

To: CPC

From: Lynda Fairly  
Vice President

Date: March 19, 2002

RE: Staff Reorganization

This memorandum is to communicate to you my recommendations for a reorganization of the administrative and support functions in the Continuing Education division. The opportunity has been created due to the vacancy in the current Dean's position and Growth dollars being available to CE.

**Budget:**

Growth dollars \$51,111

Dean's position 103,050 (with Single benefits in the budget)

Hourly Comp App Assistant 24,000

Total: \$178,161

**Proposed Budget:**

- Create a Coordinator I Technology position - Step 3 (max) - \$59,284 (with benefits from the current Dean's position- Could need an additional \$5,678 if individual needed Family benefit plan)
- Upgrade the Coordinator II (Purdie) position to Dean - \$21,961
- Upgrade the Coordinator I (Power) position to Dean - \$32,938
- Increase the 4 Parent Child Workshop Directors (faculty positions) from 80% to 100% - \$41,248 (includes 6% increase)
- Convert 3 hourly clerical positions to half-time permanent with half-time benefits \$11,670

Faculty salaries for growth: \$11,060

The Continuing Education Division use to have two Deans who had major responsibilities for maintenance and operations of either the Schott Center or the Wake Center. Each had to supervise on-going repairs and construction projects. As these sites have aged and have not received the attention needed, it has become a major project and time commitment. The two

proposed Deans are individuals currently on staff who have proven themselves to be capable of handling administrative responsibilities. Both need little supervision and make excellent decisions independently.

In addition, each will take on increased responsibilities for their site and for the overall program of Continuing Education. Attached are lists of their job responsibilities.

The new Coordinator I - Technology position will have overall responsibilities for all "Computer Technology" for CE in addition to the programming of over 175 classes each term.. A job description is attached for that position.

Clerical Positions: Currently we have had for over 20 years, a 19  $\frac{1}{2}$  hour temporary position for each programmer. These people juggle their schedules so not to violate the 19  $\frac{1}{2}$  hours on 195 days. They are not temporary and the CSEA knows it. This is an opportunity to make them "legal" with a truly minimal cost.

## **Program Coordinator - Technology (Coordinator I), Continuing Education**

The position of Program Coordinator - Technology, CE is an Educational Administrator contract position.

### **Essential Functions of the Position:**

The Program Coordinator is responsible for the supervision of the Computer Application classes. In addition, classes in Cooking, Home, Fitness and Sewing.

Specific responsibilities include:

- Technical management and overall coordination of technology for division
- Planning, implementation and evaluation of all computer related instruction
- Coordination of the identification and implementation of new technology projects, e.g. Registration
- Supervision of the LTAs and hourly Wake Center computer coordinator in Computer Application classes  
Coordinate with Network Administrator so that LTAs receive basic network training and overview of the Wake classroom network.
- In-service of all Computer Application instructors on a regular basis  
Coordinate with Network Administrator for essential topics to be covered as needed. A handbook is already available.
- Oversee maintenance of computer equipment
- Maintain a list and oversee payment for all software licenses for PC and Mac machines.
- Coordinate with Network Administrator  
Provide Network Administrator with list of events requiring the use of the computer rooms for outside venues. Meet with Network Administrator to review classroom or technology issues.
- Inquire within the community in regards to the needs for new Computer Application classes. Integrate with Director of Business Outreach. Involve Network Administrator in creation of new classes to be sure software and hardware available is compatible.
- Coordinate with other programmers in regards to use of Wake facilities-need for current software licenses.
- Maintain a list of software applications licensed by the Wake and Schott Centers used in the classrooms.
- Hiring, supervising and evaluating instructional and instructional support staff
- Supervising the implementation of CE policies and regulations
- Maintaining program budgets
- Developing and implementing curriculum in designated areas
- Preparing specialized reports

- **Serve as representative for the division to community groups, and meet with individuals and community groups to discuss participation and program ideas**
- **Supervise clerical support, Computer coordinator, LTAs, faculty**
- **Maintains lists of computer replacement inventory**
- **Assists Vice President in development of Technology Plan for CE**

**Job Description**  
**Parent Child Workshop Director**

The parent child workshop director is a tenure-track 100% faculty position with the following responsibilities:

- Provide supervision and leadership for a cooperative community of continuing education students (parents), children, staff and volunteers.
- Plan and conduct a 2.5-hour evening parent education class each week.
- Supervise a morning preschool and parent education program, which includes as many as 49 children and 15 parents per day.
- Work with parents to help them plan and deliver an exemplary and developmentally appropriate educational curriculum for preschool children.
- Provide ongoing parent and family guidance.
- Responsible for the management and operation of a safe and licensable facility.
- Coordinate with collaborative agencies.
- Liaison with community educational resources.
- Maintain the legal, safety, health and attendance records of the school.
- Interface with representatives of licensing, fire, health, insurance, governmental and other community agencies.
- Train and advise the workshop's board of directors.
- Ensure compliance with the legal requirements to maintain the non-profit corporation status of the parent child workshop.
- Oversee the community outreach, fundraising and alumni activities of the workshop.
- Participate in faculty departmental meetings and procedures.
- Maintain professional affiliations and participate in professional development activities.

Essential to the performance of duties is:

- Ability to provide an optimal environment for children's growth.
- Ability to organize and develop an educational program for adults, working with individuals, small and large groups and meeting the needs of new and veteran parents alike.
- Knowledge of current child development tenets and appropriate guidance measures.
- Ability to relate effectively to people with diverse cultural, linguistic, socioeconomic, academic and disability backgrounds.
- Ability to identify, respect and nurture the strengths and growth potential of parents.
- Ability to inspire and involve parents in all aspects of the workshop program.
- Physical stamina and good health to carry out a dynamic program.

Desirable qualifications are:

- Successful experience teaching preschool aged children, preferably in a cooperative workshop.
- Ability to work with a lay board of directors and supervise fundraising activities.
- Experience in licensing requirements and procedures.
- Knowledge of business practices.
- Demonstrable computer skills.

**Dean for Wake Center  
Student Services and Vocational Development**

The Dean of Continuing Education, Wake Center, is responsible to the Vice President of Continuing Education. The Dean will supervise the day to day operation of the Wake Center staff and facility. Program areas of responsibility include: provide leadership for the STEP Noncredit Matriculation program, provide leadership for Core related work based programs, provide leadership for development of entry level training and supervise all Student Service functions.

Responsibilities include:

**Director of the STEP program, Noncredit Matriculation**  
Manage Orientation/Advisement/Assessment for noncredit students  
Supervise STEP Special Program Advisors  
Grant management  
Guideline implementation for Noncredit Matriculation  
Budget responsibility  
Community Outreach  
Supervise student flow process from noncredit to the credit program  
Oversee database to record Individual Educational Career Plans and tracking  
Conduct Career related staff development  
Provide administrative leadership to develop innovative collaborations with the credit program  
Develop and update "ladder document" with credit program

**Core program (programs that serve a similar population: Adult High, ESL, Citizenship, Vocational, Student Services) Coordinator**  
Provide Leadership in the Research and Development of entry-level programs  
Develop a plan for outreach and retention  
Coordinate work based activities for ESL, Citizenship, Adult High School and vocational programs  
Supervise Core Marketing Coordinator  
Develop and maintain community distribution list for program marketing  
Develop combined brochure to market Core

**Management and Coordination of Jail Program**  
Insure balance of offerings  
Provide STEP Advising  
Liaison from SBCC to County Sheriff Dept.

### **Supervise Adult High School Counseling program**

- Policy development and implementation
- Cross train AHS Counselor and credit AHS Counselor
- Transcript evaluation coordinated with credit program
- Oversee the development of data based record keeping
- Manage student population less than 18 years of age
- Implement upcoming Exit exam
- Improve procedures for credit AHS students
- Develop "Exit literature" for high school students leaving the district unsuccessfully
- Coordinate policies and procedures with the Secondary School District
- Provide staffing to Learning Center
- Graduation Ceremony

### **Supervise the GED testing program**

- Implement new federal regulations
- Coordinate in-service for Adult High School instructors on GED materials
- Expand testing sites
- Advertise changes in testing to the public
- Graduation ceremony

### **Supervising Support staff**

- Hire/supervise/evaluate support staff
- Supervise Manager of front office operations
- Encourage Professional Development
- Monitor work distribution
- Attend to Student Grievances
- Oversee the Registration process for the Wake campus
- Public Relations and Customer Service

### **Supervise the Wake Center Facility**

- Oversee grounds and Maintenance
- Hire hourly staff
- Manage facility requests
- Parking issues
- Safety issues
- Equipment updating and repair
- Scheduling

**Supervise the CalWORKs program**

Oversee policies and procedures

Coordinate services with Dept. of Social Services

Oversee budget distribution

Mediate student complaints

**Liaison to the Workforce Resource Center**

Author, negotiate and up-date Memo of Understanding

Provide staffing to the WRC

Serve on Partnership Committee

Serve on the WRC Consortium

Manage approval of SBCC Job Training Programs in collaboration with Vocational Dean

Facilitate the implementation of Individual Training Contracts using Workforce Investment (WIA) dollars to the credit program.



## **Additional Duties**

Supervision of Margo Brown and Maria Antunez, Barbra Louis

Supervise Marketing Coordinator

Take on Leadership for the Development of entry- level job training in noncredit

Participate in the Development of credit entry-level job training programs

Coordinate all work based training classes and programs with the programmers

Supervise Wake Center facilities and staff

Manage can coordinate the Jail program

Facilitate the implementation of WIA contracts for credit vocational programs

## **Rationale for vocational program development**

This organization will further define our resources to the community in the area of entry level employment. This plan provides a point of entry for job training, through the STEP program, from the perspective of the student, the potential student and for the employer. This structure will build a stronger and clearer flow of functions between the credit and noncredit program for work based learning programs. This structure reflects an understanding of our student population, their diversity and their needs.

The college should look to the noncredit program to research and develop work-training programs that have traditionally not been offered in a college setting. It probably costs less to do this through non-credit and then once a program is developed IF it is successful and IF it is appropriate, it can move to credit

Example

CREATE program. If we had been in on the development we could have marketed the program. I believe we would have suggestions on where how and when the program should be offered. The program only has two students in it now. We know the population that enters occupations that have not had formal training programs. I believe our expertise would help structure student access

LEARN TO EARN

This is another example of a credit program that could have been "field tested" through noncredit. We have sent several students to this program. We have the flexibility to make changes that could have adapted the curriculum to allow for greater student success

- Noncredit students are interested in vocational training
- The Adult High School and GED programs go hand in hand with vocational training.
- Credit vocational programs require an English eligibility that becomes a barrier

**Committee/Community Affiliations:**

Enrollment Management

Cross-functional

CalWORKs

Workforce Resource Center Partnership Team and Consortium

BAT/CAST

Dept of Social Service policy review

Welfare Reform Community Partnership (attended by staff)

AACE sub-committee for non-credit Matriculation

AACE conference

Community Resource group monthly luncheon

United Way representative for Continuing Education

Healthy Start (attended by staff)

Housing Authority Advisory Committee (attended by STEP staff)

Relationships with over forty community non-profits

## **Dean of Continuing Education- Schott Center**

The Dean of Continuing Education, Schott Center, is responsible to the Vice President of Continuing Education, for the development, supervision and evaluation of specific program areas to include, Fine Arts, Music, Crafts, Environmental Education, Photography and Performing Arts. In addition, the Dean supervises the day to day operation of the Schott Center, supervises the support staff, recruits, interviews, hires and evaluates instructors, works with community groups to develop co-sponsored programs, supervises the Trips and Tours program, works with the Vice President on fundraising projects, oversees the A/V department and is responsible for the Faculty Art Exhibit and the Annual People's Fair.

### **Programming Responsibilities**

#### Curriculum development:

- Review curriculum for Fine Arts, Crafts, Environmental Education, Photography and Performing Arts.
- Work with instructors to explore new programs and directions.
- Develop a sequential curriculum in programming areas in order to encourage students to transfer to the credit division where appropriate.
- Measure success of the curriculum using student evaluations.

#### Faculty

- Solicit and review applications from potential instructors.
- Interview potential new instructors.
- Hire new instructors 3 times each year: review curriculum for new class(es), discuss scheduling details, prepare class description, review policies and procedures, review Human Resources employment papers, tour campus where appropriate.
- Follow-up to confirm that application packet is completed on schedule.
- Discuss and confirm materials and/or lab fee for class, explain reimbursement procedures.
- Hire and supervise LTA's for Fine Arts and Craft classes.
- Work with Faculty Classroom Coordinators, includes regular meetings and program evaluation.

#### Schedule Classes

- Program 170-180 classes for fall, winter and spring terms: 60 for summer. This includes developing 30 to 40 new classes each term.
- Interact with approximately 100 instructors every term to confirm teaching assignments, details of the class(es), fees, times, locations, changes in descriptions etc.
- Arrange and confirm locations for all classes.
- Review and edit new class descriptions.
- Supervise input of class information into the computer.
- Develop fliers where appropriate.

- Confirm consultants, as many as 15 to 20 per term, submit appropriate paperwork.
- Oversee arrangements for class field trips out of town.
- Edit copy of the schedule of classes.
- Provide instructor photo suggestions and information.
- Arrange workshops, seminars and symposia when appropriate.

#### Materials and equipment

- Coordinate ordering of materials for classes.
- Evaluate equipment needs for classrooms, research prices and availability, prepare orders.
- Supervise audio/visual set-ups for classes, consult with A/V tech on purchasing new equipment.
- Coordinate scheduling of all equipment set-ups in classrooms.

#### Cosponsors

- Develop a co-sponsor relationship with community groups to offer special classes and programs.
- Includes working closely with:
  - Santa Barbara Museum of Art- member of the Education Committee
  - Community Environmental Council
  - Santa Barbara Botanic Garden
  - Santa Barbara Museum of Natural History
  - City of Santa Barbara
  - City Water Department
  - Sustainability Project
  - University of California Natural Reserve System
  - University of California Inter-Disciplinary Humanities Center
  - Land Trust
- Member of the steering committee of EFS (Education for Sustainability).

#### Develop Trips and Tours Program

- Develop a travel program for Adult Education students when appropriate.
- Evaluate programs, select destination, solicit, review and select RFP from travel company.
- Select instructor to lead program and develop curriculum and itinerary.
- Supervise registration for the tour, schedule pre-departure meetings.
- Collect registrations, handle individual requests for travel arrangements, room requests and other needs of participant.
- Evaluate program, instructor and arrange reunion meeting.

#### **Administrative Responsibilities**

### Personnel:

- Hire, supervise, evaluate support staff.
- Oversee main office operations, monitor work distribution and work schedules for mornings, afternoons and evenings as well as Saturdays.
- Handle student, staff, faculty grievances.
- Supervise public relations with the community.
- Supervise safety issues on campus, handle and report accidents and emergencies.
- Hire and supervise training of student workers.

### Facilities and Operations

- Supervise day to day operations of the Schott Center facility.
- Supervision of new projects at the Schott and Wake Centers.
- Supervision of audio/visual services, oversee scheduling, ordering of equipment and set-ups.
- Supervise and coordinate work schedules for maintenance and grounds personnel.
- Assist Vice President with development of complete long-term facility plan for Wake & Schott Centers.
- Supervision and co-ordination of off-campus sites.

### Fund Raising

- Assist Vice-President with fund raising activities.
- Gather ideas from staff, students and instructors for specific projects.
- Meet with instructors to discuss their needs in development of remodeling plans.

### Supervise Audio Visual Department

- Coordinate A/V maintenance and repair at Schott and Wake Centers.
- Oversee A/V set-ups and equipment use.
- Coordinate research and ordering of new A/V equipment.
- Supervise scheduling of A/V support staff.
- Maintain annual inventory of A/V equipment.

This is a unique position in that responsibilities are very diverse and include oversight of 90 instructors, supervision of approximately 175 classes as well as supervision of the day-to-day operation of the Schott Center campus and staff.

## **Dean of Continuing Education- Schott Center**

### Staff Supervision

Everette Kerr-Office Manager, Schott

Marge Phillips- Secretary, Schott

JoAnn Kirby- Int. Typist Clerk, Schott

Christine LeBon- Saturday Office Clerk

Mervin Kerr- Sr. Custodian

George Holguin- Groundskeeper

Oliver Hamilton- Audio/Visual Technician

Rudy Marquez- Night Custodian

Lesla Sorensen-Joseph- Asst. Public Information Specialist

Justin Valle- Student Worker

### Budget Responsibilities

Manage Fine Arts, Crafts, Environmental Education, Photography, Performing Arts budgets

Manage Schott Center Budget

### Fund Raising

Work with V.P. to identify and implement fundraising projects.

### Facilities Co-ordination

Chuck Diedrich

Oversee new and remodeling projects at Schott and Wake.

Work with hourly consultant on plans.

### Programming

Lesla Sorensen-Joseph

Schedule 170-180 classes per term

Develop 30-40 new classes each term

Prepare all information for schedule of classes in assigned areas.

### Faculty Supervision

Lesla Sorensen-Joseph- Assistant

Supervise 90+ instructors.

Hire, Evaluate

Assist with day to day classroom issues.

Co-ordinate requests for supplies

Develop specialized workshops in Fine Arts & Crafts.

Hire and supervise LTA's in each programming area.

Trips and Tours

Lesa Sorensen-Joseph- Assistant

Supervise A/V dept.

Oliver Hamilton - A/V Tech

Justin Valle- student assistant

Classroom Coordinators

Janice Lorber- Jewelry

Lorraine Van Hecke- Stained Glass

Barbra Loebman- Ceramics

Cathy Quiel- Fine Arts

Main Office Supervision

Everette Kerr-Office Manager, Schott

Marge Phillips- Secretary, Schott

JoAnn Kirby- Int. Typist Clerk, Schott

Christine LeBon- Saturday Office Clerk

Facilities and Grounds

Mervin Kerr- Sr. Custodian

George Holquin- Groundskeeper

Rudy Marquez- Night Custodian

Luis Gomez- Night Custodian

Classroom Set-Up A/V Requests

Marge Phillips- Secretary, Schott

### **Vice President, Continuing Education -Change in Responsibilities**

- **Increased fundraising for site improvements - individual classrooms at both sites**
- **Development of Technology Plan with new Coordinator**
- **Development of Facilities Plan with Dean**
- **Additional Community relationships developed for creation of short-term vocational, community seminars and additional technology centers**
- **Staff development specific for AE**
- **Increased coordination of programs with Credit division**
- **Identify and develop grant applications**



## Self Study Section VI. Assessing Institutional Effectiveness

As stated in the proposal for an experimental self study submitted to ACCJC, assessing institutional effectiveness is a critical component in monitoring and ensuring that the college is making progress towards and achieving the goals and objectives outlined in its mission and the 2002-2005 College Plan. The purpose of this section is to describe the approach that Santa Barbara City College has developed to assess its institutional effectiveness.

### Institutional Effectiveness – Context, Definition, and Process

#### **Context**

Santa Barbara City College has a strong tradition in the area of institutional effectiveness. The college published its first annual institutional effectiveness report in 1993 (Santa Barbara City College, May 1993). The first report was “a culmination of the work .... in coordinating the many ongoing SBCC evaluation, planning, and resource allocation processes into a comprehensive accountability system, as specified by AB 1725” (p. 7).

The college’s Mission statement provides the overall guiding framework for the college’s comprehensive planning process, which was described in detail in the prior section of the self study. The goals and objectives included in the college plan provide the specific framework for the assessment of institutional effectiveness. Whereas the fundamental areas of emphasis for SBCC are set through its college mission, its plan and assessment of institutional effectiveness are shaped by the forces for change that will drive the college’s functions and operations for the foreseeable future, as exemplified in the prior section. As Alfred et al (1999) point out, “community colleges will need to ensure that their effectiveness systems are flexible and dynamic” (p.5).

#### **Definition**

The college has followed the definition of institutional effectiveness reiterated by Alfred et al (1999) and originally stated by Ewell (1992): “the heart of any definition of institutional effectiveness remains the ability of an institution to match its performance to established purposes as stated in its mission” (p. 6). In addition, the measures of institutional effectiveness are developed taking into consideration the perspectives of various internal and external stakeholders and the need to for accomplishing goals within the limits of available resources (Cleary, 2001).

## Process

As indicated earlier in the self study, the Director of Institutional Assessment, Research and Planning, in consultation with the President/Superintendent, the Cabinet and the College Planning Council, conducts an annual review of the measures of institutional effectiveness to ensure that they reflect the college's priorities, address the college's mission and state and regional accrediting accountability requirements, and reflect the most up-to-date research in the field (a list of references and resources reviewed is available at the end of this section). The development of a new college plan every three years provides the opportunity for a broader review by the college community of the measures of institutional effectiveness. As part of this self study, the President, the Cabinet, the College Planning Council and the Academic Senate were actively involved in the review and update of the measures.

The criteria used for selecting the measures of institutional effectiveness are:

Related to mission and college plan.

Reflective of the changes in relevant literature.

The Office of Institutional Assessment, Research and Planning can obtain the information from the college student system, other college databases/sources or external sources.

Most measures are quantifiable.

The college community accepts the measures as valid.

## **Institutional Effectiveness – Measures for 2002-2005**

The measures listed below are the result of the collective review and update process and represent the indicators that the college will track for the next three years to assess its institutional effectiveness.

The measures of institutional effectiveness are grouped under the major areas of the 2002-2005 College Plan:

Student Learning, Achievement and Development  
Student Outreach and Responsiveness to the Community  
Faculty and Staff  
Governance and Management  
Applications of Technology  
Facilities  
Fiscal Support

<b>Table 1. Student Learning Achievement and Development</b>
Preparation of Applicants to SBCC (distribution of results of English and Math placement tests)
Semester Number and % of Students on Academic Process Probation or Disqualification
<b>Number and % of Students who Transition from a probation/disqualification status to good standing (from Fall to Spring and from Spring to Fall, respectively).</b>
<u>Overall Annual Course Success for the College</u>
Annual Successful Course Completion of Transfer Courses

<b>Table 1. Student Learning, Achievement and Development</b>
Annual Successful Course Completion of Basic Skills Courses
Annual Successful Course Completion of Vocational Courses
Annual Successful Course Completion of English Skills Courses below ENG 100
Annual Successful Course Completion of Math Courses below MATH 100
Annual Successful Course Completion of Alternative Instruction Courses (i.e., online courses, weekend courses)
Semester and Cumulative Average and Median GPA of Full-time Students
Progression through Basic Skills Sequence (English and Math)
Completion of Basic Skills Sequence (ESL, English, and Math)
Transition from Basic Skills to College Level Courses (ESL, English and Math)
<b>Continuing Education Students Graduated with GED or Adult High School Diploma</b>
Persistence of Newly Matriculated Students
Number of Degrees, Certificates and Skill Competency Awards (overall and in occupational programs)
Degree Completion Rates (by cohorts; Vocational versus non-vocational Associate degrees)
Student Right-to-Know Act Completion Rate – SBCC, CA CCs average
Number of Transfers
Number of Students Transfer Eligible
Rates of Transfer Goal and Actual Transfer by Ethnic Groups
Student Right-to-Know Act Transfer Rate – SBCC, CA CCs average
Number of study hours per week in relationship to units enrolled (This measure is self reported in the Student Campus Experiences Survey administered once every three years).
Number and % of courses with Web syllabi

<b>Table 2. Student Outreach and Responsiveness to the Community</b>
Annual FTES
Fall Applications
Overall Headcount (Credit and non-credit); Full-time, International Students, Students with Disabilities, EOPS
Online enrollment
Comparison of student ethnic composition to the make-up of the district
Number and % of students economically disadvantaged
First-time students from district high schools
High school student enrollment
Enrollment in employer-based training, work experience and service learning, respectively
Enrollments in courses offered through the Center for Management and Staff Development

<b>Table 3. Faculty and Staff</b>
Number and distribution by gender and ethnicity of applicants for full time faculty positions
Number of Contract Faculty, Classified Staff and Administrators and Distribution by Gender and Ethnicity
Number and distribution by gender and ethnicity of new hires

<b>Table 3. Faculty and Staff</b>
Opportunities for faculty and staff development (i.e., narrative plus numbers of staff and faculty, respectively, participating in SRC or FRC courses, Center for Management and Staff Development, etc).
<b>% growth FTES compared to % growth for each of the following categories (categorically funded excluded):</b>
<ul style="list-style-type: none"> <li>- <b>Permanent full time faculty</b></li> <li>- <b>Permanent full time classified staff</b></li> <li>- <b>Permanent full time administrators and managers</b></li> </ul>

<b>Table 4. Governance and Management</b>
Progress in implementation and deployment of iPortal and decision support system
<b>Table 5. Applications of Technology</b>
Ratio number of computers available on campus per FTES
<b>Ability to renew and replace technology equipment on a regular basis, as measured by: a) annual expenditures for technology replacement as a percentage of technology inventory; b) technology equipment reserve amounts for committed replacements and for contingency funding.</b>
<b>Ability to fund new technology initiatives each year, as measured by dollar expenditures for new technology projects over a five-year history.</b>
<b>Ability to support and maintain instructional computer classrooms and labs, based on the ratio of instructional computer lab coordinators to the number of computers in such facilities over a five-year history.</b>
<b>Ability of the institution to support and maintain its network and telecommunications infrastructure, based on the following measures: a) ratio of network administrators to number of network users and servers; b) percentage utilization of Internet bandwidth capacity; c) ratio of User Support and training staff in relation to total faculty and staff.</b>
<b>Ability to support 7x24x365 access to the college Web applications, as measured by the percentage of annual available "up-time" compared to total hours of operation.</b>
Availability of student services online (i.e., application, enrollment, access to grades, and information related to transfer, etc) and in computerized form (i.e., computerized placement testing) (narrative)

<b>Table 6. Facilities</b>
Square footage - total and instructional
<b>Percent utilization of instructional space</b>
<b>Energy utilization/square foot</b>
<b>Annual \$ for maintenance/up keeping of facilities</b>

<b>Table 7. Fiscal Support</b>
Average funding per FTES – SBCC, K12, CA CCs, UCs, CSUs
<b>Revenues per FTES</b>
<b>Expenditures per FTES</b>
<b>State General Apportionment as % of Total Revenue</b>
<b>Restricted Revenues as % of Total Revenue per Year</b>
<b>Number of Permanent Employees per FTES</b>
<b>Fringe Benefits (excluding STRS and PERS) as % of Salaries</b>
<b>STRS and PERS as % of Salaries</b>
<b>Total Salaries and Benefits as % of Total Expenditures</b>
<b>Instructional Salaries and Benefits as % of Total Expenditures</b>
<b>COLA versus Consumer Price Index % increase (maintenance of purchasing power)</b>
<b>Capital Outlay Expenditures as % of Total Revenue</b>
<b>Fund Balance as % of Operating Expenditures</b>
Foundation – total funds raised annually

## References and Sources Reviewed

Alfred, R., Ewell, P., Hudgins, J, McClenney. (1999). Core Indicators of Effectiveness for Community Colleges. Washington, D.C.: Community College Press, American Association for Community Colleges.

Banta, T. W., Borden, V.M.H. (1994). Performance Indicators for Accountability and Improvement. In V.M.H Borden and T. W. Banta (eds.), Using Performance Indicators to Guide Strategic Decision Making. New Directions for Institutional Research No. 82: San Francisco, CA: Jossey Bass.

Burke, J. C., Modarresi, S., Serban, A.M. (1999). Performance: Shouldn't It Count for Something in State Budgeting?. Change, November/December, 31(6), 16-23.

Burke, J. C. (1998). Performance Funding Indicators: Concerns, Values, and Models for State Colleges and Universities. In J. C. Burke and A. M. Serban (eds), Performance Funding for Public Higher Education: Fad or Trend?. New Directions for Institutional Research No. 97. San Francisco, CA: Jossey Bass.

Cleary, T. S. (2001). Defining Quality Through the Eyes of Campus Stakeholders. Community College Journal, August/September, 41-47.

Council for Higher Education Accreditation. (2000). The Common Data Project. CHEA Occasional Paper, August. Washington: DC: CHEA.

- Ewell, P. T. (1992). Outcomes Assessment, Institutional Effectiveness, and Accreditation: A Conceptual Exploration. Resource Paper for the Council on Postsecondary Accreditation Task Force on Institutional Effectiveness (ERIC Document No. 343513).
- McLeod, M. W.; Cotten, D. K. (1998). Essential Decisions in Institutional Effectiveness Assessment. *Visions: The Journal of Applied Research for the Florida Association of Community Colleges*, 2(1), 39-42.
- Midlands Technical College. (1997). *Managing Your Institution's Effectiveness: A User Guide*. Washington, D.C.: The Community College Press.
- Nichols, J. O. (1995). *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*. Bronx, NY: Agathon Press.
- Ronco, S. L., Brown, S. G.. (2000). Finding the "Start Line" with an Institutional Effectiveness Inventory. Paper presented at the Annual Forum of the Association for Institutional Research, Cincinnati, OH, May 21-23, 2000.
- Roueche, J. E., Roueche, S. D. E., Eileen E.. (2001). Pursuing Excellence: The Community College of Denver. *Community College Journal of Research and Practice*, 25(7), 517-537.
- Roueche, J. E., Johnson, L. R., Roueche, S. D., & Associates. (1997). *Embracing the Tiger: The Effectiveness Debate and the Community College*. Washington, D.C.: The Community College Press.
- Santa Barbara City College. (1993). *Assessment of Institutional Effectiveness: First Annual Report on the Comprehensive Accountability System of Santa Barbara City College*. May.
- Serban, A.M. (2001). Institutional Effectiveness and Performance Funding for Community Colleges: Where Do Institutional and State Values and Priorities Converge? Presented at the Annual Forum of the Association for Institutional Research. Long Beach, CA, June 4, 2001.
- Sorensen, James E. (1998). *An Investigative Study on the Systematic Application of Effectiveness Indicators for Institutional Improvement in Northwest Community Colleges*.
- Sullivan, M. M., Wilds, P. C. (2001). Institutional Effectiveness: More Than Measuring Objectives, More Than Student Assessment. *Assessment Update*, 13(9), 4-6.

**Fiscal Year 2001-02 Salary Increase Calculation  
Effective January 1, 2002**

Growth rates - based on FY 00-01

Recalculation Apportionment	credit	2.55%
January 30,2002	non-credit	1.70%

Total growth revenue	\$ .979,728
% salaries and benefits	87.950%

Total available to allocate 861,666

New faculty (based on current faculty salary, taxes and benefits)

Credit	2.55%	18,355,831	468,949
non-credit	1.70%	2,999,004	51,111
			subtotal
			520,060

full-time faculty requirement	209.4	2.55%	5.35
amount per full-time position	\$ 87,659		

Non-teaching support	1%	17,509,306	175,093
			subtotal
			695,153

subtotal available 166,513

Simplified formula for increase 100%  
Percentage of available growth funds

Allowance for salary increases 166,513

Funds available for growth related expenses

Salary increase	1%	428,571	
Growth available for increases		166,513	0.39%
		COLA	<u>3.87%</u>
		Subtotal	4.26%
Partnership for Excellence		670,000	1.56%
		Subtotal	<u>5.82%</u>
		Additional increase	<u>0.28%</u>
		Total	6.10%
Credit Adjunct supplemental increase			<u>10.40%</u>
		Total credit adjunct increase	16.50%

Use of Growth \$ FY 2001-02  
 Revised Jan 30, 2002

Growth funds

FTES	979,728
space	18,618
total	<u>998,346</u>

Uses

New faculty			
Credit	468,949	}	total faculty 611,642      68%
Non-credit	51,111		
Salary Increase			
faculty (55%)	91,582		
staff (45%)	74,931		
Custodian	41,000		
Technology	50,000		
HR tech staff	52,000		
Dan Watkins	25,000		
LSG lab coord.	50,000		
	<u>904,573</u>		



**SANTA BARBARA COMMUNITY COLLEGE DISTRICT**  
**Cost of District Compensation Proposals**  
**January 2002**

<b>USES:</b>		<b>Total</b>	<b>Instructors</b>	<b>Classified Employees</b>	<b>Mgmt</b>	<b>Cont Ed Adjunct</b>
<b>Salaries</b>						
6.14%		2,198,900	1,190,300	546,200	318,600	143,800
10.4% Adjunct Faculty		562,400	562,400			
18.3% Cosmetology		21,100	21,100			
3.5% Cont Ed		83,900				83,900
Longevity		83,800	45,000		38,800	
Dept Chairs		16,000	16,000			
Post-Retirement		8,000	8,000			
Adjunct Doctorate		6,000	6,000			
		<b>2,980,100</b>	<b>1,848,800</b>	<b>546,200</b>	<b>357,400</b>	<b>227,700</b>
<b>Benefits</b>						
STRS Contribution	8.25%	152,500	152,500			
PERS Contribution	1.72%	19,400		9,400	6,100	3,900
Social Security	6.20%	70,200		33,900	22,200	14,100
Medicare	1.45%	29,800	13,400	7,900	5,200	3,300
W/C Insurance	1.25%	37,200	23,100	6,800	4,500	2,800
Unemployment	0.13%	3,900	2,400	700	500	300
Benefits		440,600	177,900	203,100	59,600	0
L/T Disability Insurance		26,000	14,800	7,300	3,900	
Managers Training		20,000			20,000	
		<b>799,600</b>	<b>384,100</b>	<b>269,100</b>	<b>122,000</b>	<b>24,400</b>
<b>Total</b>		<b>3,779,700</b>	<b>2,232,900</b>	<b>815,300</b>	<b>479,400</b>	<b>252,100</b>

**PERCENTAGE INCREASE**

**2001-02 Baseline Budget- 0.00% Cola**

Salary & Fringe 42,373,600 22,591,300 11,101,400 6,068,500 2,612,400

**Increase as a % of Baseline Budget** 8.92% 9.88% 7.34% 7.90% 9.65%

<b>Contingency Reserve</b>	(millions)	2.8
----------------------------	------------	-----

**Fund Balance**

Beginning FY 2001-02		
Unallocated Partnership	1.3	
Limited Term Positions	0.7	
Energy Projects	1.0	
Banked TLU's (undesig)	0.5	
Undesignated	0.2	
	<u>3.7</u>	

Use during FY 2001-02 (Appropriated)		
Partnership	1.3	
Limited Term Positions	0.2	
Energy Projects	1.0	
	<u>2.5</u>	

Results of Operations		
Current Year Growth	1.6	
Half Adjunct Specific Funds	0.4	
Half Tuition Increase	0.4	
Half Partnership	0.4	
Half COLA	0.8	
Projected App Savings	1.8	
	<u>5.2</u>	

Ending Fund Balance		
Jan 1, 2003 pay increase	2.0	
Matriculation	0.2	
Benefit Reserve	0.6	
Limited Term Positions	0.5	
	<u>3.3</u>	

Transfer to Capital Funds	3.1	
---------------------------	-----	--

<hr/> Beginning FY 2002-03		
Benefit Reserve	0.3	
Limited Term Positions	0.3	
	<u>0.6</u>	

STATE OF CALIFORNIA

---

CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE

1102 Q STREET  
SACRAMENTO, CA 95814-6511  
(916) 445-8752  
HTTP://WWW.CCCCO.EDU



March 1, 2002

TO: Presidents, Boards of Trustees  
Superintendents and Presidents  
Presidents, Academic Senates  
Presidents, Student Body Organizations

FROM: Thomas J. Nussbaum  
Chancellor

SUBJECT: District Review and Recommendations Regarding the System's 2003-04 Budget  
Request—Please Respond by April 19, 2002

During the past several years, we have asked district governing boards, through their shared governance processes, to provide input regarding the system's proposed budget requests. We are doing so again this year, but want to make your response easier to provide, and want to build upon the input we have collected from you in prior years.

As you know, during recent years we have been using various long-term policy documents—notably the *2005 Strategic Response*, and the *New Basic Agenda*—as the basis for many of the particular requests within our system budget proposal. During recent years, we have asked district governing boards to evaluate these policy directions on a year-to-year basis. In large part, the vast majority of districts who have responded have consistently validated these long-term directions and funding requests. Having collected these responses, we will apply this information, as well as information you provide this year, in our development of the system's proposed budget for 2003-04.

Each governing board is requested, through its shared governance processes, to work with its chief executive officer(s), faculty, staff, students and local constituencies in the development of budget recommendations that will provide input that will help shape the 2003-04 system budget request. We are asking for your views regarding the attached listing (Attachment #1). In this regard, please let us know on your Response Form (Attachment #2) if you advocate a different approach or want other program areas considered.

The Board of Governors, through its Budget and Finance Committee and as a whole Board, will take an active role in overseeing the development of the system's budget package. Your input will be shared with both the Board and the Consultation groups as we seek to develop an improved budget package that is more compelling and more integrated.

Please provide your district's response by **April 19, 2002 (Friday)**. We have provided a form for your response, and this letter and form will be posted on the Chancellor's Office web site (see web site address above, Executive Division home page).

If you need further information about the process or the budget, please contact Patrick Lenz, Executive Vice Chancellor, at (916) 322 4005.

Cc: Board of Governors  
Members, Consultation Council

**Attachment #1**  
**District Review and Recommendations Regarding System Budget Requests**

With respect to the following requests, would appreciate your views as to the issues that are identified:

1. **Access:** The system's 2005 *Strategic Response* calls for the system to restore a level of access to a participation rate of 73/1000, meaning that the system will have to grow in FTES by 4% per year between 1996-97 and 2005-06. This 4% has been requested each year, except for 2001-02, when we requested 3½%. During the last six cycles we have *received* funding for 4%, 3%, 3%, 3½%, 3½%, and 3% respectively. In the current year (2001-02), about half of the districts have grown beyond their caps, and we anticipate significant unfunded enrollment growth for the system as a whole.

*Issue: Should the system continue to seek 4% for enrollment growth in 2003-2004?*

2. **Cost of Living Adjustment:** Statute (Education Code Section 84750) calls for the community colleges to be provided an annual inflation adjustment in accordance with an index specified in the statute. The system has regularly requested this statutory inflation adjustment, but there were four years during the first half of the 1990's that none was provided. The statutory COLA has been provided each year since 1995-96. As to the 2000- 2001 budget, the State funded a "COLA plus 1". For 2001-2003, we began to move away from the request for the statutory COLA; instead, we have requested funds for "Compensation, Goods, and Services". As part of this request, we requested \$75 million for "Part-Time Faculty Compensation," and the State provided \$57 million for this purpose. In addition, we have requested that the Partnership for Excellence, the Part-time Compensation program, and other programs be included in the programs, which receive this "compensation, goods, and services adjustment."

*Issue: Should the system continue to seek funds for "Compensation, Goods, and Services" (including Part-Time Faculty Compensation), or should some other approach be pursued?*

3. **Equalization/ Ensuring Student Success Statewide:** With the implementation of Program-Based Funding in 1991, the system has regularly requested funding for equalization. In addition, funding regulations of the Board of Governors call for a portion of "program improvement" revenues to be distributed for purposes of equalization. During the past several years, the State has not funded the system's requests for equalization or program improvement. The system has continued to seek equalization funding, but since the mid-1990's has not sought program improvement. For 2001-02 and 2002-03, the system has pursued a slightly different approach to this issue. For 2002-03, the system has requested \$25 million as a part of a multi-year effort to ensure that a comparable level of funding is available to each student, no matter where she or he is attending. These funds would be allocated more on the basis of equalizing the revenues per FTES, rather than on equalizing in accordance with program based funding formulas. In addition, districts would be required to apply the funds to make improvements in key areas identified by the system (workforce preparation, more full-time faculty, etc). The State did not fund this approach in 2001-02, and the Governor has not proposed such funding for 2002-03.

*Issue: Should the system continue to seek equalization ensuring student success statewide funding in 2003-04? Should equalization be on the basis of per FTES or should it be on the basis of program-based funding regulations? Are there other components that should be considered to make this proposal more compelling to the Administration and the Legislature?*

- 4. Partnership for Excellence:** The *2005 Strategic Response* calls upon the State to provide additional funding to community colleges to enable us to move to within \$1500 of the national average in funding per student by 2005. In return, the system will make the commitment to improve its performance on the critical student outcomes within its mission.

The system developed the "Partnership for Excellence" 1998-99, proposing that funding for this program be increased by \$100 million per year, compounded, until 2005-06. This infusion would increase the system's base revenues by \$700 million, a significant portion of the funding needed to close the gap on the national average. For 1998-99, the State funded the Partnership at \$100 million, and for 1999-2000 it was funded at \$145 million. For 2000-2001, the State funded a \$155 million augmentation, bringing total funding to \$300 million. For

- 5.** 2001-02, the system sought an augmentation of \$100 million, but none was received. The system has again requested a \$100 million augmentation for 2002-03. As a part of the "compensation, goods, and services" request, we are also seeking a "COLA" adjustment to the \$300 million currently in the program.

*Issue: Should the system continue to seek \$100 million per year, compounded, for the Partnership for Excellence?*

- 6. Human Resources:** Over the years, the system has proposed a number of different ways of strengthening its human resources. Early in the 1990's, program improvement funds enabled the hiring of more full-time faculty. During more recent years, the system requested specific funding to enable the hiring of more full-time faculty, but these proposals were not funded. With the Partnership for Excellence, many districts have been using a portion of these funds for more full-time faculty. During recent years, the system has also requested large increases in the Staff Development Fund and the Faculty and Staff Diversity Fund. The state has not funded these requests. For 2002-03, the system requested another \$57 million for part-time compensation, and \$10 million for a faculty internship and recruitment program. Neither of these augmentation requests has been included in the Governor's Budget. However, the Governor has proposed the elimination of the \$5 million Faculty and Staff Development Program, and we are strongly advocating against this proposed reduction.

*Issue: Should the system continue to seek funds to strengthen human resources in 2003-2004; and if so, through what mechanism(s)?*

- 6. Student Outreach and Access:** The system has regularly sought funding to ensure all students can succeed. In the main part, we have sought separate augmentations for the various categorical programs: EOPS, DSPS, Puente, MESA, Matriculation, etc. Beginning in 2000-2001, we combined a series of separate requests for these programs into a single budget proposal calling for a very sizable (\$27.9 million) augmentation. For 2002-03, we requested augmentations of about \$6.5 million for these programs. The Governor, in his proposed budget, has recommended a \$26.8 million reduction to the Matriculation Program and \$58 million reduction to the Cal WORKS program. We are strongly advocating against these proposed reductions.

*Issue: For 2003-04, should the system continue to seek funding for student outreach and access, continue to oppose any reduction in base funding for these programs, and should it continue to combine separate requests into a single proposal?*

**7. Telecommunications and Technology:** Since the mid-1990's, the system has been requesting funding to establish a telecommunications infrastructure. In addition, it has sought and received separate funding for instructional equipment, library resources, and technology. The 2005 Strategic Response calls for the development of a "Technology II Plan" that will guide the build-out of the infrastructure and support future budget requests. The Board of Governors adopted the Tech II Plan in September of 2000, and this plan has been used to support the system's augmentation request of \$94.6 million for 2001-2002. This request was not funded. For 2002-03, the system has requested \$48 million for this purpose. The Governor did not propose funding for this purpose in his 2002-03 Budget.

*Issue: Should the system continue to request funding for technology consistent with the adopted Technology II Plan?*

**8. Economic Development and Workforce Preparation:** Since the early 1990's, the system has requested funding to expand its programs of economic development and workforce preparation. Virtually all of these funds are allocated to districts on the basis of competitive grants. Major funding augmentations were provided in 1996-97 and 1997-98. For 2001-2002, the system sought an \$11.7 million augmentation, but none was provided. For 2002-03, the Board of Governors developed a major workforce preparation initiative entitled, "Ladders of Opportunity." The system requested \$72.9 million for this purpose, but the Governor did not propose such funding in his 2002-03 budget. The Governor did propose to reduce the Economic Development program by almost \$9 million, and we are advocating against this reduction.

*Issue: For 2003-2004, should the system continue to seek funding for expanding its economic development and workforce preparation efforts, including the "Ladders of Opportunity" initiative?*

**9. Other Program Areas:** List additional program areas which your district believes should be considered. For each, please briefly describe the budgetary need, the proposed solution, the proposed level of funding and the method of distribution.

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95814  
(916) 445-8752  
<http://www.cccco.edu>


**MEMORANDUM**
**ATTACHMENT #2**
**SYSTEM INVOLVEMENT IN 2003/2004 BUDGET PACKAGE**

Please see Chancellor Nussbaum's letter dated March 1, 2002(posted on the Web site) requesting input and recommendations by April 19,2002 for the 2003/2004 Budget Proposals.

WHEN COMPLETED, RETURN ELECTRONICALLY VIA THE INTERNET TO: STATE OF CALIFORNIA, CALIFORNIA COMMUNITY COLLEGES, PATRICK J. LENZ, EXECUTIVE VICE CHANCELLOR AT INTERNET ADDRESS: [plenz@cccco.edu](mailto:plenz@cccco.edu)

COLLEGE/DISTRICT NAME:

No.	TITLE	ISSUE	YES	NO	See Comment	Program Priority
1.	Access:	Should the system continue to seek 4% for enrollment growth in 2003-2004?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Cost of Living:	Should the system continue to seek funds for "Compensation, Goods and Services"(including Part-Time Faculty Compensation), or should some other approach be pursued??	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Equalization:	Should the system continue to seek equalization/ensuring student success statewide funding in 2003-2004?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Should equalization be on the basis of per FTES funding, or should it be on the basis of program-based funding regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Are there other components that should be considered to make this proposal more compelling to the Administration and the Legislature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Partnership for Excellence	Should the system continue to seek \$100 million per year, compounded, for PFE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Human Resources	Should the system continue to seek funds to strengthen human resources in 2003-2004; and if so, through what mechanism(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Student Outreach & Access	Should the system continue to seek funding for student outreach and access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



No.	TITLE	ISSUE	YES	NO	See Comment	Program Priority
		Continue to oppose any reduction in base funding for these programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Continue to combine separate requests into a single proposal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Telecommunications & Technology	Should the system continue to request funding for technology consistent with the adopted Technology II Plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Economic Development	Should the system continue to seek funding for expanding its economic development and workforce preparation efforts, including the "Ladders of Opportunity" initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Other	List additional program areas	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please provide comments and narrative responses below in regards to the above issues or any other issues you may have.

**Narrative Responses:**

**1. Access:**

Comments:

**2. Cost of Living Adjustment (Compensation, Goods and Services):**

Comments:

**3. Equalization:**

Comments:

**4. Partnership for Excellence:**

Comments:

**5. Human Resources:**

Comments:

**6. Student Outreach and Access:**

Comments:

**7. Telecommunication and Technology (Technology II Plan):**

Comments:

**8. Economic Development:**

Comments:

**9. Additional Issues:**