TO: Dr. Charles Hanson
FROM: David L. Pickering
DATE: June 15, 1993
SUBJ: General Revenue Comparison

The attached SBCC and Statewide 1992-1993 first principal apportionment (P-1) general revenue comparison includes:

* Revenue received by Program Based Funding category
* The percentage of the total revenue by category
* Revenue per FTES by category

The dollar breakdown by category was supplied by Roger Merle of the Chancellor's Office.

Credit FTES was used for the first four categories, non-credit FTES for the fifth and the total of the two for the maintenance and operations category.

The SBCC revenue percentages for Instruction and Instructional Services are slightly less than the Statewide figures but observe that the non credit percentage of revenue is more than double the Statewide figure. The majority of the Continuing Education revenue must be added to that from the first two categories to determine the Instruction portion.

The SBCC Student Services percentage and general revenue per FTES are lower than Statewide. Conclusions cannot be drawn since allocations are based on enrollment figures rather than FTES.

Column (4) includes the 16.55% institutional support amount for the first three categories only. The non credit and maintenance and operations (M & O) figures each include the 16.55%

The M & O percentage and the revenue per FTES exceed the Statewide figures. Remember that

* M & O covers all buildings including non credit facilities
* The M & O calculation is based on square footage and leased space rather than FTES.

baj6-15b

cc: Dr. MacDougall
### SANTA BARBARA COMMUNITY COLLEGE DISTRICT

1992-1993 General Revenue by Category
Program Based Funding (P-1)
SBCC Compared to Statewide

<table>
<thead>
<tr>
<th>(1) Instruction</th>
<th>(2) Instructional Services</th>
<th>(3) Student Services</th>
<th>(4) 16.55% Support</th>
<th>(5) Column (1)-(3)</th>
<th>(6) Non-Credit Incl. 16.55%</th>
<th>(7) Incl. 16.55%</th>
<th>(8) Total</th>
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<tbody>
<tr>
<td><strong>SANTA BARBARA COMMUNITY COLLEGE DISTRICT</strong></td>
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<tr>
<td><strong>P-1 General Revenue by Category</strong></td>
<td>$16,985,473.00</td>
<td>$1,247,037.00</td>
<td>$1,989,822.00</td>
<td>$3,346,819.00</td>
<td>$2,005,379.00</td>
<td>$3,181,811.00</td>
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<tr>
<td><strong>Percent of Total</strong></td>
<td>57.35</td>
<td>4.21</td>
<td>6.72</td>
<td>11.30</td>
<td>9.68</td>
<td>10.74</td>
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<tr>
<td><strong>Funded FTEs</strong></td>
<td>8963.70</td>
<td>8963.70</td>
<td>8963.70</td>
<td>8963.70</td>
<td>2000.24</td>
<td>10963.94</td>
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<tr>
<td><strong>General Revenue per FTEs</strong></td>
<td>1894.92</td>
<td>139.12</td>
<td>221.99</td>
<td>373.37</td>
<td>1432.52</td>
<td>290.21</td>
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</table>

| **STATEWIDE** | | | | | | | |
| **P-1 General Revenue by Category** | $1,506,612,119.00 | $1,140,097,769.00 | $218,548,562.00 | $304,397,275.00 | $99,853,330.00 | $249,150,984.00 | $2,492,660,037.00 |
| **Percent of Total** | 60.44 | 4.58 | 8.77 | 12.21 | 4.00 | 10.00 | 100.00 |
| **Funded FTEs** | 794,406.75 | 794,406.75 | 794,406.75 | 794,406.75 | 69,704.79 | 864,111.54 | |
| **General Revenue per FTEs** | 1896.52 | 143.63 | 225.11 | 385.11 | 1432.52 | 288.33 | |
### Program Based Funding

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<tr>
<th></th>
<th>1991-92 District BASE</th>
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<td>P-1</td>
<td>285,007</td>
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<td>TOTAL</td>
<td>1,672,272</td>
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<td>296,755,53</td>
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<p>| % of Budgeted  | Revenue by PBF | 60.47 | 23.81 |
| % of Assigned  | Budget Reduction | 56.12 | 8.63 |
| Phase 1-3      | 11.38 | 23.87 |</p>
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<tr>
<th>ACCOUNT CLASSIFICATION</th>
<th>FY 92-93 BUDGET</th>
<th>--AC DETAIL-- AMOUNT</th>
<th>FY 92-93 EXPENSE</th>
<th>FY 93-94 BUDGET</th>
<th>--AC DETAIL-- AMOUNT</th>
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<td>924</td>
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<td>ACCOUNT CLASSIFICATION</td>
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<td>--AC DETAIL--</td>
<td>FY 92-93 EXPENSE</td>
<td>FY 93-94 BUDGET</td>
<td>--AC DETAIL--</td>
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<td>4512.00 PRINTING &amp; DUPLICATING</td>
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</table>

REDACTED BOARD - $15,000
CONSTRUCTION FUND

RECONCILIATION OF REVENUE & EXPENDITURE
STATEMENTS DATED 2/22/93 AND 4/27/93

Statement of 2/22/93 Estimated Ending Balance at 6/30/93 $777,486

Increase in Interest Estimate 43,000

State Revenue Increases:
   Drama Music HVAC $200,000
   Asbestos Removal--Physical Science 31,640
   Total State Revenue Increase 231,640

Transfers In:
   From Parking Structure Fund 738,887
   From Gen’l Fund One-Time Money
      Hazardous Waste Area 90,000
      Wake Center Loading Dock 140,000
      Classroom Improvement 50,000
      Campus Lighting 50,000
   Total Transfers In 1,068,887

   Receivable from Foundation not previously
   included--Calden Overlook 46,207

Decrease in Salary and Benefit Estimate 6,328

Increase in Construction Projects:
   Bookstore Fiber Optics 15,000
   Campus Center Fiber Optics 25,000
   Drama Music HVAC 400,000
   Hazardous Waste Area 90,000
   Wake Center Loading Dock 140,000
   Classroom Improvement 50,000
   Campus Lighting 50,000
   Asbestos Removal--Physical Science 31,640
   Miscellaneous 3,027
   Total Increase in Construction Projects (804,667)

Decrease in Construction Projects
   New Electric Service--West Campus 59,804

1993-1994 Estimated Interest 75,000

1993-1994 Estimated Salary and Benefits (34,000)

1993-1994 Construction Administrator (55,000)

Statement of 4/27/93 Estimated Ending Balance at 6/30/94 $1,414,685

5/25/93

(Official)

6/17/93
CONSTRUCTION FUND

DECREases TO TENTATIVE BUDGET
ESTIMATED ENDING BALANCE AT 6/30/94

Estimated Ending Balance at 6/30/94 (Tentative Budget) $1,414,685

Increase in Expenditures:

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<th>Bookstore</th>
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<tr>
<td>Architect</td>
<td>$ 5,136</td>
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<tr>
<td>Inspection</td>
<td>5,000</td>
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<td>Change Orders</td>
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<td>Misc.</td>
<td>332</td>
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<tr>
<td>Total Increase in Bookstore</td>
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<th>Campus Center Remodel</th>
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<td>Misc.</td>
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<td>Total Increase in Campus Ctr Remodel</td>
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<table>
<thead>
<tr>
<th>Wake Center Sewer Line</th>
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<tbody>
<tr>
<td>Architect Extra Services</td>
<td>19,150</td>
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</table>

| Miscellaneous         | 4,077          |

Total Decrease in Ending Balance Due to Increase in Expenditures (117,771)

ESTIMATED ENDING BALANCE AT 6/30/94 $1,296,914

5/25/93
PROJECTS IN PROCESS

1. Business/Communication Building
2. Sculpture Facility
3. Campus Center Remodel
4. HRC Addition
5. Garvin Theatre Lighting System
6. La Playa/Cabrillo Storage Shed
7. Wake Center Plan
8. Campus Landscape Development
   a. East Campus Bike/Pedestrian Plan
9. La Playa Stadium Project
10. State Funding - Status
    a. LSB, Physics/Chemistry Building
    c. Gymnasium Addition

Atend. 2. a
Study Session
6/17/93
TO: Peter MacDougall
FROM: Diana Sloane
DATE: June 14, 1993
RE: Health Technology Facilities

Three meetings have been held since the end of Spring 1993 with Health Technology faculty regarding program changes and refurbishment of the Health Technology facility. Based on these discussions, the faculty will be prepared to meet with an architect in mid-August to begin the development of working drawings in anticipation of submission of a preliminary planning package in February 1994.

The major programmatic changes discussed by faculty that drive the need for facility modifications are:

a. Increases in the number of students accommodated in the ADN and RT Programs by 46 percent since the current facility was completed in 1972. Also, in 1972 no EMT Program existed. This semester-length program that qualifies students for certification, now enrolls 80-100 students each semester all of whom enroll in a laboratory component requiring mastery of emergency medical procedures.

b. Utilization of the Learning Laboratory by the LVN Program for mastery of clinical procedures. In 1972, when the current facility was completed, the LVN Program utilized the hospital for this function.

c. Changes in technology since 1972. This includes educational technology and technology in each discipline.

d. Changes in the student population. A larger number and percent of underrepresented students and less-well-prepared students are enrolling in Health Technology Programs. These students require more on-campus experience with clinical procedures, more time with computer simulations, study, tutoring, etc.

e. Increases in the number of applicants to programs since 1972, putting pressure on the modest office space available to manage these applicants.

This memo can serve as a focus for our discussion on June 16.

cc: John Romo

[Handwritten note: New programs anticipated e.g., physical therapy, astro]
DATE: 6/4/93

TO: Dr. Peter MacDougall and Vice President John Romo

FROM: Jack Friedlander and Richard Molsby

SUBJECT: Background Materials for Meeting to Discuss Contract Education

Attached are materials summarizing: (1) contracts received this past year and the number of employees served; (2) projected income from contract education projects anticipated for 1993-94; (3) identification of sources of external funds other than ETP that we will be applying for this year; (4) number of students placed in internships this past year and the number projected to be placed in 1993-94; and (5) an organizational chart reflecting the recently approved positions.

HIGHLIGHTS OF REPORT

1. **Contracts Generated in 1992-93.** This past year we generated $1,365,584 in contracts which is $1,500 over the goal established for the Contract Education Program. A total of 921 employees participated in our Contract Education programs this past year (Attachments 1 and 2).

2. **Anticipated Income in 1993-94.** The amount of funds anticipated from new projects generated in 1993-94 is $1.8 million. The Contract Education staff hopes to generate $2,505,000 from new funded projects (Attachment 3).

3. **Overhead for Contract Education Program in 1993-94.** The personnel costs for the Contract Education Program including the Internship Program and the SBDC staff will be $500,000 in 1993-94. The organizational chart showing the existing and approved positions appears in Attachment 4. The indirect costs (e.g., trainers, duplicating, travel) of operating all of the Contract Education programs (including the SBDC and Internship programs) will be $600,000. Thus, the total overhead for the Contract Education Program in 1993-94 will be $1.1 million.

4. **Anticipated Income vs. Anticipated Expenses.** The anticipated income from contracts generated in 1993-94 will exceed anticipated expenses by $700,000.

5. **Income to be Produced by the Director of Contract Education, the Two Contract Education Coordinators, and the SBDC Director.** The Director and two coordinators...
of the Contract Education Program are each responsible for generating $600,000 in new contracts. This past year the program generated over $1.3 million with two full-time staff members. With the addition of a third full-time Contract Education Coordinator, the projected income is expected to increase by one-third over what was produced this past year ($1.8 million vs. $1.3 million).

In addition to the large projects, the SBDC and the Contract Education Program staff will generate $55,000 from small contract education projects, on-campus community-based classes, fees and grants. The income projections assumes that the SBDC Director will not generate any income during the first year. The Director will be asked to focus his or her efforts on implementing the plan for the SBDC. In subsequent years, the SBDC Director will be expected to generate a minimum of $50,000 a year in grants and fees.

Richard will devote his time next year to developing new ETP projects and locating non-ETP grants to diversify the funding base for the Contract Education Program. A list of the funding opportunities that will be pursued this year are provided in Attachment 5.

6. Accomplishments and Goals for the Internship Program. A total of 197 students were placed in Internships this past year. Adding a second internship will enable us to place 400 students in internships in 1993-94. A concerted effort will be made to identify additional paid internship sites. A Title 8 grant application will be submitted this August requesting $300,000 to help fund the Internship Program over the next five years. To date, of the 25 Page Foundation Internship grants available, 16 have been filled. The remaining 9 Page Internship grants will be filled this summer and fall terms.

ISSUES

1. Procedures need to be developed for handling the on-campus community service offerings. The SBDC clerk working under the direction of the SBDC Director will be assigned to provide faculty with the assistance needed to implement their on-campus community service offerings.

2. There are a growing number of grant opportunities available to fund economic development activities. The amount available in several of the funding sources is quite substantial. At this point we do not have the staff resources to pursue many of the funding opportunities available to us. One option is to work with the Foundation in seeking external grants that have the greatest probability of being funded. If we chose this option, we will need to revisit the space issue to house the staff needed to manage the projects.
ATTACHMENT I

SANTA BARBARA CITY COLLEGE
CONTRACT EDUCATION
CURRENT MAJOR PROJECTS
'92 - '93

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<th>TARGETED BUSINESSES</th>
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<th>PROJECT FUNDS</th>
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<td>NET</td>
<td>GRANT DEV.</td>
<td>46</td>
<td>3,885</td>
</tr>
<tr>
<td>HENDRY</td>
<td>ETP</td>
<td>141</td>
<td>262,420</td>
</tr>
<tr>
<td>SMALL PROJECTS:</td>
<td>SMALL PROJ.</td>
<td>264</td>
<td>56,870</td>
</tr>
<tr>
<td>LISTED ON NEXT PAGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1,375</td>
<td>$ 1,315,584</td>
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GOAL FOR 1992-93: 921 $ 1,314,083

NOTE: The income goal was exceeded by $1,500 and the number of employees served goal was exceeded by 454.
### SANTA BARBARA CITY COLLEGE

**CONTRACT EDUCATION**  
**CURRENT SMALL PROJECTS**  
'92 - '93

<table>
<thead>
<tr>
<th>TARGETED BUSINESSES</th>
<th>PROJECT TYPE</th>
<th>NUMBER OF TRAINEES</th>
<th>PROJECT FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIT BUSINESS FORUM</td>
<td>MANAGEMENT</td>
<td>75</td>
<td>865</td>
</tr>
<tr>
<td>ACCA</td>
<td>SHEET METAL CONSO</td>
<td>25</td>
<td>6,700</td>
</tr>
<tr>
<td>COUNTY OF SANTA BARBARA</td>
<td>AUTOCAD</td>
<td>12</td>
<td>3,820</td>
</tr>
<tr>
<td>SANTA BARBARA REHAB. INSTITUTE</td>
<td>MANAGEMENT 2000</td>
<td>30</td>
<td>3,600</td>
</tr>
<tr>
<td>PEST CONTROL</td>
<td>FEES BASED CLASS</td>
<td>40</td>
<td>660</td>
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<tr>
<td>EG&amp;G</td>
<td>COMPUTER TRAINING</td>
<td>18</td>
<td>1,600</td>
</tr>
<tr>
<td>SANTA BARBARA POLICE DEPARTMENT</td>
<td>VSSL</td>
<td>30</td>
<td>11,000</td>
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<tr>
<td>WELLS FARGO BANK</td>
<td>TRAINING OF SALES FORCE IN ACCT. PRINCIPLES</td>
<td>19</td>
<td>6,400</td>
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<tr>
<td>TOWBES CONSTRUCTION</td>
<td>COMPUTER TRAINING</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>264</strong></td>
<td><strong>$36,180</strong></td>
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</table>
**ATTACHMENT 3**

**SANTA BARBARA CITY COLLEGE**
**CONTRACT EDUCATION**
**NEW PROJECTS TO BE DETERMINED IN**
**1993-94***

<table>
<thead>
<tr>
<th>TARGETED BUSINESSES</th>
<th>PROJECT TYPE</th>
<th>NUMBER OF TRAINEES</th>
<th>PROJECT FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAJOR PROJECTS</strong></td>
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<td></td>
<td></td>
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<tr>
<td>LUCAS AVIATION</td>
<td>ETP PROJECT</td>
<td>500</td>
<td>$750,000</td>
</tr>
<tr>
<td>DELCO</td>
<td>ETP PROJECT</td>
<td>500</td>
<td>750,000</td>
</tr>
<tr>
<td>APPLIED MAGNETICS</td>
<td>ETP PROJECT</td>
<td>500</td>
<td>750,000</td>
</tr>
<tr>
<td>SMALL BUSINESS CONSORTIUM</td>
<td>ETP PROJECT</td>
<td>180</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>SMALL PROJECTS</strong></td>
<td>MISCELLANEOUS PROJ</td>
<td>500</td>
<td>55,000</td>
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<td><strong>POTENTIAL INCOME</strong></td>
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<td>2,180</td>
<td>$2,505,000</td>
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<tr>
<td><strong>ANNUAL TARGET</strong></td>
<td></td>
<td></td>
<td>$1,745,000</td>
</tr>
</tbody>
</table>

* THERE WILL ALSO BE 3 ETP BACK-UP PROJECTS OF APPROXIMATELY $200,000 EACH: RENCO ENCODER, SANSUM CLINIC AND 3M COMPANY.

**SMALL PROJECTS**

Small Project Type

OUTPLACEMENT
VOCATIONAL ENGLISH (hotels, restaurants, hospitals, industry)
VOCATIONAL SPANISH (medical, dental, banks, newspapers, agencies)
P.C. TRAINING
TQM ASSESSMENT
ATTACHMENT 5

NEW PROJECTS TO BE APPLIED FOR FROM FUNDING SOURCES OTHER THAN ETP

TECHNOLOGY TRANSFER:
Applied Research Projects Agency (ARPA) was created to facilitate the transfer of $471 Million of federal funds to support technology transfer from military and aerospace companies to commercial applications. California is projected to receive $66 Million in '93-94. Future national funding is estimated at $1.7 Billion. There are two areas where SBCC might be able to tap into these funds.

1. TECHNOLOGY TRANSFER - $500,000 annually, where SBCC uses the programs that are being developed at General Research Corporation.
2. ISO9000 - $500,000 annually, where SBCC acts as a center to assess, train, prepare and audit businesses that desire to export into the European block. Increasingly, companies are being required to be ISO9000 certified to be eligible to sell their products in European countries.

ECONOMIC DEVELOPMENT:
Grants will be developed to support the activities of the SBDC and move activities toward self-funding. The grants include:

1. EPA POLLUTION PREVENTION - $49,950 per year for three years ($150,000).
2. PRIVATE FOUNDATIONS - $60,000 per year to include target foundations such as MEG, Solvang; Kellogg Foundation, California; San Francisco Foundation, California, Bank of America, Los Angeles; and Chevron Foundation, Santa Barbara.

INTERNSHIPS:
Grants will be developed to support the activities of the internship program and move activities toward self-funding. The grants include:

1. Title VIII - Coop Work Experience. This will be a joint project with the SBCC Foundation and our department. $160,000 over five years.
2. Page Foundation - Grant to interns: $20,000 (additional funds).

CALSIP:
Providing CALSIP Training to local companies will expand the range of ETP-funded projects we can provide to area companies. It will generate flexibility in ETP funds that are targeted for community colleges. The ETP funds to pay for CALSIP Training are typically underutilized. Mohammad El-Soussi will be certified as a CALSIP trainer. He in turn will train other staff. We anticipate there is $300,000 of potential CALSIP Training projects that can be pursued.
SUMMARY OF KEY POINTS
AND DESIRED RESULTS

From meeting on 5-21-93 with
Peter MacDougall and Bill Hamre

Overarching Goal:

To maintain or improve upon the reputation for excellence enjoyed by Santa Barbara City College.

What you want to accomplish toward that end:

Increase the service, productivity, and results produced by each functional unit within the college by examining how technology can be effectively used to support or enhance the work processes within the units.

Results expected from the project:

* Each unit will provide better service to its internal and external customers and achieve greater customer satisfaction.

* Each unit will achieve greater operating efficiency (quicker turnaround time, shorter cycle times, . . . .)

* Each unit will reduce the costs required to provide its basic services.

* People within each unit will feel that they are masters of their work environment and consequently more satisfied with their jobs.

* Each unit culture will internalize a Continuous Improvement process.

ATTACH. 4. C

STEVEN BIANCO

6/17/93

SANTA BARBARA MANAGEMENT INSTITUTE
Attachment to letter dated June 2, 1993
Peter R. MacDougall, President
Santa Barbara City College

Overarching Goal:

To maintain or improve upon the reputation for excellence enjoyed by Santa Barbara City College.

What you want to accomplish toward that end (the Project):

Increase the service, productivity, and results produced by each functional unit within the college by examining how technology can be effectively used to support or enhance the work processes within the units.

Results expected from the project:

* Each unit will provide better service to its internal and external customers and achieve greater customer satisfaction.

* Each unit will achieve greater operating efficiency (quicker turnaround time, shorter cycle times, . . . .)

* Each unit will reduce the costs required to provide its basic services.

* People within each unit will feel they are masters of their work environment and consequently, more satisfied with their jobs.

* Each unit culture will internalize the process we develop for analyzing their work flows and how to effectively use technology to enhance productivity and results.
Office of Academic Affairs

Summary of Issues and Recommendations Regarding Glassblowing

Phase I Reduction Projected Salary Savings

\[ 3 \times 3.75 \times 650 \]  \[ 3 \times 3.75 \times 650 \]  \[ $7313 \]

3 TLU's back to department for an Art History class.

Balance to Phase I Reduction \[ $5363 \]

The Art History class was added to the program as it is a core offering and we have been turning students away.

Number of Glassblowing Sections Offered in Credit Program

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-93</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>91-92</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>90-91</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Rationale for Eliminating Glassblowing

- Had to cut $224,000 from credit program.

- Glassblowing is not a core Art department activity. The Department was consulted and concurred, albeit with regret, with the decision.

- A secondary consideration is the $10,000 per semester for gas required to keep one kiln operating on a continuous basis. The estimated cost was calculated through consultation with the Gas Co. It is not an overall Art department estimated cost of gas consumption. This figure does not include the cost for operating other gas kilns and two electric kilns for Glassblowing.

Process

- All deliberations on reductions began in late February. Glassblowing has been on list since the beginning.

- The Academic Senate was the consultation body in my area. A Student Senate rep was present at all meetings.

- The department was consulted. They were sorry to have Glassblowing eliminated, but acknowledged that it was enrichment to the core program.

- The course has been dropped from Fall 93 credit program schedule.
Other Factors

- It has been brought to my attention that the instructor has been charging a $25 materials fee for this course. Under our policies this is not allowed. We would have to address this in the fall. It is doubtful that the course would be sustainable without these additional funds.

- As a non-core educational activity, this course falls within the lowest priorities for credit offerings. The decision to delete Glassblowing is consistent with the Course Priority structure we've developed to serve as a guide in making these decisions.

Alternatives

- **Offer the Course as a Continuing Education Non-credit Offering:** This would not be an appropriate action as there would be minimal savings on salary and no savings on the extremely high utility costs.

- **Offer the Course as a Community Services Offering:** This is unrealistic. If the course as it is currently structured were to be all costs covering (which is a requirement of Community Services) the per student cost at an enrollment of 24 students would be approximately $568.

**Breakdown**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Costs</td>
<td>2,437</td>
</tr>
<tr>
<td>Materials Fee</td>
<td>600</td>
</tr>
<tr>
<td>Utilities Fee</td>
<td>10,000</td>
</tr>
<tr>
<td>Miscellaneous Materials Estimate</td>
<td>600</td>
</tr>
</tbody>
</table>

**TOTAL** $13,637

**Recommendation:** A great deal of thought and consultation has taken place on this decision, with practically no questions nor dissent during the consultation process. It would be nice to continue to offer Glassblowing. It is a non-essential element of the Art department, however, and extremely expensive.

I believe that we should support the original recommendation. Furthermore, I do not believe that alternative means of delivery are practical.
To: Peter MacDougall, John Romo and Pablo Buckelew

From: Peter Haslund

Date: April 19, 1993

RE: Center for International Studies

Attached is a draft of my proposal for the development of an International Studies Center. It may sound odd to propose anything which is likely to cost money at this difficult time, but we do intend for this Center to be financially self-sustaining.

The first inspiration for this idea came from a conversation I had with Eli Luria some time ago. My guess is that he would be very supportive. I would further guess that others in the Santa Barbara community would be interested in supporting such an idea if we can present it as one whose time has come.

I would very much appreciate feedback as to whether I have made a sufficiently strong case for the project in terms of objectives and goals and your honest reflection on my assumption that such a project could be funded in and by our community.

cc: Peter Naylor, Joan Grumman, Rick Mokler and Oscar Zavala
INTRODUCTION:

Our global environment—political, social, economic and ecological—is in a state of rapid change. Textbooks are no longer sufficient sources of information and ideas for students; their world is changing too rapidly. This is not just true for students of political science and international studies; all students in every conceivable major will be affected and will need to be prepared more fully than ever before.

Some time ago, I began thinking about a way to structure an expanded program for international education. Inspired by the successes we have had in China, Britain, France, Italy, Greece, New Zealand, Spain, Mexico, Russia and Ukraine, it is clear that our students are interested in, and benefit tremendously from, our international programs.

The problem, of course, is that not all of our students can have this unique experience. Our challenge is how to provide a sense of global awareness to the larger majority.

This proposal seeks to respond to this need. If we are to remain on the cutting edge of international education, we must begin by exploring ways of changing our own culture so as to be aware of the many changes which affect our international system on a daily basis, and we must develop a process by which events and ideas are presented to our students and our community in a timely and effective fashion.

Specifically, I propose the development of a Center for International Studies to encourage academic exchanges and dialogs which will insure that our students receive the best possible education about their global community.

Such an institute would have a number of specific functions. I don't suggest that what follows is a final list; just a point of departure. We may not be able to accomplish everything. We may have to be selective as well as patient, but here are some components of an ideal set of functions.

MISSION STATEMENT:

Within the context of the mission of SBCC, this "Center" will facilitate international education for students and faculty, assist in the development of a support system for international students attending SBCC, and encourage community participation in our international studies program.
OBJECTIVES:

The Center will:

1. facilitate the integration of international issues and multicultural materials into specific courses as well as the general SBCC curriculum.

2. encourage and facilitate faculty and student exchanges.

3. create a self-sustaining and visible presence on campus to highlight our global interests and interdependency;

4. generate resources for student scholarships and exchanges;

5. elicit community participation in educational opportunities and dialogs about international issues.

GOALS:

To obtain these objectives, the Center will:

1. sponsor forums on campus for our students and for the Santa Barbara community focusing on contemporary and significant international events.

2. publish "Occasional Papers," perhaps in newsletter format, of short, substantive articles focusing on questions of international conflict resolution as well as social, cultural, and economic issues in diverse areas of the world.

3. form an Advisory Committee to assist in the design, implementation, and evaluation of the Center's programs.

4. establish relationships with similar foreign academic institutions.

5. establish an alumni organization of past international education students and invite their participation and support.

6. assist in recruiting foreign students to our campus.
STRUCTURE:

I would urge the creation of a lean structure which might include a part-time Coordinator (faculty member on reassigned time) and an administrative assistant/secretary. It may be necessary to engage a professional fund-raiser on a part time basis unless the Foundation for SBCC assumes that role.

We would benefit greatly from the establishment of a community-wide Advisory Committee which would help establish priorities and a sense of direction for the Center.

FUNDING:

Our goal is to be self-sufficient.

Our program will eventually need an endowment if it is to be self-sustaining. It could be funded with relatively little at first, but it should be enough to justify a clear objective of moving toward a first-class and highly visible operation.

Specific First-Year Funding Needs:

1. Part-time Coordinator for Institute $ 8,500
   - Assumes contract faculty member can be replaced
     with hourly instructor for 6 TLU’s

2. Administrative assistant/secretary
   - Half time position $12,000
   - Full time position $24,000

3. Travel funds/honoraria for guest speakers $ 9,000

4. Duplication and Postage for our Newsletter $ 8,000

NEXT?

This draft is intended as a first step and a point of departure. We wanted to give you a specific proposal in hopes of generating the sort of feedback which could move us to the next step. Many thanks to Peter Naylor, Joan Grumman, Rick Mokler, Oscar Zavala and Pablo Buckelew for their contribution to this stage of our process.
SANTA BARBARA CITY COLLEGE

International Education:
A Multi-Program Approach
to Global Literacy

Prepared by
Rosalind Latiner Raby, Ph.D., Consultant
and Pablo Buckelew
in conjunction with the
International Education Advisory Committee

Julie Alpert  ESL  Tony Jackson  Ethnic Studies
Hank Bagish  Anthropology  John Kay  Political Science
Pablo Buckelew (Chair)  Academic Affairs  Peggy Kearns  Counseling
Mohammad El-Soussi  Electronics  Chris Mooney  History
Pope Freeman  Theater Arts  Ken Nack  Art
Bob Gallun  Spanish  Federico Peinado  ESL
Joan Grumman  English  Naomi Sullwold  International Education
Peter Haslund  Political Science  Jinny Webber  English

July, 1991
the international arena. Since business is the most popular major for international students, a certificate in International Business would be of great interest and better meet their academic needs.

Obtaining International Curricula Materials. Increasingly, publishers are producing textbooks with an international focus. International government organizations, such as the World Bank and United Nations publish materials for educational use. The Immaculate Heart Center College International library has probably the best resources available, and they are located nearby. Finally, the Los Angeles Community College District has 200+ International Master Modules already developed that are available for dissemination.

INTERNATIONAL STUDIES INSTITUTE

In that our global environment is in a state of rapid change, textbooks are no longer sufficient sources of information and ideas for students. The International Studies Institute responds to this changing set of circumstances so as to insure that SBCC remains at the cutting edge of providing students with the latest and most effective approaches to international education regardless of their chosen majors.

SBCC, like most commuter colleges, needs to find ways of providing out-of-classroom intellectual stimulation and student involvement often found on four-year residential campuses. An International Studies Institute would present issues of international importance and seek ways to engage SBCC students and faculty in dialogue regarding these issues. Institute faculty would become involved in local international organizations and coordinate activities with four-year colleges in the area. Moreover, a significant number of internationally known experts in various areas of foreign affairs residing in Santa Barbara could be involved in on-campus activities for the benefit of our campus community.

International Studies Institute activities could also involve both local and international students in a variety of activities including international and intercultural programs, seminars and lectures by visiting speakers. The Institute would encourage the sorts of academic exchanges and dialogues which will ensure that SBCC students receive the best possible education about their global community.
In addition to the activities listed above, the Institute could also serve as the vehicle for implementing and sustaining the college's on-going efforts to internationalize the curriculum.

**Functions of the International Studies Institute:**

1. to help create a self-sustaining and highly visible presence on campus to highlight our global interests and interdependency;
2. to sponsor forums or formal dialogs at SBCC for the Santa Barbara community focusing on critical international issues and making use of local experts and foreign visitors.
3. to work with faculty in continuing to develop course changes which would help to internationalize our curriculum;
4. to encourage the further development of the International Studies Association, a campus organization to assist American students appreciate the cultures of others, and to help develop a support system for international students attending SBCC;
5. to monitor the curriculum for the International Studies major and recommend appropriate changes;
6. to coordinate Model United Nations activities especially in the fall planning stages prior to the regional simulation scheduled for each spring;
7. To assist in the generation of resources for student scholarships for the International Studies program and for our "campus abroad" students.

**PROBLEMS TO CONSIDER**

An internationalized curriculum requires an internationalized faculty and administration who must be offered various opportunities for staff development in order to increase their cross-cultural sensitivity and knowledge. This is especially true for many of the less traditional areas involved in internationalization. Faculty must be encouraged to want to spend the time and energy in altering their curriculum. Without faculty involvement, there will be no internationalized curriculum. Faculty Enrichment grants, FII grants, and sabbatical leaves are possible sources of faculty support.
Although great strides have been made in the name of international education, California community colleges continue to lag behind other regions of the nation in terms of internationalizing the curriculum. California community colleges must respond to the increasing international character of the state and the international need of the world in general. Curricula with a strong infusion of international components, related international occupational curricula, and strong foreign language instructional programs are all demanded by changing global realities and the increasing interdependence of nations.

RECOMMENDATIONS FOR INTERNATIONALIZING THE CURRICULUM:
In light of the information presented in this report, the following recommendations are made:

Scenario A. Limited Resources. (The following are minimal recommendations since the college is already committed to the fall in-service):

1. Coordinate with Faculty Enrichment Committee and Staff Development structures on the process of internationalizing the curriculum.

2. Attempt to broaden the definition of International Education to include campus activities and education as well as "campus abroad" programs.

3. Coordinate the process of internationalizing the curriculum.

4. Offer enticement for faculty, such as mini-grants, release time, and encouragement from the Administration, to participate in the ongoing process of curricula change.

5. Provide developmental programs, such as workshops, that will increase faculty interest, enthusiasm and further their cross-cultural sensitivity and knowledge of international issues.

6. Improve the Library and Learning Resource Center holdings on international education.

7. Encourage faculty to develop first-hand knowledge through participation in "campus abroad" programs or through faculty exchanges.

8. Enhance the existing A.A. Degree Program in International Studies and develop a Certificate Program in International Business.
RECOMMENDATIONS FOR INTERNATIONAL STUDIES INSTITUTE

Internationalizing the Curriculum and the International Studies Institute could be developed as separate programs. It is recommended, however, that the Institute be the vehicle for implementing the internationalizing the curriculum efforts.

Scenario B: Sufficient Resources Available. Given appropriate resources, the following are recommendations (in addition to Scenario A):

1. Involve the college in international education consortia that provide reinforcement and support for both the creation and dissemination of various international curriculum techniques.
2. Invite noted authorities in various international fields to speak with our students and faculty.
3. Fund faculty participation in activities, including travel to conferences, which will enhance their knowledge about, and interest in, global education.
4. Coordinate language instruction with study abroad, international student activities, and international business, particularly for languages not traditionally taught (Chinese, Japanese, Russian).

BUDGET:

Scenario A: Internationalizing the Curriculum

Certificated hourly (4 TLU's per semester for a Coordinator of the International Curriculum Program) ................................................................. $ 6,000
Supplies ................................................................. 250
Travel & Conference ................................................................. 1,500
Total ................................................................. $ 7,750
**Scenario B: Internationalizing the Curriculum & International Studies Institute**

Certificated hourly (6TLU's per semester for a Coordinator of the International Studies Institute (includes Internationalizing the Curriculum Program) ............  $ 9,000

.5 Classified Assistant to the Director for International Education .......................... 12,000*

Supplies ......................................................................................................................... 500

Consultants/guest lecturers .......................................................................................... 3,000

Travel & Conference ...................................................................................................... 2,000

Subtotal ......................................................................................................................... $26,500

*plus benefits
PROPOSED BOARD DATES

July 22, 1993
August 26, 1993
Study Session - September 9
September 23, 1993
October 14, 1993
October 28, 1993
November 11, 1993
December 9, 1993
January 27, 1994