### FTES Projections (1994-95)

<table>
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</thead>
<tbody>
<tr>
<td>Positive Attendance FTES</td>
<td>750.70</td>
<td>813.82</td>
<td>8.41</td>
<td>783.45</td>
<td>(7.73)</td>
<td>619.99</td>
<td>(20.86)</td>
<td>619.99</td>
<td>0.00</td>
</tr>
<tr>
<td>% of Total FTES</td>
<td>6.52</td>
<td>7.07</td>
<td></td>
<td>6.76</td>
<td></td>
<td>5.67</td>
<td></td>
<td>5.62</td>
<td></td>
</tr>
<tr>
<td>Work Exp./Ind. Study</td>
<td>29.64</td>
<td>25.75</td>
<td>(13.12)</td>
<td>27.06</td>
<td>5.09</td>
<td>34.91</td>
<td>29.01</td>
<td>35.00</td>
<td>0.26</td>
</tr>
<tr>
<td>% of Total FTES</td>
<td>0.26</td>
<td>0.22</td>
<td></td>
<td>0.23</td>
<td>4.35</td>
<td>0.32</td>
<td>36.70</td>
<td>0.32</td>
<td>(0.54)</td>
</tr>
</tbody>
</table>

### TOTAL CREDIT FTES

| % of Total FTES             | 80.54        | 81.83        |          | 82.53          |          | 80.62          |          | 81.81             | 1.48     |

### NON-CREDIT PROGRAM

#### Summer Session

| Summer Session Hours        | 78,138.00    | 104,094.50   | 33.22    | 83,734.50      | (19.56)  | 82,405.50      | (1.59)   | 82,404.00         | 0.00     |
| Summer FTES                | 148.83       | 198.28       | 33.22    | 159.49         | (19.56)  | 156.96         | (1.59)   | 156.96            | 0.00     |
| % of Total FTES            | 1.29         | 1.72         |          | 1.38           |          | 1.43           |          | 1.42              |          |

#### Regular Term Hours

| 7/1 to 12/31                | 452,149.25   | 384,736.00   | (14.91)  | 371,728.75     | (3.38)   | 359,565.00     | (3.27)   | 359,565.00        | 0.00     |
| 1/1 to 4/15                 | 385,784.50   | 336,025.50   | (14.76)  | 385,832.25     | 6.56     | 371,645.50     | (0.18)   | 371,645.50        | 0.00     |
| 4/16 to 6/30                | 260,514.25   | 244,971.50   | (6.44)   | 223,100.50     | (8.93)   | 299,737.50     | 34.35    | 239,790.00        | (20.00)  |
| Total Term Hours            | 1,098,448.00 | 993,310.00   | (10.45)  | 978,661.50     | (1.47)   | 1,020,948.00   | 5.34     | 971,000.00        | (5.81)   |

#### Regular Term FTES

| % of Total FTES            | 2,092.28     | 1,892.02     | (9.57)   | 1,864.12       | (1.47)   | 1,963.71       | 5.34     | 1,849.52          | (5.81)   |
| % of Total FTES            | 18.17        | 16.43        | (9.57)   | 16.08          | (2.17)   | 17.94          | 11.62    | 16.77             | (6.57)   |

### TOTAL NON-CREDIT FTES

| % of Total FTES             | 2,241.12     | 2,090.29     | (6.73)   | 2,023.61       | (5.19)   | 2,120.67       | 4.90     | 2,006.48          | (5.38)   |

### TOTAL DISTRICT FTES

| % of Total FTES             | 1,151.48     | 1,115.59     | (0.03)   | 1,159.85       | 0.71     | 10,943.31      | (5.63)   | 11,031.25         | 0.80     |

### Credit Program - Actual FTES

| % of Total FTES             | 9,276.37     | 9,424.30     | 1.59     | 9,572.24       | 1.57     | 8,822.63       | 7.83     | 9,024.72          | 2.29     |

### Credit Program - Funded FTES

| % of Total FTES             | 8,527.77     | 8,756.25     | 2.68     | 8,904.28       | 1.69     | 8,503.31       | 4.50     | 8,613.12          | 1.29     |

### % Funded Credit FTES

| % of Total FTES             | 91.93        | 92.91        |          | 93.02          |          | 96.38          |          | 95.44             |          |

### Unfunded Credit FTES

| % of Total FTES             | 748.60       | 668.05       | (10.76)  | 667.96         | (0.01)   | 319.33         | (52.19)  | 411.65            | 28.91    |

### Noncredit - Actual FTES

| % of Total FTES             | 2,241.12     | 2,090.29     | (6.73)   | 2,023.61       | (3.19)   | 2,120.67       | 4.80     | 2,006.48          | (5.38)   |

### Noncredit Funded FTES

| % of Total FTES             | 2,118.30     | 2,090.29     | (1.32)   | 2,023.61       | (3.19)   | 1,933.04       | (4.48)   | 1,938.00          | 1.29     |

### % Funded Noncredit FTES

| % of Total FTES             | 94.52        | 100.00       |          | 100.00         |          | 91.15          |          | 97.58             |          |

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- **Note:** The highlighted text suggests that additional calculations or annotations are included, which might be relevant for further analysis or discussion. The page seems to contain a mixture of data entries and notes, possibly indicating areas of discussion or emphasis in the context of the study or project.
The California Community Colleges are micro-managed as much or more than any other higher education institution in the country.

...as we devote more and more time, energy and money to complying with these laws, we are losing the capacity to serve the very students who seek educational opportunity in our colleges.

A. From humble beginnings, the state and federal laws and structures governing community college education in California have evolved steadily to regulate the delivery of education to an almost unbelievable degree of detail.

In the California Education Code alone, there are currently over 1200 statutes which directly regulate and affect the affairs of community colleges. This says nothing of the 640 regulations adopted by the Board of Governors, and the hundreds and hundreds of federal statutes and regulations which govern the specific activities of colleges.

...statistics regarding other states.

This number was almost twice the number of the total number of statutes governing community colleges in...ten large industrial states...

B. Complying with these laws and structures costs money and time; and, in an era of limited resources, tends to reduce the resources, time and energy we have available for providing direct instruction and services to students.

All of these laws and structures thereby direct the manner in which community colleges are to deliver services rather than simply relying [on] the system to accomplish specified educational outcomes.

...the statutes and regulations dictate that each of our districts must have a matriculation plan, a DSPS plan, a faculty and staff diversity plan, a student equity plan, a transfer center plan and a staff development plan. Further, each of our districts must establish the advisory committees for...matriculation, transfer centers, EOPS, DSPS, affirmative action.
C. Because these laws and structures have been added piece-meal, and because there has been little or no effort to interrelate them with one another, some degree of overlap and inconsistency is inevitable.

D. Most of us who work in or with community colleges have invested ourselves in one or more of these laws and structures; and it is only natural that we should protect and defend that which we believe in and have invested ourselves. Consequently, these laws and structures have built-in tendencies towards perpetuation and augmentation.

...to secure our role and function, to secure our cause, we all-too-often resort to the Legislature or Board of Governors to augment or more specifically define our role and responsibility.

F. It is highly unlikely that community colleges will ever be provided near the revenue they need to serve all students seeking (and eligible for) access, particularly if the programs and services continue to be delivered through existing structures and in compliance with existing laws. In fact, it is more likely that access and quality will continue to be eroded in our colleges.

Summary: Over the past 150 years, our public schools and community colleges have been beset by an incredibly complex and costly set of laws and structures that govern the delivery of education. Increasingly, we are directed as to the manner in which we are to deliver education, and the processes and procedures we are to follow.
B. Pilot Project--Charter Schools: In 1992, legislation was passed (SB 1448, Hart) which will allow up to 100 K-12 schools become "Charter Schools" for up to five years, subject to renewal for five-year periods. If at least 10% of the teachers of a school district (or at least 50% of the teachers in a school) petition a school district governing board to create a charter school, that governing board can create such a school. The petition is to contain a proposed "charter" for the school which is to address various items, including: a description of the education program of the school; the measurable pupil outcomes that will be used; the method of measuring pupil outcomes; the governance structure for the school; the qualifications to be met by individuals employed by the school; the means by which the school will achieve a racial and ethnic balance among its pupils; admission requirements, if applicable; and the manner in which an annual audit of the fiscal and programmatic operations is to be conducted. Governing boards are prohibited from requiring any employee of the district to be employed by the charter school.

The district may grant the charter for up to five years. Once granted, the school is required to comply with all of the provisions in its charter, but is otherwise exempt from the laws governing school districts (except for teacher's retirement statutes). Only the district which approved the charter may revoke it or choose not to continue it.
MEMORANDUM

September 28, 1994

To: Dr. Peter MacDougall

From: John Romo

Re: Continuing Education Community Services Offerings

This note is a following-up to the conversation we had in cabinet regarding the possibility of offering classes in conjunction with local businesses.

An example of this type of possibility is the offering of a fitness class with the Santa Barbara Athletic Club (SBAC), a local fitness center. SBAC has excellent facilities which sit unused for a number of hours during the day. My thought was that we might be able to arrange for use of the studios in the facility during the late morning or early afternoon hours. Courses which might draw enrollments include: Tai Chi, Yoga, and Aerobics.

I believe that both for fee and FTES courses could possibly draw enrollment under this arrangement. Some of the specific conditions that the private-sector cosponsor would have to accept include:

1. Compliance with all student access and enrollment requirements.

2. Acceptance that the SBCC Continuing Education Program is the final authority on all curricular and staffing considerations.

3. Establishment of a formal contract delineating all terms and conditions between the two parties.

I know that the Board has been sensitive in the past to any cooperative arrangements with private sector entities. I believe there is potential for some positive benefit to the District. I did not want to proceed with any plans, however, until I was sure that you and the Board are in agreement with this new thrust.

Please let me know if you need any additional information.

JR:ad
SANTA BARBARA COMMUNITY COLLEGE DISTRICT

EDUCATIONAL SERVICES TO THE BUSINESS COMMUNITY

PRESIDENT

STEERING COMMITTEE

ACADEMIC AFFAIRS
BUSINESS/TECHNOLOGIES
CREDIT PROGRAM OFFERINGS

BUSINESS ASSISTANCE CENTER
*Business Counseling/Advising
*Liaison with business oriented community organizations
*Economic Development
*Community public relations
*Liaison with governmental agencies

CONTINUING EDUCATION
BUSINESS/TECHNOLOGIES NON CREDIT PROGRAM OFFERINGS

CONTRACT EDUCATION
*Company based training

COMMUNITY SERVICES
*For fee educational offerings oriented to or contracted with businesses (both on and off campus)

CONFERENCES/SEMINARS
*Short term educational offerings offered in Santa Barbara, on and off campus, and marketed in and out of Santa Barbara

FOUNDATION
FUND RAISING

BUSINESS & INDUSTRY ASSOCIATES

SBIEC LIAISON

VICE PRESIDENT FOR ACADEMIC AFFAIRS
VICE PRESIDENT FOR CONTINUING EDUCATION
DEAN OF BUSINESS/TECHNOLOGIES (CREDIT)
DEAN OF BUSINESS/TECHNOLOGIES (NON CREDIT)
BUSINESS DIVISION ACADEMIC SENATE REP
BUSINESS ASSISTANCE CENTER DIRECTOR
FOUNDATION ASSOCIATE VICE PRESIDENT OR DESIGNEE
PUBLIC INFORMATION OFFICER

COMSV/busorg

9/27/94
MEMORANDUM

September 28, 1994

To: Dr. Peter MacDougall

From: John Romo

Re: Contract Education Program with Hello America, Inc.

As you know, Pablo Buckelew and I have been having discussions with Massimo Valeriani, President of Hello America, Inc. (HAI), regarding the establishment of a contract education program for Italian business people.

Hello America, Inc. is a California corporation which has been in operation since 1993. The company is involved with three facets of tourism: publishing and advertising, tour operations and information services. The following is some additional information regarding HAI's involvement in each of these three areas of tourism.

Publishing and Advertising

HAI is the exclusive representative for tourism in the U.S. for the RCS Rizzoli Corriere della Sera group of newspapers and magazines. Rizzoli is the largest publishing group in Italy, the third largest in Europe and among the ten largest in the world. The Italian client is a part of the IFIL conglomerate in Italy which also owns Ferrari, Alfa Romeo, and Fiat auto companies, as well as businesses engaged in insurance, construction, and food stuffs. HAI and Rizzoli also publish together an anthology regarding tourism to the U.S.; the anthology is published twice a year (Spring and Autumn) with two million copies distributed in Italy for each edition and an estimated readership of over seven million readers each edition. Other similar projects are being planned. Attached is a copy of one of HAI's publications.

Tour Operations

HAI also is an incoming tour operator for Italians traveling to the U.S. An extremely vast and comprehensive program of tours and travel to the Western USA was launched in April on the Italian market. HAI has contracts and is working with well-known American companies in the national travel industry, including Grand Heritage Hotels, Shannon Court Hotel, San Francisco Hilton & Towers, Los Angeles Hilton & Towers, Pleasant Holidays Hawaii, and Hertz Corporation. All sales and booking operations are through corporate headquarters in Santa Barbara using the company's state-of-the-art dedicated on-line telephone system from Italy. The company's objective is to become the largest incoming operator for Italians to the U.S. within three years.

Attachment G3
Board Study Session
10/13/94
Information Services

Using the state-of-the-art direct-dial telephone system between Italy and Santa Barbara, HAI's bilingual operators supply information to interested parties who need assistance or professional consulting from accountants, attorneys, and other professionals. A consulting fee is charged for each specific request, and a commission is collected by the petitioner from the international telephone carrier (MCI) for call/minutes generated by international callers on all incoming calls. Currently, information services are mainly requested by businesses, but HAI also intends to market to individuals.

HAI has approached the district to discuss offering a contract education program for fifteen Italian business people. The structure of this program would be the following:

PROGRAM DURATION: One month (cost based on 16 instructional days)

CURRICULUM:

- "Doing Business in the USA" (32, 50-minute classes)
  - Import/Export rules and procedures.
  - Tax issues
  - Marketing strategies
  - Banks and Financial Institutions in the U.S.
  - U.S. approaches to management and supervision
  - Cross-cultural studies

- "Speaking Business English" (32, 50-minute classes)
  - A conversation based curriculum with emphasis on Business English and California regionalisms and idioms

- "Introduction to Computers and Computer Graphics" (16, 50-minute classes)
  - A hands-on class to introduce basic business uses of the computer. Students will also develop basic marketing materials using introductory computer graphics software.

INTERNSHIP:

- An opportunity to experience first-hand the American business environment. Students will be assigned to work side-by-side with American workers in companies representing the following areas:
  - Tourism
  - High Technology
  - Financial Institutions
  - Real Estate
  - Marketing
  - Graphics and Printing
  - Accounting
  - Telecommunications
  - The Arts
The program would begin in Spring of 1995 with classes offered in the Business/Communication Center. Class times would be in the late afternoon when classrooms and computer labs are available. I believe that this could be an important program for SBCC. It allows us the opportunity to initiate an educational program for international business students (something you and I have discussed) without having to deal with all of the transportation and housing logistics. Furthermore, the HAI project is intended to be an **on-going** activity. Mr. Massimo has indicated that he intends to bring people to Santa Barbara each month. If this is successful, it could generate a fairly significant income for the district.

I'll keep you posted on developments.

JR:ad

cc:  Mr. Buckelew
September 2, 1994

Dr. Peter R. MacDougall, President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93109-2394

Transmitted by Facsimile No.: 805/963-7222

Dear Peter:

Following our conversation last week, I offer some thoughts about areas of cooperation between Santa Barbara City College and the Pacific Basin Institute. As you know, the Pacific Basin Institute is an independent 501 (C) 3 non-profit organization. We have devoted the great part of our energies to developing a greater understanding of the Asia Pacific countries among Americans, particularly at a community college and university level. Our recent ten-hour television series on PBS, The Pacific Century, was dedicated to this goal. In its segments we tried to examine how the American relationship with the Asia Pacific countries has expanded and intensified over the past century, with an idea of its shape in the future. We have also produced several programs of translations of major Japanese non-fiction work into English, as well as publishing books and text materials related to The Pacific Century project.

We should be very interested in having the use of some office space at Santa Barbara City College and would be happy, in return, to work on a variety of programs in close cooperation with your Political Science and other interested departments. You and Peter Haslund very kindly offered to serve in the past on our Academic Advisory Board, when we produced The Pacific Century. I know you are aware of our objectives.

The Pacific Century video segments have been used to great profit in a wide variety of universities and community colleges throughout the country. They were planned in accordance with the Annenberg/CPB Project's guidelines, to provide some knowledge about this area and the American commitment to the Pacific Basin to distant learners and college and university classes. In addition, PBI would like to develop modular tele-courses, which can be directly used for instruction at the community
college level. This is especially important in California and other West Coast states. I believe a series of modular courses on the Pacific Basin and the Asia Pacific countries, using our materials, could be highly effective in offering students an integrated view of this area and the American stake in it.

Along with *The Pacific Century* video series, we have available my own book, *The Pacific Century*, which will soon be in paperback form and is closely related to the video material. In addition, we have a book of readings and source materials edited by Mark Borthwick, our Research Director, as well as several faculty and student guides, which were designed in cooperation with the Annenberg people. Our aim in Santa Barbara would be to work with your faculty and produce one or several courses which would take advantage of the video material to give students a more direct knowledge and awareness of specific areas, countries and cultures; e.g., China, Korea and Japan, as well as the ASEAN countries. At our disposal, besides the finished video is a wealth of footage which we have taken in connection with *The Pacific Century* -- probably a unique resource. We would be pleased to work with your people and start a series of pilot courses at Santa Barbara City College, which might serve as paradigms for wide community college use.

PBI also engages in some specific research projects, as opportunity arises. For example, we are currently planning, with the Mansfield Foundation, a major study of the changes in the Japanese economy from a bureaucratic "capitalist development" state to a freer and less regulated business climate. Other such studies may appear and I would think that their by-products might be of use to your faculty and students.

In addition, if PBI took up residence on campus, I should be very happy to participate to the fullest extent possible in seminars, talks with students and, if it worked out that way, giving lectures on this general subject.

We realize that yours is a State institution and we are not proposing any kind of formal linkage. Our Chairman, Maurice Mitchell and I are very much in accord with your objectives and teaching methods in Santa Barbara City College and we feel that this could be a very happy mix. We are not asking for any support other than the use of office space and with access, if possible, to your computer network.

The Pacific Basin Institute, I hasten to say, is solvent: PBI has about $100,000 in the bank -- most of which, however, is committed already to some of our translation programs and other Pacific activities. But I think
we could be of great use in expanding your Asia-related courses at City College. In addition, I think we might be of help to Peter Haslund in using our contacts in East Asia to help him in his courses which he gives over there in *situ*. I think you are aware of our Academic Advisory groups which comprise, I should like to think, a group of world-class scholars who although each possesses heavy backgrounds in his or her specialty have developed an interest in seeing the Pacific Basin as an overall entity.

I will naturally be resident in Santa Barbara, although for the spring term, I shall be spending one day a week in Pomona where I am a visiting professor at Pomona College, giving course of Asian politics. If things work out, I will be only too happy to assist with any of your programs in this area.

I look forward to your comments and hope that we might develop something along these lines.

Sincerely,

Frank B. Gibney

FBG/mec
FOR IMMEDIATE RELEASE

POLICY BOARD RECOMMENDS COMMON ACCREDITATION STANDARDS, FOCUS ON STUDENT LEARNING OUTCOMES

Washington, DC (September 23, 1994) -- Colleges and universities around the country would be required to meet a common core of accreditation standards, with a strong emphasis on student learning outcomes, under a recommendation adopted earlier this month by the National Policy Board on Higher Education Institutional Accreditation (NPB).

Meeting in Washington, DC, the NPB also recommended that regional accrediting bodies apply common eligibility standards to colleges and universities seeking accreditation and took further steps toward creation of a new national organization to oversee all accrediting bodies in higher education.

The 15-member NPB consists of the heads of seven national higher education associations and the eight regional commissions that accredit colleges and universities (see attached list).

To elevate the importance of student learning outcomes in the accreditation process, the common core standards would impose a range of new requirements on institutions, including that they:

- provide an undergraduate education that ensures competence in oral and written communication, scientific and quantitative reasoning, critical analysis/logical thinking, and technological literacy;

- clearly define processes for establishing and evaluating all educational programs, conduct evaluations on a regular basis, and integrate the findings into the institution's overall planning and evaluation;

- provide evidence that program reviews lead to the improvement of teaching and learning processes;

-more-
accreditation - 2

- identify and publish expected learning outcomes for each undergraduate and graduate program and demonstrate that students completing the programs have achieved them; and

- document the technical and professional competence of students completing vocational and occupational programs.

The standards, which are in draft form, will be discussed at meetings of the regional agencies and national associations this fall and winter, along with other proposals approved or being developed by the NPB. Meetings also will be held with groups outside of higher education concerned with the accreditation process, including state and federal agency officials, members of Congress and state legislators, governors, public interest groups, and business leaders.

The directors of the regional accreditation agencies agreed to recommend adoption of the proposed eligibility standards to their commissions. Among those standards are requirements covering the structure and mission of the institution, its educational programs and objectives, and its financial resources and accountability procedures.

The new national organization -- tentatively named the Higher Education Accreditation Board (HEAB) -- would be governed by a 21-member board including 11 public members and 10 institutional representatives, at least seven of whom would be college and university chief executive officers. Its purposes would include ensuring quality in higher education through periodic recognition and evaluation of accrediting associations; establishing and maintaining common standards of good practice; ensuring the integrity and autonomy of nongovernmental accreditation; promoting public trust in the accreditation process; conducting research on assessment, accountability, and measurement of quality; and serving a governmental relations and public relations role on behalf of higher education accreditation.

In addition to evaluating accrediting entities and determining enforcement sanctions against those that fail to adhere to common standards, policies, and practices, the HEAB would establish policies regarding activities involving more than one accrediting agency, distance education, and accreditation of international education programs.

-more-
NATIONAL POLICY BOARD
ON HIGHER EDUCATION INSTITUTIONAL ACCREDITATION

Robert H. Atwell, President, American Council on Education, Co-chair

James T. Rogers, Executive Director, Commission on Colleges, Southern Association of Colleges and Schools, Co-chair

Charles M. Cook, Executive Director, Commission on Institutions of Higher Education, New England Association of Schools and Colleges

Joseph A. Malik, Executive Director, Commission on Colleges, Northwest Association of Schools and Colleges

Richard E. Mandeville, Executive Director, Commission on Technical and Career Institutions, New England Association of Schools and Colleges

John C. Petersen, Executive Director, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

Howard L. Simmons, Executive Director, Commission on Higher Education, Middle States Association of Colleges and Schools

Patricia A. Thrash, Executive Director, Commission on Institutions of Higher Education, North Central Association of Colleges and Schools

Stephen Weiner, Executive Director, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges

James Appleberry, President, American Association of State Colleges and Universities

Richard T. Ingram, President, Association of Governing Boards

C. Peter Magrath, President, National Association of State Universities and Land-Grant Colleges

David Pierce, President, American Association of Community Colleges

Cornelius J. Pings, President, Association of American Universities

David Warren, President, National Association of Independent Colleges and Universities