLEGE

721 Cliff Drive

Santa Barbara, California

Glenn G. Gooder
Superintendent-President

October, 1970

To

The Western Association of Schools and Colleges
The Accrediting Commission for Community Colleges
Dr. Harry Wiser, Executive Secretary
Modesto, California

C O N T E N T S

	Page
I. GENERAL INFORMATION ABOUT SANTA BARBARA CITY COLLEGE	
A. Source of Students	1
B. Enrollment and Attendance	2
C. Persistence Patterns	2
D. Summer Session Statistics	3
E. Majors of Enrolled Students (Fall, 1969 Day Enrollment)	3
F. Average Daily Attendance	4
G. Out of District Enrollment for the Past Three Years	5
H. Numbers of A.A. and A.S. Degrees Awarded	5
I. Size of Certificated Staff	6
II. RECOMMENDATIONS OF THE PREVIOUS ACCREDITING TEAM: ACTIONS AND RESPONSES	
A. Aims and Purposes	7
B. Curriculum Development	7
C. General Education	10
D. Education for Transfer	10
E. Vocational Education	12
F. Extended Day and Adult Education	14
G. Meeting Special Needs	15
H. Instructional Staff	16
I. Facilities	17
J. Library and Other Aids to Instruction	18
K. Student Personnel Services	20
L. Student Government and Activities	21
M. Administration	21
III. SIGNIFICANT CHANGES AT SANTA BARBARA CITY COLLEGE SINCE 1965	
A. Curriculum Development	25
B. General Education and Education for Transfer	25
C. Vocational Education	27
D. Extended Day and Adult Education	28
E. Meeting Special Needs	29
F. Instructional Staff	30
G. Facilities	31
H. Library	32
I. Student Personnel Services	32
J. Student Government and Activities	33
K. Effectiveness of Administration and Financial Support	33
L. Liaison Between College and Community	35
IV. ITEMS OF INSTITUTIONAL RESEARCH AND ACTION	
A. Facilities Planning and Development Programs	36
B. Comprehensive Analysis of District Budget Outlook	36
C. Business Services	36
D. Educational Programs	36
E. Student Personnel	37
F. Administrative Organization	37
G. Institutional Research	37

CONTENTS (Con'd)

	Page
V. VERIFICATION	38
VI. STATEMENT OF GOVERNING BOARD	39

APPENDIX

Appendix A - New Courses Since 1965

B - Standards of Conduct for Members of the College Community
with Guidelines for Due Process

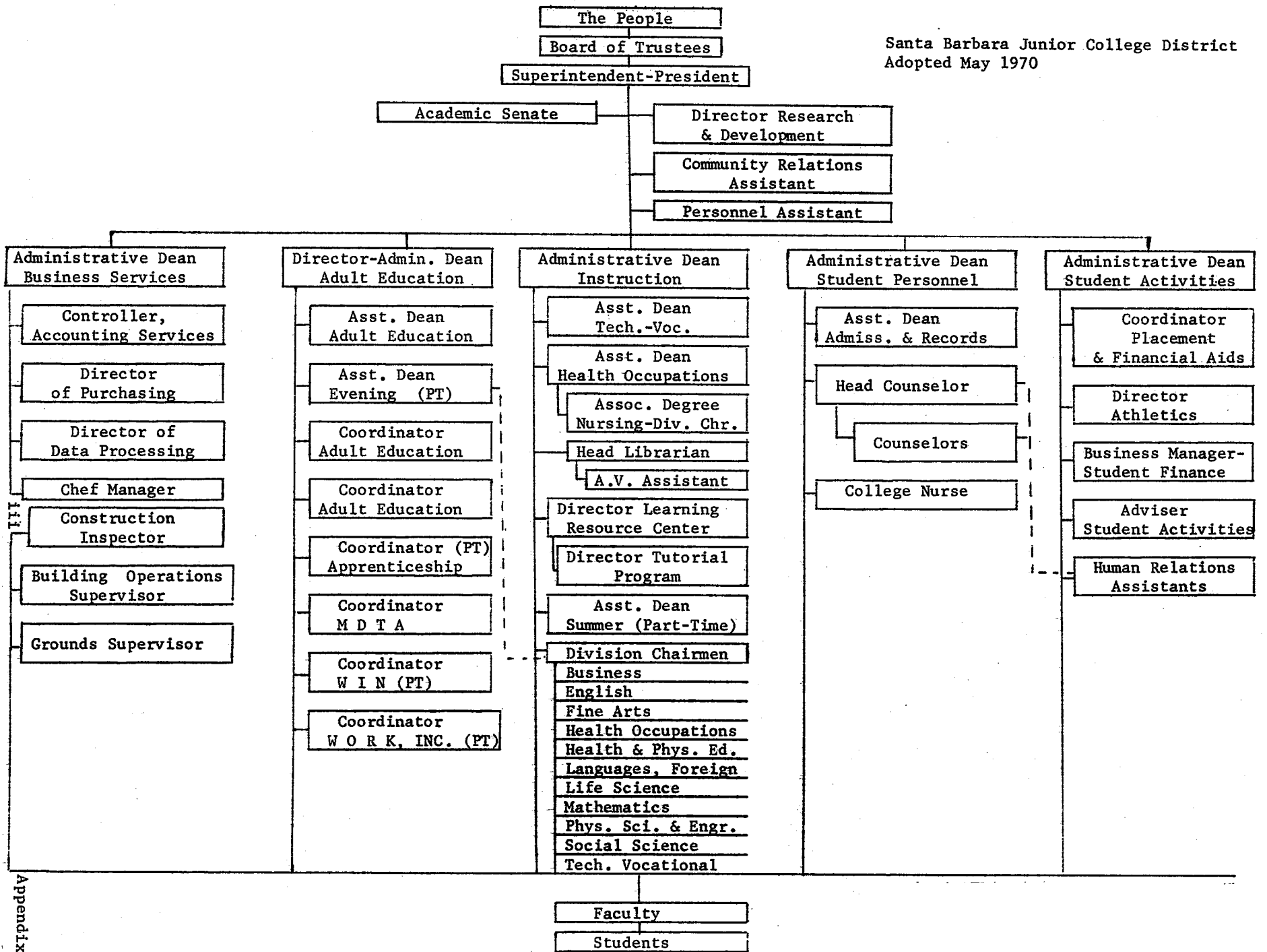
C - Items for District and Institutional Study and Action,
1969-70 College Year

D - Status of Accreditation Self-Study

E - Organization Chart

ADMINISTRATIVE ORGANIZATION

Santa Barbara Junior College District
Adopted May 1970



Appendix

ABRIDGED APPLICATION

Santa Barbara City College has been through the complete accreditation process three times, the most recent two of which (1960 and 1965) resulted in approval for a full five-year term. For this reason, the college has elected to submit an abridged application in preparation for its next accreditation visit. Copies of the detailed Application for Accreditation studies, reports and bulletins, committee studies and minutes of meetings, summary of faculty meetings, catalogues, schedules, and other materials relative to the college, will be on file for review by the committee in the room reserved for this group. An outline of the College activities in preparation for accreditation is given as Appendix D of this application. The entire staff, of course, will be available to serve the committee in any possible way.

PART I: GENERAL INFORMATION
ABOUT SANTA BARBARA CITY COLLEGE

I. GENERAL INFORMATION ABOUT SANTA BARBARA CITY COLLEGE

Santa Barbara City College is a community college serving the south coast of Santa Barbara County. It is a collegiate institution providing courses for transfer to a university or a senior college, for vocational training in semi-professional and technical areas, for general education and for cultural enrichment.

Established in 1908 by the high school district, Santa Barbara Junior College was discontinued shortly after World War I. The College was organized again in the fall of 1946 by the board of education of the high school district. On July 1, 1964, the Santa Barbara Junior College District was initiated and became an official entity with its own board of trustees on July 1, 1965. The district encompasses 78.34 square miles and extends from El Capitan through Carpinteria to the Ventura County Line.

To provide a picture of the enrollment trends and fiscal capabilities of the district, data on sources of students, enrollment and persistence patterns, and projections of enrollment and assessed valuation through 1978 are given below.

A. Source of Students 1968-69/1969-70

The pattern of local attendance has remained relatively constant over the past five years, with approximately 45% of the graduates from the seven largest feeder high schools continuing their education at Santa Barbara City College. Specific figures for Fall 1968 and Fall 1969 are given in Table 1 to illustrate the pattern.

Table 1
Sources of Students:
Enrollment 1968-1969 by Major Feeder High Schools

	Grads		
	June 1968	Enrolled SBCC	%
Bishop Garcia	188	69	58.47%
Carpinteria	127	56	44.09%
Dos Pueblos	244	110	45.08%
Santa Barbara	694	326	46.97%
San Marcos	532	258	48.5 %
TOTAL	1,785	819	45.88%

	Grads		
	June 1969	Enrolled SBCC	%
Bishop Garcia	110	62	56.36%
Carpinteria	156	52	33.33%
Dos Pueblos	328	146	44.51%
Santa Barbara	745	314	42.15%
San Marcos	515	228	44.27%
TOTAL	1,854	802	43.26%

B. Enrollment and Attendance

The total active enrollment for the Fall, 1967 through 1969 semesters is shown in Table 2 below.

Table 2
Total Active Enrollment (Graded and Ungraded)
1967-1969 Fall Semesters

	1967			1968			1969		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Full-time	1,391	787	2,178	1,455	744	2,199	1,815	867	2,682
Part-time	462	695	1,157	468	669	1,137	537	760	1,297
Defined Adults	2,219	4,007	6,226	2,253	4,118	6,371	2,473	4,596	7,069
TOTALS	4,072	5,489	9,561	4,176	5,531	9,707	4,825	6,223	11,048

C. Persistence Patterns

One measure of the institutional environment is the persistence of students over the two years of the community college program. A gross measurement of persistence can be obtained by comparing the number of first and second semester students enrolled with the number of third and fourth semester students enrolled. In a recent study of 22 community colleges in Northern California, the mean "sophomore" to "freshman" enrollment figure was 34.29%; or, in other words, the third and fourth semester enrollment was about one-third the size of the first and second semester enrollment. A Northern California study was conducted by the current Director of Research and Development at Santa Barbara City College.

The pattern at Santa Barbara City College from 1966 to the present is given below, based on actual Fall enrollment figures. The evidence suggests that retention is higher at SBCC than at similar institutions in the State.

Table 3
Gross Persistence Patterns-1966-1969: Proportions of 1st and 2nd Semester Enrollment vs 3rd and 4th Semester Enrollment (Day Students Only)

	1966	1967	1968	1969
1st & 2nd Semester Students	1,835	1,972	2,046	2,359
3rd & 4th Semester Students	625	803	887	1,101
Others	124	177	256	302
Total Enrollment	2,584	2,952	3,189	3,762
Percent of 3,4 to 1,2	34.06%	40.70%	43.35%	46.67%

D. Summer Session Statistics

The following Table shows summer enrollment patterns at Santa Barbara City College for the past four years.

Table
Summer Session Statistics

<u>Year</u>	<u>Student Enrollments</u>	<u>Class Enrollment</u>	<u>No. Classes</u>	<u>Average Class Size</u>	<u>ADA Units</u>
1967	797	1,136	32	35.5	82.24
1968	1,094	1,601	43	37	146.92
1969	1,236	1,867	53	35	162.30
1970	1,533	2,005	64	31	174.70*

*estimate

E. Majors of Enrolled Students (Fall, 1969 Day Enrollment)

The majors of SBCC day students are shown below.

<u>INTEREST AREAS LEADING TO TRANSFER AND/OR ASSOCIATE IN ARTS DEGREE</u>	<u>TOTAL</u>
Anthropology	54
Art	216
Biological Science	100
Business Administration	216
Business Education	50
Business Data Processing	57
Business Secretarial	39
Chemistry	17
Dentistry (Pre)	20
Economics	26
Engineering	108
English	153
Foreign Language	63
General Studies	1092
Geography	5
Geology	22
History	96
Law (Pre)	29
Mathematics	68
Medical Assisting	11
Medicine (Pre)	39
Music	74
Nursing (RN)	140
Optometry (Pre)	2
Pharmacy (Pre)	11
Philosophy (Pre)	23
Physical Education	90

<u>INTEREST AREAS LEADING TO TRANSFER AND/OR ASSOCIATE IN ARTS DEGREE</u>	<u>TOTAL</u>
Physics	15
Political Science	65
Psychology	146
Radiological Technology	13
Sociology	145
Social Science (General)	58
Speech-Drama	44
Theology (Pre)	11
Automotive Services	57
Business Data Processing	16
Business Management (2 year)	19
Carpentry (Apprentice)	5
Clerk Typist (2 year)	9
Electricity (Apprentice)	3
Electronics	36
Escrow Management	0
Fire Science	5
Floor Covering (Apprentice)	0
General Insurance	1
General Office Practice (1 yr)	5
Hotel and Restaurant Management	15
Insurance Adjusting	4
Lithography	5
Marine Technology	70
Medical Assisting	20
Merchandise Management (2 yr)	10
Merchandise Management (1 yr)	1
Nursing (Vocational)	38
Painting and Decorating (Apprentice)	1
Photography	27
Plumbing (Apprentice)	1
Police Science	67
Printing	3
Radiological Technology	8
Real Estate	4
Secretarial (2 yr)	15
Sheet Metal (Apprentice)	1
Stenography (1 yr)	4
Supervision and Management	4
	<u>3772</u>

F. Average Daily Attendance

Average daily attendance figures for 1967-68 to the present are given as Table 5.

Table 5
Average Daily Attendance 1967-68 to 1969-70

	1967-68	1968-69	1969-70
Total Graded Class	2,865.74	3,346.69	3,676.87
Total Classes for Adults	855.41	837.65	953.78
Total Summer Session	108.02	131.94	182.63
ALL TOTALS	3,829.17	4,316.28	4,813.28

G. Out of District Enrollment for the Past Three Years

Table 6 shows the percentages of students in the Fall, Spring and Summer enrollment periods who were residents of other districts, non-district students, or out-of-state or foreign students.

Table 6
Percentages of Out-Of-District Students 1967-68 to 1969-70

1967-68	1968-69	1969-70
11.28%	8.12%	8.30%

H. Numbers of A.A. and A.S. Degrees Awarded

Table 7
Associate Degrees 1968-1970

1967-68			1968-69			1969-70		
Men	Women	Total	Men	Women	Total	Men	Women	Total
191	106	297	250	155	405	317	186	503

I. Size of Certificated Staff

Table 8
Certificated Staff SBCC, 1967-1969

	1967-68	1968-69	1969-70
Administrators, Day Graded Program	8	8	9
Administrators, Adult Education	5.4	6.4	6
Day Graded Instructors (FTE)	70.95	92.70	98.2
Counselors	6	6.6	7
Librarians	3	3	3
Instructors, Non-Credit	229	280	262
Instructors, Extended Day	76	89	87

PART II: RECOMMENDATIONS OF THE
PREVIOUS ACCREDITING TEAM: ACTIONS
AND RESPONSES

II. ACTION ON PREVIOUS RECOMMENDATIONS

A. AIMS AND PURPOSES

1. In its expanding role in the community, the College should constantly re-evaluate its statements of aims and purposes.

Action: The catalog statement of aims and purposes has not changed materially since the last accreditation visit, but there has been a constant evaluation of the changing role of the college in its efforts to translate the stated aims into operable terms throughout the college.

The self-study group on "Future Goals and Objectives" specifically offered the following suggestion in May 1970: re-establishment of Long-Range Planning Committee of the faculty to "re-examine and re-evaluate relevance, balance and priorities of objectives and purposes as stated in the SBCC catalog, the specific junior college educational philosophy crystallized serving as standard and guideline for such re-evaluation."

The evaluation over the past five years has been diverse, but has been particularly evident in the areas of vocational/technical education and the extension of opportunities to a greater diversity of students in the District. The substance of this application is, of course, intended to illustrate the specific and extensive nature of the efforts SBCC has made, the more fully to implement its stated aims in the several areas of focus.

B. CURRICULUM DEVELOPMENT

1. A previous recommendation is strongly re-emphasized: the "one college" concept suggests unification of curriculum development--for graded, occupational, ungraded and adult courses and programs.

Action: Development of new courses proceeds under uniform guidelines adopted as policy for the entire college. The Assistant Dean, Evening College and Assistant Dean, Vocational Technical, both participate in the Curriculum Committee actively and the "one college" concept appears to be more fully implemented now than in the past.

2. As curriculum expansion and needed facilities cannot realistically be expected to be fully aligned, increased attention should be given to an accurate determination of need for each proposed new course and program.

Action: Each proposed course is evaluated according to clear and thorough guidelines established as policy in the Faculty Manual. For vocational and technical courses in particular, where special facilities or equipment may be required, an analysis of community

need is made in addition to the regular evaluation procedures. The Advisory Boards for vocational technical education have been particularly valuable in planning for new programs.

- 3. The College and District should anticipate the curricular implications and problems of probable conversion to the quarter system by determining and clarifying all foreseeable factors that may apply and by establishing objectives and guidelines that will facilitate such conversion.

Action: The Junior College Advisory Panel of the State Department of Education required each local Board of Trustees to report the results of local studies on conversion to the quarter plan. The SBCC staff conducted a feasibility study in 1967: citing the evidence of Keene's doctoral research that 40 percent of the students must choose year round attendance to achieve a gain in plant utilization, and the opinions of the instructional staff about the educational disadvantages of the quarter plan, the policy of "watch and wait" was recommended. On December 14, 1967, the Board unanimously adopted the Superintendent's recommendation of a "watch and wait" policy in regard to conversion to the four-quarter plan of operation of Santa Barbara City College. No further policy determination has been made.

- 4. It is suggested that the need and value of Board approval of text adoptions be examined with a view toward discontinuance of this practice as probably unnecessary at the college level.

Action: On March 20, 1967, the following Policy was adopted by the Board of Trustees:

"Santa Barbara City College

March 20, 1967

PROPOSED POLICY ON TEXT BOOK ADOPTION

Instructors have the responsibility for selecting their text-books, with adoption by vote of the division. In case a question arises concerning the suitability of a text book, those faculty members who made the selection shall be responsible for answering such questions.

The office of the Administrative Dean-Instruction shall be informed of any new adoptions, and the titles shall then be recorded on the course of study outlines.

Instructors are encouraged to use texts for two years. This procedure is established primarily to benefit students in the purchase of used books.

Ordering of approved textbooks will be handled by the College Bookstore. Instructors should be sure that their orders get in to the Bookstore Manager in time to insure delivery before the semester begins. Book request forms will be distributed to instructors by the Bookstore on the following dates: November 15 for Spring semester, April 15 for both Summer Session and Fall semester. These forms should be completed and returned to the Bookstore within 10 days after receipt."

- 5. There should be a continuing effort made to increase the number of credit courses offered in the Extended Day Program.

Action: Each year since the last accreditation visit, the graded classes in the evening college curriculum have been augmented. A summary of the number of courses offered each year is given below:

1965-66	90 courses, including 11 apprentice
1966-67	104 courses, including 11 apprentice
1967-68	112 courses, including 13 apprentice
1968-69	136 courses, including 11 apprentice
1969-70	138 courses, including 12 apprentice

As new classroom facilities become available and courses are approved by the Curriculum Committee, more classes will be added to the Evening College program.

- 6. The Curriculum Committee seems to be mainly academically oriented and probably should consider having an additional member or two from other than strictly academic disciplines.

Action: The composition of the Curriculum Committee in 1965 included, in addition to the academic department representatives, two representatives of the vocational-technical fields: the Assistant Dean of Instruction, and a faculty member from Health Occupations. Since that time, the committee has expanded from 14 to 19 members, and there are now three vocational division representatives. During the past five years, there have been several new vocational programs developed at SBCC, and it would seem that the apparent imbalance in representation on the Curriculum Committee has had no adverse effect on the development of programs outside the traditional academic disciplines.

- 7. It is probable that the Curriculum Advisory Committee should have the advantages of more research in studying the effectiveness of the college curriculum. This is a service that probably should be started, if only on a minimal basis.

Action: The position of Director of Research and Development was established at the Administrative Dean level, and filled in February 1970. Although a position in research had been part of the

administrative organization from 1965 to 1967, the major role at that time was in facilities and grants planning. The current position includes responsibility for evaluation of instruction programs. In addition, a partial assignment for an Instruction Development Consultant has been staffed in the Dean of Instruction's office, with some responsibility to assist faculty in the development of innovative and experimental approaches.

A number of evaluative studies have been made or are in progress since February, 1970. A more detailed discussion of the activities of the Research Office is included in the section below on "Institutional Research." Copies of the research reports will be available to the Accreditation Team at the time of the visit.

C. GENERAL EDUCATION

1. The college should maintain constant effort to implement the ideal described above, and through constant self-study and self-evaluation determine the degree to which it is being achieved.

Action: Every effort is made to achieve, through constant study and evaluation, the ideal of general education for all students. The total participation of the instruction staff in the self-study efforts from February to June, 1970 is an example of the commitment to constant evaluation that is characteristic of the SBCC faculty.

D. EDUCATION FOR TRANSFER

1. Grading standards in a department that shows a strong plus-differential among students transferring to the University of California should be carefully examined. Sound academic standards are of course desirable; but such a differential could indicate that a department might be penalizing students by giving them unrealistically low grades, thereby making it impossible for some who might actually be qualified to transfer to the University.

Action: The Grading Practices and Standards Self-Study Group recommended the following action on May 28, 1970: "The group finds that a more detailed comparative analysis of grade point differential by department is needed . . . analysis should proceed along the following lines:

- a. Comparison between freshman and sophomore courses in the same department at SBCC, by student and instructor;
- b. Comparison between sophomore transfer courses and further courses at the transfer institution in the same field."

A preliminary study following these general guidelines is being conducted currently for UCSB transfer students from SBCC. The concern that students may be penalized by unrealistically low grades is recognized to be genuine, but insufficient evidence exists at SBCC to make a fair judgment: the comments here and below (item 3) reflect the conviction among a number of faculty members that much more careful scrutiny of the patterns of "grade point differentials" for transfer students must be made.

- 2. The extent of the use of objectively scored examinations in transfer courses should be studied. Transfer students replying to questionnaires sometimes indicated they felt handicapped by inadequate experience in coping with essay questions in examinations.

Action: In more recent studies in which transferring students were interviewed, the concern over the use of objective exams was not raised. Since 1965, an increased use of readers in large sections of transfer-oriented courses has made it possible to give more emphasis to essay-type examinations. In the Social Science division, for example, policy now limits the use of objective exams to non-transfer courses, or where skills may appropriately be measured by this method.

- 3. The studies of grade point differentials should be continued. More studies of the break-down of the differential by department are especially recommended, to determine whether there is indeed any significant difference in grading standards among departments.

Action: Studies of students who have transferred to other institutions have been done continuously since the last accreditation visit, and will be available to the team. The problem of making inferences about the problem of artificially high or low grading "standards" ("practices" would be more accurate) is indeed knotty. To illustrate the difficulty, a specific analysis of 261 transferring student transcripts was made for those who entered other institutions in 1968-1969. The results are given below:

<u>State Colleges:</u>	<u>N</u>	<u>Mean,m</u>	<u>Standard Deviation,s</u>
Chico	11	+0.255	0.517
Fresno	9	+0.093	0.572
Fullerton	4	+0.043	0.430
Hayward	5	-0.740	0.250
Humbolt	9	-0.012	0.338
Long Beach	28	+0.037	0.534
L.A. State	8	+0.084	0.366
San Fernando	15	-0.357	0.615
San Jose	25	+0.064	0.594
San Diego	7	-0.001	0.714

<u>State Colleges:</u>	<u>N</u>	<u>Mean,m</u>	<u>Standard Deviation,s</u>
Sacramento	2	+0.030	0.410
Sonoma	3	+1.313	0.430
Stanislaus	2	+0.650	0.210
Cal Poly	17	+0.1761	0.628
<u>Total</u>	145	+0.0761	0.628
<u>University of California</u>			
Berkeley	3	-0.389	.487
Davis	1	+0.002	0
UCLA	5	-0.302	.495
UCSB	107	-0.286	.519
<u>Total</u>	116	-0.286	.515

E, VOCATIONAL EDUCATION

1. A previous recommendation is reaffirmed--that the college develop a definite plan for follow-up evaluation of its vocational programs. Such a plan could be expanded as time and staff needs are met, and appropriate reports would thereafter become valuable in future planning.

Action: Mr. Gordon H. Santee has completed a follow-up study of students majoring in Business and Vocational/Technical programs at SBCC, Fall 1965 through Spring 1967. Mr. Santee has recommended that the office of Research and Development revive the follow-up procedure and continue the studies using computer services wherever possible.

Dr. Thomas MacMillan, Director of Research and Development, has completed two follow-up studies in Health Occupations and will continue these studies in all occupational areas. A complete plan for follow-up and evaluation is included in the Five Year Plan for Vocational Education, as revised June 30, 1970.

2. The dual assignments and responsibilities of the "Assistant Dean, Instruction and Evening Technical" appear confusing and lacking in singleness of purpose. It is suggested that the college resolve this seeming confusion.

Action: The consulting firm of Griffenhagen-Kroeger was retained in 1970 to study the administrative structure of the College, and to make specific recommendations about administrative positions. There were two recommendations made on the position of Assistant Dean, Technical/Vocational:

- (a) that the Assistant Dean, Technical/Vocational, should concentrate his efforts on the coordination

of instruction in his functional area and all of the aspects implied by general administration of such multi-faceted function;

- (b) that more of the research responsibility for evaluation and assessment of new needs in this functional area be delegated to the Director of Research and Development.

Both of these recommendations appear to be consistent with college philosophy, and appear to be reasonable as acknowledging the separation between the planning and evaluative functions and the coordinating functions.

3. Because of the changing and expanding community, full attention should be given to the place and needs of technical/vocational/occupational programs as the College and District plan future facilities that can best serve and meet community needs. Caution should be exercised that strengthening of existing programs is not overlooked in the expansion process.

Action: Santa Barbara City College has continually stressed the strengthening of existing programs before implementing new programs. During the past five years, the college has updated the resources and services in Electronics, Auto Services, Data Processing, Medical Assisting, Radiological Technology and Graphic Arts. In addition, eight new programs have been added to the curriculum. With increased attention to evaluation, the strengthening of existing programs will be given full attention as the needs of the community continue to change. (See Part III on changes since 1965 for further comment on facilities priorities)

4. Wide dissemination of information about occupational programs should be accompanied by a continual strengthening of the screening procedures for admission to these programs.

Action: Following the research of Health Occupations in Spring, 1970, definite screening procedures were established in the ADN and LVN programs: Marine Diving Technician has screening procedures, including both physical and academic factors. Serious consideration is being given to establishing screening procedures for all programs, based on evaluative studies of student performance.

Brochures for each vocational program have been prepared and distributed through counselors at feeder high schools. College counselors, as well as vocational instructors, have contacted high school instructors and counselors in an effort to promote vocational education at City College. Enrollment in these programs has more than tripled since 1965.

5. Although it is recognized that the traditional solution is to split courses into sections that are workable in terms of space, equipment, and facilities available, it is suggested that innovative and creative approaches to teaching may enable vocational instructors to maintain excellence in teaching while serving a larger number of students than presently assigned.

Action: It is recognized that innovation and evaluation are both essential ingredients of a successfully expanding program. Several specific changes have been made in vocational/technical education since 1965, but constant attention is being given to the search for improved methods of teaching.

The implementation of Auto Services 17-18-Automotive Specialty, has increased the student per teacher ratio and has allowed certain students to advance beyond the limits available in prior programs. In apprenticeships, Graphic Arts, and Electronics, classes have been combined with students working at their own pace at various grade levels under a single instructor.

6. The college should be concerned with the fuller development and effective implementation of procedures that are designed to assess instruction, and continually seek to improve instruction in both day and extended day vocational programs.

Action: A number of the plans for evaluation and improvement have been noted above. In addition, the efforts of faculty committees on Professional Standards, Teacher Load, and Improvement of Instruction have led to several policies designed to benefit the total instructional process. Some of these policies encourage: 1) student evaluation of instructor; 2) administrative evaluation and periodic consultation with individual instructors, both full-time and part-time; 3) periodic departmental meeting, bringing together full-time and part-time instructors to coordinate and improve techniques of instruction.

F. EXTENDED DAY AND ADULT EDUCATION

1. One of the Adult Education officers in charge on the campus at night should perhaps be made responsible to the Adult Education Administrative Dean who has over-all responsibility for Extended Day and Adult Education. This administrator would be in charge of all phases of adult education on the campus during the late afternoon and evening and consequently would be in a better position to establish closer liaison on curriculum development for regular graded classes between day and evening.

Action: A full-time administrator is now in charge of the Evening College program, and has full responsibility for the graded and non-graded classes on campus during the late afternoon and evening hours. A college advisory committee including students, faculty and administrators has been organized to assure close working relationships and coordination between day and evening college. The Assistant Dean, Evening College, is responsible to the Director-Administrative Dean, Adult Education Division, and coordinates his planning to assure an adequate response to community needs and services involving the campus.

2. It is suggested that the title of the Administrative Dean for Adult Education should be Administrative Dean for Adult Education and Extended Day. This title more truly represents the position on the President-Superintendent's staff that has chief concern for providing and protecting opportunities for the education of older students. It would also help to spotlight the unity and articulating influence necessary to an educational program for adults.

Action: The title has not caused any confusion, since the graded classes in the evening are organized primarily for adults and are an integral part of the Adult Education Division: it is well understood in the college and the community that the graded classes in the evening are part of the Adult Education Division.

The recent trend away from the term "Adult Education" in preference for "continuing education" has resulted in serious consideration of a change in the name of the Division to "Continuing Education."

3. There should be an increase in the number of credit classes offered in the Extended Day program as the Curriculum Committee approves their addition and as more classroom space becomes available.

Action: Graded classes have been expanded each year since 1965, as outlined under Curriculum Development, above.

G. MEETING SPECIAL NEEDS

1. The Division of English should continue to experiment with and evaluate the English 9-10 sequence. Other academic divisions of the college might well consider the possibility of developing such courses.
2. With the continuing growth of the student body, the Honors Committee might consider the possibility of expanding the Honors Program to provide a choice between two subject areas each semester and to provide for a greater number of superior students.

3. The Honors Committee might also well consider the possibility of providing some kind of honors program, possibly within the framework of existing courses, for entering students.

Action: Several important changes have occurred since 1965 in the entire area of meeting special needs. Perhaps most significant have been: 1) the re-structuring of the Honors Committee under the Curriculum Committee as a sub-committee of the whole; 2) the establishment of the Improvement of Instruction Committee; 3) the establishment of the Learning Resources Center Advisory Committee.

While there has been continued experimentation with independent study and special courses for advanced or honors students, there has also developed a fresh commitment to meeting the needs of the disadvantaged. So much has occurred that a discussion of the changes is included under the "Significant Changes" section below.

H. INSTRUCTIONAL STAFF

1. As appropriate, faculty should participate in the selection of new members and in the maintenance of high standards of professional competence now evident.

Action: The Division Chairmen and faculty representatives do the initial screening of applications for new faculty openings. There are faculty representatives at all screening interviews for prospective faculty, along with the Division Chairmen and Administrative Dean, Instruction. Candidates are recommended to the Superintendent-President for final interview, and to the Board for appointment.

2. In a period of probable growth to multi-campus size, continued attention should be given to keeping free the excellent two-way communication now existing between faculty and administration.

Action: Since 1965, Santa Barbara City College has experienced three changes in top level administration: Dr. Robert C. Rockwell left the college in 1968; Mr. Lorenzo Dall'Armi became acting superintendent until the appointment of Dr. Julio L. Bortolazzo in 1969; Dr. Bortolazzo announced his retirement in May, 1970, and Dr. Glenn G. Gooder was appointed his successor in June, 1970. Any attempt to assess "excellent two-way communication" between the Chief Administrative Officer and the staff under these historical conditions would be difficult, at best. In perspective, however, the climate of open and honest exchange, and of professional respect for the proper roles of faculty, students, staff and administration in the formulation of all policies affecting the educational program at SBCC has been a laudable and consistent characteristic of the administrative process.

3. It is suggested that understanding and appreciation of the broad functions that devolve on division chairmen be kept firmly in mind by faculty as this level of college organization becomes strengthened and modified through continual evaluation.

Action: Increased released time has been provided for Division Chairmen, and additional salary has been given both according to a policy based on the size of the instructional division. There is a continuing need for clerical services to assist the Division Chairmen.

4. Formulae for defining teacher loads that may evolve from present studies should be kept as simple as possible, and Board attention should be given to their use in implementing mutually acceptable goals.

Action: A series of studies was conducted during the 1965-1966 and 1966-1967 academic years as background to the assessment of teacher load policy. Teacher load reports from these studies will be available to the Accreditation Team. The Teacher Load Committee annually evaluates assigned teacher load in specific classes and recommends teacher load unit (TLU) weightings to the Administrative Dean, Instruction, for specific classes over which an issue of load might be raised. The policy on TLU assignments has remained essentially the same since the last accreditation visit, and the formula for determining annual teacher load has remained constant.

I. FACILITIES

1. While great strides have been made in developing the campus, there is still much to be done in order to care for the students who will be attending City College in the next few years. The District must complete the present campus to keep pace with the demands of the community.

Action: Much consideration has been given to the problem of facilities. In February 1966, Dr. Rockwell presented a report of physical needs for the next twenty years; and this document has provided the basis for further study and action. In December, 1967, a position paper on the need for a second campus was presented, and planning continued to develop along that line. After some unsuccessful attempts to pass a bond, the District electorate approved an issue of over five million dollars in 1969.

The District Ten-Year Plan for site development was revised in 1969, and reviewed in a special board meeting on facilities and capital outlay May 21, 1970. Several points were made in the Board review: 1) confidence in the financial capability of the District to complete the present campus, using bond funds authorized in 1969 (\$5,502,000), and taking advantage of all State and Federal sources; 2) recognition of the need to acquire a second site as soon as possible; 3) recognition of the need for a continuous program of reviewing educational objectives, and of assuring that these objectives can be translated into appropriate instructional facilities.

2. Special facilities (music, little theater, gymnasium) must be provided as quickly as possible if the college is to fulfill its commitment to its students.

Action: In accordance with the Ten-Year Plan for construction, the physical education, little theater and music facilities are being given top priority. Bids were awarded to begin construction in the Spring, 1970, of the \$2,000,000 Health and Physical Education facility. Use modifications to improve the present site are proposed for 1970-71, and the theater and music complex is planned for 1971-72.

3. The Adult Education Center must be either modernized or rebuilt to keep pace with its function.

Action: The downtown campus center has had its administrative offices enlarged and modernized. Maintenance of buildings and parking facilities is attended to on a yearly basis to keep pace with its use and function.

4. In planning for the future, care must be exercised to avoid duplication of facilities between the present two campuses.

Action: At its meeting of January 27, 1966, the Board of Trustees reviewed the physical needs of the District and adopted the policy that "in all future construction within the District, care should be exercised in avoiding costly duplication of facilities." It is recognized that the Adult Education Center is substandard, and that some replacement will be necessary prior to 1975, regardless of other construction in the District: the plans for theater and arts buildings on the Mesa campus will serve some of the needs of the adult program, but additional facilities will need to be found for the day program of adult non-credit courses.

5. In view of future enrollment projections, it appears financially sound for the college to acquire as quickly as possible a second campus to care for the students who will be attending.

Action: The need for a second site has been recognized since the Board adopted the findings of the physical needs study in 1966. Dr. Rockwell presented a report on the need for a second campus, and on December 14, 1967, the Board received a report on the feasibility of developing a second campus on property available in Winchester Canyon. No action was taken at that time to complete the agreement to obtain the second site and in August, 1968, the particular offer was withdrawn. On May 21, 1970, the Board was again urged by the Superintendent-President to acquire a second site as soon as possible.

J. LIBRARY AND OTHER AIDS TO INSTRUCTION

1. Attention should be given to the need for the development of a complete level III language laboratory, and perhaps two, if present language enrollment trends continue.

Action: A level III language lab in which a student can listen, record and play back, and which has an instructor intercom capability,

has been installed. Present level of usage has not indicated a need for a second language lab.

2. Because of the increased enrollment and use of the library facilities by students, immediate consideration should be given to adding a third librarian and to provide for certificated librarian service at night.

Action: A third librarian was added part-time in 1966-67, and full-time from 1967-68 to the present. Certificated librarian service is provided at night.

3. More efficient use of listening booths should be made, through installation of permanent recording facilities.

Action: A tape and record copier has been purchased. Thus more copies can be in use in the listening booths at one time. Some of the burden on the listening booths has been lifted with the addition of study carrels in Business (Data Processing): these carrels have both visual and audio capabilities. There is a continuing need for expansion of audio-visual facilities, which the College is anticipating in plans for a new Learning Resources Center in the Arts and Communications Building proposed in the Ten-Year Plan.

4. There is an apparent need for more projectors of all types to meet increasing faculty needs and requirements.

Action: This need has been met. The present stock includes seven (7) 16mm film projectors, three (3) filmstrip projectors, one (1) combination slide and filmstrip projector, four (4) slide projectors, twenty-eight (28) overhead projectors, and two (2) opaque projectors. The 1970-71 budget provides for purchase of one (1) super 8mm film loop projector, one (1) reel-to-reel film projector, and one (1) opaque projector.

5. Consideration should be given to the increased need for more classified help, especially for proper and effective distribution of audio-visual aids.

Action: A part-time audio-visual assistant was hired in 1968-69. This position was increased to full-time in 1969-70. A request for a full-time secretarial position was included in the 1970-71 budget proposal.

6. Continued attention should be given to the budgetary needs required to implement an effective program of audio-visual services and equipment.

Action: Although improved, A-V operation still does not have an adequate budget. The cost of film rentals has increased 25% or more since last accreditation, and the limited resources of the tri-county film library are increasingly less adequate for college needs.

A new policy requiring each division to budget a line item for film rental will lessen the demands on the A-V budget.

7. Acoustical effectiveness in the library could be increased with the installation of carpeting, especially in the main reading room.

Action: The library renovation project in the Ten-Year Plan for 1971 includes carpeting.

K. STUDENT PERSONNEL SERVICES

1. Although much student personnel data is collected, the lack of electronic data processing services prevents meaningful interpretation and application to specific student personnel problems. This should be remedied.

Action: After experiment with various approaches to the problems of data management, the Board ratified an agreement to lease a 1401 computer for campus needs. In February, 1970, the Director of Research established an account with UCSB computing services for statistical program services. Studies using computer services which have been completed since February, 1970, include: Norcal attrition questionnaire processing, crosstabs of grade point average by major, grade point average by high school attended, and follow-up of withdrawing students.

2. The excellent follow-up studies for students transferring to other colleges and universities should be extended to those who receive technical-vocational training at the college.

Action: Follow-up studies of vocational-technical students have been conducted by Mr. Gordon Santee and Dr. Tom MacMillan, and will be available for the visiting team.

3. The privacy necessary for a confidential counseling interview would be enhanced by fully enclosing the cubicles in the counselors' office.

Action: The use modifications plan for the campus includes remodeling the counseling spaces to achieve more privacy, and to assure adequate air circulation. These modifications are being made during the Summer, 1970.

4. The college catalog should contain additional information concerning transfer and terminal curricula, including four-semester suggested programs.

Action: Four-semester programs were adopted and included in the 1966-67 catalog and all subsequent catalogs.

5. Attention should be given to keeping the actual counseling ratio as close as possible to the established ratio of 400:1.

Action: The counselor/student ratio in 1969-70 was 537:1, ranking 42nd among California community colleges. There appears to be a need for additional counseling staff to improve the ratio for more effective counseling.

L. STUDENT GOVERNMENT AND ACTIVITIES

1. The entry of the Academic Senate into the college committee structure has caused some concern among student leaders. Consideration should be given to including students as voting members on committees whose functions involve the expenditure of student body funds.

Action: Appointments to committees are made according to the Associated Students By-Laws by the A.S. Vice President. Students serve as voting members on all committees responsible for the expenditure of student body funds.

2. Faculty interest in and responsibility for sponsoring student clubs should not be allowed to lag as the institution grows in size. The Academic Senate should study this matter and develop a plan for faculty participation in club programs.

Action: The academic Senate has made no study; however, individual faculty members have volunteered their time as advisers to club and organization programs.

3. In a time when students are increasingly knowledgeable about social pressures and issues, and increasingly seek to participate actively in their interpretation or solution, the college needs to examine and clarify its role. A cooperative student-faculty-administration and Board relationship is suggested that, through mutually developed standards and purposes of student action, can identify the rights and balanced responsibilities of each college segment in situations related to current social issues and concerns.

Action: A consistent and continued effort has been made to involve students in the total program of the college. Establishment and funding of a human relations council with extensive student participation has provided for involvement in campus and community activities of social and political significance. Other examples are cited in the full committee report and in back-up materials available to the visiting team.

M. ADMINISTRATION

1. The program of non-graded classes (adult education) is so extensive that it seems desirable to study the possibility of providing supervision of evening graded classes by the

same staff which supervises the day graded classes. The suggestion is made not to "downgrade" the adult education program. It is made in the hope that such a step would lead to freeing adult education for even greater effectiveness while at the same time giving more assurance of uniform standards for graded classes.

Action: An Assistant Dean, Evening College, with an office on the Mesa Campus, was appointed to work closely with the Dean of Instruction to assure that community needs for credit courses in the evening are being met and that uniform standards for graded classes are being applied. As implied in the recommendation, the new position has freed the adult non-credit and community service programs for more effective development.

2. Continued study needs to be directed toward the responsibilities of the division chairmen. As the divisions grow with the expansion of the college enrollment, the responsibilities of the chairmen will increase and change in pressure and size rather than kind. A proliferation of small divisions will lead eventually to the need for some administrative level between dean and chairmen.

Action: As noted under "Instruction," division chairmen have been granted additional released time and remuneration. Although the college has grown greatly in enrollment and offerings, only one additional division has been formed since 1965; the Health Occupations Division was separated from Health and Physical Education when it achieved a size that appeared to justify such a change. Every effort is made not to proliferate the divisional structure unless there is an acknowledged need for the additional coordination.

3. Continued study should be given to long-range master planning for the District. The areas of major concern are: (1) plant expansion, either on one campus or multi-campus, (2) educational needs, with special emphasis on needs of the non-transfer student; and (3) finance, related to community acceptance of further bonding and/or tax override.

Action: The three areas of emphasis have been given attention in other sections of this application for accreditation. Plant expansion has been reviewed as recently as May, 1970, and is proceeding according to the Ten-Year Plan priorities. In the category of meeting special needs, a Tutorial Center and a Learning Resources Center have been established and additional financial aids secured for the disadvantaged; advanced placement, independent studies, and honors programs have expanded. In addition, three and five year priorities are being established in all vocational/technical programs, and an assessment of capital needs is being made for each program. Under finance there is no question of continuing need: although the voters approved a bond issue in 1969, the program needs of the institution must also be measured against the local ability to support a comprehensive community college. It would appear, given that the

assessed valuation per unit of resident ADA decreased over 10% from 1967-68 to 1968-69, that additional tax support will be needed within the next two years.

4. As the college grows, the size of the staff will increase. There is a danger that erstwhile good communication between teachers and administrators will deteriorate. Special efforts should be made to retain the good rapport and easy communication so characteristic of the college.

Action: Direct and open lines of communication characterize the relationships among all staff at SBCC. Keeping areas of responsibility at optimal size to facilitate communication is the aim of the college, and the result of constant re-evaluation. The recently completed study of administration by Griffenhagen-Kroeger was helpful in re-affirming the relationship between administrative structure and effective communication among staff members.

5. It is recognized that a multitude of problems face the college as it moves into operation as an independent district, and that faculty is participating effectively in their solution. However, concern may be expressed about the number of committees and committee meetings now current that can result in decreased teaching effectiveness. An evaluation of need and progress leading to some reduction in time devoted to college meetings by faculty is suggested.

Action: In times of change and growth, and particularly when the philosophy of administration calls for participative response to critical issues in the College, increased committee responsibility is often the necessary by-product. Literally hundreds of hours were spent in self-study for accreditation, for example, on the assumption that total self-evaluation could be accomplished only through total participation.

One cannot both proclaim a participative management philosophy and then subvert its implementation by failing to seek the organized advice and consent of the staff. At all times, the staff is mindful of the needs of students as the primary focus of all deliberations. Every effort is made to balance responsibilities and distribute obligations as broadly as possible.

6. Evaluation of the scope of duties and responsibilities of the Dean of Instruction is suggested, as there is some concern whether his added assignment as Director of the Summer Session is reasonable. In any event, the title of the responsible person might well include "and Director (or Dean) of the Summer Session."

Action: The responsibility of the Dean of Instruction has been modified, and an additional administrative position, Assistant Dean, Extended Day and Summer Session, has been created to assume those particular responsibilities and to bring closer liaison between regular day and extended day programs.

7. Truly to recognize his responsibility and function, it is suggested that the title of the "Director-Administrative Dean, Adult Education" be revised to "Administrative Dean, Extended Day and Adult Education."

Action: See "6". The title "Director-Administrative Dean, Adult Education" has been retained.

PART III: SIGNIFICANT CHANGES AT
SANTA BARBARA CITY COLLEGE SINCE 1965

III. SIGNIFICANT CHANGES AT SANTA BARBARA CITY COLLEGE SINCE 1965

BACKGROUND

To present significant changes in summary overview is difficult at best: among the most significant changes must be included the professional and personal growth of the entire staff, and such changes are neither easily quantified nor easily summarized. The extensive commitment of the entire staff throughout the Spring, 1970 semester, to engage in a self-study for accreditation resulted in extensive reports and recommendations from each division of the College. These background materials will be on display and available to the visiting team in October. The purpose of this section of the accreditation application is to elevate in cursory fashion a number of the major changes that have affected educational policy or practice at Santa Barbara City College during the past five years.

A. CURRICULUM DEVELOPMENT

The new courses which have been added to the catalog since 1965 are shown in Appendix A by division. It is important to note the particular kinds of changes that have been emphasized during the last several years. Recognizing the need to expand two-year occupational centered programs, the more truly to become a comprehensive community college, the major growth in over two hundred new courses has been in the areas of vocational-technical education and health occupations education. Increased emphasis on human services in health, public safety, and early childhood education has characterized the growth in occupational curriculums, while at the same time there has been an expansion of offerings in new technologies, particularly marine technology.

During these years, there has been increased recognition of the needs of exceptional students, both the academically talented and the disadvantaged. The addition of cooperative and work experience education may provide new attractions for students who need to continue partial employment while attending college.

Throughout the curriculum development process, new courses have been added in response to need, and older courses have been deleted from the catalog as their justification has diminished.

B. GENERAL EDUCATION AND EDUCATION FOR TRANSFER

There is a continuing effort to improve the quality of instruction in all programs. Since attention is here directed to the areas of greatest change since last accreditation, a few of the "innovative projects" in instruction that have been supported by the district during the 1969-70 academic year are briefly described under the following section, as illustrations of this continuing effort, coordinated primarily by the Improvement of Instruction Committee.

1. ATS-DP Audio-Tutorial System for Data Processing
(Project Directors - Mike Rice, Ralph Schiferl)

Mr. Rice, Chairman of the Business Division, and Mr. Schiferl of Data Processing proposed that we lease a commercial audio-tutorial system on an experimental basis this spring.

The system came complete with all needed hardware and software, including carrels, AV hardware, 35mm slides, audio tapes, programmed instruction books, etc. It was used this spring to teach the lecture portions of Business 142 (Basic Computer Concepts), Math 61- 62 (FORTRAN IV), and Business 148 (COBAL). The equipment was used on an experimental basis.

This equipment was installed in R-2 and available for student use from 8:00 a.m. to 5:00 p.m. five (5) days per week and several evenings from 6:00 p.m. to 10:00 p.m. With added para-professional help it could be kept open on Saturday as well. This would amount to 36 carrel hours per 8-5 day.

Students worked through carefully sequenced programmed materials presented simultaneously in printed texts, film and audio tape. Students were free to schedule their time in the Audio-tutorial system in accordance with requirements of other classes and with their individual needs and preferences. Freedom was provided so that the student could work at his own pace, going over the material as many times as needed, providing a special help for the slow student.

The vendor, Institute of Advanced Technology, made the complete 4-carrel package available for \$438 per month for four (4) months or \$1,752, including installation.

Cost: \$1,752

2. Single Concept Films for Life Science Classes
(Project Director - Vernon Stiers)

Mr. Vernon Stiers has for some time, at his own considerable expense, been exploring the possibility of producing short single concept films (4-5 minute duration) for use in Life Science lecture and laboratory classes. These have been designed to bring graphic and dramatic examples of important phenomena and processes to students on a highly individual basis. Ultimately they are to be used in an audio-tutorial-type biology lab. An appropriation during the Spring, 1970 Semester provided:

- a. photographic equipment, including a high quality super-8 cartridge-type motion picture camera;
- b. super-8 color film and processing;
- c. projection equipment

Five or six single concept films suitable for use in life science classes were produced and equipment and skill for continuing work in this area and in other departments of the college were acquired with the appropriation.

The equipment purchases, of course, belong to the college and, although designed specifically for and under the supervision of Mr. Stiers, may be used by interested faculty from other divisions. Mr. Stiers has expressed an interest in making his technical skills available to others if we can obtain the needed equipment and supplies. This, again, is an innovative project that could have widespread beneficial effects among our faculty.

Cost: \$1,800

3. Computer Graphics Project
(Project Director-Mike Mallen)

Mr. Mike Mallen of the Mathematics Division has been exploring the usefulness of a computer graphics system in the teaching of statistics. This device, a combination visual display, response terminal, and IBM 360 computer, would be used to display graphically certain mathematical concepts and processes that are very difficult to teach in the conventional way. The members of his division have agreed that it may have usefulness in the teaching of statistics and calculus. In order to further study its possible uses and implications for Santa Barbara City College, Mr. Mallen has requested \$200 for computer time in order to work with this system at UCSB where it is presently in use. If, in fact, the system has sufficient use at SBCC, members of the Mathematics Division would apply for Federal or other grants to finance its adoption. This project would essentially finance background work for a future grant application. Although funds were approved for Spring, 1970, Mr. Mallen was unable to complete the project because of an illness. The work will be continued for the 1970-71 academic year.

Cost: \$200

4. Dial-a-Teacher
(Project Director - Conrad Weiler)

Mr. Conrad Weiler of the Biology Department requested funds for lease of automatic telephone answering equipment. This setup enabled students in his spring biology class simply to dial a telephone number and receive a recorded message informing them of the lab, lecture, reading and problem assignments for the week, a capsule summary of the most important concepts and topics to be covered that week, and information on assignments due, exams, etc. The total cost of this project for the semester was \$60 or approximately thirty (30) cents per student per semester.

C. VOCATIONAL EDUCATION

On April 24, 1969, the Board of Trustees of the Santa Barbara Junior College District approved a District Policy on Vocational Education, including a specific statement of goals and objectives. A more recent

translation of the District Policy into specific terms was the District Plan for Vocational Education 1970-71, adopted by the Board on June 18, 1970.

Since both documents present extensive documentation of the short-term and long-term goals for vocational education, they will be made available to the visiting team for closer evaluation. In general, the Plan calls for the following:

- 1) Population Needs Analysis
- 2) Job Market Analysis
- 3) Job Performance Requirements Analysis
- 4) Curriculum Resources and Ancillary Services
- 5) Program Planning
- 6) Program Review
- 7) Vocational Education Promotion
- 8) Student Recruitment
- 9) Guidance and Counseling
- 10) Vocational Instruction
- 11) Placement
- 12) Evaluation

As the emphasis on achieving a truly comprehensive college has increased, the District has become an active participant in over 40 organizations and committees concerned with planning for vocational education. Included among these 40 are eleven joint apprenticeship advisory committees and twenty-four vocational advisory committees associated with specific subject areas.

During the 1969-70 academic year, over 7,000 (7,067) students took advantage of some form of vocational education or training offered in the regular or adult divisions of the College. The growth in curriculum and enrollment has been dramatic during the past five years in the various fields of occupationally oriented education. Throughout, the aim has been to achieve balance and to meet new needs as responsibly and completely as possible.

D. EXTENDED DAY AND ADULT EDUCATION

Recognized as one of the most extensive programs in the State, the Adult Education Division has grown almost geometrically in service to the community. From student enrollment of 3,690 in 1953-54, to almost 18,000 in 1968-69, the program continues to expand in scope and service. In 1969, the Adult Education Program celebrated its fiftieth anniversary in Santa Barbara education.

As with the regular credit program, the adult non-credit offerings are balanced among the theoretical, the practical and the productive. Of 476 classes offered in 1968-69, 38.8% were in Liberal Arts (English Literature, Writing, History, Philosophy, Science, Language); 16.2% were in vocational-technical areas; 15.3% Fine Arts, Music, and Theatre; 11.9% Business; 9.9% Home and Family Living; 5.0% Arts and Crafts; 2.9% Americanization-Citizenship.

Assistance in developing the broad curriculum offerings in adult education is provided by a Citizens' Adult Education Advisory Council, made up of over 40 local volunteers from all walks of life, from University Chancellor to Professional Artist. Meetings with the Council as a whole and its Curriculum, Fee, Finance and Membership committees are held regularly.

Over one hundred local agencies and interest groups have sponsored educational activities, including numerous short courses such as "Should Santa Barbara go High Rise," which was sponsored by 15 local organizations in the community interest.

Special attention is given to under-trained and under-employed adults. Facilities for offering apprenticeship training have been improved during 1969-70, and a series of MDTA projects have been offered, including a project jointly funded by the Federal Department of Labor, MDTA, and Work Training, Inc.; the Adult Division has used both WIN (Work Incentive) and ESEA (Elementary and Secondary Education Act) funds for Basic Education and English as a Second Language classes. Bilingual courses in Driver Education have been offered for the first time in 1969-70 for students who wish to prepare for the license exam in the Spanish Language. Anticipated for 1970-71 are new courses in the areas of Consumer Education and Homemaking.

A final case of growth since 1965 is the area of Handicapped Workers. Under local Kiwanis Club sponsorship a sheltered workshop program was developed in 1969-70 in cooperation with VEA funded training through adult education.

E. MEETING SPECIAL NEEDS

1. Academically Accelerated High School Students

The District has maintained a policy of enrolling talented high school students. Most recent follow-up from 1969-70 indicates that 41 students from seven (7) high schools took regular college courses at SBCC. The average achieved grade point for all units completed was 2.89, over a total of 149 units.

2. Academically Talented Community College Students

Further development of the Honors concept for talented students has taken place since 1965. In the Fall semester, 1969, Interdisciplinary and Independent Study in the Humanities courses were introduced to offer the individual student the opportunity to develop his talent and interest in an area of the humanities. The student formulates and executes his own study plan under the direction of a regular faculty member. One to six units of credit are awarded for course work on this independent basis. The IISH courses have been shown to provide an excellent supplement to the regular offerings of the College.

3. Educationally Disadvantaged Community College Students

Perhaps in no other area has so much change taken place as in the expanding efforts of Santa Barbara City College to meet the special

needs of disadvantaged students, particularly students of color. In the Fall of 1969, an application for funding was made under the Alquist (Senate Bill 164) grant particularly to implement a Learning Resources Center which would provide students four (4) services:

- 1) Learning Skills Program to upgrade basic communication and mathematics skills;
- 2) Tutorial Aid Program;
- 3) Self-instructional Learning Program to provide facilities for guided self-teaching;
- 4) Recruiting Counseling Program to identify and recruit more minority and disadvantaged students to educational programs at City College.

An initial allocation of \$29,000 allowed for the development of a Tutorial Center on campus. In the Spring, 1970 semester, 56 tutors were employed to assist 102 students. 27% of the students seeking tutorial aid were Chicano, 5% Black. Evidence from a follow-up study of English 42 (Preparatory English for Reading and Writing) shows substantial impact of the tutoring service on persistence of students in that class.

In the summer of 1970, a jointly sponsored program was funded to attract Neighborhood Youth Corps eligible students to campus for a special readiness program including Chicano Literature, Afro-American History, English 42, Basic Mathematics and a special testing and counseling course. Although no evaluation is available at the time of this application preparation, the general approach appears to be at least as effective as the LRC concept had anticipated. An objective analysis of the program will be available to the visiting team in October.

F. INSTRUCTIONAL STAFF

The faculty listed in the 1964-65 catalog included 79 individuals. In the 1970-71 catalog 132 persons are listed, for an increase of 40%. There were, however, 26 of the 79 replaced due to retirement or resignation, so the actual new faculty since 1964-65 totals 79, or exactly 100% new faculty in the last six years.

The academic rank of the current staff, excluding administrative positions, is indicated below:

	<u>N</u>	<u>%</u>
Professor	12	10.17%
Associate Professor	26	22.03%
Assistant Professor	52	44.07%
Instructor	28	23.73%

Academic rank is recognized as a requirement for membership in some professional societies, and as an advantage in preparing applications

for funding or documents for publication. The professional titles are assigned according to a policy adopted in February, 1968, reflecting years of college teaching experience and preparation.

Academic preparation is an emphasis in the selection of new faculty members. Each applicant is screened to assure that his particular academic background or vocational/technical experience can best meet the needs of the college. Of the 79 new persons on the staff since 1964-65, the following presents an indication of the level of preparation they have brought with them to Santa Barbara City College.

<u>Level of Preparation</u>	<u>N</u>	<u>%</u>
Baccalaureate Degree (including B.S. in Nursing)	8	10%
Master's Degree	50	63%
Doctorate	9	11%
Vocational Subjects Credential	7	9%
R.N. Preparation	3	4%
Other (LL.B., B.S.L.S.)	2	3%
	<u>79</u>	

It is, perhaps, significant that 23% of the new staff have preparation at the Baccalaureate or vocational levels: the expanding occupational curriculums at Santa Barbara City College have required the addition of new staff members whose unique experiences best qualify them to teach in these programs. The College is proud to claim a staff that is second to none in all areas of instruction.

G. FACILITIES

Major additions and changes have been made in campus facilities since 1965. A list of completed projects from 1965 to the present is shown below, indicating the total expenditure and the source of funding in each case:

<u>Source of Funds</u>	<u>Project</u>	<u>Year</u>	<u>Total Cost</u>
Bond	Admin. Bldg. Rehab.	65-66	\$294,483
Bond	Campus Landscape (I)	65-66	23,487
Bond	Campus Landscape (II)	65-66	71,860
Gen. Fund	4 Relocatable Bldgs.	67-68	72,088
Gen. Fund	Partitions-Computer Lab.	68-69	5,907
Gen. Fund	Classroom Addition to P.S.	68-69	5,547
Gen. Fund	Parking Lot Addition	68-69	2,027
Gen. Fund	Parking Lot Addition	69-70	4,823
Gen. Fund	Alterations-Adult Ed.	69-70	6,202
Bond	Life Science-Geology	68-69	<u>1,172,486</u>
		<u>TOTAL</u>	<u>\$1,658,910</u>

In addition, a bid was accepted for \$1,834,000 to begin construction of the Health and Physical Education Complex in the Spring, 1970, and use

modifications in the Administration Building were begun in the Summer of 1970 at a total estimated cost of \$125,000. The State released the project planning guides for Theater and Music and Art and Communications Buildings in June, 1970, opening the way for the preparation of preliminary plans and cost estimates. Progress toward the goal of completing the present campus has been regular and consistent since 1965.

As the enrollment demands increase, the need for a second campus site will have to be met. At the special meeting of the Board on May 21, 1970, the Superintendent-President recommended acquiring a second site as soon as possible. Anticipating the next 10 years, the acquisition and development of a new campus site is likely to be a priority item in planning.

H. LIBRARY

The Library is a top priority item for remodeling and expansion during the 1970-71 academic year. Coordinating Council standards suggest approximately 15%-20% seating capacity, but the current seating capacity of 388 student stations is adequate to serve only 11.05% of the F.T.E. enrollment (Fall, 1970).

Renovation is planned over a two-year period, with the development of detailed specifications slated for 1970-71 and actual construction to take place in 1971-72. The planned expansion will add 7,776 square feet for a total as follows:

14,976	first floor
9,008	second floor (from 1,232)
<u>1,196</u>	basement
25,180	

Since construction of the existing building does not allow use of steel stacks on the second floor, the area added by renovation must be used almost entirely for seating with possible use of low wooden shelves as room dividers. Consequently, the first floor will be used primarily for stacks, circulation, and reference services, workrooms, and offices, with a minimal amount of student seating.

Current holdings of the library include 37,650 titles of books and 680 titles of periodicals. The average circulation from 1965-1966 to 1968-69 on an annual basis was 37,662: actual circulation figures from 1965-66 were 32,810, as compared with 44,379 in 1968-69, or a 35% increase in that 4 year period. As noted above, one credentialed librarian and a half time classified position have been added since 1965-66 to help meet the increasing demands of a growing campus.

I. STUDENT PERSONNEL SERVICES

The major change since 1965 has been the assignment of the Administrative Dean, Student Activities, responsible to the Superintendent-President, rather than as an Assistant Dean responsible to the Administrative Dean, Student Personnel.

The counselor-student ratio has increased from approximately 1:480 in 1965 to 1:537 in 1969-70. Although the latest ratio is still approximately at the median (1:536) for community colleges, there is still a need for additional counseling services. Each counselor still spends approximately 20% of his time providing services in vocational areas: teaching a unit in vocational planning as part of Psych 30, administering tests, counseling individuals and interpreting tests, doing research and follow-up studies in vocational areas. In the area of personal counseling, the college has used the consulting services of the Santa Barbara County Mental Health Services, and has continued to take advantage of the in-service staff development training afforded by Mental Health Services and other agencies in the community.

As noted in the section on recommendations, a major gain was made with the addition of data processing capabilities on campus. The entire information-gathering system has been revised, and processing is entirely disk oriented to allow for more efficient and accurate manipulation of data. For 1970-71, the College is also participating in the NORCAL Project by administering the 20-item questionnaire to all entering freshmen. Further, the College is participating in the ACE Freshman survey questionnaire program. All of these activities are designed to give the counseling staff a more complete and accurate picture of the student population.

J. STUDENT GOVERNMENT AND ACTIVITIES

Again, the most significant change is the new assignment of Administrative Dean, Student Activities. This position is responsible for Financial Aides and Placement, and for the Human Relations Assistant functions which relate directly to the special needs of minority and disadvantaged student recruiting and service.

A significant policy change was made by the Board of Trustees January 22, 1970, when "Standards of Conduct for Members of the College Community with Guidelines for Due Process" were adopted. The complete document is included as Appendix B of this application. Under the changing patterns of student power in the academic community, the need for clear guidelines for conduct, and for clear procedures to deal with grievances was apparent, not only at Santa Barbara City College, but throughout higher education. The adopted Standards represent the commitment of the College to a rational and comprehensive model of behavior for all constituents of the college community.

Since 1965, students have continued to provide the student handbook to all new students, and have conducted opinionnaire surveys to assess student interests in various activities. In general, the program has been characterized by mature and responsible student leadership and participation.

K. EFFECTIVENESS OF ADMINISTRATION AND FINANCIAL SUPPORT

The entire administrative structure was evaluated in 1970 by the consulting firm of Griffenhagen-Kroeger. A number of the changes in the administrative structure were noted above under specific responses

to recommendations of the previous accrediting team. The revised administrative organization chart is given below as Appendix E, showing the current administrative structure for 1970-71. The major changes include: elimination of the position of Assistant Superintendent; addition of Director of Research and Development, Administrative Dean, Student Activities (from Assistant Dean), Assistant Dean, Extended Day and Summer Session program. The complete Griffenhagen-Kroeger report will be available to the visiting team.

Accurately to assess the financial needs of the District is less difficult than developing a clear picture of resources, especially under the fluid legislative conditions which may be expected to cause financial ebb or flow during the seventies. Two reasonable measures of the financial status of the District are to be found in Assessed Valuation and Enrollment projections.

The District's assessed valuation in 1965-66, at the time of the last accreditation visit, was \$306,340,000. Current assessed valuation stands at \$406,254,366 or at approximately a 31% increase. Actual and projected assessed valuation figures through 1978 are given in Table 8.

Table 8
Santa Barbara Junior College District
Assessed Valuation Projection

Year	Total Assessed Valuation for Apportionments	Increase	Per Cent of Increase	Assessed Valuation Per Day Graded Enrollment	Increase or Decrease	Per Cent Increase or (Decrease)
1967-68	362,743,146	31,673,299	9.6%	113,748		
1968-69	386,630,231	23,887,085	6.6%	111,164	(2,584)	(2.3%)
1969-70	406,254,366	19,624,135	5.1%	108,363	(2,801)	(2.5%)
1970-71	424,098,059	17,843,693	4.4%	101,386	(6,977)	(6.4%)
1971-72	440,785,987	16,687,928	3.9%	98,456	(2,930)	(2.9%)
1972-73	466,380,012	25,594,025	5.8%	98,998	542	.6%
1973-74	488,724,002	22,343,990	4.8%	99,153	155	.2%
1974-75	509,849,229	21,125,227	4.3%	98,598	(195)	(.2%)
1975-76	531,772,746	21,923,517	4.3%	100,297	1,699	1.7%
1976-77	554,638,974	22,866,228	4.3%	102,844	2,547	2.5%
1977-78	578,488,450	23,849,476	4.3%	105,314	2,470	2.4%

The Administrative Dean, Business Services, compiled an enrollment projection through the year 1978 as background to a special Board presentation on facilities. The projection is given as Table 9 below.

Table 9
Enrollment Projections 1970-71 to 1977-78

Year	Day Graded Enrollment	Increase	% Increase
1970-71	4,183	-	-
1971-72	4,477	294	7.0%
1972-73	4,711	234	5.2%
1973-74	4,929	218	4.6%
1974-75	5,171	242	4.9%
1975-76	5,302	131	2.5%
1976-77	5,393	91	1.7%
1977-78	5,493	100	1.9%

In an anticipated period of more rapid student enrollment growth and less rapid assessed valuation growth, it is clear that increases in support from all sources will have to be sought.

During the past three academic years, the total current expense per unit of ADA has increase 22%, as illustrated in Table 10. The increasing costs of higher education are of particular concern to all community colleges, and the need for resources is dramatic. Under these conditions, planning and cost effectiveness evaluations are likely to assume new importance. The Business Services Dean has spent most of 1969-70 in the development of more adequate computer-oriented budgeting procedures. The District is now moving rapidly toward capability of budget analysis in preparation for full implementation of a programmed planning and budgeting system approach.

Table 10
Total Current Expenses Per ADA
1967-1970

<u>Year</u>	<u>Total Current Expenses</u>	<u>ADA</u>	<u>TCE/ADA</u>
1967-68	2,509,211	3,781.13	663.61
1968-69	3,130,139	4,342.97	720.74
1969-70 (estimated)	3,841,879	4,752.40	808.41

L. LIAISON BETWEEN COLLEGE AND COMMUNITY

Very substantial gains have been made in this area of college commitment. The addition of Mr. Jim Williams, an experienced radio broadcaster and knowledgeable public information expert, to the staff in 1969 represented the major gain in this area since 1965. Seventeen new brochures on vocational opportunity programs have been published in 1969-70, and a recruitment brochure specifically designed for potential students of ethnic and racial minorities has been published for the use of the Human Relations Assistants and B.S.U. and M.E.C.H.A. recruiters.

A Speaker's Bureau has been established for the 1970-71 academic year, and every effort to involve the community in the affairs of the College is being made through the use of advisory committees and inter-agency cooperation with such local resources as the University of California, Santa Barbara, Mental Health Services, and the County and City Schools. One of the major publications on campus is the student newspaper, which has received national honors for the past three years.

Editors of the Channels have been accorded individual honors, and most recently Mr. Art Campos, 1969-70 editor was awarded a full scholarship in Journalism to USC. Both student and public response to the Channels has been positive and supportive.

IV: ITEMS OF INSTITUTIONAL RESEARCH AND ACTION

The commitment of Santa Barbara City College to self-evaluation has repeatedly been stressed by the Board, the administration, and the staff. One indication of this commitment is in the "Items for District and Institutional Study and Action, 1969-70 College Year," adopted by the Board of Trustees on October 23, 1969. The total list of 201 items, with dates of accomplishment, is attached (as Appendix C to this application). A number of highlights of the items are given below.

A. Facilities Planning and Development Programs

The major item in this area was the revision of the Ten-Year Master Plan for facilities, and the rapid progress on the development of facilities to meet the Master Plan. The new Life Science-Geology building, at a total cost of \$1,312,900, was completed in the Spring of 1970, and will be occupied in the Fall. Early in 1970, bids were requested for the new Health and Physical Education Complex; Los bid was \$119,687.00 under the estimated cost, for a total commitment of \$1,834,000. Construction is underway. The use modifications to remodel the administration building and modernize the Graphic Arts and Automotive Technology facilities at a cost of \$107,382 are anticipated for completion by Fall, 1970. The Campus Entrance and Pershing Park complex plans have been developed to the preliminary drawing stage.

The other major facilities gain was the furnishing of the Apprenticeship programs at the Montecito and Nopal Street locations.

B. Comprehensive Analysis of District Budget Outlook

All of the items under this heading have been accomplished, and a computer-oriented budget system has been developed during the 1969-70 academic year. During the summer, 1970, more specific plans for the analysis of cost-benefits for each program is planned.

C. Business Services

One major accomplishment in this area was the development and Board adoption of District policies for purchasing procedures. The addition of a Director of Purchasing to the staff facilitated improved acquisition practices in the District. Action on a number of other items under this heading, primarily related to applications of data processing techniques to District accounting practices, have resulted in substantial changes in data management techniques for budgeting.

D. Educational Programs

Primary accomplishments have been the development of plans for the Learning Resources Center, and the implementation of tutorial services for the disadvantaged.

A new District plan for Vocational/Technical Education was adopted in June, 1970. Curriculum development in the Vocational/Technical areas has not proceeded entirely as anticipated: an advisory committee in Environmental Technology is planned for 1970-71, as is an advisory committee for Mental Health Aide.

The addition of library books and periodicals in minority studies and history of Asia and Africa was helped by an NDEA grant for materials to up-grade the multicultural studies offerings of the college.

E. Student Personnel

The major gains were in the areas of data collection and data management for student files. In addition, the following were accomplished:

A self-study of dropouts was completed May, 1970.

Policy on inter-district agreements was adopted by the Board on December 16, 1969.

Greater privacy in counseling spaces was achieved as part of use modifications for summer, 1970.

The Extensive Guidelines on Student Conduct were adopted in January, 1970.

Placement and Financial Aids programs and practices were evaluated in the Spring, 1970.

F. Administrative Organization

The study of administrative structure by Griffenhagen-Kroeger provided a basis for decisions on administrative needs and functions, and the major document relating to administrative organization during the last year.

Grants under College Work Study, NDSL, Economic Opportunities Grants, National Science Foundation, NDEA, Alquist (SB164), Library Resources and Special Services for Disadvantaged were all submitted during the academic year.

G. Institutional Research

The following studies have been reported by the Research Office since the position was filled in February, 1970.

- 1-70 Grade Distribution Studies
- 2-70 Sources of SBCC Students from District High Schools
- 3-70 A Proposed Follow-up Study of SBCC Withdrawals
- 4-70 Analysis of Major Patterns-1969 Fall Data
- 5-70 Enrollment Patterns at SBCC
- 6-70 Santa Barbara Junior College District Figures on the Distribution of Poverty, Education, and Minority Status
- 7-70 Meeting the Needs of Potential Dropouts: The Dilemma of Applying Research Findings (for Asilomar R & D Conference)
- 10-70 Progress Report: Tutorial Services Center
- 11-70 Rank-Order Comparison Among 32 Southern California Community Colleges

There have been a couple of more serious attempts at evaluation of programs:

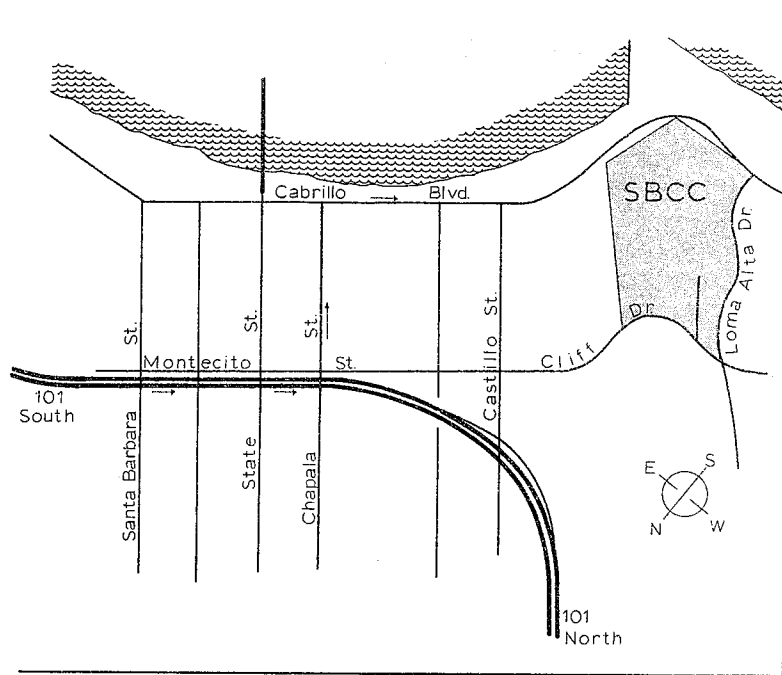
- 8-70 A Follow-Up Study of the LVN Classes of 1968 and 1969
- 9-70 A Follow-Up Study of the Associate Degree Nursing Program
- 12-70 Follow-up Study of Students who Did Not Continue Enrollment at SBCC, Spring, 1970 (June, 1970)
- 13-70 An Analysis of the effectiveness of Tutorial Assistance in English 42: Performance and Persistence Among Low Achieving Students

V. VERIFICATION

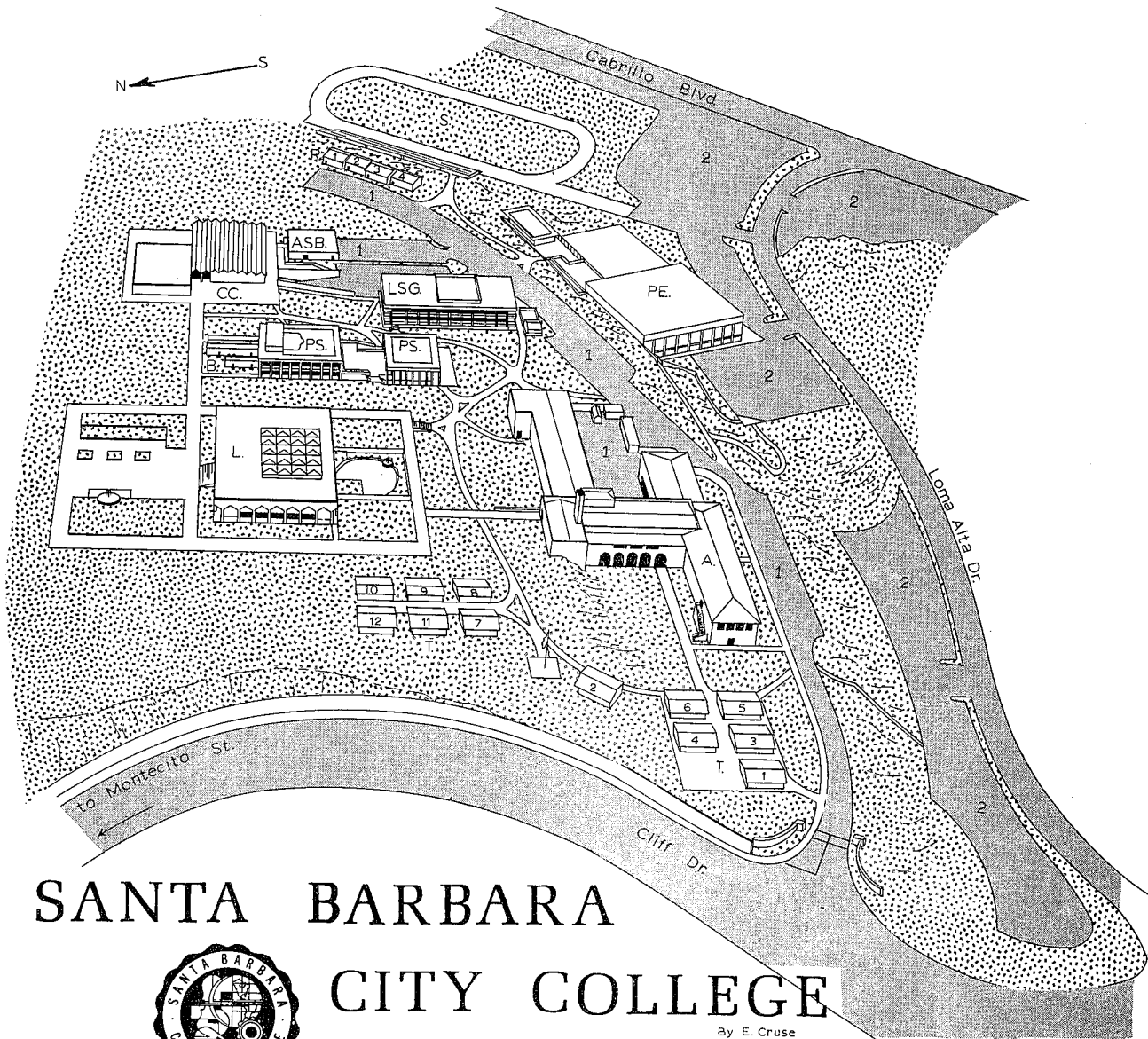
This is to certify that the materials submitted herewith present a true report, prepared for use by the visiting accreditation team representing the Western College Association, the California Junior College Association, and the State Department of Education, to aid the committee in evaluating Santa Barbara City College for the purpose of determining whether or not said junior college should be accredited by the Western Association of Schools and Colleges.

Glenn G. Gooder
Superintendent-President

October, 1970



- A. Administration Building
- ASB. Associated Student Bookstore
- B. Mobile Offices
- CC. Campus Center
- L. Library
- LSG. Life Science, Geology Building
- PE. Physical Education Building
- PS. Physical Science Buildings
- R. Relocatable Buildings 1-4
- S. La Playa Stadium
- T. Temporary Buildings 1-12
- 1. Staff & Visitor Parking
- 2. Student Parking



SANTA BARBARA CITY COLLEGE



By E. Cruse

VI. Members of the Board who approve this report should sign below the statement provided for them. Dissenting members, if any, should sign in the space provided and attach a statement to this form, explaining the reasons for their dissent.

I accept and approve this report:

Wilbur L. Fillippini, President

Dorothy N. Meigs, Vice President

Kathryn O. Alexander

Sidney R. Frank

James R. Garvin

Ann Gutshall

Benjamin P. J. Wells

I disapprove this report:

A P P E N D I X

APPENDIX A

NEW COURSES SINCE 1965

BUSINESS DIVISION

- | | | | |
|----------|----------|---|--|
| Business | 20 | - | Developmental Typing (2) |
| | 28-29-30 | - | Shorthand Speed Building Development (2-2-2) |
| | 33 | - | Machine Transcription |
| | 40 | - | Graphic Reproduction Techniques (3) |

(Escrow Officer Program)

- | | | | |
|----------|----|---|------------------------------------|
| Business | 86 | - | Escrow Procedures I (3) |
| | 87 | - | Escrow Procedures II (3) |
| | 88 | - | Escrow Procedures III (3) |
| | 96 | - | Real Estate Economics (3) |
| | 97 | - | Advanced Real Estate Appraisal (3) |

(General Insurance & Insurance Adjustment)

- | | | | |
|----------|-----|---|--|
| Business | 101 | - | General Principles of Insurance (3) |
| | 102 | - | Principles of Fire, Marine & Allied Lines Insurance (3) |
| | 103 | - | Principles of Casualty Insurance and Surety Bonding (3) |
| | 104 | - | Principles of Insurance and Property Loss Adjusting (3) |
| | 105 | - | Principles of Insurance and Liability Claims Adjusting (3) |
| | 115 | - | International Market (3) |
| | 39 | - | Co-op Office Experience (1-4) |
| | 65 | - | Co-op Business Experience (1-4) |

(Data Processing Program)

- | | | | |
|----------|-----|---|---|
| Business | 141 | - | Introduction to Data Processing (3) |
| | 142 | - | Basic Computer Concepts (3) |
| | 144 | - | Programming Business Computers I (4) |
| | 147 | - | Programming Business Computers II (5) |
| | 148 | - | Advanced Computing Systems (4) |
| | 149 | - | Information Systems Analysis and Design (3) |

(General Work Experience)

- | | | | | |
|------|----|---------|---|--|
| W.E. | 60 | A-B-C-D | - | Work & Responsibility (1-1-1-1) |
| | 61 | A-B-C-D | - | General Work Experience Education (1-3)(1-3)(1-3)(1-3) |

ENGLISH DIVISION

- | | | | |
|------------|-------|---|---|
| English | 3-4 | - | English as a Foreign Language |
| | 18 | - | Technical Report Writing (3) |
| | 33-34 | - | Literature by Black Authors |
| | 39 | - | Introduction to the English Novel |
| | 42 | - | Preparatory English for Reading and Writing |
| IISH | 99A | - | Independent Study Emphasis in Humanities (Literature) |
| Journalism | 2 | - | News Writing and Reporting |
| | 3 | - | Advanced News Writing and Reporting |

New Courses Since 1965FINE ARTS DIVISION

Art	17	-	Fundamentals of Ceramics
Music	6	-	Musical Trends in the 20th Century
	11	-	Orchestration
	13	-	Studio Band Arranging
	61-62-63-64	-	Chamber Orchestra
	71-72-73-74	-	Concert Band
	75-76-77-78	-	Pep Band
Speech	14	-	Scene Design Fundamentals
	19-20-21-22	-	Theatre Production
IISH	99B	-	Independent Study Emphasis in Humanities (Fine Arts)

FOREIGN LANGUAGE DIVISION

French	25-26	-	Advanced French
	A-B-C	-	Elementary French
German	A-B-C	-	Elementary German
Spanish	A-B-C	-	Elementary Spanish
IISH	99C	-	Independent Study Emphasis in Humanities (Foreign Language)

HEALTH AND PHYSICAL EDUCATION DIVISION

Physical Educ.	15-16	-	Varsity Swimming
	17-18	-	Water Polo
	23	-	Basketball (Intermediate)
	25	-	Beginning Basketball (Men only)
	61-62	-	Elementary Modern Dance
	63-64	-	Advanced Flag Football
	65-66	-	Physical Fitness
	67-68	-	Beginning Water Polo
	72	-	Community Recreation
	73-74	-	Sports Officiating for Men
	75-76	-	Sports Officiating for Women
	80	-	Intermediate Track
	81	-	Elementary Baseball
	83-84	-	Jogging
	85	-	Beginning Basketball for Women

HEALTH OCCUPATIONS DIVISIONAssociate Degree Nursing

Nursing	1	-	Principles of Nursing Practice I (6)
	2	-	Principles of Nursing Practice II (6)
	3	-	Nursing Care in Physical and Mental Illness I (10)
	4	-	Nursing Care in Physical and Mental Illness II (10)
	5	-	Nursing Seminar (3)

Dental Assisting

Dental Assist.	1	-	Introduction to Dental Assisting (3)
	2	-	Fundamentals of Dental Assisting (7)
	3	-	Dental Operative Assisting I (10)
	4	-	Dental Operative Assisting II (10)
	5	-	Dental Office Management (3)
	6	-	Dental Assisting Seminar (3)
	12	-	Basic Principles and Properties in Dental Assisting (3)

HEALTH OCCUPATIONS DIVISION (Cont'd)Medical Assisting

Med. Assist.	1	-	Introduction to Medical Assisting (3)
	2	-	Fundamentals of Medical Assisting (5)
	3	-	Medical Assisting <u>Clinical</u> Practice I (10)
	4	-	Medical Assisting <u>Clinical</u> Practice II (10)
	6	-	Medical Assisting Seminar (3)
	11	-	Medical Terminology for M.A.'s (3)

Radiologic Technology

R.T.	1	-	Introduction to Radiologic Technology (3)
	2	-	Principles of Radiologic Technology (3)
	3	-	Clinical Practice Radiologic Technology I (6)
	4	-	Radiologic Technology I (3)
	5	-	Clinical Practice Radiologic Technology II (9)
	6	-	Radiologic Technology II (3)
	11	-	Medical Terminology for Radiologic Technologists (3)
	7	-	Advanced Clinical Practice Radiologic Technology I
	8	-	Advanced Clinical Practice Radiologic Technology II

LIFE SCIENCE DIVISION

Biology	2	-	Topics in Biology
	8	-	Organismic Biology
	9	-	Population and Environmental Biology
	10	-	Molecular and Cell Biology
	11	-	Biological Oceanography
	12	-	Man's Impact on Nature
	45	-	Man and Disease
	98	-	Special Projects in Biology
	99	-	Research Projects in Biology

MATHEMATICS DIVISION

Math	5	-	Math for Elementary Teachers
	16	-	Analytic Geometry
	30	-	Introduction to Linear Algebra
	61	-	Introduction to FORTRAN Programming
	62	-	Advanced FORTRAN
	63	-	FORTRAN Lab I
	64	-	FORTRAN Lab II
	99	-	Independent Study in Mathematics

PHYSICAL SCIENCE & ENGINEERING DIVISION

Chemistry	11	-	Organic Chemistry
	12	-	Organic Chemistry II
	13	-	Organic Chemistry Laboratory I
	14	-	Organic Chemistry Laboratory II
Geology	11	-	Physical Oceanography
	21	-	Basic Petrology
	99	-	Independent Study in Geology
Physics	11-12	-	Technical Physics
	13	-	Physics of Music
	19	-	Health Physics - Electronics
P.S./Engr.	99	-	Independent Study in Physical Science or Engineering

SOCIAL SCIENCE DIVISION

Anthropology	2	-	Introduction to Archaeology
	4	-	Introduction to Field Archaeology
Economics	9	-	Survey of Economic Problems
	11	-	Marine Law and Economics
Education	1	-	Introduction to Education
Geography	2	-	Cultural Geography
	7	-	World Geography
History	11-12	-	History of African Civilization
	13-14	-	History of Asian Civilization
	19-20	-	Latin American Civilization
	21	-	The Afro-American in U.S. History
	23	-	Mexican-American (Chicano) History in the U.S.
Honors	13	-	Ideas, Consciousness and Society
IISH	99D	-	Independent Study Emphasis in the Humanities (Social Science)
Philosophy	6	-	Symbolic Logic
	9	-	Ethics
Pol.Sci.	13	-	Society, the Citizen and the Law
	15-16-17-18	-	Contemporary Political Issues
Psychology	4	-	Child Development
	21	-	Introduction to Psychology
Social Sci.	1-2-3	-	Independent Studies in Community Service
Sociology	5	-	Afro-American Culture
	7	-	Mexican-American (Chicano) Culture

VOCATIONAL-TECHNICAL DIVISION

Apprenticeship

Machine Shop Apprenticeship Program	-	8 semesters (24 units)
Roofing Apprenticeship Program	-	4 semesters (8 units)
Appr. 61-A-B-C-D	-	Trade Experience (4-4-4-4)

Aeronautics

Aeronautics	1	-	Private Pilot Ground Training (3)
	2	-	Commercial Pilot Ground Training (3)
	3	-	Instrument Pilot Ground Training (3)

Automotive Services

Auto Services	11	-	Auto Engines (6)
	12	-	Automotive Lubrication, Brakes and Wheel Alignment (4)
	13	-	Automotive Cooling and Fuel Systems (4)
	14	-	Automotive Power Train (4)
	15	-	Automotive Electricity (4)
	16	-	Automotive Tune-Up (4)
	17	-	Automotive Specialty (2)
	18	-	Automotive Specialty (3)
	31	-	Automotive Maintenance and Operations (3)
	32	-	Fundamentals of Automotive Repair (3)
61-A-B-C-D	-	-	Automotive Experience (1-4) (1-4) (1-4) (1-4)

VOCATIONAL-TECHNICAL DIVISION (Cont'd)Electronics Technology

Electr. Techn.	6	-	Active Network Theory
Electronics	10	-	Fundamentals of Electronics (3)
	11	-	Applications in Electronics (3)
	12	-	Commercial Licenses (3)
	14	-	Electronic Fabrication (3)
61-A-B-C-D		-	Electronics Experience (4-4-4-4)

Fire Science Program

Fire Science	1	-	Introduction to Fire Protection (3)
	2	-	Introduction to Fire Suppression (3)
	3	-	Fundamentals of Fire Prevention (3)
	4	-	Fire Fighting Strategy and Tactics (3)
	5	-	Fire Protection Equipment and Systems (3)
	6	-	Related Codes and Ordinances (3)
	7	-	Fire Hydraulics (3)
	8	-	Fire Apparatus and Equipment (3)
	9	-	Fire Company Organization and Procedure (3)
	10	-	Rescue Practices (3)
	11	-	Hazardous Materials I (3)
	12	-	Hazardous Materials II (3)
	13	-	Building Construction for Fire Protection (2)
	14	-	Fire Investigation (3)
	15	-	Principles of Fire Administration (3)
	16	-	Public Relations for Firemen (3)
61-A-B-C-D		-	Fire Science Experience (4-4-4-4)

Graphic Arts Programs

Lithography	1	-	Introduction to Lithography (3)
	2	-	Fundamentals of Lithography (3)
	3	-	Advanced Lithography I (3)
	4	-	Advanced Lithography II (3)
Photography	1	-	Introduction to Photography (3)
	2	-	Fundamentals of Photography (3)
	3	-	Advanced Photography I (3)
	4	-	Advanced Photography II (3)
Year Bk 15-16-17-18		-	College Year Book Work Shop (1-1-1-1)
Gr. Arts 61-A-B-C-D		-	Graphic Arts Experience (4-4-4-4)

Hotel and Restaurant Management Program

HRM	1	-	Elementary Quantity Food Preparation (6)
	2	-	Advanced Food Preparation (6)
	3	-	Food Service Operation (6)
	4	-	Food Service Management (6)
	5	-	Catering (3)
	10	-	Food Decorating (3)
	11	-	Food Specialties (3)
	21	-	Menu Planning (3)
	22	-	Hotel & Restaurant Accounting (3)
	23	-	Purchasing (3)
	24	-	Hotel & Restaurant Management Seminar (3)
61-A-B-C-D		-	Food Service Experience (4-4-4-4)

VOCATIONAL-TECHNICAL DIVISION (Cont'd)

Industrial Technology

- Ind. Techn. 2 - Drawing and Blue Print Reading (3)
- Mach. Shop 11 - Machine Shop Operations (4)

Marine Technology Program

- Marine Techn. 1 - Introduction to Marine Technology (3)
- 2 - Basic Diving (3)
- 3 - Advanced Diving (3)
- 4 - Fundamentals of Marine Engines and Compressors (3)
- 5 - Underwater Construction (3)
- 6 - Underwater Operations (3)
- 7 - Diver Tending & General Underwater Operations
- 11 - Summer Work Experience (1-4)
- 21-22 - Research Module (1-3)

Nursery School Aide Program

- N. School 1 - (Psychology 4) Child Development (3)
- 2 - Child, Family and Community (3)
- 3-4 - Principles and Practices (4-4)
- 5-6 - Principles and Practices (4-4)
- 7 - Nursery School Administration (3)
- 8 - Creative Learning Experiences in Nursery School (3)

Police Science Program

- Police Sci. 1 - Introduction to Law Enforcement (3)
- 2 - Criminal Law (3)
- 3 - Criminal Evidence (3)
- 4 - Administration of Justice (3)
- 5 - Criminal Investigation (3)
- 6 - Patrol Procedures (3)
- 7 - Traffic Control (3)
- 8 - Juvenile Procedures (3)
- 9 - Defensive Tactics (1)
- 10 - Fire Arms (2)

(For Law Enforcement Employees)

- Police Sci. 11 - Elements of Criminal Law and Enforcement Techniques (3)
- 12 - Elements of Enforcement, Regulatory Procedures, and Police Reports (3)
- 13 - Elements of Basic Criminal Investigations & Procedures (3)
- 14 - Elements of Criminal Justice and Human Relations (3)

(For Law Enforcement Officers)

- Police Sci. 15 - Advanced Criminal Investigation (3)
- 16 - Criminal and Related Laws (3)
- 17 - Police Supervision (3)
- 18 - Police Training Techniques (3)
- 19 - Police Psychology (3)
- 20 - Introduction to Traffic Accident Investigation (3)
- 21 - Advanced Accident Investigation (3)
- 22 - Visual Science as Applied to Law Enforcement (3)
- 23 - California Vehicle Code (3)
- 26-27 - Law Enforcement, Organization & Management (3-3)
- 29-30 - Narcotics and Dangerous Drugs (3-3)
- 61-A-B-C-D - Police Experience (4-4-4-4)

VOCATIONAL-TECHNICAL DIVISION (Cont'd)

Welding Program

- | | | | |
|---------|---|---|---------------------------|
| Welding | 1 | - | Oxy-Acetylene Welding (2) |
| | 2 | - | Arc Welding (2) |
| | 3 | - | Combination Welding (3) |

APPENDIX C

ITEMS FOR DISTRICT AND INSTITUTIONAL
STUDY AND ACTION, 1969-70 COLLEGE YEAR

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
167. Ratification of new agreement with the City on the use of Pershing Park as a Physical Education and recreation facility (1964 auditorium amendment rescinded.)	August 4, 1969	Aug., 1969
2. Ratification of new agreement with the City on the use of Pershing Park as a Physical Education and recreation facility (1964 auditorium amendment rescinded).	August 4, 1969	Aug., 1969
1. Restudy of Physical Education Building Plans by professional staff and consultants	August, 1969	Aug., 1969
184. Submit application for a Vocational Education Grant	August, 1969	Aug., 1969
3. Accomplish preliminary studies regarding utilization plans for Pershing Park and adjacent areas	August, 1969 September, 1969	Nov., 1969
168. Accomplish preliminary studies regarding utilization plans for Pershing Park	August, September, 1969	Sept., 1969
4. a. Board approval of up-dated Ten Year Plan	September 1, 1969	Aug., 1969
185. a. Board approval of up-dated Ten Year Plan	September 1, 1969	Feb., 1970
5. Recommend changes in Physical Education Building Plans:	September 25, 1969	Sept., 1969
a. Alteration of mechanical system		
b. Provisions for a women's exercise and dance room in the main building		
c. Reduction in number of lockers and shower units to reflect the use of Los Banos shower-locker facilities in conjunction with Pershing Park activities		
83. Establish committee to develop plans for a Learning Resource Center on campus	September, 1969	Sept., 1969

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
169. Set up Fiftieth Anniversary Committee meeting for Adult Division	September, 1969	Sept., 1969
6. Order movable equipment and furniture for Life Science-Geology Building	September, October, 1969	Dec., 1969
7. Review preliminary drawings for the Health Occupations Building	September, October, 1969	Oct., 1969
85. Define responsibilities of Division Chairmen for administering Evening College program	October 1, 1969	Oct., 1969
4. b. Submit Preliminary Plan Packages for Theater-Music Building, Library Remodel, Auditorium Remodel	October 14, 1969	Dec., 1969
185. b. Submit Preliminary Plan Packages	October 14, 1969	Dec., 1969
47. Review budget procedures used in development of 1969-70 budget	October 15, 1969	Oct., 1969
186. Submit application for student Financial Aids Funds in the following areas:	October 24, 1969	Oct., 1969
a. Work Study Program		
b. National Defense Student Loans		
c. Economic Opportunity Grants		
125. Submit application for Student Financial Aids Funds in the following areas:	October 24, 1969	Oct., 1969
a. Work Study Program		
b. National Defense Student Loans		
c. Economic Opportunity Grants		
8. Complete paving of Loma Alta parking lot	October, 1969	Oct., 1969
9. Relocate Financial Aids, Student Placement, E.O.P. Counseling and Health Occupations Offices	October, 1969	Oct., 1969

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
10. Study classroom lighting problem on second floor of Administration Building and suggest modifications	October, 1969	Oct., 1969 Installation Dec., 1969
11. Review on-campus parking	October, 1969	Oct., 1969
48. Development 1970-71 Budget Calendar	October, 1969	Oct., 1969
77. Develop policy for Evening College Administrator	October, 1969	Oct., 1969
84. a. Education for Disadvantaged	October, 1969	Oct., 1969
119. b. Board approval for Apprenticeship Training Center	October, 1969	Oct., 1969
c. Organize district-wide Vocational Advisory Committee to work with high school and junior college districts in the development of coordinated programs	October, 1969	Oct., 1969
120. Study possibility of centralized processing of books by the State Library	October, 1969	Continued Study, 1970-71
126. Determine person(s) to be responsible for career brochures	October, 1969	Oct., 1969
155. Review of Guidelines for Student Conduct and Procedures to Preserve Campus Order	October, 1969	Oct., 1969 - Jan., 1970
170. Initiate special meeting with blacks and chicanos on educational needs	October, 1969	Oct., 1969
171. Arrange for fall Adult Education Advisory Council meeting and Fiftieth Anniversary Commemoration	October, 1969	Nov., 1969
172. Compile a complete directory of all agencies and personnel dealing with the disadvantaged in the South Coast Area	October, 1969	Dec., 1969
4. c. Submit Project Planning Guides for the Arts Building	November 1, 1969	Dec., 1969
187. Develop proposal for an Allied Health Professions Grant	November 1, 1969	Oct., 1969

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
54. Submit application for Title I funds (Higher Education Facilities Act), Theater-Music Building	November 3, 1969	Oct., 1969
188. Submit application for Title I funds (Higher Education Facilities Act), Theater-Music Building	November 3, 1969	Oct., 1969
189. Prepare and submit an application for funds under SB164 (Disadvantaged Aid Programs)	November 15, 1969	Nov., 1969
86. Review class enrollments with related curricular offerings	November, 1969	Nov., 1969
20. Extend on-campus parking to accommodate more vehicles	November, 1969	August, 1970
21. Select local architectural firm to develop plans for Pershing Park	November, 1969	Nov., 1969
22. Approve revised working-drawings on Physical Education Building	November, 1969	Nov., 1969
23. Study housing needs for Business Office personnel	November, 1969	Nov., 1969
61. Study housing needs for Business Office personnel	November, 1969	Nov., 1969
62. Establish a budget calendar coordinated with master college calendar	November, 1969	Oct., 1969
87. Evaluate 1969 Summer Session	November, 1969	Nov., 1969
88. Evaluate fall term program, Adult Education Division	November, 1969	Nov., 1969
119. e. Occupy Apprenticeship Training Center	November, 1969	Nov., 1969
f. Re-organize Vocational/Technical Advisory Committees	November, 1969	Jan., 1970
147. Study problem of providing clerical help for counselors during peak periods	November, 1969	Dec., 1969
174. Select local architectural firm to develop plans for Pershing Park	November, 1969	Nov., 1969

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
180. Develop an organizational plan for internal audit of revolving cash fund, cash collection, food service and student body funds	November, 1969	March, 1970
24. Approve new or modified architectural agreement	November, December, 1969	June, 1970
156. Study problem of providing adequate space for Student Council offices and the bookstore	November, December, 1969	Dec., 1969
25. Provide facility for Apprenticeship Training Program	December, 1969	Nov., 1969
26. Complete building modifications and installation of shelving for adequate storage of raw materials, Trade and Industrial Center	December, 1969	Jan., 1970
27. Provide new furniture for Trade and Industrial Center	December, 1969	Jan., 1970
28. Equip labs in Apprenticeship Training Center	December, 1969	95 per cent complete Nov., 1969
29. Develop architectural and/or landscaping plans for college entrance	December, 1969	July 23, 1970
50. Activate Budget Review Committee to study personnel and capital outlay needs and requests	December 1, 1969	Nov., 1969
56. Study budget allocations and reserves in State and Federal funds available for construction program	December, 1969	Dec., 1969
63. Approve new or modified architectural agreement	December, 1969	April, 1970
84. b. Pre-apprenticeship programs	December, 1969	In process
89. Study procedures for selection and evaluation of probationary teachers	December, 1969	Continued Study
90. Evaluate audio-visual instructional equipment facility and services	December, 1969	Jan., 1970
91. Board approval for all new winter term courses and teachers, Adult Education Division	December, 1969	Dec., 1969
92. Review and up-date course outlines	December, 1969	75% completed

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
93. Review faculty needs for 1970-71	December, 1969	Dec., 1969
119. g. Provide new furniture for Trade and Industrial Center	December, 1969	Nov., 1969
h. Equip labs in Apprenticeship Training Center	December, 1969	Nov., 1969
i. Complete building modifications and installation of shelving for adequate storage of raw materials, Trade and Industrial Center	December, 1969	Nov., 1969
j. Recommendation on the development of an Oceanographic Instrumentation Program	December, 1969	Dec., 1969
k. Self-study of instructional needs of Apprenticeship Program by Vocational-Technical Division	December, 1969	Dec., 1969
121. Study electronic control devices to reduce book losses	December, 1969	Dec., 1969
122. Study lighting and ventilation in building and make suggestions for improvement in remodeling of library in 1971	December, 1969	
123. Study conversion of present Audio/Visual section for library use when A/V function is moved to temporary buildings	December, 1969	
127. Study and evaluate A. A. and A. S. Degrees and deadlines for application	December, 1969	Dec., 1969
133. Develop policy for screening and admitting out-of-district and out-of-state students	December, 1969	Dec., 1969 Jan., 1970
134. Develop new registration procedures utilizing data processing facilities	December, 1969	April, 1970
135. Develop new student information form	December, 1969	Dec., 1969
136. Study policies and late registration deadlines	December, 1969	April, 1970
137. Study program change policies	December, 1969	April, 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
138. Study the number of day student applications processed compared with that of the number of new student registrations	December, 1969	April, 1970
150. Develop complete automation of the health questionnaire	December, 1969	Nov., 1969
157. Board approval of Guidelines for Student Conduct and Procedures to Preserve Campus Order	December, 1969	Jan., 1970
158. Survey student reaction to cafeteria	December, 1969	December, 1969 Monthly
159. Determine office responsible for publicity	December, 1969	December, 1969
32. Develop timetable for occupancy of Life Science-Geology Building	January, 1970	June, 1970
33. Authorize working-drawings for the Health Occupations Building	January, 1970	Jan., 1970
34. Advertise for bids on the Physical Education Building	January, 1970	Jan., 1970
51. Study projected income for analysis of 1970-71 General Fund, Bond Fund and Special Reserve Fund	January, 1970	Feb., 1970
52. Develop and implement divisional appropriation analysis	January, 1970	April, 1970
57. Investigate possibility of obtaining a Federal interest subsidy grant	January, 1970	Declined
64. Study current building lease agreements and suggest modifications and/or alternatives concomitant with needs	January, 1970	March, 1970
65. Self-study of data processing methods relative to attendance, accounting, payroll and purchasing	January, 1970	May, 1970
95. Board approval of new Evening College offerings	January, 1970	Dec., 1969
96. Board approval of Evening College staffing, spring semester	January, 1970	Dec., 1969
97. Self-study and review of Parent-Child Workshop programs	January, 1970	April, 1970

Items for District and Institutional Study and Action, 1969-70 College Year:

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
128. Consider whether or not City College courses may be used for both high school and college credit	January, 1970	Jan., 1970
129. Determine residency requirements for out-of-state students 21 years of age or over	January, 1970	Jan., 1970
148. Conduct follow-up studies	January, 1970	In process
164. Review student loan and scholarship program	January, 1970	Jan., 1970
190. Submit application for renewal of the National Science Foundation Grant to support Marine Technology Program	January 1, 1970	Dec., 1969
191. Submit application for the balance of Entitlement III funds, Junior College Construction Act of 1965, these funds to be utilized for development of Pershing Park	January, 1970	No action taken
35. Award Physical Education Building Contract	February, 1970	February, 1970
66. Study and develop plans for district-operated food service program	February, 1970	April, 1970
72. Develop plan for self-study	January, 1970	February, 1970
73. Board review of plan for self-study and outline of application for accreditation	February, 1970	February, 1970
84. c. Education abroad programs	February, 1970	March, 1970
86. Review class enrollments with related curricular offerings	February, 1970	Continued study
98. Report the plans for Learning Resource Center and implementation thereof	February, 1970	March, 1970
99. Define administrative responsibilities of Division Chairmen for Summer Session	February, 1970	Feb., 1970
100. Review existing registration procedures for Evening College, Evening High School and general adult classes	February, 1970	Feb., 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
101. Review counseling programs for Evening College and Evening High School	February, 1970	Dec., 1969
102. Division Chairmen report of proposed new courses or programs for 1970-71 college year	February, 1970	Feb., 1970
103. Review the Reader and Teacher Aide Budget	February, 1970	Feb., 1970
104. Evaluate winter term program, Adult Education Division	February, 1970	Feb., 1970
105. Board approval of new proposed regular and short course offerings for spring term, Adult Education Division	February, 1970	March, 1970
106. Evaluate and report on present and future programs for economically disadvantaged including utilization of Learning Resource Center	February, 1970	March, 1970
107. Develop a special brochure written in Spanish on educational opportunities for Mexican-Americans	February, 1970	Feb., 1970
119. 1. Develop and implement a Pre-Apprenticeship Training Program for the economically disadvantaged	February, 1970	Continuing (Partially fulfilled by Carpenter's Union)
130. Analysis of fall, 1969, admission and registration procedures	February, 1970	December, 1969
139. Study admission procedures related to Special Programs	February, 1970	January, 1970
140. Develop procedures for admitting high school students into Technical/Vocational Programs	February, 1970	Continuing
151. Review student health and accident insurance	February, 1970	March, 1970
165. Review student work/study program	February, 1970	March, 1970
181. Self-study of administrative needs for program supervision and development	February, 1970	May, 1970
182. Review coordination and controls for projects affecting finances of district	February, 1970	Jan., 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
37. Study and make recommendations concerning use or sale of district-owned surplus land	March, 1970	Dec., 1969
38. Study and develop adequate housing for central duplicating unit	March, 1970	May, 1970
39. Develop inventory and appraisal of furniture, equipment, buildings and land	March, 1970	Summer 1970
40. Study lease-purchase of building for a Family Life Center for economically disadvantaged	March, 1970	In process (Continuing)
36. Study of district maintenance program with suggested modifications	March, 1970	May, 1970
67. Develop inventory and appraisal of furniture, equipment, buildings, and land	March, 1970	Postponed 1970-71
110. Study problem of eliminating fees for economically disadvantaged	March, 1970	May, 1970
111. Recommend a plan for evaluation of part-time Adult Education hourly instructional staff	March, 1970	March, 1970
112. Board approval of new courses and teachers for spring term, Adult Education Division	March, 1970	March, 1970
119. m. Complete the study to determine the need for Home Economics and Consumer Education as part of the day College program	March, 1970	Continuing
n. Develop Consumer and Home-making education program for the economically disadvantaged (Adult Education)	March, 1970	Continuing; advisory committee established and programs planned.
124. Build up book and periodicals collection in minority studies and history of Asia and Africa	March, 1970	Continuing
131. Self-study of drop-outs	March, 1970	July, 1970
143. Establish and enforce admission and re-admission deadlines	March, 1970	March, 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
144. Consider feasibility of storing all student records on tape or microfilm	March, 1970	Study completed March, 1970. Funds for implementation included in budget request for 1971
152. Develop and implement a program to foster positive attitudes toward college attendance among the disadvantaged	March, 1970	Mar., 1970
160. Define responsibilities of athletic director and division chairmen	March, 1970	March, 1970
161. Consider separation of athletic department from physical education division	March, 1970	March, 1970
162. Study student financial support for athletics	March, 1970	Continuing
183. Study and re-structure the College District administrative organization including instructional divisions	March, 1970	June, 1970
43. Study the practicality of preparing a project for a grant to construct and remodel vocational education facilities	April, 1970	Continued Study, 1970-71
44. Approve working-drawings, Health Occupations Building	April, May, 1970	Continuing
74. Preliminary results of self-study	April, 1970	June, 1970
82. Develop procedures for evaluation of classified employees	April, 1970	Continued 1970-71
113. Recommend a Professional Improvement Program for evening credit and non-credit teachers	April, 1970	March, 1970 Continuing
114. Evaluate spring term, Adult Education Division	April, 1970	May, 1970
119. o. Revise long-range plan for Vocational/Technical education	April, 1970	June, 1970
145. Study of Student Personnel Services for Evening College	April, 1970	Feb., 1970
153. Evaluate the health program	April, 1970	April, 1970
163. Reconsider priority of coffee shop or snack bar for short-order service	April, 1970	April, 1970
166. Evaluate the function of Placement and Financial Aids Offices	April, 1970	Mar., 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
193. Prepare and submit an application for a Library Resources Grant	April, 1970	Feb., 1970
194. Submit application for NDEA Funds	April, 1970	Apr., 1970
53. Develop cost benefit analysis system	May, 1970	In process
149. Continue the development of in-service program for counselors	May, 1970	Apr., 1970
45. Advertise for bids, Health Occupations Building	May, June 1970	Postponed until Federal Funds are Available. Mar., 1970
69. Develop Questionnaire for student characteristics survey via data processing	June, 1970	Mar., 1970
75. Report conclusions of self-study and application for submission to Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges	June, 1970	Summer, 1970
115. Consider new proposed regular and short course offerings for 1970-71 fall term, Adult Education Division	June, 1970	July, 1970
116. Up-date course outlines	June, 1970	Continuing
117. Board approval of new College courses and teachers for fall term	June, 1970	
119. p. Develop a cooperative educational program for clerical secretarial, data processing and general office occupations	June, 1970	May, 1970
70. Study purchasing procedures methods	July, 1970	March, 1970
71. Study procedures for receiving and accounting of supplies and equipment	July, 1970	March, 1970
118. Board approval of fall Adult Division program and instructors	July, 1970	July, 1970
76. Visitation by accreditation team	October 13, 14, 15, 1970	
119. a. Organize an Environmental Pollution Advisory Committee	Fall, 1969	Fall, 1970
30. Review plans and specifications Theater-Music Building	Winter, Spring, 1969-70	Disapproved by State

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
31. Acquire Fiesta parcel in Pershing Park	1969-70	In process
78. Develop set of District Policies and Procedures	1969-70	In process
79. Develop Certificated Personnel Policies	1969-70	In process
80. Develop Classified Personnel Policies	1969-70	In process
81. Devise a plan for an Employee Development Program for classified personnel	1969-70	Continued 1970-71
94. Review and plan additional courses in ethnic studies	1969-70	Continued, 1970-71
119. y. Study the possibility of establishing a Regional Occupational Center (Addenda)	1969-70	No action to date
154. Establish individual and/or group tutoring program (Learning Resource Center)	1969-70	Summer, 1970
175. Acquire Fiesta parcel in Pershing Park	1969-70	In process
195. Conduct follow-up studies of dropouts	1969-70	June, 1970
41. Revise 1962 Pershing Park Agreement	Spring, 1970	March, 1970
42. Authorize working-drawings Theatre-Music Building	Spring, 1970	Disapproved by State Authorization for new preliminary drawings June, 1970
68. Self-study of compensation for travel requirements for off-campus instruction	Spring, 1970	Feb., 1970
108. Consider afternoon and evening classes for Summer Session	Spring, 1970	May, 1970 Courses added
109. Evaluate and modify new faculty orientation program	Spring, 1970	June, 1970
176. Revise 1962 Pershing Park Agreement	Spring, 1970	March, 1970
192. Develop Special Services Grant proposal for support of Learning Resource Center	Spring, 1970	April, 1970
46. Approve working-drawings, Theater Music Building	Summer, 1970	Fall, 1970
119. q. Develop curriculum for Stagecraft and Sound/Lighting Technicians	1970-71	March, 1970

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
119. r. Develop a Mid-Management Cooperative Education Program	1970-71	May, 1970 Evening College
s. Develop Recreation Leadership curriculum	1970-71	Active for 1970-71
t. Develop curriculum for Electro-Mechanical Technician	1970-71	Stand by No Budget
u. Develop Welding Technician Program	1970-71	Stand by No Budget
v. Develop Drafting Program	1970-71	Fall, 1971
w. Study policies and procedures for admission of students into all Vocational/Technical programs	Spring, 1970	May, 1970
x. Study and evaluate projected Health Occupations curricula	1970-71	June, 1970
141. Develop policy for screening and admitting out-of-district and out-of-state students	Spring, 1970	Dec., 1969 Jan., 1970
142. Study ethnic composition of student body	Spring, 1970	Nov., 1969
201. Study and recommend ways to provide professional help in planning instructional improvement and the development and/or acquisition of instructional materials	1969-70	Accomplished 1969-70 but to be continued 1970-71
12. Study Adult Education Facilities problem	Continuing	
13. Study of student seating needs with suggested alternatives	Continuing	Refurbished first group Sept., 1969
14. Study apprentice program facility needs	Continuing	April, 1970
15. Study existing agreements on use of present community parking facilities	Continuing	April, 1970
16. Study parking and traffic control on and near campus	Continuing	Nov., 1969
17. Develop plans for warehousing and maintenance facilities	Continuing	April, 1970
18. Study building requirements for Vocational/Technical education in meeting long-range plans	Continuing	In process

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
19. Develop systematic program of site and grounds maintenance	Continuing	In process
49. Study and develop systems for long-term budget planning	Continuing	
55. Study use of revenue bonds for financing income producing buildings, i.e., Bookstore, Cafeteria or Coffee Shop, etc.	Continuing	May, 1970
58. Develop data processing reports on student enrollments	Continuing	Summer, 1970
59. Study campus security	Continuing	April, 1970
60. Develop systematic program of site and grounds maintenance	Continuing	In process
119. d. Study building requirements for Vocational/Technical education in meeting long-range plans	Continuing	
132. Study of instructor and student initiated grade changes	Continuing	
146. Study feasibility of providing counseling offices which offer privacy for student conferences	Continuing	Summer, 1970
173. Study need for a district-wide committee of all educational agencies working with poverty groups	Continuing	
177. Study organization and operation of Business Office including purchasing, payroll, accounting, receiving and warehousing	Continuing	April, 1970
178. Review organization and operation of District Maintenance program	Continuing	May, 1970
179. Study organization and functions of mailroom and central duplicating	Continuing	May, 1970
196. Study community growth and technological changes as they affect our curricular offerings, particularly in the Vocational/Technical areas.	Continuing	
197. Study methods of increasing individualization of instruction	Continuing	
198. Study and assess the needs of the economically disadvantaged so as to provide appropriate college programs.	Continuing	

Items for District and Institutional Study and Action, 1969-70 College Year

	<u>Key Dates</u>	<u>Date of Accomplishment</u>
199. Develop and initiate means for improving the image of the college in the high schools and in the community at large	Continuing	
200. Study and develop information on the role and relationship of staff to community groups, including advisory committees	Continuing	

Items for District and Institutional Study and Action, 1969-70 College Year

ADDENDA

G. Educational Programs

Key Dates

119. Vocational/Technical Education, Page 13

- y. Study the possibility of establishing a Regional Occupational Center

Continuing

STANDARDS OF CONDUCT
FOR
MEMBERS OF THE COLLEGE COMMUNITY
WITH
GUIDELINES FOR DUE PROCESS

SANTA BARBARA CITY COLLEGE

APPROVED

BY

ASSOCIATED STUDENTS
President - Dennis Wortham

ACADEMIC SENATE
President - Raymond F. O'Connor

ADMINISTRATION
Superintendent-President - Julio L. Bortolazzo

BOARD OF TRUSTEES

January 22, 1970

SANTA BARBARA CITY COLLEGE

Guidelines for Academic Due Process

Academic due process is a system of procedures designed to resolve faculty and student personnel issues in a clear, fair and orderly manner. These procedures apply to actions which interfere with or exert a harmful effect on the functions of the college. Actions which involve a faculty member may be handled either by a conduct procedure where a sanction is imposed by the Superintendent-President of the College, or by a grievance procedure where a complaint is initiated by a faculty member. Actions which involve a student may be handled by a conduct procedure where a sanction is imposed by an instructor or administrator, or by a grievance procedure where a complaint is initiated by a student. Such actions must have a direct and demonstrable relationship to the functions of the college. These procedures are intended to achieve an equitable solution that will resolve the issue with due regard for the rights of the accused or aggrieved faculty member or student, the protection of the faculty and the student body, and the interest of the college.

To insure implementation of academic due process in the disposition of any faculty or student personnel issue on campus, the college adopts the following procedural standards:

1. All issues will be initiated within two school days and will be processed in the sequence of preliminary action, informal conciliation, formal hearing and final action and be finalized within a reasonable time period.
2. The committee responsible for the formal hearing on the issue shall conduct its proceedings as follows, unless otherwise provided for:
 - a. The committee shall receive a signed written charge specifying the time, place and nature of the charge and transmit a copy to each party with due notification of his rights and responsibilities in the procedure for disposing of the charge.
 - b. The committee shall discuss the charge, hear testimony, examine witnesses and receive all available evidence pertaining to the charge.
 - c. Both parties shall have the right to present statements, testimony, evidence and witnesses. Each party shall have the right to be represented by a counsel of his choice and to question witnesses and testimony.
 - d. The accused person must be present at the hearing and/or be represented by a person of his choice. Wilful failure to appear shall be reported to the Superintendent-President, who will then take over disposition of the matter.
 - e. The person making the charge shall assume the burden of proof.

- f. The hearing shall be open to the public unless the accused person desires a closed hearing.
 - g. The committee shall judge the relevancy and weight of the testimony and evidence. It shall make its findings of fact, limiting its investigation to the formal charge. A unanimous vote of the committee will be required to establish guilt. It may also make recommendations for disposition of the charge.
 - h. A transcript of the proceedings shall be kept in a confidential file and shall be available at all times to the accused person. In the event that innocence is established the transcript shall be destroyed at the request of the accused.
3. It is expected that the Superintendent-President and the Board of Trustees shall be governed by the recommendations of the hearing committee. If such is not the case, a written response documenting the position of the Superintendent-President and/or the Board of Trustees shall be forthcoming.

FACULTY CONDUCT

Policy

Like other members of the academic community, faculty members are expected to govern their conduct in accordance with the standards of the college and provisions of state laws that are designed to perpetuate its educational purposes. A charge of misconduct may arise against a faculty member for alleged unprofessional conduct and/or for violations of published college policies or state laws.

A faculty member found guilty of misconduct may be subject to one or more of the following sanctions:

1. Written or verbal reprimand.
2. Appropriate written or verbal public apology by the guilty party.
3. Specific restitution of all which has been withheld or denied wherever possible.
4. Public censure by the chief administrative officer of the college or by the Board of Trustees.
5. Dismissal

Where a faculty member is subject to a charge of misconduct, such charge shall be processed in accordance with the following procedure:

Procedure

A. Preliminary Action

1. The Superintendent-President may receive any complaint made against a faculty member by a person who is a member of the academic community and/or a resident of the district. Such person shall submit a signed statement specifying the time, place and nature of the alleged unprofessional conduct committed by the faculty member before it is processed further.
2. The Superintendent-President shall meet with the faculty member for the purpose of advising him of the charge.
 - a. The Superintendent-President shall provide the faculty member with a copy of the written statement and all information pertaining to the charge.
 - b. The Superintendent-President shall inform the faculty member of his right to counsel and of the alternative procedures open to the faculty member as outlined in 3 below, as well as the possible actions and their consequences that might be taken by the Superintendent-President.
3. The faculty member may subsequently advise the Superintendent-President that he:
 - a. Elects informal conciliation of the charge,
 - b. Elects formal hearing of the charge,
 - c. Intends to take other action.
4. The Superintendent-President shall then arrange for an informal conciliation, or if so requested by the faculty member, transmit the written charge to the President of the Academic Senate who will make arrangements for a formal hearing of the charge.

B. Informal Conciliation

1. The Superintendent-President will arrange a conference between the parties to the dispute in an effort to resolve their differences by conciliation.
2. The conference may be conducted by representatives of the Superintendent-President, the President of the Academic Senate, or an outside person, such as a representative of the AAUP or ACLU.
3. The parties to the dispute must indicate their approval of the arrangements for the conference.

- a. If agreement is reached between the parties to the dispute, a written statement of the agreement signed by both parties shall be filed with the Superintendent-President.
- b. If no agreement is reached between the parties to the dispute, the Superintendent-President or a party to the dispute may submit to the President of the Academic Senate a written request for a formal hearing of the charge. If neither the Superintendent-President nor a party to the dispute submits a request within ten days after termination of the conference, the charges will be dropped.

C. Formal Hearing

1. The President of the Academic Senate in conjunction with the President of the Associated Students and the Superintendent-President will set up a hearing committee in the following manner:
 - a. Two faculty members and two alternates shall be selected at random from a pool consisting of faculty members who have signified willingness to serve on hearing committees.
 - b. Three students and three alternates shall be selected at random from a pool consisting of students who have signified willingness to serve on hearing committees. Those students willing to serve will have so signified at the time of registration.
 - c. One administrator and one alternate shall be selected at random from a pool consisting of administrators who have signified willingness to serve on hearing committees.
 - d. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
2. The committee shall inform both parties of its membership. Each party shall be allowed one peremptory challenge and two challenges for cause.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.

Released members shall be replaced by their alternates.

3. The hearing committee shall conduct its proceedings according to Academic Due Process standards on pages 1 and 2.

4. The hearing committee shall submit its findings of facts and recommended action to each party and to the Superintendent-President.

D. Final Action

1. Upon receiving and reviewing the findings and recommendations of the hearing committee, the Superintendent-President shall dispose of the matter in one of the following ways:
 - a. Accept the recommendations.
 - b. Reject the recommendations for a stated reason.
2. If the Superintendent-President rejects the recommendations of the hearing committee, he shall submit his decision with the stated reasons for his objections to the hearing committee.
3. The Superintendent-President shall then make his decision and transmit it to both parties, to the President of the Academic Senate, and to the President of the Associated Students. He shall submit a report with his decision on the matter to the Board of Trustees.
4. The faculty member or the hearing committee may submit an appeal of the Superintendent-President's decision to the Board of Trustees. Within 15 days after submission of the appeal, the Board of Trustees shall complete its review of the record and make a final determination of the matter at the college level.

FACULTY GRIEVANCE

Policy

A grievance may arise from action which has an adverse effect on the faculty member with respect to his individual rights, personal benefits, working conditions, and his professional status, including his appointment, reappointment, promotion, reassignment and tenure. It may also arise when a faculty member believes he has been denied his rights as stipulated by college policies and state or federal laws.

A grievance may arise from action taken against a faculty member by a faculty member or group, the President of the College or other college officials. Whenever a faculty member believes that he has been subject to unjust action or denied his rights, he may seek redress through the following procedure.

Procedure

A. Preliminary Action

1. The faculty member who believes that an injustice has been done to him shall first attempt to resolve his grievance by informal discussion with the person or group directly involved in the matter.
2. If the faculty member still believes the issue has not been resolved satisfactorily, he may submit a written statement specifying the time, place and nature of his grievance to the President of the Academic Senate, who shall make the arrangements for a formal hearing of the charge.

B. Formal Hearing

1. The President of the Academic Senate in conjunction with the President of the Associated Students and the Superintendent-President shall set up a hearing committee in the following manner:
 - a. Select two faculty members and two alternates, three students and three alternates, one administrator and one alternate, who are not parties in the grievance. Method of selection shall be the same as in Formal Hearing section of Faculty Conduct.
 - b. Select six faculty members and three alternates, if the grievance is of a purely intra-faculty nature. Selection shall be as in a. above.
 - c. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
2. The President of the Academic Senate shall inform both parties of the membership of the committee and allow each party one peremptory challenge and two challenges for cause.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.

Released members shall be replaced by their alternates.

3. The hearing committee shall conduct its proceedings according to the Academic Due Process standards as outlined in pages 1 and 2 above.

4. The hearing committee shall submit its findings of fact and recommended action to each party and the Superintendent-President.

C. Final Action

1. If either party is dissatisfied with the recommendation of the hearing committee, he may consult with the Superintendent-President to express his position, provided the Superintendent-President is not a party to the dispute.
2. Upon receiving the findings and recommendation of the hearing committee and after consultation as requested by either party, the Superintendent-President may accept or reject the committee recommendation.
3. If the Superintendent-President rejects the committee recommendation, he shall submit his decision with stated reasons to the hearing committee.
4. The Superintendent-President shall transmit his decision to both parties, the President of the Academic Senate and the President of the Associated Students, where appropriate. He shall submit a report on the matter with his decision to the Board of Trustees.
5. Either party may appeal the Superintendent-President's decision, either in writing or by appearance, to the Board of Trustees. Within 15 days after submission of the appeal, the Board of Trustees shall complete its review of the record and make a final determination of the matter at the college level.

ADMINISTRATOR CONDUCT

Policy

Like other members of the academic community, administrators are expected to govern their conduct in accordance with the standards of the college and provisions of state laws that are designed to perpetuate its educational purposes. A charge of misconduct may arise against an administrator for alleged unprofessional conduct and/or for violations of published college policies or state laws.

An administrator found guilty of misconduct may be subject to one or more of the following sanctions:

1. Written or verbal reprimand.
2. Appropriate written or verbal public apology by the guilty party.
3. Specific restitution of all which has been withheld or denied wherever possible.

4. Public censure by the chief administrative officer of the college or by the Board of Trustees.
5. Dismissal

Where an administrator is subject to a charge of misconduct, such charge shall be processed in accordance with the following procedure:

Procedure

A. Preliminary Action

1. The Superintendent-President may receive any complaint made against an administrator by a person who is a member of the academic community and/or a resident of the district. Such person shall submit a signed statement specifying the time, place and nature of the alleged unprofessional conduct committed by the administrator before it is processed further.
2. The Superintendent-President shall meet with the administrator for the purpose of advising him of the charge.
 - a. The Superintendent-President shall provide the administrator with a copy of the written statement and all information pertaining to the charge.
 - b. The Superintendent-President shall inform the administrator of his right to counsel and of the alternative procedures open to the administrator as outlined in 3 below, as well as the possible actions and their consequences that might be taken by the Superintendent-President.
3. The administrator may subsequently advise the Superintendent-President that he:
 - a. Elects informal conciliation of the charge,
 - b. Elects formal hearing of the charge,
 - c. Intends to take other action.
4. The Superintendent-President shall then arrange for an informal conciliation or for a formal hearing.

B. Informal Conciliation

1. The Superintendent-President will arrange a conference between the parties to the dispute in an effort to resolve their differences by conciliation.

2. The conference will be conducted by the Superintendent-President or his representative.
3. The parties to the dispute must indicate their approval of the arrangements for the conference.
 - a. If agreement is reached between the parties to the dispute, a written statement of the agreement signed by both parties shall be filed with the Superintendent-President.
 - b. If no agreement is reached between the parties to a dispute, a party to the dispute may submit to the Superintendent-President a written request for a formal hearing of the charge. If neither the Superintendent-President nor a party to the dispute requests a formal hearing within ten days after termination of the conference, the charges will be dropped.

C. Formal Hearing

1. The Superintendent-President in conjunction with the President of the Academic Senate and the President of the Associated Students will set up a hearing committee in the following manner:
 - a. Two faculty members and two alternates shall be selected at random from a pool consisting of faculty members who have signified willingness to serve on hearing committees.
 - b. Three students and three alternates shall be selected at random from a pool consisting of students who have signified willingness to serve on hearing committees. Those students willing to serve will have so signified at the time of registration.
 - c. One administrator and one alternate shall be selected at random from a pool consisting of administrators who have signified willingness to serve on hearing committees.
 - d. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
2. The committee shall inform both parties of its membership. Each party shall be allowed one peremptory challenge and two challenges for cause.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.

Released members shall be replaced by their alternates.

3. The hearing committee shall conduct its proceedings according to Academic Due Process standards on pages 1 and 2.
4. The hearing committee shall submit its findings of facts and recommend action to each party and to the Superintendent-President.

D. Final Action

1. Upon receiving and reviewing the findings and recommendations of the hearing committee, the Superintendent shall dispose of the matter in one of the following ways:
 - a. Accept the recommendations.
 - b. Reject the recommendations for a stated reason.
2. If the Superintendent-President rejects the recommendations of the hearing committee, he shall submit his decision with the stated reasons for his objections to the hearing committee.
3. The Superintendent-President shall then make his decision and transmit it to both parties, to the President of the Academic Senate and to the President of the Associated Students. He shall submit a report with his decision on the matter to the Board of Trustees.
4. The administrator or the hearing committee may submit an appeal of the Superintendent-President's decision to the Board of Trustees. Within 15 days after submission of the appeal, the Board of Trustees shall complete its review of the record and make a final determination of the matter at the college level.

ADMINISTRATOR GRIEVANCE

Policy

A grievance may arise from action which has an adverse effect on the administrator with respect to his individual rights, personal benefits, working conditions, and his professional status, including his appointment, reappointment, promotion, reassignment and tenure. It may also arise when an administrator believes he has been denied his rights as stipulated by college policies and state or federal laws.

A grievance may arise from action taken against an administrator by a faculty member or group, the President of the College or other college official. Whenever an administrator believes that he has been subject to unjust action or denied his rights, he may seek redress through the following procedure.

Procedure

A. Preliminary Action

1. The administrator who believes that an injustice has been done to him shall first attempt to resolve his grievance by informal discussion with the person or group directly involved in the matter.
2. If the administrator still believes the issue has not been resolved satisfactorily, he may submit a written statement specifying the time, place and nature of his grievance to the Superintendent-President, who shall make the arrangements for a formal hearing of the charge.

B. Formal Hearing

1. The Superintendent-President in conjunction with the President of the Academic Senate and the President of the Associated Students shall set up a hearing committee in the following manner:
 - a. Select two faculty members and two alternates, three students and three alternates, one administrator and one alternate, who are not parties in the grievance. Method of selection shall be the same as in Formal Hearing section of Faculty Conduct.
 - b. Select six administrators and three alternates, if the grievance is between members of the administrative staff. Selection shall be as in a. above.
 - c. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
 2. The Superintendent-President shall inform both parties of the membership of the committee and allow each party one peremptory challenge and two challenges for cause.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.
- Released members shall be replaced by their alternates.
3. The hearing committee shall conduct its proceedings according to Academic Due Process standards as outlined in pages 1 and 2.

of Trustees. The Board of Trustees alone shall have the power of expulsion. Students found guilty of misconduct may be subject to one or more of the following sanctions:

1. Disciplinary Probation: A verbal or written warning.
2. Temporary Exclusion: Removal for duration of class period or activity.
3. Suspension: Exclusion from classes, privileges or activities for a specified period of time as set forth in the notice of suspension.
4. Expulsion: Termination of student status as set forth in the notice of expulsion.

Procedure

A. Preliminary Action

1. The Assistant Dean, Student Activities, shall receive and issue any charge of alleged misconduct made against a student by another student, a faculty member or an administrator. Such person shall submit a signed statement specifying the time, place and nature of the alleged misconduct.
2. The Assistant Dean, Student Activities, shall confer with the student for the purpose of advising him of the charge.
 - a. The Assistant Dean shall provide the student with a copy of the written statement and all information pertaining to the charge.
 - b. The Assistant Dean shall inform the student of his right to counsel and of the alternative procedures open to the student as outlined in 5 below, as well as the possible actions and their consequences that might be taken by the Assistant Dean or the Superintendent-President.
3. The Assistant Dean may also procure information relating to the charge from the student and other persons. Whenever appropriate, the Assistant Dean shall assess the damage to property and injury to persons.
4. At this point, the Assistant Dean may take any of the following actions:
 - a. Informal conciliation.
 - b. Place the student on probation or temporary exclusion.
 - c. Order the case to formal hearing.

5. The student shall notify the Assistant Dean that he either:
 - a. Abides by the Assistant Dean's decision.
 - b. Elects informal conciliation of the charge.
 - c. Elects formal hearing of the charge.
 - d. Intends to take other action.
6. The Assistant Dean shall arrange for a meeting of the hearing committee within two school days after submission of the charge to consider disposition of the following cases:
 - a. Any appeal by a student regarding proposed sanctions for alleged misconduct.
 - b. Any case which may result in the possible expulsion of a student.

B. Informal Conciliation

1. The Assistant Dean, Student Activities, will arrange a conference between the parties to the dispute in an effort to resolve their differences by conciliation.
2. The conference will be conducted by the Assistant Dean, Student Activities, or his representative.
3. The parties to the dispute must indicate their approval of the arrangements for the conference.
 - a. If agreement is reached between the parties to the dispute, a written statement of the agreement signed by both parties shall be filed with the Assistant Dean, Student Activities.
 - b. If no agreement is reached between the parties to a dispute, a party to the dispute may submit to the Assistant Dean, Student Activities, a written request for a formal hearing of the charge. If neither the Assistant Dean, Student Activities, nor a party to the dispute requests a formal hearing within ten days after termination of the conference, the charges will be dropped.

C. Formal Hearing

1. The President of the Associated Students in conjunction with the President of the Academic Senate and the Superintendent-President shall set up a hearing committee in the following manner:

- a. Two faculty members and two alternates shall be selected at random from a pool consisting of faculty members who have signified willingness to serve on hearing committees.
 - b. Three students and three alternates shall be selected at random from a pool of students who have signified willingness to serve on hearing committees. Those students will have so signified at the time of registration.
 - c. One administrator and one alternate shall be selected at random from a pool consisting of administrators who have signified willingness to serve on hearing committees.
 - d. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
2. The committee shall inform both parties of its membership. Each party shall be allowed one preemptory challenge and two challenges for cause. Released members shall be replaced by alternates.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.
 3. The hearing committee shall conduct its proceedings according to Academic Due Process standards on pages 1 and 2.
 4. The hearing committee shall submit its findings of fact and recommendations to each party and the Superintendent-President.

D. Final Action

1. Upon receiving and reviewing the findings and recommendations of the hearing committee, the Superintendent-President shall dispose of the matter in one of the following ways:
 - a. Accept the recommendations.
 - b. Reject the recommendations for a stated reason.
2. If the Superintendent-President rejects the recommendations of the hearing committee, he shall submit his decision with the stated reasons for his objections to the hearing committee.
3. The Superintendent-President shall then make his decision and transmit it to both parties, to the President of the Academic Senate,

and to the President of the Associated Students. He shall submit a report with his decision on the matter to the Board of Trustees.

4. The student or the hearing committee may submit an appeal of the Superintendent-President's decision to the Board of Trustees. Within 15 days after submission of the appeal, the Board of Trustees shall complete its review of the record and make a final determination of the matter at the college level.

STUDENT GRIEVANCE

Policy

In the pursuit of his academic ends, the student should be free of unfair and improper action by any member of the academic community. A grievance may be initiated by a student when he believes he has been subject to unjust action or denied his rights as stipulated in published college regulations, state laws or federal laws. Such action may be instituted by a student against another student, a faculty member or an administrator. When a student believes an injustice has been done to him, he may seek redress through the following policy and procedures.

Students may initiate a grievance for any of the following actions:

1. Prejudicial or capricious action in the evaluation of the student's academic performance. Such grievances may be referred to the Dean of Instruction.
2. Act or threat of intimidation or harassment.
3. Act or threat of physical aggression.
4. Arbitrary action or imposition of sanctions without proper regard for academic due process as specified in college procedures.
5. Violation of student rights as specified in published college rules and regulations.

Procedure

A. Preliminary Action

1. The student who believes an injustice has been done to him shall first attempt to resolve his grievance by informal consultation with the following persons, preferably in sequence:
 - a. The student, faculty member, or administrator concerned.
 - b. The Assistant Dean, Student Activities.
 - c. The Dean of Instruction, where an academic grievance is concerned.

2. If the student still believes that the issue has not been resolved to his satisfaction, he may submit a signed statement specifying the time, place and nature of the grievance to the Assistant Dean, Student Activities, who shall arrange for the meeting of the hearing committee to consider the grievance.

B. Formal Hearing

1. The Superintendent-President, the President of the Academic Senate and the President of the Associated Students shall set up a hearing committee as follows:
 - a. Two faculty members and two alternates, three students and three alternates, one administrator and one alternate, selected according to the procedure outlined for other hearing committees.
 - b. Six students and three alternates, in cases where only students are involved if the aggrieved party so desires.
 - c. Committee members shall select one of their members as chairman. The chairman shall have the privilege of voting on all issues.
2. The President of the Associated Students shall notify each party of the membership of the committee. Each party shall be allowed one peremptory challenge and two challenges for cause. Released members will be replaced by alternates.
 - a. Legitimacy of challenges for cause against faculty members shall be decided by the President of the Academic Senate.
 - b. Legitimacy of challenges for cause against students shall be decided by the President of the Associated Students.
 - c. Legitimacy of a challenge for cause against an administrator shall be decided by the Superintendent-President.
3. The hearing committee shall conduct its proceedings according to Academic Due Process standards on pages 1 and 2.
4. The hearing committee shall submit its findings of fact and recommendations to both parties and the Superintendent-President.

C. Final Action

1. If either party is dissatisfied with the recommendation of the hearing committee, he may consult with the Superintendent-President to express his position, provided the Superintendent-President is not a party to the dispute.
2. Upon receiving the findings and recommendation of the hearing committee and after consultation as requested by either party, the Superintendent-President may accept or reject the committee recommendation.

3. If the Superintendent-President rejects the committee recommendation, he shall submit his decision with stated reasons to the hearing committee.
4. The Superintendent-President shall transmit his decision to both parties, the President of the Academic Senate, and the President of the Associated Students. He shall submit a report on the matter with his decision to the Board of Trustees.
5. Either party may appeal the Superintendent-President's decision, either in writing or by appearance, to the Board of Trustees. Within 15 days after submission of the appeal, the Board of Trustees shall complete its review of the record and make a final determination of the matter at the college level.

STANDARDS OF STUDENT CONDUCT

A student enrolling in Santa Barbara City College assumes an obligation to conduct himself in a manner compatible with the functions of the College as an educational institution. The following are some of the categories of misconduct for which students are subject to disciplinary action:

1. Dishonesty, including, but not limited to forgery, alteration, misuse of college documents, records of identification, cheating, plagiarism, or knowingly furnishing false information to the college.
2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other college activities including, but not limited to its community service function, or of other authorized activities on college premises.

Penal Code Section 415.5 (a)

"Every person who maliciously and willfully disturbs the peace or quiet of any junior college, state college, or state university by loud or unusual noise, or by tumultuous or offensive conduct, or threatening, traducing, quarreling, challenging to fight, or fighting; or by using any vulgar, profane, or indecent language within the presence or hearing of women and children, in a loud and boisterous manner, is guilty of a misdemeanor."

Education Code Section 16701

"Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor."

3. Physical or verbal abuse of any person on college-owned property or at college-sponsored or supervised functions or conduct which threatens or endangers the health or safety of any such person.

Education Code Section 10602

"Continued willful disobedience, habitual profanity or vulgarity, open and persistent defiance of the authority of the school personnel, or assault or battery upon a student, upon school premises or while under the authority of school personnel, or continued abuse of school personnel, assault or battery upon school personnel, or any threat of force or violence directed toward school personnel, at any time or place shall constitute good cause for suspension or expulsion from school; however, no pupil shall be suspended or expelled unless the conduct for which he is to be disciplined is related to school activity or school attendance."

Theft of or damage to property of the college or of a member of the college campus, such as visitors, students or employees.

Education Code Section 10606

"Any pupil who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district is liable to suspension or expulsion, and the parent or guardian shall be liable for all damages so caused by the pupil. The parent or guardian of a pupil shall be liable to a school district for all property belonging to the school district loaned to the pupil and not returned upon demand of an employee of the district authorized to make the demand."

5. Unauthorized entry to or use of college facilities, (including but not limited to property, buildings, supplies and equipment).

Penal Code Section 626.8 (a)

"Any person who comes into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, without lawful business thereon, and whose presence or acts interfere with the peaceful conduct of the activities of such school or disrupt the school or its pupils or school activities, and who remains there, or who re-enters or comes upon such place within 72 hours, after being asked to leave by the chief administrative official of that school or any designated agent of the chief administrative official who possesses a standard supervision credential or a standard administration credential or who carries out the same functions as a person who possesses such a credential or, in the absence of the chief administrative official, the person acting as the chief administrative official, is guilty of a misdemeanor."

6. Violation of college policies or of campus regulations, including, but not limited to, campus regulations concerning student organizations, the use of college facilities, or the time, place, and manner of public expression.

Education Code Section 10604

"The Governing Board of any school district may make and enforce all rules and regulations needful for the government and discipline of the schools under its charge. Any Governing Board shall enforce the provisions of this section by suspending, or, if necessary, expelling a pupil in any elementary or secondary school who refuses or neglects to obey any such rules or regulations."

7. Use, possession, or distribution of alcoholic beverages, narcotics, or dangerous drugs, such as marijuana, lysergic acid diethylamide (LSD), except as expressly permitted by law.

Education Code Section 10603

"The Governing Board of any school district may suspend or expel, and the superintendent of any school district when previously authorized by the Governing Board may suspend, a pupil whenever it is established to the satisfaction of the Board or the superintendent, respectively, that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics or other hallucinogenic drugs or substances, or has inhaled or breathed the fumes of, or ingested, any poison classified as such by Schedule "D" in Section 4160 of the Business and Professions Code."

Business and Professions Code 25603

"Every person who possesses, consumes, sells, gives, or delivers to any other person, any alcoholic beverage in or on any public schoolhouse or any of the grounds thereof is guilty of a misdemeanor. This section does not, however, make it unlawful for any person to acquire, possess, or use any alcoholic beverage in or on any public schoolhouse, or on any grounds thereof, if the alcoholic beverage is required, possessed, or used in connection with a course of instruction given at the school and such person has been authorized to acquire, possess, or use it by the governing body or other administrative head of the school. Any person convicted of a violation of this section shall in addition to the penalty imposed for the misdemeanor, be barred from having or receiving any privilege of the use of public school property which is accorded by Chapter 4 (commencing with section 16551) of Division 12 of the Education Code."

8. Failure to comply with directions of college officials acting in the performance of their duties.

Penal Code 626.5

"(d) Any person who has been notified by the chief administrative officer of a campus or other facility of a junior college, state college, or state university, or by an officer or employee designated by the chief administrative officer to maintain order on such campus or facility, that consent to remain on the campus or facility has been withdrawn pursuant to subdivision (a); who has not had such consent reinstated; and who willfully and knowingly enters or remains upon such campus or facility during the period for which

consent has been withdrawn is guilty of a misdemeanor. This subdivision does not apply to any person who enters or remains on such campus or facility for the sole purpose of applying to the chief administrative officer for the reinstatement of consent or for the sole purpose of attending a hearing on the withdrawal."

9. Disorderly conduct or lewd, indecent or obscene conduct or expression on college-owned or -controlled property or at a college-sponsored or -supervised activity.
10. Unauthorized use of listening or recording devices on campus or at college-sponsored activities.

Education Code Section 9202

"The Legislature finds that the use by any person, including a pupil, of any concealed electronic listening or recording device in any classroom of a public school without the prior consent of the teachers and the principal of the school having been obtained disrupts and impairs the teaching process and discipline in the public schools, and such use is prohibited. Any adult who willfully violates this section shall be guilty of a misdemeanor."

11. Attendance at any session of any class by a student or person who is not officially enrolled in that class, except with the prior permission of the instructor of the class.

Education Code Section 13558.5

"Every minor over 16 years of age or adult who is not a pupil of the school, including but not limited to any such minor or adult who is the parent or guardian of a pupil of the school, who comes upon any school ground or into any schoolhouse and there willfully interferes with the discipline, good order, lawful conduct, or administration of any school class or activity of the school, with the intent to disrupt, obstruct, or to inflict damage to property or bodily injury upon any person, is guilty of a misdemeanor, and is punishable by a fine of not less than fifty dollars (\$50) nor more than five hundred dollars (\$500), or by imprisonment in the county jail for not more than six months, or both."

Penal Code 626.6

"In any case in which a person who is not a student or officer or employee of a junior college, state college, or state university, and who is not required by his employment to be on the campus or any other facility owned, operated, or controlled by the Governing Board of any such junior college, state college, or state university, enters such campus or facility, and it reasonably appears to the chief administrative officer of such campus or facility or to an officer or employee designated by him to maintain order on such

campus or facility that such person is committing any act likely to interfere with the peaceful conduct of the activities of such campus or facility or has entered such campus or facility for the purpose of committing any such act, the chief administrative officer or officer or employee designated by him to maintain order on such campus or facility may direct such person to leave such campus or facility, and if such person fails to do so or if such person willfully and knowingly re-enters upon such campus or facility within 72 hours after being directed to leave, he is guilty of a misdemeanor."

APPENDIX D

SANTA BARBARA CITY COLLEGE

July 1, 1970

TO: Board of Trustees, Santa Barbara Junior College District
FROM: Julio L. Bortolazzo, Superintendent-President
RE: Status of Accreditation Self-Study

The following schedule was set up for the accreditation self-study:

1. Formulation of a tentative master plan. Feb. 19
2. Establishment of a General Steering Committee (GSC) with representation from faculty, administration, students and classified staff. Feb. 20
3. Development and approval by the GSC and the college administration of a firm time schedule for the study. (A suggested time schedule is included with the items of this memo.) Feb. 27
4. List critical areas for study. Faculty, administration, students, and classified staff will be assigned to study groups in these areas. Critical areas will be chosen by the GSC on the basis of suggestions from faculty, administration, students and classified staff. (A suggested list of critical areas and study groups is included in this memo.) Feb. 27
5. Make study group assignments. Assignments will be made, so far as possible, on the basis of expressed interest and desire to participate in a particular study group. Involvement of the entire college staff is expected. Feb. 27
6. Study groups meet, set up their own organization procedures, group leader, and schedule of activities. The chairman of the GSC will serve as an information clearinghouse for all groups keeping all members of the college staff informed of meeting dates and agenda of the individual study groups. Study groups may decide to form small groups to study specific problems. March 2
7. Preliminary reports of study groups to the GSC.
8. GSC coordinates preliminary reports and works with individual study groups on areas or problems requiring further study. April 10
9. Final study group reports to the GSC. May 1

Status of Accreditation Self-Study

- | | |
|--|-------------|
| 10. GSC coordinates all study group reports and factual data to produce a final report to the college staff and a final accreditation application. | June 11 |
| 11. Final Board approval. | July 23 |
| 12. Publication of the application, including typing, binding, printing, etc. | July 23 |
| 13. Mail applications. | Sept. 1 |
| 14. General staff meeting to review and prepare for visit. | Sept. 8 |
| 15. Preparations for accreditation team visit. | Sept. 10-20 |
| 16. Accreditation visit. | Oct. 12-14 |

This schedule was followed and activities completed on time until item 9. The Cambodian crisis and campus activities related to it intervened, making it extremely difficult for study groups to meet deadlines. The college-wide conference scheduled for May 15 was cancelled and the May 1st report deadline was extended to June 1.

The following study groups were formed in February and met regularly during the months of March, April, and May.

I. Division Study Groups (Group leader indicated)

1. Business Division (Mr. Rice)
2. English Division (Mr. Peterson)
This study group was subdivided into five area groups which met independently.
3. Fine Arts Division (Mr. Nack)
4. Foreign Language Division (Dr. Forsyth)
5. Health Education & Physical Education Division (Mr. Weist)
6. Life Science Division (Dr. Profant)
7. Math Division (Mr. Traugher)
8. Physical Science & Engineering Division (Dr. Schuler)

II. Administrative Study Groups

1. Administration (Dr. MacMillan)
2. Student Personnel (Mrs. Lantagne)
 - a. Counseling and Guidance (Mr. Reynolds)
 - b. Financial Aids and Placement (Mr. Halloran)
 - c. Student Activities and Organizations (Mr. Silvera)
 - d. Admissions, Records and Registration (Mr. Bresslin)
3. Instruction (Mr. Huglin and Mr. Stiers)
 - a. Grading Practices (Mr. Bagish)
 - b. Basic Math (Mr. Carman)
 - c. Vocational/Technical (Mr. Foxx)
 - d. Health Occupations (Mrs. McGillin and Mrs. Siemens)

Status of Accreditation Self-Study

- e. Future Goals and Objectives (Dr. Fetler)
 - f. Teacher Load (Mr. Stiers)
 - g. Curriculum Management (Mr. D. Williams)
 - h. Innovations (Mr. Lane)
-
- 4. Institutional Research (Dr. MacMillan)
 - 5. Adult Education and Evening College (Mr. Wake)
 - 6. Meeting Special Needs and Disadvantaged Students (Dr. Solberg)
 - 7. Community Relations and Communications (Mr. J. Williams)
 - 8. Facilities (Dr. Sorsabal)
 - 9. Library and A/V (Miss V. Rowley and Mr. Barnes)
 - 10. College Policies and Procedures (Dr. MacMillan)
 - 11. Health Services (Mr. Dinaberg)

The application is being prepared by Dr. MacMillan for Board approval July 23. The application will be divided into five sections:

- I. General Information
 - A. Enrollment and persistence data
 - B. Assessed valuation and other fiscal data
- II. The Recommendations of the Previous Team
 - A. Aims and Purposes
 - B. Curriculum
 - C. Instruction
 - D. Student Personnel
 - E. Administration
- III. Significant Changes Since 1965
 - A. Curriculum Development
 - B. Vocational Education
 - C. Adult Education
 - D. Meeting Special Needs
 - E. Facilities
 - F. Student Personnel
 - G. Administration
- IV. Items of Institutional Study and Action, 1969-70
- V. Concluding Statement

The application is being prepared as recommended for a "limited" accreditation, rather than for a more extensive formal evaluation of the entire college. Colleges which have been given two successive 5 year accreditations have the option of requesting a "limited" visit during which the focus of the team will be on instruction and student personnel services.

The final draft of the application will be presented to the Board July 23.

ADMINISTRATIVE ORGANIZATION

Santa Barbara Junior College District
Adopted May 1970

