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### TeacherViews

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### Management Commentary

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## Don't Bet on the California Lottery To Raise Our Schools from the Cellar

The 1986 session of the State Legislature is barely two months old. Already, our legislators have seen fit to reject measures that would have provided desperately needed monies for our public school programs.

After one such defeat, a Senate aide told an educational lobbyist why. "You're fat cats," she laughed. "you've got all that lottery money."

Despite the Lottery Commission's aggressive advertisements, our schools are *not* big winners in California's new game.

Our schools' "take" from the lottery is pitifully small. It cost about \$3,640 to educate each student in 1984-85. Current estimates are that the lottery will add about \$75 this year, perhaps \$150 in 1986-87. Lottery income certainly isn't unwelcome — but a public and legislative perception of financial well-being for the schools is a total misconception.

The particular danger of the lottery — and its advertising — is that large segments of the public will come to believe that gambling has solved the schools' need for additional state financial support. It hasn't. And it won't.

#### California Is Near The Bottom In Key School-Support Measures

That danger is magnified by the serious under-funding of public education in California. Two sets of statistics give meaning to the problem.

- Our state now ranks 28th among the 50 states (and the District of Columbia) in per-pupil expenditures. The national average was \$3,802 last year, \$162 higher than what California chose to invest in our children's education. In New York, the second-largest and most comparable state, the figure was \$5,412 — \$1,772, or nearly 50 percent more than we spent.

- A more meaningful figure ranks educational expenditures per \$1,000

of personal income, a measure that takes account of regional differences in the cost-of-living. Based on per capita income, California ranks dead last — 50th out of the 50 states — in what it spends on education. Nationally, in 1983-84 (the most recent year for which figures are available), \$11.02 of each \$1,000 of personal income was used to educate the next generation. In New York the figure was \$16.65. We spend a mere \$32.83.

We Californians are, in short, not giving our children a fair and equal chance in life. The economy of our state and the well-being of our families will suffer unless we turn things around. We have made some progress in recent years — but we have a long way to go if our children are to have equal opportunity.

#### How Would Schools Use the Money?

Statistics are dry. They tell you that we *spend less* than New York and Mississippi. They don't tell you the consequences of California being at the bottom. Here are just four of them:

- Our drop-out rate is now one of the nation's highest. Over three out of every ten 9th graders in California leave school without earning a high school diploma.

What we "save" by shortchanging our children in school, we end up spending in ways that are far costlier — more people on welfare, a larger prison population, and a workforce that may not be well enough trained to attract the new business and industry that our state must have if it is to remain prosperous.

- Even those youngsters who do stay in school are disadvantaged. Our classes are now the most crowded in the nation. We pack *almost ten more children* into every classroom than do the other 49 states. Our young people

are denied the individual help and attention they need.

Parents arriving from other states are usually astonished at how many youngsters each teacher must cope with — and also at the paucity of services and program outside the classroom.

- Many of our school buildings are antiquated and in short supply. The neglect of our educational plant is quickly multiplying. Throughout the state, schools are in critical need of maintenance, repair, upgrading, and even replacement.

We have a need to construct *more* buildings to house a growing school enrollment. About 100,000 additional youngsters enter our schools every year — and will throughout the next decade. Our schools are already too crowded. We *must* have more desks and more classrooms.

California must also provide more supplies and materials, new and updated equipment, and up-to-date textbooks. And to meet the pending teacher shortage — we'll need more than 100,000 new teachers by 1992 — California will have to make salaries competitive with what college graduates can earn in other professions.

The price-tag is not inconsiderable. The state now spends upwards of \$16 billion on public elementary and secondary education alone. Just to match New York's per-pupil expenditure, we'd need to raise that figure at least to \$24 billion.

That is a large hunk of money. No significant part of it will be met by the California lottery. But *all* of it is needed. And *all* of it *must* be provided — must be provided if our children are to be well taken care of today, and able to take care of themselves *well* tomorrow.

3-11-86  
Sacramento  
Boe

This commentary is sponsored jointly by the Association of California School Administrators and the California Teachers Association. While the two organizations — and their members — sometimes disagree on specific issues in education, they are united in their commitment to quality education for every child in the state.

MEMBERS

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Bob Dinaberg, Chairman  
Athletic Director

Kevin Jeter  
Student Activities Coordinator

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Bill Vincent  
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Santa Barbara City College  
Athletic Funding Report  
To The  
College Planning Committee of  
Santa Barbara City College

Submitted March 28, 1986  
By The  
Santa Barbara City College  
Athletic Advisory Committee

Santa Barbara City College Athletic Department wishes to maintain a competitive and balanced intercollegiate athletic program for men and women. The program will be based on needs and interests of students, local high school support, competition provided by colleges who are members of Western State Conference, finances, and the availability of qualified coaches will also have an effect on the programs offered.

1 Goal

Santa Barbara City College Athletic Department wishes to maintain a competitive and balanced intercollegiate Athletic program for men and women.

1A1 Objective

In the now more competitive Western State Conference we wish to finish in fourth place or higher.

1A2 Progress

After completion of the fall and winter sports, our conference finish is as follows:

Football	6th place
Men's Cross Country	6th place
Women's Cross Country	3rd place
Women's Volleyball	2nd place
Men's Basketball	1st Place tie
Women's Basketball	7th place

It would appear that we are less than competitive in our conference thus far. The new Western State Conference which begins during the 1986-87 school year should restrict our competitiveness even more.

1B1 Objective

It is our objective to hire a contract women's head coach for softball, volleyball or track and field.

1B2 Progress

No progress has been made toward this objective. The last contract coach hired was in 1978 despite retirements in men's and women's cross country, men's and women's track, women's volleyball, and men's baseball.

The athletic department has found it difficult to offer the same quality programs with fewer permanent staff.

<u>Sport</u>	<u>1978-1979 Staff</u>	<u>1985-1986 Staff</u>
Baseball	Contract Head Coach 1 assist. Consultant	Hourly Head Coach 1 assist. Consultant
Men's Basketball	Contract Head Coach 1 assist. Consultant 1 assist. volunteer	Contract Head Coach 1 assist. Consultant 1 assist. volunteer
Women's Basketball	Hourly Head Coach 1 assist. volunteer	Hourly Head Coach 1 assist. volunteer
Cross Country Men	Contract Head Coach	Hourly Head Coach
Cross Country Women	Contract Head Coach	Hourly Head Coach
Football	Contract Head Coach 2 contract assists. 2 assists. consultant 1 assist. volunteer	Contract Head Coach 2 contract assists. 2 assist. consultant 1 assist. volunteer
Golf	Contract Head Coach	Contract Head Coach
Tennis Men	Contract Head Coach	Contract Head Coach
Tennis Women	Contract Head Coach	Contract Head Coach
Track & Field Men	Contract Coach 1 assist. consultant	Hourly Head Coach
Track & Field Women	Hourly Head Coach	Hourly Head Coach
Volleyball Men	Hourly Head Coach	Hourly Head Coach
Volleyball Women	Contract Head Coach	Hourly Head Coach

#### 1C1 Objective

Sport offerings should be re-assessed in relationship to our new athletic conference and criteria for adding and/or deleting sports at Santa Barbara City College. The 1986-87 offerings should be based on the re-assessment.

#### 1C2 Progress

The Athletic Advisory Committee recently evaluated SBCC offerings. The result of that evaluation follows in the Criteria Athletic Program Summary. The committee feels that the current sports program should be funded adequately before adding new sports.

1C3

CRITERIA ATHLETIC PROGRAM SUMMARY

	JETER	DINABERG	PETERSON	KORFAS	VON ALVENSLABEN	MOORHOUSE
Men's Volleyball	12	12	7	13	9	10
Wo. Volleyball	15	17	18	18	14	18
Men's Basketball	18	20	20	20	20	20
Wo. Basketball	18	17	16	18	11	18
Men's Track	20	17	17	17	16	17
Women's Track	18	17	16	17	13	19
Men's X-Country	12	16	15	16	13	18
Wo. X-Country	10	16	15	16	11	18
Men's Tennis	20	19	18	18	20	20
Women's Tennis	20	19	18	18	19	20
Football	20	20	20	20	20	20
Baseball	14	18	20	17	17	18
Wo. Softball	11	16	8	14	12	16
Men's Soccer	11	14	10	14	9	11
Women's Soccer	1	5	4	5	0	8
Wrestling	12	15	15	16	19	18
Men's Swim	8	11	8	8	15	13
Women's Swim	8	11	8	8	9	9
Water Polo	8	11	7	8	5	9
Golf	19	18	19	19	15	20

POINT SUMMARY

Football	120	Wrestling	95
Men's Basketball	118	Men's X-Country	88
Men's Tennis	115	Wo. X-Country	86
Women's Tennis	114	Women's Softball	77
Golf	110	Men's Soccer	69
Men's Track	104	Men's Volleyball	63
Baseball	104	Men's Swim	63
Women's Volleyball	100	Women's Swim	53
Women's Track	99	Water Polo	48
Women's Basketball	98	Women's Soccer	23

Santa Barbara City College Athletic Department wishes to establish and maintain high standards of scholarship and sportsmanship by the athletes and coaches representing our institution. Athletic activity should be incidental and not the principal feature of intercollegiate life. It is the college's and department's responsibility to create an atmosphere in which the student athlete can succeed in the classroom.

2. Goal

Santa Barbara City College's Athletic Department wishes to establish and maintain high standards of scholarship and sportsmanship by athletes and coaches representing our institution.

2A1 Objective

All student athletes will have an educational plan on file with the Athletic Director, coach, and in his/her file in the Admissions and Records office.

2A2 Progress

The Academic Quality Policy is now in effect. All returning Spring semester athletes have completed an academic contract.

2B1 Objective

All student athletes will have an appointment with a counselor during the year.

2B2 Progress

The new Academic Quality Policy should ensure that athletes see a counselor.

2C1 Objective

High school transcripts of all student athletes will be on file in the Admissions and Records Office.

2C2 Progress

The new Academic Quality Policy should ensure that athletes send for high school transcripts.

2D1 Objective

Coaches and athletes will be made aware of department policy as established in Conduct of an Athlete.

2D2 Progress

The Conduct of an Athlete policy is in the 1985-86 Athletic Department Handbook which is currently in the possession of all coaches.

The contents of that section follows:

The conduct of an athlete is closely observed in many areas of life. It is important that his or her behavior meet the standards described in the following areas:

1. On the Field

An athlete should strive to avoid profanity, or illegal tactics. Since losing is part of the contest, he would be gracious in defeat and modest in victory. Officials in a contest are there for the purpose of insuring both teams that they will receive a fair deal. Every athlete is expected to follow the rules in his sport. It is an athletic tradition that officials are treated with respect.

2. In the Classroom

An athlete, in order to be eligible, must follow the school's athletic eligibility requirements which include passing in 12 units during competition. All athletes should give respectful attention to classroom activities and show respect for fellow students and faculty members. He should have a good attendance record.

3. On Trips

On trips the athletes directly represent our community, school, and coaches. Therefore, it is expected that they use good judgment in dress behavior in these contests. The coach is responsible for the athletes until they are released.

4. Conditioning

All athletes are expected to refrain from smoking and using alcohol and drugs.

5. School Equipment

The athlete is financially responsible for all equipment checked out to him. He will treat all equipment as though it were his own personal property. He will not abuse it, and he will maintain the security of his personal gear.

Each head coach shall determine any other rules he feels are important for his squad.

It is the goal of the Santa Barbara City College Athletic Department to fund our athletic programs adequately and to have available for our athletes technically up-to-date equipment for a high level of performance and safety.

3 Goal

It is our goal to fund our athletic programs adequately.

3A1 Objective

A minimum funding level for athletics will be established.

3A2 Progress

The Athletic Advisory Committee, after a two-year study, finds the Athletic program underfunded by a \$88,420 total (see attached spread sheet). This total would be reduced pending final lottery allocation \$10,000-\$25,000. This deficit includes capital outlay equipment needs for the next three years.

3B1 Objective

A departmental fund-raising plan will be established to augment basic college funding support. Fund raising should be for extras and not program essentials.

3B2 Progress

Bob Dinaberg, Athletic Director, now serves as Chairman of Future Planning Committee of the Santa Barbara Athletic Round Table where a plan is being formulated to assist local athletic programs with funding needs.



SPORT	CONTEST	WHY	CONFERENCE CONTESTS	UNUSUAL CONTESTS	PLAYOFFS	PARTICIPANTS	PERSONNEL & ASSISTANTS	SUPPLIES (CURRENT/REMOVED)	TRANS	MILES CURRENT/REMOVED	LODGING	OFFICIALS	GAME MANAGEMENT	OTHER ITEMS	DEFICIT			
BASKETBALL	36	Max allowed by state	28	2 tournaments 1 long distance trip to Kings River (2 games)	6 possible additional contests	25-35	1 Head Coach 1 Assistant Paid 1 Assistant non-paid	3218	12480	2018	1788	4281	0	984	0	300 Entry Fee	12,075	
BASKETBALL MEN'S	28	Max allowed by state	12	3 tournaments	6 possible additional contests	9-18	1 Head Coach 1 Assistant Paid 1 Assistant non-paid	781	3278	1566	1152	1690	0	1039	220	200 Scouting 300 Entry Fee	4,235	
BASKETBALL WOMEN'S	26	Max allowed by state	12	2 tournaments	6 possible additional contests	9-18	1 Head Coach 1 Assistant non-paid	335	335	684	880	2650	0	984	240	100 Scouting 300 Entry Fee	3,718	
CROSS COUNTRY MEN'S	9	Max allowed by state	4	None	2 possible additional contests	7-12	1/2 Head Coach	874	938	300	220	640	0	0	0	90 Entry Fee	882	
CROSS COUNTRY WOMEN'S	9	Max allowed by state	None	None	2 possible additional contests	5-12	1/2 Head Coach	435	972	300	220	639	0	0	0	90 Entry Fee	956	
FOOTBALL	11 (10 games + scrimmage)	Max allowed by state	7	West Hills away	1 possible additional contests	75-110	1 Head Coach 4 Assistants Paid 2 Assistants non-paid	7759	25,043	2175	1584	3578	0	1190	225	300 Entry Fee 4000 Game Films	19,578	
GOLF	22	Max allowed by state	6	None	2 possible additional contests	7-12	1 Head Coach	565	1200	599	252	935	0	0	0	150 Entry Fee 60 Range Balls	1,318	
TENNIS MEN'S	22	Max allowed	11	1 tournament, 1 overnight	5 possible additional	11-15	1 Head Coach	227	4000	967	524	1765	0	0	0	50 Entry Fee	3,625	
TENNIS WOMEN'S	22	Max allowed by state	9	1 tournament	5 possible additional days	8-15	1 Head Coach	129	3500	870	524	1012	0	0	0	50 Entry Fee	2,869	
TRACK & FIELD MEN'S	15	Max allowed by state	6	Ed Adams Invitational Salinas	4 possible additional days	10-25	1 Head Coach	1662	1790	778	440	1733	0	53	0	358 Entry Fee	1,421	
TRACK & FIELD WOMEN'S	15	Max allowed by state	4	Ed Adams Invitational Salinas	4 possible additional days	15-30	1 Head Coach	1529	2266	777	440	1732	0	53	0	358 Entry Fee	2,028	
VOLLEYBALL MEN'S	24	Max allowed by state	16	2 tournaments 1 tournament at West Valley	None	12-17	1 Head Coach	1234	1905	725	548	1288	0	639	150	100 Entry Fee	1,419	
VOLLEYBALL WOMEN'S	23	Max allowed by state	14	2 tournaments	5 possible additional contests	12-17	1 Head Coach	1110	1740	587	540	1904	0	710	150	170 Entry Fee	2,030	
								6900	9811 Training								2,911	
								400	400	2354								
												82,052	Contract Coaches					
												17,281	Head Coaches Hourly					
												4,000	Consultant/Hourly					
												11,576	Assistant Coaches		1,000			
												18,498	Athletic Secretary					
												7,889	Trainer					
													Athletic Equipment					
													Attendant					
													Hourly Overtime (Trainer, secretary, equipment man)					
												1,434	Printing & Duplicating					
												26,350	Insurance					
												600	Laundry & Cleaning					
												500	Printer Printing & Physicals					
												500	Annual Stipends					
												2,725	Conference Dues					
												3,475	Equipment Repair					
												28,755	Capital Outlay Equipment Needs		28,355			
												TOTAL DEFICIT		88,420				

## TITLE II - PART B

Santa Barbara Community College District  
PY 1986-87 through 1989-90

### I. GENERAL

#### High Technology

At a very rapid pace our society is being permeated by a variety of new devices and scientific breakthroughs that are subsumed under the term "high technology." This phenomenon is having a profound effect on peoples' personal lives and is revolutionizing the workplace from the office to the assembly line. Major changes in working conditions will result from the infusion of technology. Job displacement, the need for continued retraining and a shift in the general orientation toward work will require strong retraining programs.

#### Directions & Plans at SBCC in Occupational Education

1. Offer new courses specifically aimed at retraining and upgrading for employees of local firms.
2. Expand and improve programs which serve the employment needs of local business.
3. Give serious consideration to the introduction of new programs to train students in these new "computerized" technologies (in their respective occupations).
4. Enter into agreements with local industry and business to offer worksite training programs related to technological applications (Contract Instruction).
5. Evaluate the effectiveness of technological programs in preparing students to perform in the work force (Occupational Education Den, Career Center, CARE, lay advisory committees, and faculty).
6. Expand the use of computer and other technologies in instructional programs and administrative services.
7. Provide opportunity and encouragement for faculty and staff to undergo retraining to keep abreast of new technologies. Grants for 1984-85 and 1985-86 have been approved for this effort. We will apply for SB3938 for in-service training for 1986-87.
8. Continue close planning and instituting of special programs by cooperative agreements with local JTPA staff, EDD, ROP, IEC, and local business/industry advisory committees.
9. Determine the need to initiate a GAIN program for serving the economically disadvantaged target population.

## II. APPLIED SCIENCES DIVISION

### Administration of Justice

New legislation has been passed that requires police officers to receive additional training (24 hours) every two years rather than every four years. The department has been working closely with the local law enforcement agencies in an effort to develop training modules that will satisfy this requirement.

The Administration of Justice program is designed to qualify students for entry in the field of corrections or law enforcement directly from SBCC as well as for those who desire a two-year criminal justice study for transfer to the State University system. The department also encourages employees currently working in a criminal justice career to return to college and to complete the course required for the Administration of Justice certificate.

The department has also responded to the in-service training needs of law enforcement agencies by offering short courses that fulfill state requirements. This past year, an interdepartmental course (Dive Rescue) was offered with the Marine Technology department. Several law enforcement agencies participated in this one-week training course.

### Automotive Services

It has become quite evident that the market place in this field is changing very rapidly. The automobile is becoming much more complex, and the usual offerings of brake, front-end, tune-up, etc., are inadequate to train today's service mechanic. Also, there have been changes in the demographics of students served in this program and in the certification process for line mechanics.

As a result, there is a need for a comprehensive revamping of the Auto Services curriculum, incorporating more short specialty courses such as catalytic converters and computer control units; furthermore, there are plans to rejuvenate a core program for students who have had no previous experience or training in automotive. The Automotive department plans to continue a balance program in three areas:

1. Associate in Science Degree -- To acquire the necessary skills for an excellent automotive position but also meeting general college requirements now essential for advancement to managerial status.
2. Automotive Services Certificate of Completion -- To acquire necessary skill for job entry in the automotive industry.
3. Automotive Apprenticeship (Three-year, AS Degree) --A combination of on-the-job training and related instruction in the classroom; this course of study will lead to a highly skilled automotive technician who has an Associate Degree which can open the doors to middle-management positions in the

automotive business.

### Cosmetology (Contract Instruction, Title V)

An intake assessment (in reading comprehension skills) is being administered to all students; low-level readers will be required to take ESL or basic skills training either concurrently with a part-time cosmetology program or in some cases as a prerequisite.

A Manicurist program serving some 18 - 20 students is planned to be added to our offerings in 1986-87.

Renting of classroom space (at the private cosmetology schools) to offer Small Business Management and Human Relations courses would help our graduates in making a transition to the work place; this plan is underway.

### Drafting/Computer-Aided Design/Drafting

This program, introduced a few years ago, has grown very rapidly to the point where it is at capacity. Future work will be directed at the addition of more high technology, and integration of the program into a logical, articulated sequence of courses.

CADD will be more closely integrated with other programs for which it is a service program; e.g., Landscape Horticulture, Metals Fabrication, Computer Maintenance, and Marine Technology.

1. On-Site Training for Industry -- Discussions are still ongoing between various firms (most notably Delco) regarding on-site CADD training. At present this is not feasible due to the computer memory and peripherals required by CADD software. Recent trends in microcomputer technology and attendant software capabilities may eliminate this problem.
2. Need for Hard Disks in the CADD LAB -- The first, and most important, priority in the CADD program's five-year plan is upgrading our present work stations to hard disk-based systems. Hard disks (or, in IBM's terminology, "fixed disks") are rapidly becoming standard for business usage in industry and business, due to an extreme drop in price over the last year. Our CADD equipment can be upgraded to hard disks at a cost of \$400 to \$600 per station. With ten stations to upgrade, this represents a total cost of between \$4,000 to \$6,000.

In general, hard disk-based systems will help us to better instruct our students in practices professionally used by business and industry such as subdirectory management and tree-structured directories. The basic concepts and practices in using subdirectories are not significantly different in small and large-scale CADD systems.

Many software packages, and most particularly CADD software packages, now require the power and storage capability of hard disks, and there is the distinct possibility that software we

acquire for our proposed CADD/NC course will require hard disks. We have proposed using an AutoCADD-based application program for this purpose. Since most of these programs rely heavily on micros, it is doubtful that they will perform well -- if at all -- on floppy-based systems.

### Early Childhood Education

This program has been using a self-assessment instrument for students to help them define their goals. Three specialty sub-majors will be developed within the ECE major - Infant/Toddler Care, Care of School-Age Children, and the Exceptional Child so students can better align their course selections with their goals.

Specific goals for the ECE program during 1986-87 are as follows:

1. Increase recruitment efforts to local high schools and nursery schools.
2. Improve the quality and quantity of the multicultural curriculum experiences modeled by the Children's Center staff for the benefit and experience of our students teachers.
3. Apply for another year of funding from the Chancellor's Office for continuation of our Foster Parent Training program.
4. To continue development of new one-unit topics courses particularly in the areas of infant/toddler childcare, school-age childcare, and employer-sponsored childcare.

### Electronics

The Electronics program will continue to offer a basic AS Degree and Certificate program in Electronic plus a certificate option in computer maintenance will be further refined. Specific goals for 1986-87 are as follows:

1. Revise and renumber Electronics Technology 1 and 2 (AC/DC) to more nearly parallel Engineering Technology courses taught at Cal Poly.
2. Develop a new course which will satisfy a need expressed by the Marine Technology program.

NOTE: A combination AC, DC, wiring motors, and maintenance of shipboard communications equipment.

3. Continue to expand (offer more courses and sections) the Computer Maintenance program.
4. Continue to develop the student-staffed maintenance lab for servicing and maintaining campus computers.
5. Provide additional types of computers for maintenance laboratory.

6. Provide improve maintenance and calibration of electronics test equipment used in the laboratories, both within the electronics department and elsewhere on campus.
7. Provide expanded opportunities for students to gain experience in the fabrication and assembly of electronic circuits.

#### Graphics Communication (Graphics & Photography)

With recent advances in high technology, we plan to renovate and expand facilities and classes in computerized phototype composition to include graphics with digital capabilities. Electronics offset duplicators, two-color offset press, photo densitometry, automatic film processing and electronic color-separation scanning are technologies which should be phased into the program. The upgrading of knowledge and instruction in the area should be accomplished by providing funding for seminars, workshops, and in-service training.

During 1986-87 our instructional program will be integrated with media production, this organization will allow advanced graphics students to be greater involved in production "runs."

High priority of district, VEA, and lottery funds will be sought in upgrading of this program.

Local changes in business indicate strong job opportunities for our graduates.

#### Hotel & Restaurant Management

During 1986-87 the HRM program will be modifying their curriculum so a "year-round" (tri-semester) program can operate. With the acquisition (purchase or lease arrangement) of additional facilities, it would allow the following:

1. More "hands-on" experience in catering, menu planning, restaurant management, and chef training.
2. Free up present facilities wherein we could expand our baking operations.
3. Apply much of the computer applications being developed by our staff in menu planning and inventory control.

#### Interior Design

Because of uncertainties in job placement in this occupation, a decision has been made to transfer the program from the credit to non-credit (Continuing Education) instruction.

Interior Design will operate at the Wake Center during 1986-87.

#### Landscape Horticulture

The primary focus of activity in this department in the coming year

will be to continue development of software for use in designing landscape plans. Current work is underway to develop software for plant identification and irrigation systems. Following that, software will be written for landscape maintenance. Specific objectives for 1986-87 are:

1. Request full-time LTA.
2. Maintain outdoor lab site and upgrade each semester through lab and work study.
3. Wake Center development of propagation/sales, nursery/greenhouse lab site.
4. Improve lifescape project.
5. Determine feasibility of incorporating "international gardens" into core Landscape Horticulture curriculum.

#### Metals Fabrication (Machine Shop/Welding)

During 1985-86 the Metals Fabrication program purchased an NC mill. In-service training allowed the program to incorporate CAM concepts into the instruction. During 1986-87 the staff plan to upgrade their program in the follow ways:

##### 1. Machine Shop

Add to the Machine Shop a Computer Numerical Control Lathe, and its accessories. This equipment is needed to teach CNC lathe programming and machining technology in the Machine 11, 12, and 14 courses. No new personnel will be required for this machine.

Add a new course that will combine the machine shop (CAM) Computer-Aided Manufacturing with the CADD (Computer-Aided Design/Drafting). This course is a logical step due to the two courses being offered at this time but which are not tied together. Cost: Four IBM PCs with compatible software to the CADD software X \$8,000 each = \$32,000 for the Machine Shop end. Add a new lathe (\$15,000) to replace one that is old and worn out.

Improve enrollment in the Machine Shop courses:

- A. Mail out a flier to local industry and high schools.
- B. Contact the local high schools and talk to the students in the Machine Shop, Wood and Drafting classes to try to increase the number of high school graduates who start in the Machine Shop/Welding program.

##### 2. Welding

Restructure the curriculum in all of the welding courses to

provide more contact hours in a shorter length of time. As an example:

Present: Welding 1 Basic Oxy/Acety Welding (4 hr./1 day/wk/20 weeks)

New: Welding 1 Basic Oxy/Acety Welding (8 hr./1 day/wk/10 weeks)

This can be done with all welding classes.

Increase TIG and MIG welding equipment. Presently we have 12 TIG and 6 MIG machines; this is not cost effective.

Add a robot welder.

### Marine Technology

The department's goals for 1986-87 is to provide the best possible education for job preparation remains unchanged. In keeping with this goal the department has ordered a Remote Operated Vehicle (ROV), the (RTV 100) from Mitsui in Japan which will be incorporated into the existing MT program. This unit is a highly sophisticated "Eye Ball Submersible" which will be used to train our students to be ROV operators and technicians.

A high priority for this year will be to hire replacement personnel to fill the void left when Bob Christensen retired and Greg Bryant resigned. We will be looking for an instructor with specialties to enhance the programs instruction and help MT continue to provide the best quality of instruction to the students.

The anticipated establishment of a hyperbaric treatment center within the MT facility in conjunction with Santa Barbara Medical Foundation Clinic was proposed in last year's five-year plan. This proposal will add new depth and emphasis to the training in diving accident management and treatment chamber operation. This addition will upgrade the current Emergency Medical Technician (EMT) course to Emergency Medical Technician Diving (EMT-D). No modification of the existing MT facility will be required to institute this program. Existing MT decompression chambers would be used to accommodate the requirement. Existing college staffing would be adequate initially, supplemented with clinical personnel. Some increase in college staff availability would ultimately be required. The proposed treatment chamber would provide an excellent training adjunct and would be a valuable community service.

Another community service that the Marine Technology Department plans to continue offering is the Advanced Dive Rescue Program offered to Fire, Police, and Sheriff's Search and Rescue Departments.



## Water Science

The in-service courses for active practitioners will be continued; plus a 24-unit certificate program will be put "in place" during 1986-87; classes will be continued at a local water treatment plant (Cater).

### III. BUSINESS EDUCATION

In view of the rapidly changing environment of the business world, this division is considering a complete reorganization so disciplines are no longer divided along traditional lines, but rather are integrated, providing for considerable cross-disciplinary programming by students, and providing much improved communication among faculty.

During 1985-86 the different business departments have set up "joint use" labs for data base management purposes; furthermore, a common use business office will be set up with a computer and printer in order to test business instructional materials and maintain student records and divisional inventories. During 1986-87 curriculum refinement will allow for better utilization of this space.

#### Business Office Education

Business Office Education faculty will participate in the job site/contract instruction training program during 1986-87. Considerable development has already taken place in this department with the incorporation of a word processing lab and the incorporation of Apple computers in the typing lab. The next step is to add database management and complete records and filing management systems (using PFS).

Plans are under way to offer an extensive 26-week duration clerk-typist/word processing program for some 18 - 20 local JTPA-eligible clients during 1986-87.

In-service training (industry-based SB3938) will be offered to teaching staff who lack modern office skills.

#### Business Administration

During 1986-87 the Business/Accounting program will upgrade the memory of their 16 student computer stations; as a result, faster Lotus 1-2-3 software packages will also be purchased.

The Business Administration Department will also explore short-duration, modular courses for students who are looking for immediate employment in the community.

More efforts will be given to the use of an active lay advisory committee.

### Computer Science

Computer Science has had phenomenal growth since the installation of an independent on-line system dedicated to instruction. This has led to the addition of three full-time instructors and a full-time lab assistant. While the enrollment has tapered off somewhat in 1985-86, there is as yet no indication that this is a trend. Continued healthy enrollments are seen for the future; especially in areas of the "computer users" approach.

Courses are now being offered in industrial sites in the use of Personal Computers. It looks as if this will expand especially in the areas of data base management, and other engineering/technical software areas.

### Finance/Insurance/Real Estate/Escrow

1. Beginning Fall, 1986 two or three sections of Principles of Investment will be offered each semester. This course is a prerequisite in our new proposed Investment sequence, and will possibly serve as a prerequisite to the Real Estate Investment course.
2. If approved, two sections of the proposed Security and Investment Analysis course will be offered each semester beginning Fall, 1986. This course will meet the increased demand for a more rigorous investment course. Computer software will be used to embellish the learning experience in this course.
3. Beginning Fall, 1986, the Personal Finance course will be modified to include the use of Personal Money Management software.
4. During this academic year the Real Estate Investment course will utilize software to enhance the learning experience.
5. Beginning Fall, 1986, the department will begin an ongoing software evaluation program to identify and purchase those software programs most appropriate for our courses. Moreover, various data base services will be evaluated to determine their applicability for use in our courses. We also plan to initiate a training program for full- and part-time faculty. This will be open to all division faculty and will involve a series of short seminars; e.g., Introduction to the Personal Computer, and Introduction to Specific Software Packages, as well as individualized instruction.
6. Beginning Fall, 1986, the division plans on initiating an industry liaison which entails marketing our new School of Business concept and SBCC/California State University consortium program in an attempt to offer more on-site courses and programs. This effort will be done in collaboration with George Gregory who has a similar charge for job-site instruction.

7. Beginning Fall, 1986 the number of real estate classes offered each semester will increase in response to the state's new licensing requirements.
8. Beginning Fall, 1986 if the computer usage demand is sufficient from the areas of finance, real estate, banking, and the new joint bachelors degree program to sustain the utilization of state-of-the-art IBM micro computers, then we would propose that this project be implemented during this academic year.

#### Marketing/Management/Supervision

In light of a plan to integrate the effort of the present four departments in the Business Education division during 1986-87, the division plans the following:

1. Create curriculum which will better articulate with local area high schools.
2. To work with other departments and divisions to create courses in math and English which better meet the needs of non-transfer, vocational students; i.e., Business English at English 1 level.
3. To work with other departments within the division to modify current courses in order to more closely articulate with other courses offered within the Business Division.
4. To evaluate all courses offered by the department to determine whether they are meeting the current needs of the students and the business community.
5. To develop a better liaison with the business community through the development of a community business advisory committee.
6. To study the feasibility of developing an entrepreneurship curriculum at the college.
7. To study the feasibility of developing a materials management/production control curriculum at the college.
8. To develop courses which further incorporate computer interactive management decision making skills within the classroom.
9. To promote the department and division in a positive manner, by creating more visibility of the two within the community and the local school system.
10. To reestablish the internship program for advertising students in conjunction with the advertising advisory committee.
11. To develop a student tracking program so non-transfer graduates of the program can be contacted in follow-up evaluation programs.

#### IV. HEALTH TECHNOLOGIES

##### 1986-87 Objectives

1. Integrate use of the Kellogg tool into Level I and Level III of the ADN program.
2. Begin modifications designed to convert the Learning Laboratory into an Assessment Center.
3. Move toward the integration of the ADN and LVN faculty.
4. Develop additional courses needed in the community and/or as optional or required selections in one of the existing programs. Examples include courses related to pediatrics, geriatrics, refresher nursing, EMT refresher, management, home health and convalescent care, operating room nursing, assessment, allied health careers, and computer use.
5. Revamp the Radiography courses to reflect changes in the field.
6. Implement improved data collection and compilation procedures to better understand application trends, students and graduates of the ADN, LVN, and RT programs.
7. Monitor the success of the Radiography program affiliation with Marian Medical Center in Santa Maria.
8. Continue working with the Simi Valley Adult School to attract students from that program to the Radiography program.
9. Institute an EMT refresher course in the credit program if feasible.
10. Continue to evaluate the status of the paramedic program at Goleta Valley Community Hospital and explore the possibility of instituting a credit program should the one at GVCH close.
11. Comply with the requirements of the accrediting bodies of the ADN, LVN, and RT programs and the certifying authority of the EMT course to maintain accreditation and/or certification of all four offerings.
12. Institute a Dental Assisting program in September, 1986 contingent upon its reinstatement, and obtain accreditation of the program by the American Dental Association.

##### 1987-88 Objectives

1. Implement use of the Kellogg evaluation tool in Level II of the ADN curriculum.
2. Continue modifications of the HT Learning Laboratory to convert it to an Assessment Center.

3. Continue to develop health-related curricular offerings needed in the community.
4. Introduce experiences in extended care facilities and/or home health care into the ADN and LVN curriculum.
5. Utilize portions of the Kellogg tool in selected parts of the LVN program.
6. Comply with the requirements of the accrediting bodies of the ADN, LVN, RT, DA, and EMT programs.
7. Develop a course in cross-sectional anatomy for radiography students in conjunction with the Biology Department.
8. Continue with data collection and compilation procedures instituted in 1986-87 designed to better understand program participants.
9. Continue to obtain assistance from advisory committees.

#### 1988-1991 Objectives

1. Refinements in the design and organization of the HT Learning Laboratory.
2. Evaluate the DA program.
3. Evaluate ongoing recruitment strategies for all programs.
4. Continue with data collection and assessment to properly evaluate applicants and students.
5. Implement a paramedic program if there is a community need.
6. Comply with the requirements of all accrediting bodies.
7. Evaluate trends related to LVN and ADN education and employment. Assess the need to retain both programs based on this evaluation.

#### **V. CONTRACT INSTRUCTION**

A policy on contract instruction has been adopted by the Board of Trustees, and there are now 11 offerings of customized and standard courses in employer facilities. A director has been engaged to further develop this activity by identifying employer needs and matching them with the abilities of the college and by help to facilitate the implementation of suitable courses. Courses range from business/secretarial, business management, accounting, ESL, computer technology, and electronics. Eight percent JTPA funds are being used to support a coordinator position for this program. Plans are to support this position with District funds during 1986-87; assumption being that 8% funds will not be available.

### TITLE III - PART B (CONTINUING EDUCATION)

The non-credit Continuing Education Division has two program planning assistants who devote much of their time to planning and scheduling high-demand classes in Foods, Nutrition, Child Care, Sewing and Tailoring; special consideration is given to "outreach" programs.

The Continuing Education Division plans to use speciality consultants in new parent education workshops (experimental programs); these workshops will be offered at three different sites in the community.

Curriculum will be developed for new parent education classes and workshops; topics will cover parenting, nutrition, natural child birth, and children's books.

An "outreach" class in foods and nutrition will be offered in Carpinteria for both male and female students.

The Sam Wake Continuing Education Center will also offer a greater diversity of cooking classes for non-graded, handicapped students.

Those economically depressed areas are identified by census tracts; i.e., census tracts #8, #9, and #10 are identified as low-income tracts in the Santa Barbara South Coast area; plus, county schools provide information on WIN and AFDC recipients.

Our present Consumer Education classes do not restrict enrollment by sex. Classes are promoted, scheduled, and taught in such a manner that both male and female students can participate comfortably.

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